COMMON COURSE SYLLABUS  
MC510 UMC Cert: Core Course: Teaching Biblical Faith  

UNITED THEOLOGICAL SEMINARY  
Spring, 2014  

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I. COURSE DESCRIPTION:  
UMC Cert: Core Course: Teaching Biblical Faith MC510 (2) This is a practical course which will offer those who work with and teach the Bible in church settings, both a survey of the Old and New Testaments and explorations of varieties of ways to engage people at all ages and stages of life in the fullness and depth of the scriptures. Core course requirements will include a final paper focused upon the student’s particular area of certification specialization.

II. TEXTBOOKS:  
Required Reading: (30% or more of the text is read for course work)

- One of the following Annotated/Study Bibles:* (Highly recommended to own at some point in your ministry. Any one of these is fine.)

*You must choose one of the above three as a text for this course even if you own another kind of study bible. Not all “study bibles” are acceptable for scholarly and academic biblical study. Some spiritual or devotional bibles with introductions and study notes (such as the Life Application Bible), while certainly useful in a variety of ways may not be adequate for understanding the original languages, the literary context, historical context, and cultural context of the scriptures.
RECOMMENDED READING: (less than 30% of text is read for the course work or for enrichment)

- Bible Dictionary (Again, highly recommended to own at some point in your ministry.):
  - See list of others in the Resources section at the end of the syllabus.
- One Volume Bible Commentary:

III. RATIONALE:
This course is required for UMC Certification in specialized ministries of The United Methodist Church. This course, along with *Teaching Theology* and *United Methodist Studies* is required in each of the specialized ministry certifications that UTS offers including: Children’s Ministry, Christian Education, Music Ministry, Older Adult Ministry, Spiritual Formation, Urban Ministry, and Youth Ministry. This course fulfills the biblical requirement (see the description of this requirement for each at the end of this syllabus*) for each of the above listed certification courses by:

1) presenting a survey of the Old and New Testaments,
2) presenting ways of teaching the bible, and
3) examining the role of teaching the bible in faith formation.

IV. COURSE GOALS:
1. Student shall gain an overarching knowledge of key content in both the Old and New Testaments.
2. Student shall develop a working knowledge of various methods of analyzing scripture (exegesis).
3. Student shall develop a working knowledge of various ways to teach scripture. Throughout the syllabus numbers in braces {} indicate the particular course goal met by the reading or activity.

V. TEACHING STRATEGIES:
Hybrid- This is an hybrid of both online and face to face work. The course will have online work and include a face to face weekend session (Friday 1/18 – Saturday, 1/19)

VI. Time Management
It is standard to assume that for every credit hour, three additional hours are spent on average outside of class studying (reading, writing papers, other assignments, etc.). For a two credit course plan on spending at least 8 hours per week. Ordinarily in-class time and study time would be interspersed for a course that spanned multiple weeks. Our “in class” time is concentrated in three weeks.

It is typical to plan for about:
• One hour to read 30 pages.
• Research papers: 3 hours per page
• Reflection/response papers: 1 hour per page
• Book/reading report: 1 hour per page

VII. CALENDAR OF TOPICS AND READINGS:

Course schedule
(Tentative, may change in relation to overall program schedule)

Module 1: (1/5-8)
Topics:
• How we got our bible
• What is exegesis and why should I care
• The need to interpret
• Teaching the Bible: How We Learn
• Teaching the Bible: How We Teach

Reading:
• Fee & Stuart: Preface to the First Edition, chapters 1-2 (38pgs.)
• Bracke & Tye: Introduction, chapters 1-2, 4 (86pgs.)

On Campus Weekend: (1/9-10)
Activities:
• Work in groups to prepare an OT and NT teaching plan {1, 2, 3}
• Present our teaching plans {1, 2, 3}
• Learning how to use exegetical resources {1, 2}

Topics:
• Biblical history
• OT and NT exegesis methods and resources
• Paul, Letters, Philippians
• Amos, Prophets, Hebrew poetry
• How we learn
• How we teach

Module 2: (1/12-18)
Topics:
• Creation, covenants, history
• Law
• Prophets
• Psalms and Wisdom Literature
• Intercultural Education
Reading:
• Fee & Stuart: Chapters 5, 9, 10, 11, 12 (94pgs.) \{1, 2\}
• Bracke & Tye: Chapters 3 (32pgs.) \{3\}
• Study Bible (whichever of the three you chose, these readings will, depending on your study bible, total about 80 pages): \{1, 2\}
  o Introductions to (mostly historical narratives): Genesis, Joshua, Judges, Ruth, 1 and 2 Samuel, 1 and 2 Kings, 1 and 2 Chronicles, Ezra, Nehemiah, Esther, Daniel, Jonah, and Haggai
  o Introductions to (law and covenant): Exodus, Leviticus, Numbers, and Deuteronomy
  o Introductions to (poetry): Psalms, Song of Songs (or Song of Solomon)
  o Introductions to (wisdom literature): Proverbs, Job, and Ecclesiastes
  o Introductions to (prophets): Isaiah, Jeremiah, Ezekiel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, Malachi.

Module 3: (1/19-25)
Topics:
• The Synoptic Gospels
• Acts
• John and the letters of John
• Paul
• Paul’s Letters

Reading:
• Fee & Stuart: Chapters 3, 4, 6, 7, 8 (80pgs.) \{1, 2\}
• Homosexuality and The Bible, Wink 1996–download from course site (10pgs.) \{1, 2\}
• Article "Homosexuality" in The New Interpreter's Dictionary of the Bible.
• Study Bible (whichever of the three you chose, this will total about 34 pages) \{1, 2\}
  o Introductions to (Johannine writings): John, and 1st, 2nd, and 3rd John
  o Introductions to (letters no one disputes Paul wrote): Romans, 1st and 2nd Corinthians, Galatians, Philippians, 1st Thessalonians, Philémon
  o Introductions to (letters some scholars don’t think Paul really wrote): Ephesians, Colossians, 2nd Thessalonians, 1st and 2nd Timothy, and Titus

Module 4: (1/26-30)
Topics:
• Revelation
• The “catholic” epistles
• Putting it all together

Reading:
• Fee & Stuart: Chapter 13 (15pgs.), refresh your memory of 3-4 (50pgs.) by skimming them \{1, 2\}
• Bracke & Tye: Chapter 5 (22pgs.) {3}
• Study Bible (whichever of the three you chose, this will total about 14 pages): {1, 2}
  o Introductions to (catholic epistles): Hebrews, James, 1st and 2nd Peter, and Jude
  o Introduction to Revelation

VIII. SEMINARY STANDARDS:
A. Inclusive language
United Theological Seminary has an official policy regarding the use of Inclusive Language. The policy may be found in the Seminary Catalog and further explained in the Student Handbook. If you have specific questions, please see the instructor.
B. Academic Integrity
Student integrity regarding all work assigned in this class is a basic expectation of the Seminary community. A detailed policy regarding what constitutes a violation of academic integrity can be found in the Student Handbook.
C. Online Confidentiality
One of the highlights of the online classroom is that students can draw from the experiences shared during class discussions and in written work. However, it is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their classmates by not disclosing online conversations with those outside of the classroom.

IX. USING ONLINE RESOURCES:
For information about how to access United Online and where to find help if you need it may be found on the seminary website at www.online.united.edu. Help guides are also in the student computer lab and in the Student Handbook.

X. EVALUATION:
A. Assignments:
  1. Exegetical paper with teaching plan (40%)
     • Due Saturday January 31st at midnight
     • Shall contain exegetical content and conclusions about a portion of scripture either Old or New Testament
     • Shall contain a plan to engage one’s students with this content
     • This plan shall be specific to the ministry certification area (urban, music, youth, older adult, Christian ed., etc.)
     • Shall be a formal paper properly referenced and bibliographed
     • More details for this to be given in a handout in class and posted on the course’s Virtual United web portal
  2. Old Testament group teaching plan (20%)
     • Shall be completed in a class session as a product of a workgroup
     • Shall contain teaching content about a particular book or portion of a book of the Old Testament
     • Shall contain a plan for teaching that content
     • More details to be given in class
3. New Testament group teaching plan (20%)
   • Shall be completed in a class session as a product of a workgroup
   • Shall contain teaching content about a particular book or portion of a book of the New Testament
   • Shall contain a plan for teaching that content
   • More details to be given in class

B. Participation
   1. Discussion forums
      • Participation in discussion forums is akin to in classroom discussion.
      • Participation should reflect having done the required readings.
      • I am looking for thoughtfulness and substance but not necessarily accuracy. In other words don’t be afraid to say what you are thinking, even if you have misunderstood a reading. You won’t get “graded down” for that.
      • Typically participation in discussion forums involves one post and one reply to one post.
      • The initial post in a discussion forum should be done by Thursday at midnight. This gives you time to read the readings and also other time to reply thoughtfully to your posts.
   2. Face to Face weekend
      • Class discussion
      • Participation in the teaching plan preparation

C. Grading:

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<thead>
<tr>
<th>Assignment</th>
<th>% Value</th>
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</thead>
<tbody>
<tr>
<td>Exegetical paper with teaching plan</td>
<td>40</td>
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<tr>
<td>Old Testament group teaching plan</td>
<td>20</td>
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<tr>
<td>New Testament group teaching plan</td>
<td>20</td>
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<tr>
<td>Class Participation</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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XI. STUDENT COURSE EVALUATIONS:
It is very important for students to submit a course evaluation toward the end of the semester. Instructors do not see the student evaluations at all until after the instructors have submitted the students’ final official grades. Students should feel free to evaluate the course without any negative ramifications.

XII. REFERENCES:
The * means most recommended of the group.

A. Biblical Studies {1, 2}
   1. Study Bibles


Attridge, Harold W., and Society Of Biblical Literature. *HarperCollins Study Bible - Student*


[NOTE: This is a more “devotional” oriented annotated bible written by sound biblical scholars. You may want to supplement your primary study bible with this.]

2. Bible Dictionaries
   a) One Volume


   b) Multi Volume


3. Introductions
   a) Old Testament


   b) New Testament


4. **Handbooks**


5. **Biblical world/Biblical culture**


6. **One Volume Commentaries**

a) **General**


b) Written with social location in mind


7. Commentary series

- Abingdon New Testament Commentaries
- Anchor Bible Commentaries
- Augsburg Commentary on the New Testament
- Black’s New Testament Commentaries
- Feminist Companion
- Hermeneia (requires biblical languages)
- New Cambridge Bible Commentary
- Sacra Pagina
- New International Commentary on the New Testament
- New Interpreter’s Bible
- New Testament Readings
- Westminster Bible Companion
- Word Biblical Commentary

B. Christian Education {3}


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

Bruce, Barbara. 7 Ways of Teaching the Bible to Children: Includes 25 Lessons, Plus Activities That Satisfy Different Learning Styles. Abingdon Press, 1996.


Bruce, Barbara. Teaching Children Bible Basics: 34 Lessons for Helping Children Learn to Use

Bruce, Barbara. Triangular Teaching: A New Way of Teaching the Bible to Adults. Abingdon Press, 2007.

Halverson, Delia. New Ways to Tell the Old, Old Story: Choosing & Using Bible Stories With Children & Youth. Abingdon Pr, 1992.


*Below is a description of this course as it is depicted (differently) in the descriptions of the various certifications found under the “Areas of Certification” heading at http://www.gbhem.org/site/c.lsKSL3POLvF/b.3584829/k.552D/Certification_Studies.htm.

Required Course for Children’s Ministry
1. TEACHING BIBLICAL FAITH: A consideration of pedagogical methods for the church as it encounters the biblical message of the Old and New Testaments with special emphasis on understanding theological implications for children.

Required Course for Christian Education

Required Course for Music Ministry
1. TEACHING BIBLICAL FAITH: A study of the biblical message in the Old and New Testaments and the relation of the Bible to music ministry.

Required Course for Older Adult Ministry

Required Core Course for Spiritual Formation
1. TEACHING FOR BIBLICAL FAITH: The nature of the Bible and its role in congregational contexts and processes which nurture Christian spiritual formation and discipleship; approaches to teaching the Bible as the church’s book of faith and life.

Required Course for Urban Ministry
1. FOUNDATION COURSE: ENGAGING THE BIBLE IN THE URBAN MINISTRY SETTING: An exploration of the nature of the city in the Bible and its role in congregations and communities. Particular themes will be explored in their various biblical contexts and in relation to the contemporary world.

Required Course for Youth Ministry
1. TEACHING BIBLICAL FAITH: A consideration of pedagogical methods for the church as it encounters the biblical message of the Old and New Testament with special emphasis on understanding theological implications for youth.