Professor Name: Dr. Steve Shardy   **June 24, 2010**

I. Course Description:

Principles of Teaching II is the follow-on course to EDUC3301. It integrates Biblical truth into a variety of educational tasks such as effective questioning techniques, theory and practice of assessment, and criteria for course material selection.

II. Course Objectives

1. The students will reaffirm the centrality of Biblical truth in the discussion on effective classroom instruction, assessment and resource procurement.
2. The students will develop a deeper understanding and appreciation for the complexity of the teaching process.
3. The students will integrate the key concepts of EDUC3301, EDUC1301, and EDUC3304 into their analysis and evaluation.
4. The students will prepare a sample assessment for a topic of their choice.
5. The students will be able to critically analyze the key concepts from the course textbooks in written form.

III. Course Textbooks

Required Texts:

Hendricks*, Teaching to Change Lives.*(Multnomah, 2003), ISBN: 1590521382. (TCL)
Carlson, *Rock Solid Teacher.*(Gospel Light, 2006), ISBN: 0830739203. (RST)
Wilkinson*, The Seven Laws of the Learner* (Multnomah, 2005), ISBN: 1590524527.
(SLL) Zuck*, Spirit-filled Teaching.* (SFT)

Recommended Texts for Additional Study:

Driscoll, *Developing Outcomes-Based Assessment* (Stylus Publishing, 2007), ISBN: 1579221955.

IV. Evaluation of Student Performance

1. **Class Attendance** – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).

2. **Reading Assignments and Accountability** – Everyone is expected to read assigned material before each lecture. Each lecture has assigned reading accountability questions or topics for discussion. A one page, double spaced response is required for <u>each</u> question or topic.

3. **Research Assignment**s:

   Assignment 1: Students will take notes from the audio lectures and submit them with the other assignments. Although I offer latitude in format and content, allow for one page per lecture (double spaced). Title this assignment EDUC 3301 LECTURE NOTES. <u>Online students will follow the procedures for their submission.</u>

   Assignment 2: Students will research current literature on subject-matter retention. Answer the question: <u>How can teachers maximize subject retention?</u> Papers must be typed, double-spaced, and a 5-6 pages in length. Use <u>five</u> primary sources including appropriate Biblical references. Please check your spelling and grammar. Follow the catalog requirements for assignment submissions.
   NOTE: Online students can reduce this assignment to 4-5 pages.

Assignment 3: Students will design and submit a twenty (20) question assessment for a topic of their choice. Along with the assessment, students will include lesson objective(s) and a sample lesson plan. The assessment component must include a combination of multiple choice, short answer, and fill-in-the-blank questions. A range of 4-5 pages (double-spaced) is acceptable, depending on your topic. Use our course discussion and your reading to draw out the essential elements. An answer key is not required.

4. **Course Exams** – There will be no examinations or quizzes for this course. Final grade will be determined from the applicable scoring rubric (see below).

5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) E-mail a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.

6. **Campus students** will submit assignments as directed by the Professor.
   Online Students will submit assignments directly to the Advising professor/Instructor.

7. **Scoring Rubric**

Assignments	Campus	Online
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	**100**	**100**

V. Course Outline & Assignments

Class 1 – Introduction

Review the course syllabus and required assignments/objectives for the class.

Class 2 – Preconceived Notions About Expectations

Reading Component – SLL, Chapter 5, pp. 79-108; and TSL, Chapter 5.
How can you help your students respond to Biblical perspective
questions? **A one page, double spaced response is required for.**

Class 3 – Biblical Questioning

Reading Component – RST, Chapter 5; SFT, Chapter 5.
Develop some of your own Biblical perspective questions. What are the five characteristics of effective Biblical perspective questions? **A one page, double spaced response is required for each question.**

Class 4 – Effective Questioning Skills

Reading Component – SLL, Chapter 6; and TSL, Chapter 6.
What are the key components to effective questioning? List and define the various types of questions commonly used in the classroom setting. **A one page, double spaced response is required for each topic.**

Class 5 – Building Retention

Reading Component – SLL, pp. 205-233; and SFT, Chapters 8-9.
How can we help our students retain the material we present in class? Define some of the key principles of effective retention. **A one page, double spaced response is required for each topic.**

Class 6 – Assessment and Application (Part I)

Reading Component – SLL, Chapter 7 (focus on pp. 137-162); and TSL, Chapter 7.
Describe the test development process. What are the guidelines for classroom

testing? **A one page, double spaced response is required for <u>each</u> question.**

Class 7 – Assessment and Application (Part II)

Reading Component – SFT, Chapters 10-11.
How do you write objective and subjective test items? Discuss student test-taking strategies.
A one page, double spaced response is required for <u>each</u> topic.

Class 8 – Communicating With Parents

Reading Component– RST, Chapter 8; and SFT, Chapters 12&13.
Describe the communication process between the teacher and parents. What are the four "P's" of effective communication with parents? **A one page, double spaced response is required for <u>each</u> question.**

Class 9 – Continuing Education

Reading Component – No additional reading component.
What is the purpose of teacher continuing education? **A one page, double spaced response is required.**
Research Component – **Assignments are due**.

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

Campus Students: Professor Name, Class # & Name, Student Name, Assignment Title
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Learning Center Students: LC *Location,* Campus Prof. Name, Class # & Name, Student Name
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

Online Students: Online Prof. Name, Class # & Name, Student Name, Assignment Title
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates
Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines
All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed*. (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)

5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer

6. Title page; then title again on page one (for formal papers)

7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.

8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.

9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).