Gordon-Conwell Theological Seminary – Charlotte

Course Syllabus

The Teacher and the Teaching Task (EM 604)

Dr. Steven Klipowicz, Professor

June 7 – 8, July 19 - 20, and August 9 – 10

Contact Information

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SAKAI

Course documents, calendar and other support will be provided on the SAKAI learning management platform at https://sakai.gcts.edu. In addition, students will be asked to complete three learning modules online between the weekend class periods. Students enrolled in the class should be able to access this site by using their student email names and student I.D. numbers.

Course Description:

This course is designed to prepare pastors and Christian educators for the ministry of teaching within the church and formal academic contexts. The course focuses on the nature of educational ministry to adults and the important role the teacher plays in the process of teaching/learning. The course provides a comprehensive and practical introduction to teaching/learning including the effective development and delivery of instruction in class situations and other formats. The course utilizes a practical theology framework that sees teaching/learning as a dynamic process involving interaction of theological, personal, educative, and contextual dimensions.

Relationship to Curriculum:

EM/MC 604 can serve as either a ministry or general elective course in the Master of Divinity program and is a suggested option for those who see teaching as a significant vocational activity. The course also serves as a potential option for a general elective or the summative evaluation course within the Master of Arts in Christian Thought (MACT) and the Master of Arts in Biblical Studies (MABS). The course would serve as a
suggested concentration course in the MAR program or ministry elective in the MACC program for counseling students who see teaching as a related part of their careers.

**Course Objectives:**

The ultimate goal of this course is to prepare students to be proficient teachers who understand teaching as a process of practical theology that facilitates learning from both pedagogical and theological perspectives. The course will enable students to design, develop and deliver effective instruction that promotes learning within various educational settings. The following learning outcomes are expected for students who apply themselves to the course.

1. Students should clearly state a personal sense of mission and calling as a Christian teacher and educator.
2. Students should understand their optimal role in the teaching-learning process and how to structure educational situations based upon their self-awareness.
3. Students should demonstrate the ability to adequately assess the theological and pedagogical aspects of a particular teaching-learning situation through the use of a situational audit.
4. Students should be able to craft clear and obtainable learning outcomes for specific contexts of teaching-learning and use them to construct a backward-design instructional model (*Wiggins and McTighe*) for a specific teaching-learning context.
5. Students should demonstrate familiarity with at least 4 major theories and practices of adult learning (cf. *Merriam and Caffarella*) and apply them to a particular situation of teaching-learning.
6. Students will be able to summarize several models of motivation for learning and explain how these models will be incorporated into a viable educational plan.
7. Students should articulate the differences between a teacher-centered versus a learner-centered paradigm (cf. *Huba and Freed*) to effectively implement learner-centered principles within a specific teaching-learning situation.
8. Students should explain how the proper use of feedback and assessment promotes effective learning.
9. Students should be able to develop a complete curricular plan including a syllabus and lesson plan for a specific teaching-learning situation by integrating the above elements.

**EM/MC 604 Required Readings:**


Students should read each of these books in their entirety (see assignments below for specific reading assignments). A final letter (signed) indicating the extent of the reading should be turned in at the end of the course to obtain the needed grade points as well as the amount of time spent. The amount of points will be pro-rated based upon the percent of the readings completed (Total pages or 50 hours).

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Expected Time Commitment (hrs.)</th>
<th>Student’s Actual Time on Task</th>
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<tbody>
<tr>
<td>Course Readings</td>
<td>50 hrs.</td>
<td></td>
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<tr>
<td>Class Time</td>
<td>32 hrs.</td>
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<tr>
<td>Sakai Modules</td>
<td>10 hrs.</td>
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<tr>
<td>Curriculum Development Project</td>
<td>30 hrs.</td>
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<tr>
<td>Philosophy of Pedagogy</td>
<td>15 hrs.</td>
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<tr>
<td>Total</td>
<td>137 hrs.</td>
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Class Assignments:

Grading for this course will be based upon the following assignments. Students will complete these projects and exercises and submit them by the identified due date. Grades will be determined by the extent and quality of the work completed. The descriptions of these assignments and grading criteria can be found at the end of this syllabus. Further explanations of each project will be provided during the first class session.

1. Personal Philosophy of Pedagogy Paper
2. Curriculum Development Project

All work for this course will be due no later than September 1, 2013. Any extensions beyond this date must be determined and approved by the Registrar who will consult with the professor.

SAKAI Modules

There will be three learning modules posted on SAKAI that will guide you in significant aspects of your final course development project. These will act as significant stepping stones in the process and you will be asked to submit your completed work each class weekend they are due. This work will be considered in the grade for the course development project.

Grading:

Grades for the course will be determined by performance on the above exercises and projects. Students can achieve a total of 300 points from courses assignments with the following grade scale and assignment weighting:

- Philosophy of Personal Pedagogy paper 100 points
- Curriculum Development Project 200 points
- Completion of required reading

Total 300 points

Scoring Scale

270 – 300 points A-/A+
240 – 269 points B-/B+
210 – 239 points C-/C+
180 – 209 points D-/D+

Completion of all course readings is worth 20 points. This has already been factored into the grade. For example, completion of 50% of the reading will result in a loss of 10 points. Reading will be evaluated on either percentage of total pages read or hours logged.

All assignments are expected to be written on the level of graduate education. Incorrect grammar, spelling mistakes, and other indications of poor writing will result in the loss of grade points. Make sure you proof read your work before submitting it.
**Attendance:**

Students are required to attend all sessions of the course. Unexcused absenteeism will result in a loss of grade points. Missing unexcused more than 8 hours will result in an automatic reduction of one whole grade. If for reason of illness or family death or emergency, contact Dr. Klipowicz regarding these events to determine appropriate make-up activities. For additional information concerning attendance, consult the *Student Handbook* requirements and the *Syllabus Addendum* at the end of this syllabus.

**Course Schedule and Class Preparation**

**Before Class #1**

Readings:

*The Courage to Teach* (entire book)
*Learning in Adulthood: Chapters 1-6*

Preparation Assignment on Sakai

Module 1: *Doing a Situational Audit*

Prepare and bring to class a 1-2 page proposal for your teaching project that encompasses the four dimensions of the situational audit within a real life or proposed teaching situation for your major class project.

**Before Class #2**

Reading:

*Understanding by Design: Chapters 1-7*
*Learning in Adulthood: Chapters 7, 9, 11, and 13*
*Excellent in Teaching with the Seven Laws* (entire book)

Preparation Assignment on Sakai

Module 2: *Developing Learning Outcomes*

**Before Class #3**

Reading:

*Leadership Presence* (entire book)
*Understanding by Design: Chapters 9 - 11*
Learner-Centered Assessment (entire book)

Preparation Assignment on Sakai

Module 3: Promoting Active Learning

Preparation Assignment on Sakai Module 3

Teacher and the Teaching Task (EM/MC 604)

Course Assignments

Assignment #1: Philosophy of Personal Pedagogy Paper

The Philosophy of Personal Pedagogy paper should present a final synthesis of your current thinking and practice of teaching within a congregational or another identified context (academic, corporate training, etc.). This paper should reflect your personal convictions and opinions as under girded and supported by references that indicate interaction with key biblical, theological, and theoretical models and frameworks. The paper should be at least 12 pages long (double spaced) and have a bibliography of at least 15 sources (books, articles from journals, Internet sources, etc). This paper should be personalized to you own sense of calling, integrity, passion, giftedness, and personality. It would be best written with a particular context in mind such as teaching in the local church or in a formal academic context of your choice. Since it is a personal statement, use of the first person is permitted and encouraged, but the student should maintain quality and precision in writing style and provide ample support from literature for personal positions. Internet sources should be evaluated for quality. Please avoid use of wikipedia.com and other general Internet sources.

The paper should discuss the following issues:

- Key theological and philosophical factors influencing your understanding and practice of teaching.
- Your understanding of the dynamic of the relationship between teachers and learners.
- Your primary theoretical orientation in teaching based upon chosen learning theories and models.
- Your sense of vocation/calling and your own relationship to truth and how that shapes your practice of teaching.
- Your current ministry context and how contextual factors shape your practice of leadership.
- Your personal core values regarding your teaching role leadership role and how they influence your practice of teaching.
• Your theoretical commitments in teaching in terms of how adults learn best and how your teaching reflects these.
• Reflections on your personality, passions, strengths and weaknesses and how they influence your approach to teaching and your classroom presence.

This assignment will be **worth a maximum of 100 points** and will be assessed on the following criteria:

A. Clear, logical and coherent writing
B. Document is free of grammatical and spelling mistakes
C. Document will cover all requested topics areas (see above)
D. Ability to support statements with appropriate citations and references
E. Quality and depth of theological and pedagogical framework
F. Length and quality of bibliography
G. Ability to synthesize and integrate personal, theological, and contextual factors into a cogent description of your philosophy of teaching

This assignment should be turned in together with all other completed assignments by the final due date of September 1, 2011.

**Evaluation Rubrics:**

An A (90 – 100 points) would exhibit all the following characteristics:

A. Writing will have a clear introduction and organizing structure throughout the paper. Headings will provide demarcation of key thematic areas.
B. Document will have less than three spelling and grammatical mistakes. Writing style should be active and concise.
C. Paper will adequately cover all requested content areas.
D. Major points in the paper will have support from outside literature identified by proper citations.
E. Paper will demonstrate awareness and understanding of key theoretical and theological concepts within the field of education.
F. Paper will have a rich bibliographical list with at least 15 reference sources primarily coming from course text books, professional journals, and monographs.
G. Paper will demonstrate a thoughtful and integrated understanding of the student’s calling, gifting and practices in light of a particular context or situation.

A B paper (80 – 89 points) will exhibit the following characteristics:

A. Writing will have a clear introduction and organizing structure throughout the paper. Headings will provide demarcation of key thematic areas.
B. Document will have less than 10 spelling and grammatical mistakes.
C. Paper will adequately cover at least 6 of the 7 requested content areas.
D. Major points in the paper will have support from outside literature identified by proper citations.
E. Paper will demonstrate awareness and understanding of some theoretical and theological concepts within the field of education.
F. Paper will have at least 12 reference sources primarily coming from course text books and other sources.
G. Paper will attempt to address the student’s calling, gifting and practices in light of a particular context or situation.

A C paper (70 – 79 points) will exhibit the following characteristics:

A. Writing lacks a clear introduction and organizing structure throughout the paper.
B. Document will have more than 10 spelling and grammatical mistakes indicating a lack of prior proof reading.
C. Paper will adequately cover only 5 of the 7 requested content areas.
D. Major points in the paper lack support from outside literature identified by proper citations.
E. Paper lacks awareness and understanding of theoretical and theological concepts within the field of education.
F. Paper has less than 12 references and primarily coming from course text books and popular literature or Internet sources.
G. Paper fails to integrate theory and practice within a clear sense of the student’s calling, gifting and practices in light of a particular context or situation.

Assignment #2: Curriculum Development Project

The Curriculum Development Project provides the opportunity for the student to create a complete curriculum for a particular teaching situation or project of the student’s choice. The project can be focus on a real or concrete teaching-learning situation such as a Sunday school course or a class at a Christian school. Students can also use a current, an imaginary or projected class of their choice as long as the conjectured situation can provide enough reality to complete the detailed requirements of the project.

Students should determine early (see weekly SAKAI assignments) in the program a target situation for this project because the online training modules will provide excellent opportunities for the student to develop key components for the project and receive feedback from the instructor throughout the term.

The completed project will be due September 1, 2013 and be worth up to 200 points. The project will consist of a number of components that comprise the effective development of a useable approach for teaching-learning in a specific program or course. The assignment will provide the student the chance to demonstrate understanding of the
major concepts and skills introduced in EM 604 within a real life context. The final project should be a minimum of 20 pages and include the following elements:

1. A brief description or background statement regarding the proposed educational situation or context.
2. A situational audit investigating the significant factors and driving forces shaping the need for the form of instruction. This should include your own experience and readiness to teach the required topic and the nature of your students and their previous level of learning in the proposed area of instruction.
3. Development and listing of student learning objectives for the course.
4. Discussion of your use of feedback through assessment and evaluation to enhance student learning. How do your assignments and activities reflect accomplishment of learning objectives? This should include suitable rubrics as needed for at least one assignment.
5. Brief teaching outlines for each unit, class or module.
6. Description of learning activities employed in each unit or class and a rationale for their use.
7. One fully outlined lesson or module including learning activities, lesson flow and sample content.
8. Development of a short syllabus for the entire course (5 pages maximum).

In addition to these curricular elements, the following should be incorporated into a commentary or pedagogical scaffolding for the curriculum:

A. Identify learning theories or models that provide the best framework for optimizing student learning in the course. Discuss and defend why you have chosen these theories.
B. Discuss how you used elements of a student-learning paradigm (Huba and Freed).
C. Identify your use of essential questions and how they provide unity to the course (over-arching questions) and promote student inquiry (topical questions).
D. A discussion of your perceived presence, role and activity in the teaching-learning process in terms of promoting student motivation and learning.
E. Link the principles of the Seven Laws of Learning (Shafer) to your curricular design. In which ways are these principles integrated into your instructional design?

**Rubrics for Project Evaluation**

The projects will be evaluating in terms of the following criteria:

a) **Comprehensiveness:** Does the project provide all that is requested?
b) **Quality:** Is the project neatly written and well-composed?
c) **Integration:** Do all the elements logically and pedagogically fit together?
d) **Creativity:** Does the project reflect originality and creativity in design and implementation?
e) **Conceptual Frameworks:** Does the project reflect adequate understanding of pedagogical theories and models and appropriate use in shaping the curriculum?

An “A” project (180 – 200 points) will have the following qualities:

a) Comprehensiveness: The project completes and records **all** elements required in the above description in detail.

b) Quality: The project will be neatly presented and easily navigated by the reviewer. Graphs, charts, and illustrations will be used to good effect. There are few grammatical, spelling, and usage errors.

c) Integration: All core elements of the project inter-relate and build off of each other. Learning objectives, assessment methods, and learning activities are congruent with each other and effectively reflect the situation as determined by a thorough situational audit using a backward-design approach.

d) Creativity: The project reflects significant originality and creativity in design and implementation.

e) Conceptual Framework: The project using key and appropriate theoretical models and frameworks effectively to create an educational experience that is theory-driven.

A ‘B’ project (160 – 179 points) will have the following qualities:

a) Comprehensiveness: The project completes and records **all** major elements in some form as required in the above description.

b) Quality: The project will be neatly presented and easily navigated by the reviewer with some use of visuals effects. There are less than 10 grammatical, spelling, and usage errors.

c) Integration: All core elements of the project are understood and adequately represented. Learning objectives, assessment methods, and learning activities are congruent with each other and relate to the situational audit using a backward-design approach.

d) Creativity: The project reflects some creativity in design and implementation.

e) Conceptual Frameworks: The project uses some theoretical models and frameworks to create an educational experience that is theory-driven.

A ‘C’ project (140 – 159 points) will have the following qualities:

a) Comprehensiveness: The project is missing some of the major elements of the project as required in the above description.

b) Quality: The project lacks neatness and is hard to follow. There are no visuals to highlight the information. There are over 10 grammatical, spelling, and usage errors giving the impression of hasty writing and editing.

c) Integration: There is inadequate connection between curricular elements. Learning objectives, assessment methods, and learning activities do not relate to each other or the situation described by the audit.

d) Creativity: The project is uninspiring and lacks any signs of creative pedagogy.
e) Conceptual Frameworks: The project has little evidence of theoretical understanding of the learning process or the use of theory to shape the educational experience.

**Additional Course Bibliography**

*How People Learn:* Free PDF download from National Academy of Sciences

http://people.ucsc.edu/~gwells/Files/Courses_Folder/ED%20261%20Papers/How%20people%20Learn%20Ch1.pdf


Syllabus Addendum

Academic Standards

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class

In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy

Arrangements for submission of late work at a date on or before the “last day to submit written work,” as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.
However, course work (reading and written) to be submitted after the publicized calendar
due date, must be approved by the Registration Office. An extension form, available
online, must be submitted to the Registration Office prior to the “last day to submit
written work.” Requests received after this date will either be denied or incur additional
penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades

Faculty have six weeks from the course work due date to submit a final grade. Grades are
posted on-line within twenty-four hours of receipt from the professor. Students are
expected to check their CAMS student portal in order to access posted grades (unless
instructed otherwise). Those individuals who need an official grade report issued to a
third party should put their request in writing to the Registration Office.

Returned Work

Submitted hard-copy course work will be returned to the students if they provide a self
addressed and postage- paid envelope with their final work. Work submitted without the
appropriate envelope will be destroyed after the grade has been assessed and issued.