

**CRE5509 – THE MINISTRY OF TEACHING**  
**Remote Live and On Demand**  
**ASHLAND THEOLOGICAL SEMINARY**  
**Fall Semester**  
**Wednesdays, 11a-1p via Teams**  
**August 26-December 12/24**

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\*Best way to reach the instructor is through email.

### **I. Course Description**

This course seeks to assist the student in becoming an effective teaching force in the learning space by exploring and utilizing principles, methods, and resources for impactful communication and instruction in the ministry context. Special attention will be given to teaching the Bible in the Church.

### **II. Student Learning Outcomes**

*This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

1. Demonstrate critical and faithful interpretation and responsible use of Scripture for a teaching ministry.
2. Not assessed in this course.
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts for a teaching ministry.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated with a teaching ministry.
5. Not assessed in this course.
6. Exhibit effective ministry skill sets for a teaching ministry.

### **III. Course Requirements**

#### **A. Textbooks**

**Required textbooks are listed below.**

Carlson, Gregory C. 2006. *Rock solid teacher: Discover the joy of teaching like Jesus*. Ventura, CA: Gospel Light Publications. ISBN:0-8307-3920-3. [This book will consider Jesus' teaching methods.]

Linhart, Terry. 2016. *Teaching the Next Generations: A Comprehensive Guide for Teaching Christian Formation*. Grand Rapids, MI: Baker Academic. ISBN: 878-0-8010-9761-4. [This book is written with various authors/experts in the field of Christian Education. It will cover core concepts of teaching, influences that shape learning, curricular implications for teaching, methods for Christian teaching, and managing teaching for maximum impact.]

Pazmino, Robert W. 1998, 2002 reprint. *Basics of Teaching for Christians: Preparation, Instruction, Evaluation*. Grand Rapids, MI: Baker Books. (ISBN: 0-8010-2173-12) [This book is 102 pages without the bibliography and is a classic to use for understanding the basics of teaching and will be used in the online discussions.]

Pazmino, Robert W. and Octavio J. Esqueda. 2019. *Anointed Teaching: Partnership with the*

*Holy Spirit*. Salem, OR: Publicaciones Kerigma. ISBN: 9781948578233. [This book will cover teaching as a calling and vocation, which is empowered by the Holy Spirit.]

Yount, William R. 2008. *The teaching ministry of the church*, 2<sup>nd</sup> ed. Nashville, TN: Broadman and Holman Publishers. ISBN:978-080544737-8. [This book will be used for online discussion. It is the second edition of a classic in Christian education.]

## B. Assignments/Assessment of Student Learning

### 1. Online Discussions (15%)

Students will engage in online discussions throughout the course. Posts will be graded for content, however, grammar and sentence structure are important in the process. There will be 15 weeks of online discussions. Each week is worth 2 points.

### 2. The Master Teacher Reflection (15%)

The student will read *Rock Solid Teacher: Discover the Joy of Teaching Like Jesus*. The student will write a reflection paper on the principles found within the book. Paper will be 5-6 pages. Answer the following 2 questions, “What principles are you currently using?” and “What do you need to improve upon in your own teaching?” Include citations to show the intersection of reflection connected to the author.

### 3. Anointed Teaching Reflection (15%)

Students will read *Anointed Teaching: Partnership with the Holy Spirit*. Students will write a reflection paper on key points of the book and how it intersects with their own ministry of teaching, giving examples and reflections from the author. Include citations to show the intersection of reflection connected to the authors. Paper will be 5-6 pages.

Grading Rubric for Assignments 2 and 3	
Points Earned	Description
10 points	Strong paper with completion of assignment, 5-6 required pages, strong structure and argument
7-9 points	Good paper with completion of assignment but may be missing a section of content or lack of reflection, 5-6 required pages, good structure and argument
5-6 points	Fair paper with completion of assignment but may be missing a section of content or lack of reflection, missing a page of the document, fair structure and argument
3-4 points	Poor paper with lack of thought or clarity, missing a section of content or lack of reflection, missing a page of the document, poor structure and argument
1-2 points	Very Poor paper with little thought or clarity, missing a large section of content or lack of reflection, missing more than one page of the document, very poor structure and argument
0 points	Did not complete assignment

### 4. Christian Formation Journal (15%)

Students will read *Teaching the Next Generations*. Students will keep a journal, writing key thoughts and ideas for their own teaching ministry. Students may use a bullet point process such as:

Chapter 1:

- Idea #1
- Idea #2
- Idea #3 and so forth

This is not a research paper, but a listing of ideas, thoughts, quotes, etc. that students found helpful to their own ministry context.

Consider the questions:

- How can I improve my own teaching ministry?
- What ideas do I find that might assist me in the process?
- What concepts do I need to work on in my own teaching?
- What ideas do I read about that would enhance my teaching?
- Am I being challenged by a concept I am reading?

There may be some sections that are not relevant to the student’s ministry context such as children or youth ministry. Students may choose to skip a section that is not pertinent to their own ministry context. The student would list the chapter then state “Not relevant to my own ministry context as I teach adults.”

The length of the paper depends upon the student and what they glean from the process, however, it is expected to adequately cover the chapters. The goal is that by the end of the book and this process, the student will have gained a list of ideas, thoughts, quotes, etc. that will benefit their own teaching process for Christian formation.

There will be a session online as part of the discussions that will engage this material.

**5. Evaluation of Teaching Ministry (15%)**

Students will attend a Sunday School class, Adult Ministry class, Bible Study, or other Christian teaching setting. Students will evaluate the teaching ministry and write a 3-4-page reflection on the experience of attending the class and what evaluation they have about the class. Answer the following questions:

- What is the class and where was it held?
- Write a description of what you encountered while present.
- What positive experiences did you notice?
- What challenges were obvious to the teaching ministry?
- What would you recommend for improvement?

Grading Rubric for Assignment 5	
Grade Earned	Description
10 Points	Strong evaluation process
6-9	Good evaluation process
3-5	Fair evaluation process
1-2	Poor evaluation process
0	Very Poor evaluation process

**6. Teaching Philosophy (25%)**

The student will write their own personal philosophy of Christian teaching. Students will read *The Teaching Ministry of the Church* by Yount and *Basics of Teaching for Christians* by Pazmiño. Paper will be 10 pages. A total of 10 sources (including 2

journal articles) are required and must be used within the paper. Students may use more than 10 sources, but it must have at least 10 sources.

Use this outline for the Teaching Philosophy paper.

Provide a brief introduction to the paper (1-2 paragraph).

The main body of the paper will cover the following:

- Biblical and Theological Foundations (2 pages)
- Role of the Teacher (2 pages) (include preparation, instruction, and evaluation)
- Role of the Student (2 pages)
- Implications for the teaching-learning process (Purpose, Methods, and Intended Results) (3 pages)

Provide a conclusion to the paper (1-2 paragraph).

Add an extra one-page personal reflection on how this Teaching Philosophy could assist in a job interview or ministry application.

\*A Teaching Philosophy is a living document. It can change as you grow into the teaching ministry. It is good to review it once a year and update anything new about your own teaching ministry.

<b>Grading Rubric for Assignment 6</b>	
<b>Grade Earned</b>	<b>Description</b>
A	Strong research paper with proper citations, Completion of the assignment, 10 full pages, sources referenced, clarity of thought and writing process is of strong quality.
B	Good research paper with proper citations, Completion of the assignment, 9 full pages, sources referenced, clarity of thought and writing process is of good quality.
C	Fair research paper with some citations, Completion of the assignment, 7-8 full pages, sources referenced, some clarity of thought and writing process is of fair quality.
D	Poor research paper with no citations, Completion of the assignment was weak, 3-6 full pages, some sources referenced, clarity of thought and writing process is of poor quality.
F	Very Poor Paper that did not meet the qualifications of the assignment or Did not complete the assignment

**Other information:**

1. All papers need correct Turabian format. Whether using Footnoting, APA, or Parenthetical References, consistency is needed for the papers. Do not use multiple styles within the paper.
2. Title pages and bibliographies/reference lists are required for all papers.
3. Presentation of papers is important and will be considered in the grading process. Spacing, grammar, punctuation, spelling, and other areas of papers will be considered in the grading process. The professor is not a proofreader of the papers.
4. Should a student have questions at any time regarding the course materials or assignments, students will contact the professor by email at [dmorton@ashland.edu](mailto:dmorton@ashland.edu).

### C. Calculation of Grade

<b>Assignments</b>	<b>Learning Outcomes</b>	<b>Grade</b>	<b>Due Date</b>
Online Discussions	1,3,4,6	15%	See course schedule
The Master Teacher Reflection	1, 4	15%	See course schedule
Anointed Teacher Reflection	1, 4	15%	See course schedule
Christian Formation Journal	4, 6	15%	See course schedule
Evaluation of Teaching Ministry	1, 4	15%	See course schedule
Teaching Philosophy	4, 6	25%	See course schedule
<b>Total</b>		<b>100%</b>	

### V. Course Schedule

<b>Week</b>	<b>Dates</b>	<b>Weekly emphasis (subject to change to fit the needs of the course flow)</b>	<b>Readings and Assignments</b>
Week 1	8/28	<b>Attendance Taken</b> Theological Foundations for the Teaching Ministry of the Church	<b>Online Discussions and Activities are due each week by Saturday, 11.59 pm</b>  Reading: The Teaching Ministry of the Church – Chapters 1,2
Week 2	9/4	Biblical Foundations for the Teaching Ministry of the Church	Online Discussions and Activities  Reading: The Teaching Ministry of the Church – Chapters 3,4,5
Week 3	9/11	<b>Attendance Taken</b> Biblical Foundations for the Teaching Ministry of the Church	Online Discussions and Activities  Reading: The Teaching Ministry of the Church – Chapters 6,7  <b>Due: The Master Teacher Reflection</b>
Week 4	9/18	Biblical Foundations for the Teaching Ministry of the Church	Online Discussions and Activities  Reading: The Teaching Ministry of the Church – Chapters 8,9,10,11
Week 5	9/25	Preparation for Teaching	Online Discussions and Activities  Reading: The Teaching Ministry of the Church – Chapters 12,13,14  Reading: Basics of Teaching for Christians: Preparation, Instruction, and Evaluation – pages 15-46
Week 6	10/2	Preparation for Teaching	Online Discussions and Activities  Reading: The Teaching Ministry of the Church – Chapters 15,16,17,18 – choose what is appropriate for your context of ministry

			Reading: Basics of Teaching for Christians: Preparation, Instruction, and Evaluation – pages 15-46  <b>Due: Anointed Teacher Reflection</b>
Week 7	10/9	Instruction for Teaching	Online Discussions and Activities  Reading: Basics of Teaching for Christians: Preparation, Instruction, and Evaluation – pages 47-74
Week 8	10/16	Instruction for Teaching	Online Discussions and Activities  Reading: Basics of Teaching for Christians: Preparation, Instruction, and Evaluation – pages 47-74
Week 9	10/23	Evaluation of Teaching	Online Discussions and Activities  Reading: The Teaching Ministry of the Church – Chapters 23  Reading: Basics of Teaching for Christians: Preparation, Instruction, and Evaluation – pages 76-100 <b>Due: Christian Formation Journal</b>
Week 10	10/30	Evaluation of Teaching	Online Discussions and Activities  Reading: Basics of Teaching for Christians: Preparation, Instruction, and Evaluation – pages 76-100
Week 11	11/6	Structuring the Teaching Ministry of the Church	Online Discussions and Activities  Reading: The Teaching Ministry of the Church – Chapters 19, 20
Week 12	11/13	Structuring the Teaching Ministry of the Church	Online Discussions and Activities  Reading: The Teaching Ministry of the Church – Chapters 21, 22 <b>Due: Evaluation of Teaching Ministry</b>
Week 13	11/20		Online Discussions and Activities
Week 14	12/4		Online Discussions and Activities
Week 15	12/11	*last day of semester is Dec 12	Continue to work on the final paper – The Teaching Ministry Philosophy  <b>Due: Teaching Ministry Philosophy</b>

#### VI. Recommendations for Lifelong Learning

1. Read selected works from the course bibliography and other books related to the subject.
2. Consider a yearly review of your Teaching Philosophy as a living document throughout your ministry. Revise it as often as necessary.

3. Network with other ministry leaders to share and discuss about the teaching ministry of the church.
4. Attend teaching conferences that will enhance your skills.
5. Build your own library with books that will assist you in the teaching ministry.

## V. Bibliography

An extensive bibliography will be available in Blackboard. It will include General Christian Education; African American; Asian; and Hispanic resources. Students may also look at the back of each book for other sources that might be helpful to their studies.

### Other Recommended Reading Specifically on Teaching:

Bruce, Barbara. 2000. *7 Ways of Teaching the Bible to Adults: Using Our Multiple Intelligences to Build Faith*. Nashville, TN: Abingdon Press.

\_\_\_\_\_. 2002. *Our spiritual brain: Integrating brain research and faith development*. Nashville, TN: Abingdon Press.

Melick, Rick and Shera. 2010. *Teaching That Transforms: Facilitating Life Change Through Adult Bible Teaching*. Nashville, TN: Broadman and Holman Academic. [This is an excellent book to assist teachers who teach Adult Bible Studies.]

Plueddemann, James E. 2018. *Teaching Across Cultures: Contextualizing Education for Global Mission*. Downer's Grove, IL: IVP Academic.

Seymour, Jack L. 2014. *Teaching the Way of Jesus: Educating Christian for Faithful Living*. Nashville, TN: Abingdon Press.

\_\_\_\_\_. 2015. *Teaching Biblical Faith: Leading Small Group Bible Studies*. Nashville, TN: Abingdon Press.

Streaty Wimberly, Anne. 1994. *Soul Stories: African American Christian Education*. Nashville, TN: Abingdon Press.

Vella, Jane. 2002. *Learning To Listen Learning To Teach: The Power of Dialogue in Educating Adults, revised edition*. San Francisco, CA: Jossey-Bass

Yount, William R. 1999. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville, TN: Broadman and Holman Publications.

Zirrschky, Andrew. 2017. *Teaching Outside the Box: Five Approaches to Opening the Bible with Youth*. Nashville, TN: Abingdon Press.

Zuck, Roy B. 1994. *Teaching as Jesus Taught*. Grand Rapids, MI: Baker Book House Company.

\_\_\_\_\_. 1998. *Spirit-filled teaching: The power of the Holy Spirit in your ministry*. Nashville, TN: Word Publishing, division of Thomas Nelson, Inc.

## Seminary Guidelines

### A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

### B. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

### C. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

#### **D. Attendance Reporting:**

Students are required to participate in a course related activity in the first and third weeks of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

#### **E. Accessibility Resources and Accommodations**

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to [au-sac@ashland.edu](mailto:au-sac@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

#### **F. ATS Library**

The Ashland Theological Librarians are available to help with your research project or assignment in-person or online. How? Schedule an appointment, email Sarah Thomas or Daniel O'Brien at [ats-library@ashland.edu](mailto:ats-library@ashland.edu), or call at 419-289-5169.

#### **G. Writing and Communication Center (WCC)**

The Writing and Communication Center (WCC) can help you brainstorm, draft, and revise your writing and communication assignments in your graduate classes. All graduate consultants have a graduate degree and extensive experience with writing center theory and practice and can advise you online or in person. The aim of our service is to support and mentor students as they explore ways to improve their graduate-level academic writing and communication skills.

- Receive one-on-one feedback from a WCC graduate consultant on any project that involves communication— essays, speeches, group presentations, lab reports, poster presentations, video productions, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment. Then, within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom or in person upon request.
- To schedule an asynchronous appointment, go to [www.ashland.mywconline.com](http://www.ashland.mywconline.com) (you will need to create an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at [wcc@ashland.edu](mailto:wcc@ashland.edu). Visit our homepage for more information: [www.ashland.edu/wcc](http://www.ashland.edu/wcc)