

# YFS202 : Foundations of Teaching in the Church (NLS) Spring 2021

Tuesday/11:10am-2:05pm  
Google Meet  
This is a Tuesday-Monday Course

Instructor:	Contact Information:	Appointment Information:
Anna Shuman	Best: email	Office: Virtual
Adjunct Prof	Email: <a href="mailto:anna.shuman@nyack.edu">anna.shuman@nyack.edu</a>	Mondays 8-11am
Department Coordinator YFS	Phone: 419-902-7684	<i>Please request all appointments 24 hours in advance.</i>

## COURSE OVERVIEW

This course is housed within the College of Bible & Christian Ministry and Department of Youth & Family Studies

**Catalog Course Description:** Principles and practices of Christian education as the teaching ministry of the church. Introduction to educational and administrative theory, leadership development, curricular materials, and teaching methods. **(3 credits)**

### Student Learning Goals:

1. The student will know the history & philosophy of Disciple making ministries...
2. The student will identify the needs of youth/child audience in an educational environment...
3. The student will accumulate a variety of teaching tactics to meet the needs of a diverse classroom...
4. The student will be able to utilize the pedagogy acquired in multiple settings and contexts...

### Assessment\* of Goal Attainment:

The above student learning goals are aligned with the institutional core academic goals, the program's goals, and the institution's core values stated in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>). The course develops students' **core academic skills** in all assignments. The **program goals** to enfold, encourage, equip, and unleash collegians to have Kingdom impact in God's power are substantiated by SLGs. The course is also supportive of **institutional core values** through SLGs. Attainment of goals is evaluated by the identified assignments.

\*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.

### Carnegie Unit Accountability

In addition to class time, the estimated homework hours for this course, by category, are as follows:

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In order to demonstrate accountability to reach the student learning goals listed above, this course holds to a professional academic standard known as the Carnegie Unit. This impacts the amounts of reading, “seat time” (instructional schedule set by the Registrar’s Office), and outside work assigned, standardizing expectations as **45 hours of class time and 90 hours of homework for a 3-credit course**. Accreditors and the US Department of Education have set these standards so as to assure that students receive a fair education.

Type of Work	Hours
Required Reading	30
Studying for Exams/Quizzes	10
Research	10
Writing Assignments	20
Other	20
Final Exam	3
<b>Total Homework Hours</b>	<b>93</b>

**Grading Calculation and Scale:**

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. The course grade is based on the following components:

- Attendance & Participation 20%
- Reading & Discussions 25%
- Weekly Work 30%
- Presentation 15%
- Final Exam 10%

As outlined in the catalog, all grades are calculated based on the following scale of Letter Grade/Percentile Equivalents:

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A
0-59%	60-62%	63-67%	68-69%	70-72%	73-77%	78-79%	80-82%	83-87%	88-89%	90-93%	94-100%

Care should be taken to perform at one’s best in each class. Minimum course, program, and institution grade requirements are outlined in the college catalog (<https://www.nyack.edu/site/nyack-catalog/>), falling below which may affect timely degree completion and/or financial assistance.

**Course Outline and Calendar**

Class Date	Course Content Addressed: Tuesday	Assignment(s) Due: Monday 11:59pm
1. 1.26	Syllabus & Course Overview	Reading: ----

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		Weekly Work: Syllabus Quiz
2. 2.2	<p><b>CLASSMATE COHORT</b>  <b>Disciplemaking Ministries</b>  The imperative of disciple making ministries and their scriptural foundation</p>	Reading: Linhart Section 1 Weekly Work: YouTube Clip
3. 2.9	<p><b>Overview of Teaching Ministries</b>  Who is a teacher? What do we teach? Why do we teach? How do we teach?  An overview of these questions &amp; the answers we will be unpacking in the coming weeks</p>	Reading: Hendricks Law 1 Weekly Work: Spiritual Gifts Survey
4. 2.16	<p><b>Framing How we Teach</b>  There are various structures we can put in place to ensure our teaching stays on track and brings students into assuming responsibility for the Big Idea.  HBLT, RSGF, Learning Goals</p>	Reading: Linhart section 2 Weekly Work: Podcasts
5. 2.23	<p><b>Who do we teach? How do Students learn?</b>  The biggest influence to our Big Idea is who we are teaching. In order to make the Big Idea attainable for our audience, we must know who our audience is</p>	Reading: Hendricks Law 2 Weekly Work: Personality Tests
6. 3.2	<p><b>CLASSMATE COHORT</b>  What can students learn?  Piaget has defined cognitive development into 4 steps; each represents the capacity and ability of the ages within them. <math>\frac{3}{4}</math> stages are moved through before the age of 12! How do we meet students within their capacity?</p>	Reading: Linhart Section 3 Weekly Work: Ministry Visitations
<b>Spring Break 3.7-14</b>		
7. 3.16	<p><b>“See my Life” teaching</b>  Combining our teaching tactics with our principles of spiritual development we are able to move forward in disciple making ministry to create environments for transformation.</p>	Reading: Hendricks Law 3 Weekly Work: Spiritual Instincts
8. 3.23	<p><b>Meaningful Activity</b>  Not all activity helps your students focus, be present, and engaged. How do we evaluate helpful vs harmful activity?</p>	Reading: Linhart Section 4 Weekly Work: Activity Connection
9. 3.30	<p><b>CLASSMATE COHORT</b>  <b>The Bible as a Story</b>  Just because we are making the story of scripture attainable for our audience, does not mean we skip steps of hermeneutics.</p>	Reading: Hendricks Law 4 Weekly Work: Resource Sharing
10. 4.6	<p><b>Bridging the Story</b>  Students need help seeing the story from scripture as relevant to their life. How do we build a bridge through time using the teaching tactics we’ve acquired to bring scripture to life?</p>	Reading: Hendricks Law 5 Weekly Work: Mentoring Questions
11. 4.13	<p><b>Owning the Story</b>  The pivotal moment of faith is when faith</p>	Reading: Hendricks Law 6 Weekly Work: Sermon Evaluations

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	becomes our own. How do we build opportunities for students to practice, engage, and own their faith?	
<b>12. 4.20</b>	<p><b>CLASSMATE COHORT</b></p> <p><b>Seeing Our Story</b></p> <p>Disciple making ministries make disciples, who make disciples. The story of God is woven through their story and our story. How does personal testimony and group testimony affect our ability to share His story?</p>	<p>Reading: Hendricks Law 7</p> <p>Weekly Work: This is my Story</p> <p><b>Hendricks Journal Completed</b></p>
<b>13. 4.27</b>	<p><b>Presentations:</b></p> <p>HBLT or RSGF; it is time to integrate our course work into action!</p>	<p>Reading:</p> <p>Weekly Work: SWOT Charts</p> <p>Presentation: Teaching Time</p>
	<b>Final Exam: 5.4</b>	

## COURSE REQUIREMENT DETAILS

**Required Texts:** Hendricks, Howard. [2003]. Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive. Multnomah; Reprint edition (2003) ISBN-10: 1590521382

Linhart, Terry. [2016]. Teaching the Next Generation. Baker Books. ISBN-13:9781493405817

**Other Resources:** Podcast Server of Choice

### Assignment Descriptions:

#### 1. Attendance & Participation [200 points]

- Lectures [110 points]
  - Each week will have a virtual meeting at 11:10am. Here we will go over the weekly work from the previous week, engage in group discussion and outline the required work for the upcoming week. At the conclusion of our weekly meetings you will be sent into your cohorts.  
Each lecture is pre-recorded and uploaded on the weekly lesson page. Complete the questions provided throughout the lectures and submit them to the weekly discussion board assigned to your cohort.
  - Please note that Lecture work is different from Weekly Work.
- Classmate Cohort [90 points]
  - Attend the 4 required cohort meetings completely and submit the work required to be completed in your cohort time. When the syllabus indicates CLASSMATE COHORT, there will not be a full class meeting. You will meet with your cohorts for the duration of class time or until you complete the required work. All work is still to be posted under your cohorts weekly discussion board. Each meeting has the potential of earning 20 points. If you participate in all 4 required meetings, you will receive an additional 10 points towards your final grade.
  - Please note that Lecture work is different from Weekly Work.

#### 2. Reading & Discussions [250 points]

- Hendricks Journal [125 points]

As you read through each chapter you will be required to fill out the corresponding worksheet. Upload a picture, or a digital copy, of the completed document as an attachment to your discussion post. Then write a 150 word reflection on the assigned chapter on how you will implement the Law of the Teacher into your teaching.

Each post has the potential of earning 15 points; 5 points for the worksheet and 10 points for the reflection. If you successfully complete all 7 posts on time you will be given 20 points towards your final grade.
- Linhart Discussion Board [125 points]

Read through the required section in its entirety. Write an integrity statement at the top of your post indicating that you have completed the reading likeso:  
*I, [put your name here], verify that I read Section \_\_\_ in its entirety.*

Through your reading you are looking for the following information to gather:

1. 4 key insights
2. 3 thoughts to reflect on further that connect with areas of other study
3. 2 questions you are left with
4. 1 way you will practically apply the content you gained from the reading.

Write the integrity statement and 4 described points in an original post. Then reply to 2 classmates. Each original post has the potential to earn 20 points. Each reply to a classmate has the potential to earn 5 points. This means you have the ability to earn 30 points towards your final grade from each required reading assignment from Linhart.

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If you participate in every assignment from Linhart you will be given an additional 5 points towards your final grade.

**3. Weekly Work [300 points]**

- Each week will have an assignment that enforces the lecture content of the week. The 13 different assignments are all required to be completed. Lack of completion will also impact your participation grade as each assignment will be discussed the following week. You will find a full description is provided in each lecture as well as in a consolidated list in your course resources folder.
- Please note that Weekly work is different from lecture work
- Details for submission are included in each assignment description as is point values, ranging from 15-30 points, for each assignment.

**4. Presentation**

- The purpose of this course is to learn how to teach in the church to an audience of minors. For your final project you will write a lesson on a passage of scripture of your choosing to an age demographic of your choice: Children's Church or Youth Group. You are responsible for filling out the appropriate lesson plan template with your own content. This is not to be pulled from a curriculum or an internet resource. Upload a PDF with the following to the dropbox
  - Your Bible Study notes
  - The lesson plan completely filled out
  - Any worksheets you created and are needed to complete the lesson
  - a Parent handout to empower and equip at home discussions
- Record yourself teaching the lesson through a google meet [will be gone over in class]. Feel free to use the pause/play method if you will not have an actual audience. In your "pause" sections explain what you expect the student response to be and how long it would take you to accomplish it.
  - To successfully upload your recording you may need to add it to your Nyack google drive and embed it in a slide.
- Upload your PDF and video file to the Dropbox: Final Project

**5. Final Exam**

- Your final exam will cover lecture content, Disciples who made disciples and the Hendricks worksheets. You will receive access to a word document during week 13 to download, edit and upload to the dropbox by your scheduled final exam timeslot.
- Download: Lesson Plan- "Final Exam"
- Dropbox: Final Exam by 2:05pm May 4

**COURSE POLICIES**

**Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.

**Student Identity Verification and Privacy:** Student identity in the online course companion is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.

**Attendance/Absence:** Attendance is marked in the Faculty Portal each class period. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. A student must contact the professor via

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email or voice mail before the end of a missed class. All assignments are due on the date designated. If the professor is absent, work equivalent to the “seat time” missed will be posted in the E360 course companion in order to mark attendance and to fulfill federal/state regulations.

**Late Assignments/Extensions:** **No late work is accepted.** Extensions may be requested until 48 hours before the assignment’s deadline. The granting of an extension is at the discretion of the professor and is not guaranteed. Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar’s Office no later than the last day of the class (before final exams week begins—see Extensions for Late Work policy in the college catalog).

**Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.

**Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people’s words or ideas as though they were your own) will be subject to the penalties as described in the plagiarism policy in the college catalog and student handbook.

**Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.

**Style Guide for written work:** Students should follow all requirements for Chicago/Turabian Format when submitting book reviews, research papers, and homework assignments.

**Writing Center:** All Nyack College students seeking assistance with pre-writing, drafting, revising, and editing their written assignments are encouraged to use the resources available through the Writing Center. Sites are available at the Rockland graduate and undergraduate campuses, the Manhattan campus, and phone consultation is available for off-campus graduate students.

**Communication with Instructor:** Nyack College email, not e360 messages, will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.

**Grievance Procedure Policy:** See the full Grievance Procedure Policy posted in the college catalog. Excerpt: “Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. In the case of a grade dispute, adjustments must be made within 45 days of the close of the semester.”

**Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class. You are required to be present in class with your screen on and no other devices on in the background.