Note:
Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form.

MOODY DISTANCE LEARNING

Course Number, Name, and Credit Hours

BI-4402 Teaching the Scriptures, 4 credits

Course Description

This course guides students through an investigation of a setting (e.g., church, family, workplace) and the social groups and/or individuals that operate within it. Emphasis placed on the use of frameworks for contextual and audience analysis and effective communication. Students will create a teaching outline and lesson as part of this course.

Course Objectives

1. Apply the process and practices of effective audience analysis
2. Summarize the biblical directive for correct, effective, and meaningful teaching
3. Create an original lesson from the Bible for use in ministry
4. Integrate lesson plan development with previous Hermeneutics study
5. Investigate various uses of educational technology for teaching in ministry
6. Identify the structure of effective lesson planning in various cultural contexts

Course Materials

Required textbooks for all Moody Online classes can be found on the Required Textbooks section of the Moody website.

Assignments

All assignments are due according to the schedule listed on the Course Schedule.

1. CLASS PARTICIPATION: Active participation is expected in this online course. Participation includes two main areas: discussion boards and reading. **Class Participation** will account for **25% of final course grade.**

> ***a. Discussion Boards:*** You must maintain a significant presence in the discussion board. Please refer to the discussion board rubric included in the Documents section of this course for more information on how your participation in the discussion board will be assessed.

> ***b. Course Expectations:*** The completion of the course reading, audio/video reviews, online articles, etc. is an important part of the course. You are expected to complete the weekly expectations prior to your discussion boards each week so you are able to discuss the concepts with others in the course.

2. ASSIGNMENTS: There will be several projects in this course requiring skills learned that may include work with Microsoft Word, Excel, PowerPoint, and beginner media production tools. Specific assignment instructions are provided under the Weekly menu. Assignments are submitted through a link provided so they can be recorded as submitted through the Blackboard Grade Center. The assignments in the course are:

> a. **ASSIGNMENT 1-1: Group Self-Assignment and Passage Selection**
> In Week 1 content of the course, you will find a link for BI4402 Group. Select the link and add yourself to only one group. You will be using this group in later assignments.
>
> In a previous course (BI 2201), four (4) passage were assigned for in-depth study.
> If you took BI 2201 the passage you studied in that course will be the same you teach a lesson for in this course. Otherwise, select one of the four passages provided. By the end of Lesson 1, your instructor will place you into groups based upon your selection.

You will submit your decision using the "Passage Selection Document".

b. ASSIGNMENT 1-2: Why Teach the Bible?

In a three (3) page double-spaced paper answer the question, "Why should Christians teach and preach the Bible?" Avoid responses that focus on tradition ("It's always been this way") or pragmatism ("How else will we hear from God?"). Instead focus on what the Bible itself teaches about the question. Answer from at least three to four (3-4) angles examining biblical commands, patterns, or comments about preaching/teaching.

c. ASSIGNMENT 1-3: Passage Reflection Blog
Note: This assignment must be completed after **Assignment 1-1.**

You assigned yourself to a group. After assigning yourself to a group, select the Group Blog (under Group Tools) and post an entry based on the following:

You will reflect upon the passage that you are teaching later in this course. Read and reread your passage. If possible, review the study notes you put together for BI 2201, getting a feel for how you think the process of preparing to teach the passage will be.

Throughout this course you will have a variety assignments that are completed in groups. For this assignment, you will be contributing to a **group blog**. In a blog post (of about 300-words) write a thoughtful response to **at least one** (1) but **no more than three** (3) of the provided questions. Feel free to include photos, videos, audio, or links to resources that come to mind in your reflection or that you have come across in your early preparation. **Begin** your blog post by stating which passage you are teaching. After posting your blog interact with at least 2 other students' posts. See the "Blogs Rubric" for more information.

d. ASSIGNMENT 2-1: Learner Characteristics Worksheet – Group Grade
In this assignment, your group will complete a chart detailing characteristics that you, as a teacher, must keep in mind when teaching students of different ages. This is primarily a research assignment. You will be required to complete independent research on the Internet, online library, or at a local library.

For each age group you will be required to provide five (5) one-to-two sentence descriptions of social, emotional, physical, and spiritual characteristics that impact learning. Some of these may be fairly straightforward; some will require extensive research and summary. You must also provide a minimum **8-resource** MLA bibliography that indicates the resources you have consulted or used. These resources should include both print and online resources (although both can be consulted online). All resources must be academically credible (i.e., not blogs, non-academic web articles, Wikipedia).

As this assignment will be completed in groups, your group should consider using online collaborative work tools to work together efficiently (e.g., DropBox, Google Drive, OneDrive). You are responsible for ensuring that work is divided equally.

e. ASSIGNMENT 2-2: Learner Characteristics Worksheet – Peer Evaluation
After completing **Assignment 2-1**, each group member will complete a peer evaluation for his or her fellow group members. Your final grade on this assignment will depend on the evaluation of your group peers.

f. ASSIGNMENT 2-3: Selected Audience Worksheet (Due Week 2)
Using the "Selected Audience Worksheet" you will submit details about your selected audience to your instructor. See the worksheet, found in the Lesson 2 Resources Folder, for more information on the requirements of this assignment.

g. **ASSIGNMENT 3:** **Hook and Book Paper** (Due Week 3)
Using what you have learned in Lesson 3, you will draft **an outline and a script** for the Hook and Book portions of your final lesson plan. Your outline will be a summary of your script, allowing for convenient feedback by your instructor. The outline will also include information about your audience (see the "Outline Example" documents for more information). Please view the outline model demonstrated in the "Outline Example" worksheets.

Use the "Assignment 3_Outline Template" document to get started on your own submission. Fill in every section **except** the "Look," "Took," and "Closing". Your **script** should be a **minimum of 1500 words**. It should read as a verbatim script, something you could comfortably read aloud.

Your **outline and script** will be submitted to the instructor for feedback by the **end of week 3**. When submitting both of these to the instructor include both sections (outline and script) in the **same** document in the following order: (1) Outline, (2) Script.

h. **ASSIGNMENT 4-1:** **Educational Technology Tools Chart**
Technology is changing the way people communicate and learn every day. It is incredible the amount of learning that happens online today. Just think: you are getting a university degree online – something unthinkable only a few decades ago! Advances in communications and education technology now give the church historically unprecedented (and exciting!) opportunities to teach God's Word in new and increasingly effective ways.

In this assignment you will complete independent online research to discover ways technology is being used **OR** can be used for teaching ministry. You will complete a chart by listing 15 technologies/resources along with a short description of the opportunities that exist through their use. Include a variety of types of technologies: smartphone apps, social networking tools, software programs, and hardware. There is no limit to what kind of technology **can** be used, so long as you can find a use for it in teaching ministry. Please note that teaching ministry can denote the task of teaching/preaching itself but can also include Bible studies, small groups, church curriculum, and more. Avoid technology with no link to teaching, such as a mobile app that helps pastors keep track of work expenses.

i. **ASSIGNMENT 4-2:** **Educational Technology Flyer**
A fellow ministry worker has been telling you about how a certain type of educational technology has revolutionized his or her ministry preparation or teaching and you are eager to see what all the excitement is about. Your church's elder meeting is coming up in a week and you plan on trying to convince them to allow you to use this technology. Create a flyer that you can hand out to each of the elders that can be used as a tool for you to discuss this new technology with them.

Submissions should be creative in their use of color, font, style, etc. Flyers should be one page maximum and moderate to light on written content.

j. **ASSIGNMENT 5-1:** **Look and Took Paper**
Using what you have learned in Lesson 5, you will draft **an outline and a script** for the Look and Took portions of your final lesson plan. Similar to **Assignment 3,** your outline will be a summary of your script, allowing for convenient feedback from your peers and the professor. Please use the outline model demonstrated in the "Outline Example" worksheets. Use the "Outline Template" document to get started on your own submission.

You are **only required** to fill in the "Look," "Took," and "Closing" sections for this assignment. Your script should be a minimum of **1000 words**. It should read as a verbatim script, something you could comfortably read aloud. Your **outline and script** will be submitted to the instructor for feedback by the **end of week 5.** When submitting both of these to the instructor include both sections (outline and script) in the **same** document in the following order: (1) Outline, (2) Script.

k. **ASSIGNMENT 5-2:** **Identify the Hook, Book, Look and Took Activity**
For this assignment you are going to watch two (2) videos. These videos are the ones assigned in week 4. The material for each video couldn't be more different, nevertheless you are to analyze each video for HBLT sections.

By carefully viewing each video, you should be able to tell where the Hook, Book, Look and Took sections happen. Using the "HBLT Activity Worksheet" identify each of those sections by providing the approximate time (in minutes: seconds [e.g., 02:21 means two minutes and twenty one seconds) that you found each of the four (4) sections. Answers rounded to the nearest 30 seconds (00:30, 01:00, 01:30) will be accepted. Also write down what you believe each of the four (4) sections are by giving a brief description of each. Finally, critique the lesson in the video by telling what you thought of the lesson itself. Did it keep your interest? Why or why not? What did you learn from the lesson?

l. **ASSIGNMENT 6:** **Teaching the Lesson**
Teach and video-record a full Bible lesson with at least one observer/reviewer. You will perform and record a **25-35 minute** lesson with the help of notes and a Bible. This lesson will be pre-prepared through previous assignments in this course (**Assignments 3 and 5-1**).

Please be aware that, due to the timely work involved in reviewing your lesson, your instructor may not have grading completed within one week. Please see the "Teaching the Lesson Rubric" for grading criteria.

m. **ASSIGNMENT 7-1:** **Stake Evaluation and Personal Review**
This assignment involves a self-critique and personal review of your own lesson. Begin by watching your own lesson at least once. Take careful note of your own strengths, weaknesses, mistakes, and accomplishments. Also keep in mind the feedback you have already received from your observer or any other persons who watched you teach. After watching your lesson you will complete the "Stake Evaluation Worksheet". **Before beginning**, be sure to look at the example that has been provided: "Stake Example".

Once you have completed the worksheet you will write a **minimum** 750 word personal review of your lesson and teaching abilities.

n. **ASSIGNMENT 7-2:** **I'm Teaching, but God's Not Working!**
One of the most discouraging parts of ministry is instances where hard work does not produce fruit. You have received a letter from a fellow ministry practitioner who, despite his or her best efforts, is not seeing fruit in their preaching ministry.

Write a two to three (2-3) double-spaced page response to your friend offering a practical, pastoral, and theological response to their discouragement.

o. **ASSIGNMENT 8:** **Is There Really One Way to Teach?**
For this assignment you will watch three (3) taught lessons from the Bible. These videos are included in the week 8 required resources. Each of these lessons represents an entirely different style of preaching. It's up to you to discover what makes them different!

In a minimum three (3) page double-spaced paper explain what the difference is between these sermons – in their style, structure, content, use of illustrations, and more. Which style is most familiar to you and why? In your paper, please distinguish the three sermons by the last name of the speaker: Ford, Tutu, and Carson.

Writing Style

Undergraduate students at Moody Bible Institute are to follow the Modern Language Association (MLA) style for all written assignments. Your instructor may waive this requirement for specific assignments such

as discussion boards, blogs, emails, and the like, but if not stated otherwise, follow MLA guidelines. Assignments not in proper MLA format may be returned with a request to redo the assignment and could be subject to a late penalty.

At a minimum, all assignments submitted as a document are to be in a standard 12-point font (limited to Time New Roman, Arial, Calibri, Cambria, Century Schoolbook), 8½ x 11 page size, and double-spaced and are to be submitted as a Microsoft Word document (.doc or .docx). Papers that cite other works should include a Works Cited page.

Students should follow the latest version of the *MLA Handbook for Writers of Research Papers* (currently the 7th edition) or use the OWL website at https://owl.english.purdue.edu/owl/resource/747/01/.

Assessments

Students' grades for this course will consist of:

Class Participation (Discussions 15%; Reading 10%)	25%
Assignment 1-1: Passage Selection Assignment	1%
Assignment 1-2: Why Teach the Bible?	5%
Assignment 1-3: Passage Reflection Blog	3%
Assignment 2-1: Learner Characteristics Worksheet – Group Grade	6%
Assignment 2-2: Learner Characteristics Worksheet – Peer Evaluation	3%
Assignment 2-3: Selected Audience Worksheet	3%
Assignment 3: Hook and Book Paper	7%
Assignment 4-1: Educational Technology Tools Chart	5%
Assignment 4-2: Educational Technology Flyer	4%
Assignment 5-1: Look and Took Paper	5%
Assignment 5-2: Identify the Hook, Book, Look and Took Activity	3%
Assignment 6: Teaching the Lesson	15%
Assignment 7-1: Stake Evaluation and Personal Review	5%
Assignment 7-2: I'm Teaching, but God's Not Working!	5%
Assignment 8: Is There Really One Way to Teach?	5%
	100.00%

Letter grades are determined by the following scale:

Letter Grade	Percentage Equivalent	Letter Grade	Percentage Equivalent
A	95% or higher	C	77 - 84.9%
A-	94 - 94.9%	C-	76 - 76.9%
B+	93 - 93.9%	D+	75 - 75.9%
B	87 - 92.9%	D	71- 74.9%
B-	86 - 86.9%	D-	70 - 70.9%
C+	85 - 85.9%	F	Below 70%

Course Copyright Statement

ADA Compliance Statement

Moody Bible Institute complies with the ADA (Americans with Disabilities Act) as well as Section 504 of the Rehabilitation Act, by providing appropriate accommodations to qualified students with disabilities. We value diversity and inclusion and recognize disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessment of this course, you are invited to address the professor with your concerns; additionally, you are encouraged to contact Gayla Gates, our disability services provider, at the Student Resource Center to discuss possible environmental modifications or adaptations. Please note, accommodations are not retroactive, therefore we encourage you to contact our service provider within the first two weeks of the semester. Contact Gayla Gates at ggates@moody.edu or 312-329-2177.