221 Teaching to Change Lives
Syllabus ©

Professor:
Training Center City:
Semester and Year:

Course Description
This course focuses on

Course Design
This 14-week course is designed to equip pastors, church starters, leaders, and church members with Bible knowledge, Christian character, servant leadership skills, 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. Over 1,000 church members, leaders, church starters, and pastors have completed EBI courses. Suggestions for improving course design and content are appreciated.

Required Textbooks

Additional Books for Advanced Students and Pastors

To receive the MS Word version of the portfolio and notes, email gwoods@socalsem.edu.
Learning Outcomes
The student who successfully completes this course will be able to:

1. Explain how to apply the teaching process.
2. Explain how to apply the education process in teaching.
3. Explain how to apply active learning in teaching.
4. Explain how to apply the keys to communication in teaching.
5. Explain how to apply the power of the emotion (heart) in teaching.
6. Explain how to apply the keys to motivation (encouragement) in teaching.
7. Explain how to apply the keys to good assignments (readiness) in teaching.
8. Explain 8 habits of effective small group leaders.
9. Explain 24 ways to improve teaching.
10. Teach 2 lessons implementing the Laws of a Teacher to Philippians and James.

Methods of Instruction
Instruction emphasizes active learning, problem-based learning, project-based learning, collaborative team-based learning, reflection, discussion, interactive lecture, story-telling, drama, visuals, term papers, 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.

Authentic learning involves observation, interpretation, and application. The goal of balanced instruction is to address 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

In this course students are mentored by Dr. Howard G. Hendricks, of Dallas Theological Seminary. Dr. Hendricks has touched millions of lives. Dr. Hendricks has ministered in over eighty countries through speaking engagements, radio, books, tapes, and films. He has served as a chaplain for the Dallas Cowboys football team (http://www.dts.edu/aboutdts/faculty/).

Students are mentored by Dr. Kenneth O. Gangel, Chairman and Professor of Christian Education of Dallas Theological Seminary.
Student Requirements

First, answer the questions 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. (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, participate in the discussion of the questions and applications in the portfolio during class. Through discussion students learn from one another and sharpen one another as iron sharpens iron. This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, there will be no midterm or term paper in this course.

Fifth, teach Lesson 1. This will assist student-leaders in developing long-term memory through multiple reviews of the core material. Week 8

Sixth, teach Lesson 2. This will assist student-leaders in developing long-term memory through multiple reviews of the core material. Week 13

Seventh, complete the final exam in the portfolio. 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. Week 14

Course Objective. Our mission is to bring glory to God by assisting local churches to equip believers to live and minister biblically based on the inerrant Word of God. This equipping includes Bible knowledge, Christian character, and ministry skills. The 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 unique ways and so this course incorporates multiple learning styles. According to the Cone of Learning, writing, discussing, and applying concepts are more effective learning strategies than the boring lectures used in many schools. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these concepts of champion learners, students will experience transformational growth. Welcome to the disciple-making process!
<table>
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<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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</table>
| 1       |      | **The Law of the Teacher**                                                        | - Print 221 Teaching to Change Lives portfolio.  
- Skim the textbooks and be prepared to discuss how these books are unique as learning tools.  
- Study chapter 1 in *Teaching to Change Lives*.  
- Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity.  
- Read the *Baptist Faith and Message* [http://www.sbc.net/printfriendly.asp](http://www.sbc.net/printfriendly.asp) |
<p>|         |      | <strong>Go over this Syllabus and the Portfolio.</strong>                                      |                                                                                              |</p>
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<td>applications. Group Activity: Create a visual summary of one of these chapters. Review for the midterm exam.</td>
<td>□ Type the answers to the portfolio questions in preparation for the discussion and group activity.</td>
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<td>7</td>
<td></td>
<td><strong>Teach Lesson 1</strong> Teach a brief lesson on the Christian life based on a chapter in the book of Philippians. Discuss what made the lessons effective. Encourage students to share what they have learned. Preview the second textbook.</td>
<td>□ Review the study guide to prepare for midterm. Five hours of study are recommended. □ Work on Lesson 1. □ Enroll in the next course. □ Pay for textbooks for the next course.</td>
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<tr>
<td>8</td>
<td></td>
<td><strong>Dream of Leading a Multiplying Group</strong> Pray for Group Members Daily Invite New People Weekly Discuss portfolio questions and applications. Group Activity: Create a visual summary of one of these chapters.</td>
<td>□ Study chapters 1-3 in <em>Habits of Effective Small Group Leaders</em>. □ Type the answers to the portfolio.</td>
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<td>9</td>
<td></td>
<td><strong>Contact Group Members Regularly Prepare for the Group Meeting Mentor an Apprentice Leader Plan Group Fellowship Activities</strong> Discuss portfolio questions and applications. Group Activity: Create a visual summary of one of these chapters.</td>
<td>□ Study chapters 4-7 in <em>Habits of Effective Small Group Leaders</em>. □ Type the answers to the portfolio.</td>
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<td>10</td>
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<td><strong>Be Committed to Personal Growth Putting It All Together The Eight Habits for Leaders Become an “Eight Habits” Church</strong> Discuss portfolio questions and applications. Group Activity: Create a visual summary of one of these chapters.</td>
<td>□ Study chapters 8-11 in <em>Habits of Effective Small Group Leaders</em>. □ Type the answers to the portfolio.</td>
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<td>11</td>
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<td><strong>Ways to Improve Teaching:</strong> Lecture, Stories, Role Playing, Scripture Search, Discussion, Q &amp; A, Buzz Groups, Panel Discussion, Debates, Forums. Discuss portfolio questions and applications. Group Activity: Create a visual summary of one of these chapters.</td>
<td>□ Skim chapters 1-12 in <em>Habits of Effective Small Group Leaders</em>. □ Type the answers to the portfolio.</td>
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<td>12</td>
<td></td>
<td><strong>Ways to Improve Teaching:</strong></td>
<td>□ Skim chapters 13-24 in <em>Habits of Effective Small Group Leaders</em>.</td>
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<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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<tr>
<td></td>
<td></td>
<td>Discovery Learning, Project-Based Learning, Instructive Play, Field Trips,</td>
<td>Effective Small Group Leaders.</td>
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<td>Memorization, Research and Reports, Teaching through Music, Handwork, Interviews,</td>
<td>Type the answers to the portfolio.</td>
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<td>Case Studies, Drama, Creative Writing, Instructive Assignments, Testing.</td>
<td>Bring a rough draft of your term paper for peer-review.</td>
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<td>Discuss portfolio questions and applications.</td>
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<td></td>
<td></td>
<td>Group Activity: Create a visual summary of one of these chapters.</td>
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<td>Prepare for next week’s student lessons.</td>
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<td>13</td>
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<td><strong>Teach Lesson 2</strong></td>
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<td>Teach a brief lesson from a chapter in the book of James.</td>
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<td>Discuss what made the lessons effective.</td>
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<td>Review for final exam.</td>
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<td>14</td>
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<td><strong>Final Exam and Course Evaluation</strong></td>
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<td>Take final exam.</td>
<td>Review the study guide for the final exam.</td>
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<td>Submit portfolio for grading.</td>
<td>Complete the portfolio.</td>
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<td>Students will debrief by sharing how they are using what they have learned.</td>
<td>Distribute the textbooks, syllabi, and portfolios for the next course.</td>
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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.

**Webliography: External Links**

6. Bible Study Resources [www.bible.org](http://www.bible.org)
17. Online Bible links [http://www.onlinebible.net/links.html](http://www.onlinebible.net/links.html)
18. Apologetics 4Truth [www.4truth.net](http://www.4truth.net)
19. Church Planting Village [www.churchplantingvillage.net](http://www.churchplantingvillage.net)
20. Church Starting http://www.churchstarting.net
23. Got Questions www.gotquestions.org
24. Institute of Strategic Evangelism links http://bgc.gospelcom.net/ise/links.html
26. LifeWay.com church planting articles
   http://www.lifeway.com/lwc/mainpage/0,1701,M%253D50090,00.html
27. Malphurs Group http://www.malphursgroup.com/AboutUs/Team.html
32. Pastors.com subscription http://www.pastors.com/aboutus/
34. Sketches relating to evangelism http://www.onmission.com/webzine/jan_feb02/post_moderns.htm
   http://www.onmission.com/webzine/sept_oct02/truthquest.htm
   http://www.onmission.com/webzine/sept_oct02/on_mission_resources.htm
   http://www.onmission.com/webzine/mar_apr00/ready_answers.htm
   http://www.onmission.com/webzine/sept_oct02/postmodern_postcards.htm

Holman Bibliography


Course Bibliography


**Transfer of Credits to Southern California Seminary**

**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.

**Class Time and Homework Policy**
To transfer credits to Southern California Seminary, each 2-unit course must include at least 28 hours of class time discussion and 56 hours of portfolio homework during the 14-week semester. Courses with less than 28 hours of class time do not meet EBI requirements. Since “time plus focus equals learning” increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the first or second week of January, May, and September. For maximum learning, it is recommended that working students take 2 courses per semester or 6 courses per year.

**Late Work Policy**
Completing work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. The grade for work that is between 1 and 7 days late is lowered by 20%. The grade for work that is between 8 and 14 days late is lowered by 40%. Work that is over 14 days late will not be accepted except in special cases such as hospitalization or death. Professors are required to send to the EBI offices the grade sheet within 15 days of the end of each course so that transcripts can be updated.

**Portfolio Policy**
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 questions, journal applications and reflections, term papers, and exams for each course. Upon successful completion of the Associate of Biblical Studies, students may transfer 60 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.
Grading Scale

<table>
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<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<td>95-100%</td>
<td>950-1,221</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
<td>900-949</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>870-899</td>
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<tr>
<td>B</td>
<td>84-86%</td>
<td>840-869</td>
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<td>B-</td>
<td>80-83%</td>
<td>800-839</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
<td>770-799</td>
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<td>C-</td>
<td>70-73%</td>
<td>700-739</td>
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<td>NC</td>
<td>Below 70%</td>
<td>0-699</td>
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Student Evaluation

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<td>Portfolio/Group Activities</td>
<td>60%</td>
<td>600</td>
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<tr>
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<td>10%</td>
<td>100</td>
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<td>Lesson 2</td>
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<tr>
<td>Final Exam</td>
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<td>Total</td>
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<th>Session 2</th>
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<th>Session 5</th>
<th>Session 6</th>
<th>Session 7</th>
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<th>Session 9</th>
<th>Session 10</th>
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Report Card

Today’s Date  Name of EBI Training Center

First  Middle  Last Name

Street  City  State/Country  Zip

Home Phone  Cell or Work Phone  Email

Year  ☐ Fall (September-December)  ☐ Spring (January-April)  ☐ Summer (May-August)

☐ Check if any information above needs to be updated.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Units</th>
<th>Grade</th>
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<tr>
<td>221</td>
<td>Teaching to Change Lives</td>
<td></td>
<td></td>
<td>2</td>
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</table>

This student earned the above grade.

Professor Signature  Printed Name  Date

Order textbooks at least six weeks before the course starts.

(1) The professor will grade the Portfolio and return this Report Card to the student with the grade.
(2) The professor will complete and sign the Student Roster and Grade Sheet and return it to the Center Director for his signature.
(3) The Center Director will keep the Student Roster and Grade Sheet in the training center files.
(4) The Center Director will mail or email the Student Roster and Grade Sheet to gwoods@socalsem.edu.

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