



**Topics in Christian Education**  
**ACS 205**  
**Course Syllabus**  
**Fall 2019**

**INSTRUCTOR**

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**COURSE DESCRIPTION**

This course is designed to equip students to teach the Bible effectively in a variety of Christian Education settings. This course will focus on how to design and implement developmentally appropriate lessons and courses that lead learners toward deeper understanding and personal application of the Bible. This course will provide students with a solid understanding of the theoretical foundations of effective Bible education as well as with an assortment of practical tools and materials to assist in their implementation.

**COURSE OBJECTIVES**

By taking this course, students will be able to:

1. Defend the value of Christian Education, particularly Sunday School
2. Explain how people learn and the implications this should have for a teacher
3. Design and implement effective, developmentally appropriate Sunday School lessons and units
4. Justify choice of curriculum based upon criteria discussed in class
5. Characterize a “good” teacher
6. Assess student learning

**REQUIRED READING**

1. Lawrence O. Richards and Gary J. Bredfeldt (1998). *Creative Bible Teaching*. Moody Press. ISBN: 0-8024-1644-6

## ASSIGNMENTS

Assignment	Objectives	Due Date	Where to submit assignment
1. Defense of Christian Ed.	1	See below	In class
2. Sunday School Visit Reports	2	See below	In class
3. Learning Styles Tests	2	See below	In class
4. Written Lesson Plan	3	See below	In class
5. In-Class Lesson	3	See below	In class
6. Peer Evaluations	5,6	See below	In class
7. Card File	3,5	See below	In class
8. Curriculum Selection Form	4	See below	In class
9. Final	3,5,6	See below	In class
All course work is to be completed by due dates posted in this syllabus. Extensions to this time limit will be made only by the director of ACS and are rarely granted. Missed due dates may require students to extend their program or fail the course. Additional fees may apply.			

### ASSIGNMENT DESCRIPTIONS

(Any further necessary details, including rubrics and/or other grading criteria, will be given in class)

#### 1. **Defense of Christian Education**

Students will reflect on material covered in class relating to the growth, development, and purpose of Christian Education and use that information as well as personal experience and Scripture to defend the value of Christian Education in one typed, double-spaced page.

#### 2. **Sunday School Visit Reports**

Students will observe two different Sunday School classes of individuals 18 years old or younger. At least one of those classes ought to consist of mostly American students. After each visit, students will write a one-page report of his or her observations of the class itself: content taught, methods employed, perceived effectiveness, etc. The second report should also include an additional half page of comparison and contrast of the two different classes.

#### 3. **Learning Styles Tests**

Students will take a series of online and/or paper “tests” given by the instructor for the purpose of discovering his or her own unique set of learning preferences and strengths. Satisfactory completion of this assignment, as well as an in-class reflection on the activity, will be included in the class participation grade.

#### 4. **Written Lesson Plans**

Students will write two lesson plans for a Sunday School class according to “Hook-Book-Look-Took.” Initial notes and edited rough drafts must be handed in along with the final lesson plans. These assignments will be graded several times during different stages of revision and using different criteria. Grading criteria will be given along with each part of the assignment.

5. **In-Class Lessons**

Students will write and teach two lessons to the ACS 205 class.

6. **Peer Evaluations**

Students will evaluate their peers' in-class lessons based on the student assessment criteria discussed in class

7. **Card File**

Students will construct a card file that catalogs different teaching methods, strategies, or enhancements that they feel will be personally useful as they move forward in their particular ministries.

8. **Curriculum Selection Form**

Students will examine and assess various curricula and share their observations on a form that will be given in class.

9. **Final**

The final for ACS 205 has three parts: 1) Students will evaluate a written lesson plan and show, explain, and defend their revisions for it (to be completed outside of class), 2) Students will complete a self-evaluative reflection/commitment report (also completed outside of class), and 3) Students will evaluate their peers' overall learning throughout the course based on the methods and criteria for effective assessment discussed in class.

## **COURSE PROCEDURES & COURSE REQUIREMENTS**

**Attendance:** There is a positive correlation between attendance, learning, and grades. Classroom participation reinforces the exercises and assignments completed outside of class (through repetition/further practice) and provides an opportunity to ask questions about items or concepts that are unclear to the student. It is also an opportunity to interact with classmates and to learn from others' questions and insights. Please plan to attend every class.

**Cheating:** The community of Missio Theological Seminary and ACS expects a commitment to integrity in all areas of life. Cheating is an expression of fraud and deception. Cheating includes (but is not limited to) representing another's work as your own (such as a Bible version) or copying someone else's homework (in current or past classes). Students found cheating will receive a zero for the assignment (and perhaps the course), and may face further action by the academic office, such as expulsion from school.

**Help:** If you are experiencing difficulty, please let the instructor know. ACS instructors want to help you succeed in their courses. Check the office hours above. Students are also encouraged to discuss any difficulties with the director of ACS.

## COURSE SCHEDULE

(Subject to change)

Date	Topic	Reading and assignments
8/26	Introduction What is Christian Education?	
9/2	Labor Day – No Class	
9/9	What makes a good teacher a good teacher? Part 1	Defense of Christian Education due
9/16	What makes a good teacher a good teacher? Part 2	Sunday School visit 1 due
9/23	Similarities in learning	
9/30	Differences in learning	Learning styles, Modalities, Multiple intelligences due
10/7	Effective lessons: Hook Book Look Took part 1	Chapter 9, <i>Creative Bible Teaching</i> Reading notes due
10/14	Effective lessons: Hook Book Look Took part 2	Sunday School visit 2 due
10/21	Effective lessons: Hook Book Look Took part 3	
10/28	Human development and age-appropriate lessons	Chapter 16, 17, or 18, <i>Creative Bible Teaching</i> ; reading notes due Individual lesson plans due
11/4	Getting Practical/Classroom Vocabulary	
11/11	In-class lessons and peer evaluations (1)	Lesson self evaluations and peer evaluations (in-class)
11/18	In-class lessons and peer evaluations (2)	Lesson self evaluations and peer evaluations (in-class)
11/25	<i>No Class – Thanksgiving break</i>	
12/2	Building a portfolio of resources Selecting curriculum	
12/9	Final Part 1	Card file due
12/16	Final Part 2	

## ACADEMIC POLICIES AND STUDENT RESPONSIBILITY

Please note that candidates are fully responsible to know and follow all the ACS rules, regulations, and deadlines published in the ACS student handbook.

## ACADEMIC AND GENERAL INTEGRITY

As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that all assignments are to reflect your own work. Those found guilty of cheating or plagiarism will receive a grade of zero on the assignment and will follow the process outlined in the current handbook. Plagiarism is against the law in the United States of America.

**Definition of plagiarism:** To plagiarize is “To steal or purloin and pass off as one’s own (ideas, writings, etc., of another)” (*Webster’s new collegiate dictionary*, 1953). Plagiarism is theft. Not putting the definition above within quotation marks, not crediting Webster’s (via the text citation), or changing a word (e.g., “claim” for “pass off”) and presenting the definition as your own would all be plagiarism. In other words, plagiarism is using someone else’s material without giving that person credit.

Other forms of plagiarism include mixing unmarked quotations with your own words and putting a single reference at the end of the paragraph, buying a paper from a term paper service (from any source, including one of those online), turning in a paper written by a student who already took the course, or having someone else write your paper. Writing the paper with another student is also plagiarism. Copying and pasting from a website, electronic document, or other source is stealing and is plagiarism. If in doubt, ask your professor or the library staff *before* you turn in your paper or project.

### COMPLETION OF COURSE WORK

All course work is to be completed by due dates posted in this syllabus. Extensions to this time limit will be made only by the director of Advanced Cultural Studies (ACS) and are not automatically granted. Missed due dates may require students to extend their program or fail the course. Additional fees may apply. The individual faculty member does not have the authority to grant any extensions of time beyond the due dates posted in the syllabus. Requests for extensions must be made in writing to the committee at least one week prior to the due date in the syllabus. Forms for this purpose are available in the ACS office. All requests should specify the reasons for the extension and the length of the extension desired. Such requests are not automatically granted.

### GRADING SYSTEM

Sunday School Visit Reports	5%
Written Lesson Plan	20%
In-Class Lessons	25%
Peer Evaluations	5%
Card File	5%
Curriculum Selection Form	5%
Final	25%
Participation (includes in-class and short assignments)	10%

To remain in good academic standing in ACS, a student must maintain a 3.0 grade point average for Level 1 and a 3.2 grade point average for Level 2. ACS's grading system is:

<b>MISSIO SEMINARY GRADING SYSTEM</b>			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing