

Saint Louis Christian College
PED312 Dynamics of Teaching Youth
Professor Jon-Michael David Brown I
3 Credit Hours

Spring Semester 2012
Prerequisite: None

Wednesday and Friday
1:30 – 2:45 p.m

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

COURSE DESCRIPTION

This course studies the unique principles governing the teaching/learning process and the proven methods used to convey biblical truth to youth from 6th grade through high school. The writing of objectives, lesson plan preparation, instructional media use, classroom setting, and teacher/student relationship will be examined. Students explore and demonstrate various age-appropriate principles and methods of teaching in activities and lessons taught within and outside the classroom.

COURSE RATIONALE

Many would say that teaching only occurs when the student has learned. This concept presents several dynamics for the teacher of young people. The teacher cannot hope to teach by simply sharing biblical knowledge. There are numerous aspects to successfully communicating God's truth to teenagers. There must be ample consideration given to this unique audience and the influences affecting their development. The teacher must also find common ground while utilizing multiple teaching styles. Though complex, it is achievable and the life-change that results makes it worth it. The course contributes to Institutional Student Learning Objectives 5-7, 9 and Divisional Objectives 1-5.

COURSE OBJECTIVES

Upon completion of this course, the learner should be able to:

1. Understand the basic principles of the teaching/learning process.
2. Understand the role that the teacher's life plays in the learning process.
3. Understand the basic and unique characteristics of today's youth.
4. Write lesson objectives.
5. Prepare and present lesson plans.
6. Utilize multiple teaching methods.
7. Have confidence in teaching youth.

COURSE REQUIREMENTS

1. *Class Attendance and Participation.*

Each student is expected to attend every class session and participate. No excused absences will be allowed except in the case of family emergencies or other extenuating circumstances. Absences due to

school-sponsored activities must be cleared through the Academic Dean (see SLCC catalog for details). Each unexcused absence will result in a 1-point deduction from both the mid-term and final grades (up to 10 points for the semester). Each instance of tardiness or leaving class early without an extenuating circumstance will result in a .5-point deduction from the final grade. Students missing more than 15 minutes of class will be counted as absent for that class session.

Although there is no grade given for class participation, each student should recognize that participation is key to the educational experience. Everyone is expected to ask thoughtful questions, make constructive comments and be respectful of others' involvement.

2. *Reading Assignments (10% of final grade).*

Within the course guide is a schedule of the required reading. Students are responsible to have read the textbook chapters for the day listed. There will be periodic (usually daily) reading quizzes at the professor's discretion. There will be no make-up quizzes.

3. *Classroom Exercises (10% of final grade)*

During the semester students will be asked to participate in teaching exercises in the classroom. These exercises will be designed to help the student develop their teaching skills. Students will be graded on effort and quality of participation.

4. *Sermon Evaluations (10% of final grade).*

Students will be required to listen to 5 youth speakers and give an evaluation of each one's style and effectiveness. At least two messages/lessons should be listened to from each speaker (10 in all). There should be a general outline for each message, a discussion of the each speakers strengths and weaknesses and an evaluation of how your own teaching can or can't benefit from theirs. All 5 evaluations are due together and should include documentation of the tape, video, event or website that you listened from. Each evaluation should be 1-2 pages for a total of 5-10 pages.

5. *Sermon Outlines (15% of final grade).*

Students must prepare 4 detailed sermon outlines for jr. high or high school students. These should be prepared using the SCORRE method found in *How to Speak to Youth and Keep Them Awake at the Same Time*. Students will be graded on the fulfillment of requirements, quality, and relevance of sermon. Sermons should not be manuscript, but should include significant detail of what will be shared (i.e. for an illustration students should not right only "illustration" or "frog illustration." Rather students might right "read" or "tell frog illustration. Explain that frogs will sit in a pot of cold water as it turns up and boil to death. Make the connection to our lives and how sin starts small till we boil to death...literally.")

4. *Lesson Plans (15% of final grade).*

Students must prepare a series of 4 detailed lesson plans for jr. high or high school students. This should include objectives, time breakdowns, illustrations, tools, audience, scripture, etc... There should be enough detail that the lessons could be given to and taught by a Sunday school teacher. Students will be graded on the fulfillment of requirements, quality, and relevance of lesson.

5. *Field Teaching (15% of final grade).*

Each student will be required to teach twice in a church setting (jr. or high school Sunday school or youth meeting) and be evaluated by a youth leader (see form in syllabus). The evaluation should be turned in along with a 1-2 page description and personal evaluation of the event.

6. *Student Teaching (15% of final grade).*

Each student will be required to teach the class twice as well as evaluate their classmates. Students will be graded on their content and presentation, as well as, implementation of principles learned in class. Each student will also turn in an evaluation form to the professor for each speaker in class for a grade.

7. *Final (10% of final grade).*

Students will be given a comprehensive final exam over the books and material covered in class.

COURSE ASSESSMENT

1. The official St. Louis Christian College grading policy will be used as stated in the catalog.
2. The final course grade will be determined as follows:

Reading	10%
Classroom Exercises	10%
Sermon Evaluations	10%
Sermon Outlines	15%
Lesson Plans	15%
Field Teaching	15%
Student Teaching	15%
<u>Final Exam</u>	<u>10%</u>
TOTAL	100%

COURSE SCHEDULE

DATE	CLASS DISCUSSION	READING	ASSIGNMENTS
1/11	Introduction and Syllabus		
1/13	What's It All About	TCL – intro TLJ – Chp.1	
1/18	Law of the Teacher	TCL – Chp.1 TLJ – Chp.2,3 HSY – Chp.1	
1/20	Law of Education	TCL – Chp.2 TLJ – Chp.4	
1/25	Law of Activity	TCL – Chp.3 TLJ – Chp.5	
1/27	<i>No Class: Sermon Evaluation Time</i>		
2/01	Law of Communication	TCL – Chp.4	
2/03	Law of the Heart	TCL – Chp.5	

2/08	Law of Encouragement	TCL – Chp.6	
2/10	S.C.O.R.R.E. Method	HSY – Chp.2	
2/15	Law of Readiness	TCL – Chp.7, Conc. HSY – Chp.3, 4, 5	
2/17	<i>No Class: Sermon Evaluation Time</i>		
2/22	Student Teaching Day		<i>Sermon Evaluations Due</i>
2/24	Student Teaching Day		
2/29	Student Teaching Day		<i>Sermon Outline #1 Due</i>
3/02	<i>No Class: Boatman Leadership</i>		
3/07	Student Teaching Day		<i>Sermon Outline #2 Due</i>
3/09	Student Teaching Day		
3/14	Lesson Planning	TLJ – Chp.6	<i>Sermon Outline #3 Due</i>
3/16	Understanding the Audience	TLJ – Chp.8	
3/21	<i>No Class: Lab Week</i>		
3/23	<i>No Class: Lab Week</i>		
3/28	Delivery	HSY – Chp.6, 7	
3/30	Fine Tuning	HSY – Chp.8, 9	<i>Sermon Outline #4 Due</i>
4/04	Staying the Course	TLJ – Chp.10 HSY – Chp.10	
4/06	<i>No Class: Spring Break</i>		
4/11	Review		
4/13	Student Teaching Day		<i>Lesson Plans Due</i>
4/18	Student Teaching Day		
4/20	Student Teaching Day		
4/25	Student Teaching Day		<i>Field Preaching Due</i>
4/27	Student Teaching Day		
5/1-3	Finals Week		

COURSE TEXTS

Davis, Ken. *How to Speak to Youth and Keep them Awake at the Same Time*. Grand Rapids: Zondervan, 1996. (HSY)

Hendricks, Dr. Howard. *Teaching to Change Lives*. Sisters, Oregon: Multnomah, 1987. (TCL)

Tolbert, Laverne. *Teaching Like Jesus*. Grand Rapids: Zondervan, 2000. (TLJ)

COURSE POLICIES

1. No late work will be accepted. All work is due at the beginning of the class period.
2. Plagiarism is unacceptable and unethical. If plagiarism is found in an assignment, the student will receive no credit for that assignment.
3. The instructor reserves the right to modify due dates, assignments and lecture topics as long as it does not add to the students' total workload.

4. All official email communication between professors and students will occur via each student's "myslcc.org" email address.
5. All papers and assignments must be typed.
6. Any assignment may be submitted to the professor early to get feedback before final submission. Assignments submitted later than one week prior to due date may not receive feedback.
7. If you have a diagnosed learning disability, please see the professor privately to discuss assessment measures that would enhance your learning ability.

INSTRUCTOR CONTACT INFORMATION

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**Dynamics of Teaching Youth
Field Teaching Evaluation Sheet**

Teacher: _____

Audience: _____

Evaluator: _____

Evaluator's Position: _____

Please circle the number from zero (not at all) through ten (excellent) that best describes the quality of teaching done by the student and add any comments of feedback for the teacher below.

Did the teacher seem to be well prepared and organized?

0 1 2 3 4 5 6 7 8 9 10

Did the teacher introduce the lesson in a way that captured the interest and attention of the students?

0 1 2 3 4 5 6 7 8 9 10

Did the teacher have clearly defined points that could be identified by the listener?

0 1 2 3 4 5 6 7 8 9 10

Did the teacher conclude the lesson in a timely and powerful fashion that drove home the lesson?

0 1 2 3 4 5 6 7 8 9 10

Did the teacher use Scripture in their lesson and in the proper context and meaning?

0 1 2 3 4 5 6 7 8 9 10

Did the teacher keep the students involved and active in the learning process?

0 1 2 3 4 5 6 7 8 9 10

Did the teacher use relevant illustrations that both highlighted truth and appealed to the students?

0 1 2 3 4 5 6 7 8 9 10

Did the teacher build a rapport with the students that would encourage their trust?

0 1 2 3 4 5 6 7 8 9 10

Did the teacher make relevant and direct application of the lesson for the students?

0 1 2 3 4 5 6 7 8 9 10

Did the teacher have an overall strong delivery and presentation of the lesson?

0 1 2 3 4 5 6 7 8 9 10

Any suggestions or observations you have for the teacher:

