

Equip Biblical Institute
Church Planting * Team Leadership * Pastors Institute
2100 Greenfield Drive, El Cajon, CA 92019



219 Principles of Teaching Syllabus ©

Instructor:
Teaching Site:
Semester and Year:

Course Description

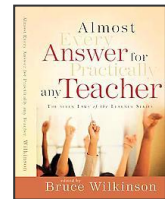
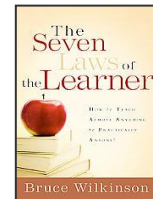
This course focuses on how to teach according to the ways youth and adults learn. Topics include the importance of lifelong learning, high expectations, making application, aiding retention, meeting needs, equipping skills, and asking for a decision. Students will create an action plan for teaching people biblical truth in the ways adults learn best, and teach a lesson that applies the laws of learning.

Course Design Comments

This course is designed to equip church starters, pastors, and leaders with Bible knowledge, Christian character, servant leadership, and teaching experience with the goal of life-change. It addresses the diverse learning styles of adults through active discussion, charts, visuals, Internet research, team-building, and project-based learning. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. *Suggestions for improving course design and content are appreciated.*

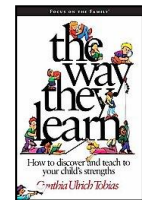
Required Textbooks

1. The Holy Bible. A translation, such as the New International Version, the New American Standard Version, or the New King James Version is recommended for study.
2. Bruce H. Wilkinson. *The Seven Laws of the Learner*. Sisters, OR: Multnomah, 1992. 9781590524527
<http://www.bestwebbuys.com/9781590524527>
3. Bruce H. Wilkinson, ed. *Almost Every Answer for Practically Any Teacher*. Portland, OR: Multnomah, 2005. 9781590524534
<http://www.bestwebbuys.com/9781590524534>



Recommended Resources

4. Bruce H. Wilkinson. *7 Laws of the Learner* DVD Set. WorldTeach (\$89)
http://worldteachers.com/estore/view_product.php?product=THE6E8KA1
5. Cynthia Ulrich Tobias. *Every Child Can Succeed: Making the Most of Your Child's Learning Style*. Colorado Springs, CO: Focus on the Family, 1999. 9781561797080
6. Cynthia Ulrich Tobias. *The Way They Learn*. Colorado Springs, CO: Focus on the Family, 1996. 9781561794140



Internet Resources

http://www.helpmewithbiblestudy.org/1hi/iA/app1_heartF.htm

Books may be ordered through a local bookstore or on the Internet.
To receive the MS Word version of the portfolio email the professor.

Learning Outcomes

The student who successfully completes this course will be able to:

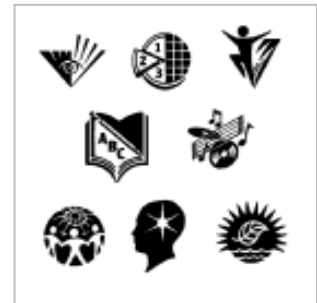
1. Describe, apply, and critique the law of the **learner** in the learning process.
2. Describe, apply, and critique the law of **expectation** in the learning context.
3. Describe, apply, and critique the law of **application** in the learning context.
4. Describe, apply, and critique the law of **retention** in the learning context.
5. Describe, apply, and critique the law of **need** in the learning context.
6. Describe, apply, and critique the law of **equipping** in the learning context.
7. Describe, apply, and critique the law of **revival** in the learning context.
8. Contribute to a group presentation on the laws of the learner checklist.
8. Teach lessons that incorporate the laws of the learner.
9. Create a typed illustrated action plan for teaching people biblical truth that meets needs.

Methods of Instruction

Instruction emphasizes active learning, project-based learning, collaborative team-based learning, reflection, discussion, interactive lecture, story-telling, drama, visuals, PowerPoint, quizzes, and exams with the goal of long-term and real-world learning that results in life-change and leading healthy churches. The major pedagogical premise of this course is that students should be treated like the professionals they are becoming. Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University and Luther Rice Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a Southern Baptist pastor and church planter with the North American Mission Board. In 2008 Dr. Woods was elected to the Board of Grossmont Union High School District in San Diego with over 20,000 students.



The goal of *balanced instruction* is to address each of the learning strengths of diverse adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. *Student-centered instruction* is most effective when it impacts the mind, the will, and the emotions. *TEAM-based Learning*: Students are encouraged to study in teams before or after class for at least one hour per week working on study skills, application skills, individual projects, and group projects. Students do not give answers to co-learners, but help them learn how to find the answers. Everyone contributes to the learning process. **TEAM = Together Everyone Accomplishes More**



DVD Series: Dr. Bruce Wilkinson. *7 Laws of the Learner* DVD Set. WorldTeach (\$89) http://worldteachers.com/estore/view_product.php?product=THE6E8KA1

In this course students are mentored by **Dr. Bruce Wilkinson**, who has earned degrees from Northeastern Bible College, Dallas Theological Seminary, and Western Conservative Baptist Seminary. He is founder of Walk Thru the Bible Ministries.



Student Requirements

First, successfully complete the **quizzes** in the Portfolio before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory.

Second, maintain the **journal** in the Portfolio using the three-step process of observation, interpretation, and application: (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

Third, each session **discuss** the quizzes and journal in the Portfolio. (1) What are we as a group learning about the Bible and transformational leadership in this course? (2) How can we as leaders apply these concepts to our lives, families, and ministries? (3) How can our churches apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, complete the **final exam** in the Portfolio. Summarize the seven laws of the learner in 1,000 words. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. This will serve as the basis for the booklet or term paper. Week 11

Fifth, contribute to a **group presentation** on one of **The Laws of the Learner Checklist** based on textbooks, online articles, course notes, and other sources. This group project can be a PowerPoint presentation, dramatic skit, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 12

Sixth, teach two 15-minute illustrated lessons (**individual projects**) utilizing **Student-Centered Teaching** (the laws of the learner) on any of the following topics: anger, doubt, envy, evolution, fear, greed, lust, meditation, postmodernism, prayer, relationships, self-esteem, spiritual disciplines, or worry. The individual project can be a sermon manuscript, banner, booklet, chart, collage, dramatic reading, graphic organizer, monologue, outline, painting, poem, PowerPoint, scroll, song, story, timeline, or webpage that incorporates the laws of the learner. This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership. Week 13

Seventh, create a typed **booklet** or **term paper** titled **Action Plan for Teaching to Meet Needs** based on textbooks, online articles, course notes, and other sources to be distributed to parents, Sunday School teachers, and Bible study leaders of the student's church. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Booklet should be 2,000-3,000 words in length. Text should be single-spaced. Font should be Times New Roman 12. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective servant-leadership. Week 14

Course Objective. The mission is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. The course objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains, (2) to remember what they have read, (3) to sharpen their thoughts through journaling, (4) to speak effectively before others, (5) to work as learning teams of leaders, and (5) to biblically apply what they are learning to life, family, and ministry. Adults learn in multiple ways and so this course incorporates multiple learning styles. By applying these concepts of champion learners, students will improve with each course they take as they are equipped in Bible knowledge, Christian character, and ministry skills. Welcome to transformational leadership development.

Sequence of Instruction

Read the table like this, "At Session ____ on _____, the scheduled session content is _____, and the assignment **due that session** is _____."

Session	Date	Session Content	Assignment Due
1		<p>The Seven Laws of the Learner Go over this Syllabus and the Portfolio. Watch Law of the Learner DVD (optional) Grade and discuss Portfolio quiz questions. Discuss and complete Portfolio journal reflections. Group Activity: Create a one-page visual summary of the Law of the Learner. Demonstrate examples of the following: Student-centered Teaching Lessons The Laws of the Learner Checklist Action Plan for Teaching to Meet Needs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Print 219 Principles of Teaching Portfolio. <input type="checkbox"/> Study the introduction and chapter 1 in <i>The 7 Laws</i> and chapter 1 in <i>Almost Every Answer</i>. <input type="checkbox"/> Type the answers to the Portfolio quiz questions and the journal in preparation for the discussion and group activity. <input type="checkbox"/> Read the Baptist Faith and Message http://www.sbc.net/printfriendly.asp <input type="checkbox"/> Subscribe to the free online Visual Church Newsletter http://www.christianitytoday.com/lyris/subscribe/visualchurch.html http://www.christianitytoday.com/lyris/subscribe/churchlaughs.html
2		<p>Law One: Law of the Learner Grade and discuss Portfolio quiz questions. Discuss and complete Portfolio journal reflections. Watch Law of the Learner DVD (optional) Group Activity: Create a one-page visual summary of the law of learner.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapter 2 in <i>The 7 Laws</i> and chapter 1 in <i>Almost Every Answer</i>. <input type="checkbox"/> Type the answers to the Portfolio quiz questions and the journal in preparation for the discussion and group activity.
3		<p>Law Two: Law of Expectation Grade and discuss Portfolio quiz questions. Discuss and complete Portfolio journal reflections. Watch Law of Expectation DVD (optional) Group Activity: One-page visual summary of the law of expectation.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-4 in <i>The 7 Laws</i> and chapter 2 in <i>Almost Every Answer</i>. <input type="checkbox"/> Type the answers to the Portfolio quiz questions and the journal in preparation for the discussion and group activity.
4		<p>Law Three: Law of Application Grade and discuss Portfolio quiz questions. Discuss and complete Portfolio</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-6 in <i>The 7 Laws</i> and chapter 3 in <i>Almost Every Answer</i>. <input type="checkbox"/> Type the answers to the Portfolio quiz questions and the journal in preparation

Session	Date	Session Content	Assignment Due
		journal reflections. Watch Law of Application DVD (optional) Group Activity: One-page visual summary of the law of application.	for the discussion and group activity.
5		Law Four: Law of Retention Grade and discuss Portfolio quiz questions. Discuss and complete Portfolio journal reflections. Watch Law of Retention DVD (optional) Group Activity: One-page visual summary of the law of retention. Bring family and friends.	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 7-8 in <i>The 7 Laws</i> and chapter 4 in <i>Almost Every Answer</i>. <input type="checkbox"/> Type answers to the Portfolio quiz questions and journal.
6		Law Five: Law of Need Grade and discuss Portfolio quiz questions. Discuss and complete Portfolio journal reflections. Watch Law of Need DVD (optional) Group Activity: One-page visual summary of the law of need.	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 9-10 in <i>The 7 Laws</i> and chapter 5 in <i>Almost Every Answer</i>. <input type="checkbox"/> Type the answers to the Portfolio quiz questions and the journal in preparation for the discussion and group activity.
7		Law Six: Law of Equipping Grade and discuss Portfolio quiz questions. Discuss and complete Portfolio journal reflections. Watch Law of Equipping DVD (optional) Group Activity: One-page visual summary of the law of equipping. Bring family and friends.	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 11-12 in <i>The 7 Laws</i> and chapter 6 in <i>Almost Every Answer</i>. <input type="checkbox"/> Type the answers to the Portfolio quiz questions and the journal in preparation for the discussion and group activity.
8		Law Seven: Law of Revival Grade and discuss Portfolio quiz questions. Discuss and complete Portfolio journal reflections. Watch Law of Revival DVD (optional) Group Activity: One-page visual summary of the law of revival.	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 13-14 in <i>The 7 Laws</i> and chapter 7 in <i>Almost Every Answer</i>. <input type="checkbox"/> Type answers to the Portfolio quiz questions and journal. <input type="checkbox"/> It is time to enroll in the next course and order textbooks.

Session	Date	Session Content	Assignment Due
9		Final Examination Grade and discuss Portfolio final exam and journal. Group Activity: Students will work on group presentations.	<input type="checkbox"/> Summarize the seven laws of the learner in 1000 words for the Final Exam in the Portfolio. <input type="checkbox"/> Work with group in preparing to team-teach group presentation using PowerPoint or handouts.
10		Group Presentations: Students will team-teach in a group presentation: Laws of the Learner Visual Checklist. Bring family and friends.	<input type="checkbox"/> Work on group presentation: Laws of the Learner Visual Checklist.
11		Individual Presentations: Student - Centered Teaching Lessons. Bring family and friends.	<input type="checkbox"/> Work on lesson: Learner-Centered Teaching.
12		Individual Presentations: Student - Centered Teaching Lessons. Bring family and friends.	<input type="checkbox"/> Work on lesson: Learner-Centered Teaching.
13		Individual Presentations: Student-Centered Teaching Lessons. Bring family and friends.	<input type="checkbox"/> Work on lesson: Learner-Centered Teaching.
14		Booklet or Term Paper: Each student will present a booklet: Action Plan for Teaching to Meet Needs. Submit Portfolio for grading. Bring family and friends.	<input type="checkbox"/> Complete booklet: or term paper: Action Plan for Teaching to Meet Needs. <input type="checkbox"/> Distribute the textbooks for the next course.

Notice: EBI holds to the [Baptist Faith and Message](#). The inclusion of articles, books, or external links in this list does not imply that the opinions expressed represent the official position of EBI. Primary resources dealing with cults, denominations, education, liberalism, postmodernism, secular culture, and world religions may be included.

Webliography: Laws of Learning External Links

1. Christianity Today Teaching articles
<http://www.christianitytoday.com/biblestudies/areas/biblestudies/articles/#teaching>
2. Baker's Evangelical Dictionary of Biblical Theology
<http://bible.crosswalk.com/Dictionaries/BakersEvangelicalDictionary/>
3. Bible.org articles <http://www.bible.org/> http://www.bible.org/series.asp?series_id=93
4. Bible Atlas Online <http://anova.org/sev/atlas/html/>
5. Net Ministries.org "Bible Basics" <http://netministries.org/BBasics/BBasics.html>
6. Bible History.com <http://www.bible-history.com/>
7. Bible Maps <http://www.keyway.ca/htm2002/keyway07.htm>
8. Bible Notes.net <http://www.biblenotes.net/>
9. Bible Places.com "Photos" <http://bibleplaces.com/>
10. Biblical Spirituality.org articles <http://www.biblicalspirituality.org/reunion>
11. Biblicist.org articles <http://www.biblicist.org/systematic/TableOfContents.htm>
12. Biblicist.org dispensational articles <http://www.biblicist.org/bible/articles.shtml>
13. Bible Gateway.com Gospel Communications resources <http://www.biblegateway.com/>

14. Billy Graham Evangelistic Association articles
http://www.billygraham.org/SpiritualHelp_MinorTopic_Index.asp?MajorTopicID=1
<http://www.wheaton.edu/bgc/archives/archhp1.html>
15. Blue Letter Bible.org summaries and charts <http://www.blueletterbible.org/study/>
16. Breakpoint articles <http://www.pfm.org/AM/Template.cfm?Section=BreakPoint1>
17. Campus Crusade for Christ International resources <http://www.ccci.org/>
18. Christian Answers.net articles <http://www.christiananswers.net/>
19. Christian Apologetics Research Ministry.org “Bible Difficulties”
http://www.carm.org/bible_difficulties.htm <http://www.carm.org/>
20. Christian Classics Ethereal Library.org <http://www.ccel.org/shortlist.html>
21. Christian Classics Ethereal Library.org “World Wide Study Bible” <http://www.ccel.org/wwsb/>
22. Christianity Today.com teaching articles
<http://www.christianitytoday.com/biblestudies/areas/biblestudies/articles/#teaching>
23. Christianity Today.com Bible studies <http://store.yahoo.com/biblestudies/allbibstud.html>
24. Concerned Women for America.org articles <http://www.cwfa.org/main.asp>
25. Creation Science <http://emporium.turnpike.net/C/cs/>
26. Crosswalk.com articles <http://www.crosswalk.com/>
27. Crosswalk.com Bible study tools <http://www.biblestudytools.net/>
28. Discipleship Journal articles <http://www.navpress.com/Magazines/DJ/ArchiveSearch.asp>
29. Dispensationalism.com articles <http://www.dispensationalism.com/>
30. ElmerTowns.com spiritual gifts test http://www.elmertowns.com/spiritual_gifts_test/
31. E-sword.net Bible study tools <http://www.e-sword.net/>
32. Turning Point Hot Topics http://www.turningpointradio.org/hot_topics.html
33. Willmington’s Bible Study Library (Theology and Bible Book Summaries)
http://www.churchplantingvillage.net/site/c.iiJTKZPEJpH/b.784509/k.67FF/Wilmingtons_Bible_Study_Library_1_2.htm

I am absolutely convinced that life is meant to be lived with powerful emotions and heightened expectation—with joy, fulfillment, excitement, and purpose. I am convinced that when we live with passion we honor God powerfully, for it is then that we resemble Him most in spirit.... Living wide open for God includes pursuing godly character with passion. –David Jeremiah

Course Bibliography

Capehart, Jody, and Lori Haynes Niles. *Touching Hearts, Changing Lives: Becoming a Treasured Teacher*. Loveland, CO: Group, 1999. 0764421255

Cosby, Bill, and Alvin F. Poussaint. *Come On People: On the Path from Victims to Victors*. Nashville, TN: Thomas Nelson, 2007.

Ford, LeRoy. *A Sourcebook of Learning Activities*. Nashville, TN: Broadman, 1984.

Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Nashville, TN: Broadman, 1978.

Gregory, John Milton. *The Seven Laws of Teaching*. Grand Rapids, MI: Baker, 1984.

The Livingstone Corporation. *The A to Z Guide to Bible Application: A Resource for Applying the Bible to Everyday Life*. Wheaton, IL: Tyndale House, 1996.

McNabb, Bill, and Steven Mabry. *Teaching the Bible Creatively: How to Awaken Your Kids to Scripture*. Grand Rapids, MI: Zondervan, 1990. 0310529212

Smalley, Gary, and John Trent. *The Language of Love*. Colorado Springs, CO: Focus on the Family, 1988.

Smart, James D. *The Teaching Ministry of the Church: An Examination of the Basic Principles of Christian Education*. Philadelphia, PA: Westminster, 1954.

Tidwell, Charles A. *Educational Ministry of a Church*. Nashville, TN: Broadway, 1982.

Tobias, Cynthia Ulrich. *Every Child Can Succeed*. Colorado Springs, CO: Focus on the Family, 1996.

Tobias, Cynthia Ulrich. *The Way They Learn*. Colorado Springs, CO: Focus on the Family, 1994.

Towns, Elmer. *The Successful Sunday School and Teacher's Guidebook*. Carol Stream, IL: Creation House 1976.

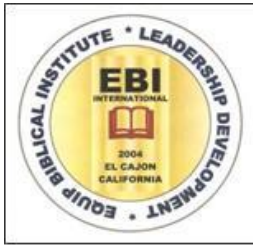
Wiersbe, Warren W. *Preaching and Teaching with Imagination: The Quest for Biblical Ministry*. Grand Rapids, MI: Baker, 1994.



Transfer of Credits to Southern California Seminary

To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the quizzes, journal reflections, booklets or term papers, and exams for each course. Upon successful completion of the course, students may transfer units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable.

Attendance Policy. Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 56 homework hours) courses, more than 10 minutes late is a *Tardy*; more than 20 minutes late is an *Absence*. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of NC (No Credit) will be recorded when a student misses four sessions or does not complete coursework on time. Exceptions must be *approved in writing* by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute. Students who attend all 14 sessions will receive 100 points.



Equip Biblical Institute
Church Planting * Team Leadership * Pastors Institute
 2100 Greenfield Drive, El Cajon, CA 92019



Grade Report

This is an official document and must be typed or computer-generated.

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Today's Date

Name of EBI Teaching Site

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First

Middle

Full Last Name

--	--	--	--

Street

City

State/Country

Zip

--	--	--

Home Phone

Cell or Work Phone

Email

Semester: Fall (September-December) Spring (January-April) Summer (May-August)

Year: _____

Check if any information above needs to be updated.

Course Code	Course Title	Name of Instructor	Start Date	End Date	Units	Grade
219	Principles of Teaching				2	

This student earned the above grade.

Instructor Signature

Printed Name

Date

Site Director Signature

Printed Name

Date

Order textbooks at least six weeks before the course starts.

- (1) The Professor will grade the **Portfolio** and return it to the student with the grade on the front page.
- (2) The Site Director will sign and keep a copy of this **Grade Report** in the teaching site files.
- (3) The Site Director will mail or email this **Grade Report** to gwoods@socalsem.edu.

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