

**SYLLABUS
for
CMED 614/814**

Teaching: Its Art and Craft

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Summer Session 2011

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This course explores the art and craft of teaching. One aspect of teaching is the educational methods which addresses the question of: How is religious education undertaken and realized? This question will be explored in the context of other educational questions which address the nature, purposes, context, and interpersonal relationships of any teaching ministry.

The general purposes of this course are:

1. To identify principles and methods which facilitate religious education among all participants in educational ministries.
2. To use these principles and methods in classroom presentations, adapting them to various educational situations and levels.
3. To discover some of the creative resources which are available in the area of religious and general education that address questions about teaching.

GOALS FOR TEACHING SKILLS

Participants in this course are called to commit themselves to a creative and stretching exploration of teaching skills. You are called to intentionally develop your skills in the following:

1. To comprehend and apply some basic or advanced principles of teaching.
2. To comprehend some of the implications of contemporary research on teaching through reading.
3. To define various learning and teaching styles.
4. To demonstrate a growing repertoire of the teaching arts.
5. To demonstrate confidence and skill in the use of some select methods and techniques.

There may be other skills you would like to develop during the course. If so, please feel free to discuss the possibilities with the professor.

COURSE INFORMATION

Design

The format for the course design is relatively flexible. Please raise questions about possible options suited to your needs. Some of the options for getting at the content and improving our skills include individual presentations, input by professor, demonstrations, and evaluation throughout the course.

Video equipment will be available to us for the course. We will use it in class to record presentations and examine our performance.

Improving our competence as teachers will be difficult if we depend exclusively on traditional academic approaches. Therefore, a significant portion of the course will involve your actual practice of teaching and careful observation and evaluation of others in and out of the class.

In terms of course sequence, we will follow the outline:

- I Introduction to the Art and Craft of Teaching
- II First Teaching Episodes (video tape)
- III Additional Exploration
- IV Second Teaching Episodes (video tape)
- V Concluding Insights

Teaching episodes are time limited practice opportunities to develop instructional skills.

Course Requirements

1. Regular and punctual attendance, especially when peers are presenting.
2. Participation in class discussions, assignments, evaluations and prayer for class participants.
3. Complete assigned readings and engage in independent reading of at least 700 pages or 25 hours and/or plan for and do teaching outside of class at rate of 1 hour = 30 pages. Maintain a reading report and time log for activities. Reading reports should list author, title, and pages read or time spent along with **totals** at the end of the semester. **Due June 17.**
4. Maintain an annotated bibliography (**first option**) of your course readings in written form, or a journal of class sessions (**second option**) to be turned in as installments **May 23 and June 17.** Journals should include entries of at least one type-written page for each class session or teaching event outside of class. A **third option** is to combine written assignments by writing up an extended rationale for a curriculum and specific lesson plans for a unit of the curriculum as required in item # 6 below. The rationale should draw upon course readings and outline your personal theology/philosophy for teaching and a detailed description of both the persons taught and their specific context. This third option can assist in the integration of course learnings and to prepare a work for possible publication as a curriculum. A **fourth option** is to write up an extended essay on teaching that relates theology and religion to education with specific recommendations for teaching practice. **All written work is due June 17.**
5. Do 2 teaching episodes in class and participate in evaluation. One option is to work on a teaching team for your second episode, which potentially doubles or

triples your time for an episode in class. Teamwork requires careful planning and practice outside of class time.

6. Complete 2 detailed lesson plans each for a 60-minute time period. Consider options in your plans. Assume an uninformed substitute will teach the lesson. First plan **due May 23**; **second plan due June 17**. These lesson plans can be incorporated with item # 4 above in the **third option** for written work.
7. Write a 1 to 2 page self-evaluation and rationale for your grade in the course based upon the guidelines for grading. **Due June 17**. (This is not an exercise for everyone to argue for an A, but for careful assessment introducing the process of self evaluation in a teaching ministry.)

Class Procedure

The success of the educational experience relies upon the development of interdependent relationships among class members. It will be helpful, therefore, if you will give thought to the responsibilities of group members and do some of your initial reading in the area of group procedures and techniques. This kind of preparation should make for greater efficiency and effectiveness in arriving at individual and course objectives. It is also helpful preparation for your work as ministers in a variety of settings.

Evaluation

The value of what we do in class will be facilitated if we can initiate effective procedures for evaluation, our evaluation of your work and your self-evaluation. One element of evaluation will be review of videotapes of presentations in which you participated. Guidelines for grading are attached (see pages 5-7).

RESOURCES FOR THE COURSE

1. Reading: Reading is considered one of the primary educational resources of the course. It is suggested that you plan your reading to coincide with what we are doing in class and with your own teaching episodes. Recommendations will be made in various sources. A bibliography is provided, but it does not limit your reading in other sources.
2. Reserve Shelf: Please check the reserve shelf to see what is there. Many of the assigned readings will be located there.
3. Periodicals: It is strongly recommended that you do not neglect periodical literature. Periodicals will keep you informed of current developments in the field and acquaint you with a number of useful resources.
4. Texts: All are required to read assigned chapters of Horne; the entire text of Palmer, and one of the two Pazmiño texts and passages from the other texts that relate to vocational and practical interests. Additional reading can be selected from but is

not restricted to the course bibliography.

Galindo, Israel. *The Craft of Christian Teaching: Essentials for Becoming a Very Good Teacher*. Valley Forge: Judson, 1998.

Griggs, Donald L. *Teaching Today's Teachers to Teach*. Nashville: Abingdon, 2003

Harris, Maria. *Fashion Me A People: Curriculum in the Church*. Louisville: Westminster/John Knox, 1989.

Horne, Herman H. *Jesus the Teacher: Examining His Expertise in Education*. Grand Rapids: Kregel, 1998.

Moore, Mary Elizabeth Mullino. *Teaching as a Sacramental Act*. Cleveland: Pilgrim, 2004.

Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass, 1998.

Pazmiño, Robert W. (A) *Basics of Teaching Christians: Preparation, Instruction, and Evaluation*. Eugene, Ore.: Wipf and Stock, 2002.

Pazmiño, Robert W. (B) *God Our Teacher: Theological Basics in Christian Education*. Grand Rapids: Baker, 2001.

Westerhoff, John H. *Spiritual Life: The Foundation for Preaching and Teaching*. Louisville: Westminster John Knox, 1994.

GUIDELINES FOR GRADING AND EVALUATION

One aspect of teaching in formal education is the grading and evaluation of students' work. This grading guideline intends to assist future teachers and seeks to take into consideration both the quality of one's work and the effort and time committed to this course. It organizes course requirements to address how grades can be determined in formal teaching ministries. C level requirements are expected of all students. B and A level guidelines are independent in that one does not have to complete B level guidelines before attempting A level guidelines. These guidelines do not represent a contract, but the professor's attempt to be explicit about standards that he uses in evaluation.

Grade F

Indicates that the course has been failed. The student has not fulfilled the course requirements.

Grade D

This is a passing mark, but it shows unsatisfactory control over the material through fulfilling the majority of the course requirements.

Grade C (Same as “Course Requirements” listed on pp. 2 and 3)

This mark is given to the student who has attained satisfactory familiarity with the course and who has demonstrated at least some ability to use this knowledge in a satisfactory manner. This grade assumes the student has fulfilled the following requirements:

1. Regular and punctual attendance, **especially** during teaching episodes.
2. Participation in class discussions and evaluations.
3. Reading the texts and additional sources that total 700 pages or 25 hours. (Relate reading to teaching episodes.) Maintain a reading report.
4. Submitting an annotated bibliography on the readings with a 3-4 sentence typewritten (double-spaced) annotation on each source, or complete a journal with a one-page typewritten entry for each class session in which you reflect upon what you are learning about teaching.
5. Complete 2 teaching episodes and participate in evaluation.
6. Complete 2 detailed lesson plans.
7. Be present for the final evaluation.
8. Write a one-page self-evaluation and rationale for grade.

Grade B

This grade is given to the student who adds to the minimum satisfactory attainment of course requirements in **two or more** of the following ways, which are **beyond** the requirements for a C grade:

1. Reading an additional 300 pages, totaling 1000 pages or 30 hours.
2. Writing an annotation on each source or journal entries that reflect careful thought and critique.
3. Demonstrated improvement in teaching skills in the teaching episodes as judged by the professor.
4. Provide for well-planned and detailed options in one lesson plan.
5. Completion of minimum requirements with concerted effort and skill.

Both quality work on C level requirements and B level alternatives is expected for the B grade.

Grade A

This grade is given to the student who meets with excellence the demands which are made in relation to the requirements of the course (as described in C grade). These

demands would include completeness in detail and in form of work, independence of method, grasp of subject as a whole, and constructive imagination. In addition to this quality work in all the C level requirements, a student **could** demonstrate this quality work in **three or more** of the following ways:

1. Reading an additional 500 pages, totaling 1200 pages or 35 hours.
2. Writing at least a half-page typewritten annotation on each source or complete journal entries that reflect careful thought, critique, and integration with course content.
3. Demonstrated improvement in and sensitivity to teaching skills in teaching episodes as judged by the professor in relation to creativity and a stretching of one's skills.
4. Completion of a project or paper related to teaching. Discuss plans for such with the professor.
5. Provide for well-planned and detailed options in both lesson plans.

Both quality work on C level basic requirements and A level alternatives is expected for the A grade. By doing excellent work in areas 2, 3, and 5 listed above, the student is not adding significantly to course requirements.

Alternative Hourly Reading Guideline

(to be used **instead** of page requirements)

- C 25 hours
- B 30 hours
- A 35 hours

Tape listening will be equated at one hour = 40 pages.

*****Proviso: Completion of the guidelines for each of the grades noted above is subject to professor's evaluation of the quality of student's work.**

800 Level Course Work: Those taking the course at the *800 level* are expected to address in greater depth theoretically and theologically course assignments and are expected to discuss their work individually with the professor at the beginning of the course for sources to consider.

**CMED 614/814
CLASS SCHEDULE
Monday - Friday, 9 a.m. – 12 noon**

Class Topics and Activities

**Written and Special
Assignments**

May	16	Course & Personal Introductions, Definitions of Teaching, Educational Questions	Faith Pilgrimage
	17	Faith Pilgrimage Exercise, Basic Teaching Skills	Planning Exercise
	18	Planning to Teach, Evaluation of Teaching	1 Minute Spots
	19	1 Minute Spots, Camera Demonstration, Jesus' Teaching & Ours	Presentations & Planning
	20	Teaching Episodes I	“ “
	23	" "	Lesson Plan 1 due Journal/Biblio 1 due
	24	Curriculum, Creativity and Imagination Metaphors of Teaching, Teaching Style	Style Inventory Presentations & Planning
	25	Teaching Episodes II	
	26	" "	
	27	Summary of Principles, Evaluation	Written Self- Evaluation Reading Report Journal/Biblio. 2 Lesson Plan 2 due June 17

Suggested Readings (Be selective. Some readings are repeated. You may prefer to read entire books rather than follow this detailed schedule.)

May	16	Palmer, Ch. 1,2; Pazmiño A, Ch. 1; Griggs, Ch. 1,2; Galindo, Ch. 1-4; McKeachie, Ch. 1-3; Moore, Ch. 1-4; Westerhoff.
	17	Griggs, Ch. 3, 13; Galindo, Ch. 5-14; Moore, 6-7; McKeachie, Ch. 5, 31-34; Horne, Ch. 5
	18	Griggs, Ch. 4-9; Galindo, Ch. 9, 15, 23; McKeachie, Ch. 28-29; Pazmiño A, Ch. 1,3; Moore, Ch. 8-9.
	19	Horne, Ch. 27; Zuck (On reserve), Ch. 1,2; Moore, Ch. 4-5
	20	Horne - Chapters selected by Presentors; McKeachie, Ch. 17,19; Pazmiño A, Ch. 2; Galindo, Ch. 16-22, 24-28

