

EDCI 539T-A ONLINE



CURRICULUM & CONTENT METHODS-SECONDARY RELIGION (3 CREDIT HOURS)

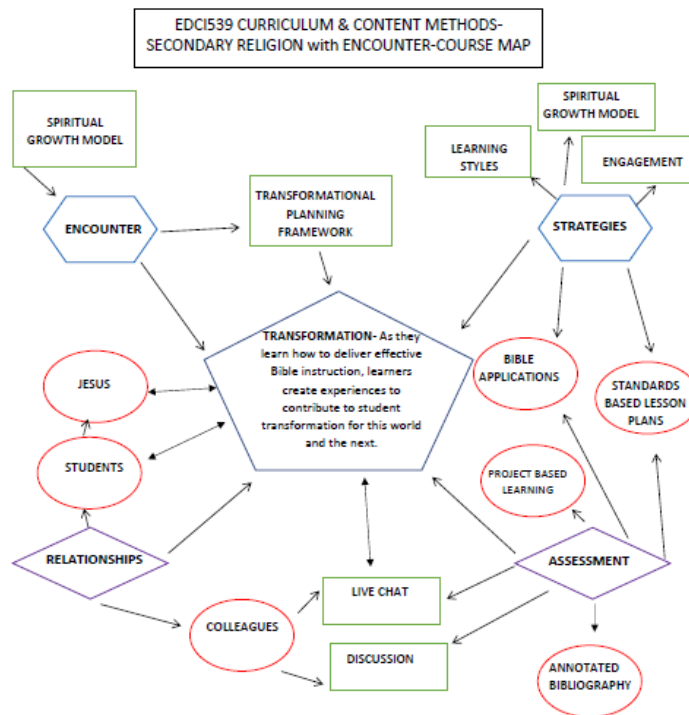
Summer 2022: **Session 2: May 30 – July 21, 2023**
Location: **Online**
Instructor: **Betty F. Nugent, EdD**
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SYSTEM REQUIREMENTS

For system requirements, visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>.

BIBLICAL FOUNDATIONS OF THE COURSE

The subject matter of this course leads learners to the relational concept of transformation. The following course map illustrates connections between the concept of transformation and the learning activities within the course.



REQUIRED TEXT

There is no required textbook for this course. Access to NAD Bible resources is necessary. You will be required to read selections from Ellen G. White books that can be retrieved online.

MISSION STATEMENT

The Seventh-day Adventist Church recognizes teaching as a ministry and, therefore, an essential element in spreading the Gospel to the entire world. By fostering a growing relationship with Jesus Christ, our Creator and Redeemer, Seventh-day Adventist teachers have the privilege of leading and encouraging students on their journey toward wholeness. The online teacher certification courses are designed for professionals who teach in Seventh-day Adventist schools. The focus is to advance scholarship and innovative teaching and learning practices to meet the needs of today's diverse learners. The courses will provide opportunity for collegiality, discussion of important issues, and collaboration while utilizing the best available technology to promote excellence in teaching and learning.

ATTENDANCE AND EXCUSED ABSENCES

Please review Southern's Absence and Attendance Policy in the University Catalog-Academic Policies Section. These policies are in both the Undergraduate and the Graduate Catalog.

In an online class, attendance looks different than it does in a face-to-face course. For the most part, other than on Sabbath, you should enter eClass daily, especially given that this course is an intensive. Please note that the professor and course coach check logs of eClass to ensure that students are actively engaging with the course materials. If you are inactive or miss an assignment, you will be contacted. If an assignment has not been submitted by the due date, a grade of zero is entered in the gradebook. If you wish to submit that assignment, please contact the professor to find out if you may and what procedures should be followed unless that information is provided in the gradebook comment accompanying your grade of 0. On days and times designated in the Course Schedule, we will hold a class meeting where we will have a worship thought, a brief review of that week's content, and a time for questions and clarification. Please plan to attend these meetings. Attendance is **STRONGLY** encouraged. If for some reason you cannot attend, each session will be recorded. We will generate a link to that recording and place it in eClass in the week in which the meeting took place.

Reporting an Illness. Remember to email the professor if illness or emergency prevents you attendance during a Live Chat session.

COURSE ACCESS AND TEACHER CERTIFICATION INFORMATION

The website for course access is <http://eclass.e.southern.edu/>. Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account <http://access.southern.edu>.

You can also put **eclass.e.southern.edu** into your browser and enter your username and password. If one method does not work, try the other method.

ACADEMIC ACCOMMODATIONS

Requests for academic accommodations are to be made during the first day of class, except in unusual circumstances. No retroactive accommodations will be provided. Additional information on important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. To access the document, click [here](#). Be aware that you will be accountable for the provided information.

GRADES AND FEEDBACK TO STUDENTS

Feedback on graded assignments will be provided within the eClass gradebook within which you can see feedback files, graded rubrics with comments, and comments on specific assignments. Assignments are graded within 48-72 hours unless otherwise noted by your professor within the syllabus or through a News Forum announcement or email. If you would like additional feedback from your professor, please contact him or her via email or schedule a phone call or video conference during office hours as posted in the syllabus.

You can access your grades by clicking the "grades" link at the top middle section of the course home page above the course header. This section contains an overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.

UNIVERSITY POLICIES AND ADDITIONAL SYLLABUS INFORMATION

Additional information on important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. To access the document, click [here](#). Be aware that you will be accountable for the provided information.

GRADE SYMBOLS FOR THIS COURSE

GRADE	PERCENTAGE	GPA POINTS
A	90% - 100%	4.00
B	80% - 89%	3.00
C	70% - 79%	2.00
F	0% - 69%	0.00

COURSE GRADING WEIGHTED CATEGORIES

CATEGORY	GRADE PERCENTAGE
DISCUSSION	15%
LIVE CHATS	20%
PROJECTS/WRITING	25%
LESSON PLANS	40%

To pass you must obtain a minimum overall of a C average in the course. Across the entire program, the minimum grade of C is permitted in **no more than two courses**.

EDCI539T-A COURSE DESCRIPTION

This course is designed for Seventh-day Adventist in-service teachers. The course will focus on curriculum standards, as well as methods and materials of planning, instruction, and evaluating student performance in religion/Bible classes in the secondary school setting. An emphasis on the development of a repertoire of strategies that enhance student outcomes and engagement, with a focus on brain-based learning techniques, will accompany the study of adolescent developmental needs and spiritual formation. Teachers examine and apply the features and phases of the Adventist Bible Encounter Curriculum.

EDCI539T-A GOALS AND OBJECTIVES

Learning activities are designed to accommodate diverse learning styles. Coursework is designed to enable educators to meet Interstate Teacher Assessment and Support Consortium (INTASC)

standards and the Conceptual Framework (CF) of the SAU Teacher Education Program. Upon successful completion of this course, you will be better prepared to:

1. Articulate biblical foundations for teaching the Bible.
2. Assess and develop activities that foster Christian discipleship and service (CF 1.a-d).
3. Examine and analyze personal teaching methods with those found in the book *Special Testimonies on Education* (CF 1.d; INTASC 8.)
4. Collect, analyze, and apply current educational materials and technology resources for classroom use (CF 2.b-e; INTASC 9).
5. Develop Unit Plans using brain-based learning principles and varying learning styles (CF 3.a-b; INTASC 8).
6. Develop lesson plans that are based on a particular passage of Scripture using the Inductive Bible Study approach.
7. Write Lesson Plans following the NAD Encounter format (CF 2; INTASC 7).
8. Implement teaching and assessment strategies and that impact every student in the classroom (CF 2.d;3a-d; INTASC 6).
9. Communicate respectfully and successfully through online messaging with video and audio (CF 4.a-b; INTASC 10).

EDCI539T-COURSE ASSIGNMENTS

The grading system for this course is designed to assess your work from both a theoretical and practical perspective and covers a variety of assessments to measure performance toward achievement of the class goals and objectives.

CATEGORY	POINTS PER ASSIGNMENT		% OF GRADE
DISCUSSION	6 X 100 = 600 POINTS		15%
LIVE CHATS	5 X 100 = 500 POINTS		20%
PROJECTS/WRITING	Assignment	Points	25%
	Vision Statement	25	
	Annotated Bible Teaching Bibliography	100	
	Apps for Bible	100	
	Electronic Portfolio	100	
LESSON PLANS	Assignment	Points	40%
	Yearly Overview Plan	75	
	Encounter Lesson Plan Analysis	50	
	Encounter Lesson Adaptation	75	
	Original Encounter-type Lesson Plan	100	

DISCUSSIONS (15%)

After watching the assigned video, studying the teaching strategy, or reading the assigned text you will interact with other co-learners in class by posting original thought and replying to others' posts. To receive points and a grade you are expected to post a minimum of **three** posts (one initial post and two responses to classmates). You may respond as many times as you like, but you must meet at least the minimum of three quality posts. Your initial post is due Wednesday by 11:55PM (EST) or GMT plus 4 hours. There are **six mandatory** Discussion forums during this course.

Original Post—Prepare initial written response on your selected topic and post it as a threaded discussion by 11:55 P.M. (E.S.T.) or GMT plus 4 hours on **Wednesday**. Each question requires the minimum of a well written three-paragraph response of about 250 words.

Response Post—Responses must include the name of the person to whom you are responding and the topic you are responding to. Your post to each person must be 150 words or more.

Dialogue—Read and respond to comments and questions from your peers. All posting and dialogue must be completed by **Sunday** at 11:55 P.M. (E.S.T.) or GMT plus 4 hours

All postings to the course website, via discussion questions, chats, or email, should follow the rules of good Netiquette. This includes observing professional and ethical standards.

LIVE VIDEO CONFERENCE SESSIONS (20%)

Live Video Conference Sessions are synchronous (live or real time) discussions between students and faculty. This course **five mandatory** content conference sessions. They are an opportunity to "speak" education and are "*mini-exams*" on the assigned readings and assignments. These graded conference sessions will utilize the Zoom function within e-class ([Click here](#) for the meeting link.). The chats are designed to guide your study and understanding of the week through interaction with your peers over basic issues, key concepts and crucial information. During these sessions, be prepared to share insights, key ideas, and how your own practice will change as a result of the learning process. During the live sessions each person will be given the opportunity to share reflections using the following guidelines:

1. Short description of assignments/activity(ies) covered during the weeks previous to the session
2. Key ideas gleaned
3. Insights discovered
4. How your own professional practice will change

PROJECTS/WRITING (25%)

VISION STATEMENT Develop a vision of instruction that explains how your personal values and beliefs influence your thinking and teaching. Explain your perceptions about God, yourself, and the students you are responsible for molding spiritually and academically. Your one-page vision statement should include how you can help your students develop a relationship with God. Include specific examples from your past.

ANNOTATED BIBLE TEACHING BIBLIOGRAPHY As a graduate student you are expected to investigate, apply, and improve theories and practices. For this course, you will research Bible teaching strategies. Select at least 10 references from peer reviewed journals that relate to teaching and learning Bible. The topic might deal with standards, content, strategies, the learning environment, planning for instruction, family communication or any other area that would enhance the teaching and learning of Bible. You should include **at least 2 references** related to Bible Encounter such as Transformational Planning Framework, Learning Styles, or Ben Maxson's Lordship Model. Follow APA guidelines to summarize, evaluate, and/or assess the references. Identify the topic that you have researched.

APPLICATIONS FOR TEACHING BIBLE Computer applications can be very helpful to teach Bible to adolescents. Some are used as games, some as interactive scripture review, while others are references. You will find and review—or create your own—computer applications appropriate for students in a secondary Bible classroom. Use at least four of these in your Original Bible Encounter Plan. Write a summary for at least eight applications, as to their practical use in the classroom. Include the following:

1. Application title
2. Appropriate high school grade
3. Bible theme it embraces
4. Spiritual application for which it is most useful
5. How it can be used in the classroom to foster learning the Bible

E- PORTFOLIO Create a Lesson Plan e-Portfolio. Combine the activities completed during this course, as well as other appropriate resources, to help create your LP e-Portfolio. Use an online program of your choice such as sites.google.com to prepare your electronic portfolio.

Your Lesson Plan e-Portfolio must include the following:

1. Resume
2. Vision Statement
3. Teaching with Storytelling
4. Yearly Overview Plan
5. Analysis of a Bible Encounter Unit
6. Adaptation of a Bible Encounter Unit (not the same as #5)
7. Original Encounter type Unit Plan

LESSON PLANS (40%)

A. YEARLY OVERVIEW PLAN

Prepare a neatly organized Yearly Plan. This section is worth. It should be obvious that you followed the NAD Curriculum Guide and the Bible Encounter Curriculum as the framework. Include all of the following:

1. Which Bible Encounter Units you will use for your grades.
2. Weekly dates for the upcoming school year
3. Short weeks due to vacations/holidays, field trips, or testing should be noted
4. Unit topics for Bible content assigned to specific weeks
5. Notation of where weeks of prayer and outreach will be held
6. Outreach activities

B. ANALYZE AN ENCOUNTER LESSON PLAN

Select a Bible Encounter Unit Plan for a grade that you teach. Analyze the plan using the AIMSS graphic organizer. You are examining the use of the unit plan for your classroom in the following areas:

1. Adaptability for your classroom
2. Impact it would make on your students
3. Materials you would easily obtain at no cost
4. Spiritual implications on the class, school and constituents
5. Supplies you would need to purchase

C. ADAPT AN ENCOUNTER PLAN

With Bible as the main subject area, adapt an Encounter Unit Plan for your Bible classroom. Clearly identify which Encounter Unit, grade level, and Bible subject. Activities for each type of learner must be included in the plan. The plan must be classroom ready including standards, appropriate graphic organizers, working websites, outreach and Bible activities. The Encounter Unit plan that you adapt must be different from the one that you analyzed.

D. ORIGINAL BIBLE ENCOUNTER-TYPE UNIT PLAN

Develop an original Bible Encounter type unit of your own, based on a book of the Bible.

Include the following:

1. Grade level
2. The Bible Book you selected
3. Standards/Learning Goals
4. Overarching concepts

- a. Bible Theme(s)
- b. Seventh-day Adventist Fundamental Belief(s)
5. Outline and Summary of the Bible book
6. Teaching Strategies
7. Learning Activities
8. Music to reinforce the theme of the book that is appropriate for high school students
9. Video clips
10. Online or multimedia Bible games, avatars, or other activities to enforce the theme
11. Assessments
12. References

Submission Times and Late Work Caution. Course assignments are to be submitted *electronically* to the course site, unless specifically indicated otherwise. All assignments are due every Sunday BY 11:55 P.M. (EST) or for international students, GMT plus 4 hours. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

EDCI539T-A CLASS MEETINGS – LIVE CONFERENCE

Required Technology. You must have a webcam and a headset with a microphone. Such a headset can be found on [Amazon](#) or in your local stores. Many laptops have a built-in webcam, but if yours does not, you must purchase an external one or have access to one for all live sessions. Live sessions will be used in most teacher certification courses, so if you take courses with Southern again, you'll need to use a webcam and headset again. During one or more live sessions, you may be asked by your professor to turn on your webcam. You should be prepared to do so, by having both a webcam and a headset with microphone and having tried them out to be sure everything is working properly before the scheduled live session. Alternatively, your professor may ask to schedule a brief video conference with individual students, during which the same expectations would hold true.

We will have class meetings via Zoom from 6:00 – 6:50PM ET on Tuesday during Weeks 1, 2, 3, 4, and 6. Sign into the ZOOM class meeting room via the link provided on the course page.

Please plan to attend these meetings. If for some reason you cannot attend, listen to a recording of the meeting, answer each question asked, and write a summary of the entire session. Submit the make-up assignment with 7 days of the missed conference session. A link to that recording will be placed in eClass in the week in which the meeting took place.

COURSE ALIGNMENT WITH PROFESSIONAL STANDARDS-SAU CONCEPTUAL FRAMEWORK

Southern Adventist University
School of Education and Psychology
Professional Education Programs Conceptual Framework
To Serve, To Lead, To Transform

The Mission – School of Education & Psychology

The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The Goal – Professional Education Programs

The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

The Core Objectives and Expected Proficiencies

1. As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:
 - a. Demonstrating an ideal of fairness and belief that all students can learn
 - b. Recognizing and respecting diversity, individual worth, and integrity
 - c. Considering the influence of community, school, and family context
 - d. Emulating the example of Christ-like service
2. As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
 - a. Providing nurturing environments, services, and programs
 - b. Demonstrating understanding of central concepts
 - c. Demonstrating understanding of how individuals develop
 - d. Meeting the needs of a diverse student population
 - e. Using technology to enhance communication and student learning
3. As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through
 - a. Demonstrating intellectual curiosity, critical thinking, and strategic decision-making
 - b. Using theory, based on scientific research, to enhance pedagogical and professional practice
 - c. Using formal and informal assessments to make informed professional decisions
 - d. Reflecting on professional practice
4. As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
 - a. Collaborating with peers and consulting with professionals
 - b. Demonstrating professional, legal, and ethical responsibilities
 - c. participating in opportunities to achieve professional excellence
 - d. Recognizing the value of health and a commitment to a lifestyle of wellness
 - e. Demonstrating appropriate communication skills

COURSE ALIGNMENT WITH PROFESSIONAL STANDARDS-INTASC

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), offers a set of Model Core Teaching Standards. These standards outline what teachers should know and practice to ensure that PK-12 students they teach are ready to enter college or the workforce.

The Learner and Learning

Standard #1: Learner Development
Standard #2: Learning Differences
Standard #3: Learning Environments

Content Knowledge

Standard #4: Content Knowledge
Standard #5: Application of Content

Instructional Practice

Standard #6: Assessment
Standard #7: Planning for Instruction
Standard #8: Instructional Strategies

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
Standard #10: Leadership and Collaboration

565 SELECTED BIBLIOGRAPHY

Required Websites and Resources

NAD Encounter Curriculum—<http://encounter.adventisteducation.org/>

SDA Curriculum Resources—<http://circle.adventist.org>

White, E. G., *Special Testimonies on Education*. Available online at <https://egwwritings.org/>

Supplementary Texts

Finley, M. (2002). *Studying together: A ready-reference bible handbook*, Pacific Press Publishing.

Marzano, R. J. (2003). *What works schools: Translating research into action*, IN: Marzano Research Laboratory.

Marzano, R. J. (2010). *Formative assessment & standards-based grading*. Bloomington, IN: Marzano Research Laboratory.

Marzano, R. J., & Pickering, D. J. (2011). *The highly engaged classroom*. Bloomington, IN: Marzano Research Laboratory.

Pritchard, A. (2014). *Ways of learning*, 3rd edition. London: Routledge, Taylor and Francis Group.

Recommended Websites

North American Division Education website—<http://adventisteducation.org/>

Southern Union Conference of SDA's—<http://adventistedge.org/index.php>

American Psychological Association—<http://www.apastyle.org/>

**539T-A Curriculum & Content Methods-Secondary Religion with Encounter- Course
Schedule
May 30 – July 21, 2023**

WEEK/TOPIC	THIS WEEK IN EDCI 539:
Week 1 June 5-11 PURPOSE OF THE BIBLE TEACHER	<ul style="list-style-type: none"> • Read the book <i>Special Testimonies on Education</i>, chapter 1 • Read the course syllabus! • Watch Welcome Video • Participate in Live Conference 1 on Tuesday 6/6 at 6:00 p.m. Eastern Standard Time • Participate in Discussion 1—Introduce Yourself
Week 2 June 12-18 THE LORDSHIP MODEL	<ul style="list-style-type: none"> • Read the book <i>Special Testimonies on Education</i>, chapter 2 or 3 • Peruse 28 Fundamental Belief Statements • Peruse NAD Bible Curriculum Guide • Watch Video 2 • Participate in Discussion 2 • Participate in Live Conference 2 on Tuesday 6/13 at 6:00 p.m., EST • Submit Vision Statement • Submit Encounter Lesson Plan Analysis
Week 3 June 19-25 TRANSFORMATIONAL PLANNING FRAMEWORK-ORIENTATION	<ul style="list-style-type: none"> • Read the book <i>Special Testimonies on Education</i>, chapter 8 • Read Learning theories and Encounter articles • Watch Video 3 • Participate in Discussion 3 • Participate in Live Conference 3 on Tuesday 6/20 at 6:00 p.m., EST • Prepare to Submit Yearly Overview Plan for LP (Due Week 4)
Week 4 June 26-July 2 TRANSFORMATIONAL PLANNING FRAMEWORK-EXPLORATION	<ul style="list-style-type: none"> • Read the book <i>Special Testimonies on Education</i>, chapter 16 • Read assigned articles on Encounter, Learning Styles and Dispositions • Watch Video 4 • Participate in Discussion 4 • Participate in Live Conference 4 on Tuesday 6/27 at 6:00 p.m., EST • Submit Computer Apps for Teaching Bible • Submit Yearly Overview Plan
Week 5 July 3-9 TRANSFORMATIONAL PLANNING FRAMEWORK-REFLECTION	<ul style="list-style-type: none"> • Read the book <i>Special Testimonies on Education</i>, chapter 22 • Read assigned articles on Encounter & Learning Styles • Peruse Lesson Plan Templates • Watch Video 5 • Participate in Discussion 5 • No Live Conference this week! Happy 4th of July! • Prepare to Submit Annotated Bible Teaching Bibliography (Due in Week 6) • Submit Adapted Encounter Lesson Plan
Week 6 July 10-16 TRANSFORMATIONAL PLANNING FRAMEWORK-CELEBRATION	<ul style="list-style-type: none"> • Read the book <i>Special Testimonies on Education</i>, chapter 24 • Read assigned articles on Assessment & Cloze Reading • Watch Video 6 • Participate in Discussion 6 • Participate in Live Conference 5 on Tuesday 7/11 at 6:00 p.m., EST • Prepare to Submit Original Encounter Lesson Plan (Due in Week 7) • Submit Annotated Bible Teaching Bibliography
Week 7 July 17-21 ASSESSMENT	<ul style="list-style-type: none"> • Read assigned articles • Watch Video 7 • Submit Original Encounter Lesson Plan • Participate in Live Conference 6 on Tuesday 7/18 at 6:00 p.m., EST • Submit E-Portfolio to Dropbox by July 21 • Join the Encounter Facebook Page