**Teaching in the Parish CF-231-0**

**Summer 2016 Syllabus**

**Course Information**

Tuesday, May 31 - Friday, June 3, 2016, 9:00am-5:30pm

Location: K105

**Instructor Information**

Instructor Name: Dr. Carol Moore

Office: SB-04

Office Hours: by appointment

Cell phone number: 602-743-4301

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Welcome to Teaching in the Parish! I sincerely hope that you will find this experience both meaningful and valuable. Please reach out to me if you have any questions or suggestions. I will respond to email within 24 hours.

**Course Description**

Development of skills for cultivating an effective teaching ministry. Students will prepare and present a portion of a curriculum on a topic of their choice, applying basic instructional design principles and evidence-based instructional strategies for active and collaborative learning.

**Wesley Curricular Objectives**

Please refer to page 62 of the 2015-2016 Wesley Catalog: <https://www.wesleyseminary.edu/wp-content/uploads/catalogs/Catalog.pdf>

**Course Objectives**

At the conclusion of this course, students will be able to:

1. Articulate their philosophy of teaching informed by theological reflection.
2. List and describe several strategies to facilitate active and collaborative learning.
3. Apply basic instructional design principles and active learning strategies to design and present a portion of a curriculum of their choice.

**Text Books and Course Materials**

Barkley, Elizabeth F., Patricia K. Cross and Claire Howell Major. *Collaborative Learning Techniques*. San Francisco, CA: Jossey-Bass, 2005.

Doyle, Terry and Todd Zakrajsek. *The New Science of Learning: How to Learn in Harmony with Your Brain*. Sterling, VA: Stylus Publishing, LLC, 2013.

Groff, Kent Ira. “Soul and ‘Multiple Intelligences’” and “The Soul of Education: Faith Stories” in *The Soul of Tomorrow’s Church*. Nashville, TN: Upper Room Books, 2000.

Nouwen, Henri. “Teaching: Beyond the Transference of Knowledge” in *Creative Ministry.* New York, NY: Doubleday, 1971.

Willimon, William. “The Pastor as Teacher: Christian Formation” in *Pastor: The Theology and Practice of Ordained Ministry*. Nashville, TN: Abingdon Press, 2002.

**Recommended Readings**

The following readings are suggested but not required:

Ambrose, Susan A., et al. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass, 2010.

Corley, Mary Ann. “Adult Learning Theories.” *Teaching Excellence in Adult Literacy*, 2011. <https://teal.ed.gov/sites/default/files/Fact-Sheets/11_%20TEAL_Adult_Learning_Theory.pdf>.

Duke University Center for Instructional Technology, *Active Learning*. Retrieved from <https://cit.duke.edu/get-ideas/teaching-strategies/active-learning/>, 12 September 2015.

Glazer, Steven, ed. *The Heart of Learning: Spirituality in Education*. New York, NY: Penguin Putman, 1999.

Hook, Bell. *Teaching to Transgress*. New York, NY: Routledge, 1994.

Mezirow, Jack et. al. *Learning as Transformation.* San Francisco, CA: Jossey-Bass, 2000.

**Technical Requirements**

**Microsoft Windows 7 or Higher**

* Windows 7, Windows 8, 8.1, or 10 (10 is due out summer 2015)
* Intel Pentium 4 2.33 GHz or faster CPU and at least 4 GB memory is recommended
* Up-to-date version of  [Adobe Flash Player](http://get.adobe.com/flashplayer/)
* Up-to-date version of  [Microsoft Windows Media Player](http://windows.microsoft.com/en-US/windows/products/windows-media-player)(or other software that can play videos)
* Up-to-date Word processor and presentation package (Word and PowerPoint 2010 or newer)

**Mac OS/X**

* Mac OS X 10.8x or newer
* Intel processor  and at least 4 GB of RAM
* Up-to-date version of  [Adobe Flash Player](http://get.adobe.com/flashplayer/)  (or see VLC below to play Adobe Flash FLV/F4V files)
* Up-to-date word processor and presentation package (Mac Office 2011 or new or iWorks 09 or newer – must be able to save documents as .doc file)
* One of the following media players
  + [VideoLAN VLC media player](http://www.videolan.org/vlc/download-macosx.html)
  + [Up To Date Quick Time](https://www.apple.com/quicktime/)

**Student Learning Outcomes/Goals**

The student learning outcomes for this course will be achieved through a combination of the following: completion of the required readings prior to the start of the class, participation in class sessions, the design and presentation of a portion of a curriculum of the student’s choice, a discussion via Blackboard, and a 7-10 page essay describing the student’s philosophy of teaching based on course readings and other sources. Additional information is found below under “Graded Activities/Assignments.”

**Schedule**

***Students are expected to arrive at class on June 1st having completed all the required readings. In addition, they should have some initial ideas for a brief curriculum or part of a curriculum that they might want to teach in the parish. This will be the basis for a presentation on Thursday afternoon or Friday.***

* **Tuesday, June 1st Morning: A Community of Learners**
  + **Welcome and introductions**
  + **Think, Pair, Share: What was one of the best educational experiences you ever had as either a learner or a teacher? Why was it exceptional?**
  + **Buzz Groups: What makes teaching in the parish unique?**
  + **Affinity Groups by Author on Philosophy of Teaching (Groff, Nouwen, Willimon)**
* **Tuesday, June 1st Afternoon: Overview of Learning and Instructional Design**
  + **What would you love to teach?**
  + **All about learning outcomes in 20 minutes or so**
  + **Design documents**
  + **Two-minute self-evaluation**

***Homework due on Wednesday morning:***

1. ***Bring a draft of learning outcomes for the curriculum presentation***
2. ***Choose a favorite collaborative learning technique from each of the five categories below and be prepared to talk about how they might be used in teaching in the parish.***

* **Wed., June 2nd Morning: The Case for Active Learning**
  + **Learning and the amazing human brain (Terry and Zakrajsek)**
  + **Collaborative Learning Techniques (Barkley, Cross and Major)**
    - **Discussion**
    - **Reciprocal Teaching**
    - **Problem Solving**
    - **Graphic Organizers**
    - **Focus on Writing**
* **Wed., June 2nd Afternoon: Curriculum Planning**
  + **Feedback on learning outcomes**
  + **Work on design documents**
  + **Create feedback tool for presentations**
  + **Two-minute self-evaluation**

***Homework due on Thursday morning:***

1. ***Submit a copy of completed design document***
2. ***Be prepared to share ideas for essay on philosophy of teaching in the parish***

* **Thursday, June 3rd Morning: Philosophy of Teaching in the Parish**
  + **Check-in on essay ideas/curriculum presentations**
  + **How does active learning apply in the parish?**
  + **Giving and receiving feedback effectively**
* **Thursday, June 3rd Afternoon: Begin Curriculum Presentations/Feedback**
  + **Students present; instructor and peers provide feedback**
  + **Two-minute evaluation**
* **Friday, June 4th Morning: Continue Curriculum Presentations/Feedback**
  + **Check-in on curriculum assignment**
* **Friday, June 4th Afternoon: Complete Curriculum Presentations/Feedback**
  + **Two-minute evaluation**
  + **Course evaluation**

**Course Requirements**

**Attendance**

Attendance is mandatory. Because participation is a significant portion of the grade and because of the intensive schedule for the class, an absence may affect the final grade.

**Participation**

Students are expected to participate in class activities as described below.

**Graded Activities/Assignments**

Design Document 25%

Presentation 25%

Participation 20%

Essay 20%

Discussion Board 10%

**Design Document** – Students will be given a format for planning their curriculum presentation. It will include the learning outcomes, active and collaborative learning strategies, a list of preliminary resources and an evaluation plan.

**Presentation** – Students will design and present a portion of a curriculum of their choice. They will receive feedback from the instructor and from their peers.

**Participation –** Active and collaborative learning techniques are central to the content of this course and will therefore be utilized in class sessions. In addition, students will be offering their colleagues feedback on their curriculum presentations. For these reasons, participation is weighted more heavily than it might be in other classes. At the end of each day, students will evaluate themselves on a scale of 1 -5 for participation with 1 being not engaged at all and 5 being fully engaged and participative.

**Essay** – There will be one essay due one month after the end of the class (July 3). It is to be a 7 -10 page statement of the student’s philosophy of teaching based on course readings by Willimon, Groff and Nouwen as well as other sources chosen by the student.

**Discussion Board** – there will be one discussion question posted on Blackboard during the week after the class meets.

**Late work Policy**

Work will be reduced by one letter grade for each day it is late. For example, an “A-“ design document that is turned in Friday instead of Thursday will receive a “B+.”

**Viewing grades**

Grades will not be on Blackboard. Final grades can be seen on Wesley Web.

**Grade schema**

94 – 100 = A (Excellent/Outstanding)

90 – 93 = A- (Excellent/Outstanding)

87 – 89 = B+ (Very Good)

84 – 86 = B (Good)

80 – 83 = B- (Adequate)

77 – 79 = C+ (Adequate)

74 – 76 = C (Adequate)

70 – 73 = C- (Substandard)

67 – 60 = D (Inadequate/Poor)

59 – 0 = F (Unacceptable)

**Course Policies**

This course seeks to foster understanding and inclusiveness of diverse perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. Points of view will naturally differ; this course strives to nurture an atmosphere of mutual trust and respect that encourages honest, creative, collaborative engagement.

**Inclusive Language Policy**

Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided. In addition, the use of language referring to God that is gender-neutral and/or gender inclusive will be encouraged.

**Weather Policy**

If the Seminary is open, we will have class. If the Seminary is closed, class is cancelled. If the Seminary is closed, there will be an announcement on the Wesley web site as well as a recorded message at the main switchboard number: 202-885-8600. I will also send the class an email via Blackboard, which uses your Wesley email address.

**Accommodations/Disability Support**

Once admitted to Wesley, students needing accommodations are encouraged to communicate with the Associate Dean for Community Life.  Students should submit to the Office of Community Life relevant, current documentation from a qualified professional, which will be evaluated by a consultant with a degree in special education. All accommodations for classes are made by the Office of Community life on behalf of the student.

**Academic Dishonesty**

Plagiarism is regarded as a serious offence and will result in substantial penalties, including the possibility of academic dismissal. Wesley Theological Seminary regards the following as forms of plagiarism or dishonesty:

* + Copying from another student’s paper
  + Giving or receiving unauthorized assistance to or from another student during an examination
  + Using unauthorized material during an examination
  + Borrowing and presenting as one’s own (i.e., without proper attribution) the composition or ideas of another, whether from books, a friend, or the Internet.
  + Submitting as one’s own work a paper written (or partially written) by another.

In questions of academic dishonesty (including cheating on exams or papers and plagiarism), the professor will report the circumstances of the case to the Dean. In first instances of proven plagiarism or dishonesty, the student will receive a “Fail” grade for the course. Second instances will result in automatic separation from the Seminary. Please see the Wesley Theological Seminary Catalog for further details.

**SafeAssign**

You may be asked to submit one or more of your writing assignments to Blackboard's SafeAssign plagiarism prevention service. Assignment content will be checked against Internet sources, academic journal articles, and the papers of other Wesley Theological Seminary students for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in the submitted paper. The report may be submitted directly to the instructor or the instructor may elect to have students submit initial drafts through SafeAssign so that you will receive the report allowing the opportunity to make adjustments and ensure that all source material has been properly cited.

**Blackboard Tracking**

Blackboard Learn automatically records all student and faculty activities including: the first and last access to the course, the pages accessed, the number of discussion messages read and sent, chat room discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify participants having difficulty, or to verify academic honesty.

**Technical Support**

Students must attempt to solve technical problems, and contact their instructor when technical problems do arise.

If you experience technical problems, please exercise one or all of the following options:

•         Blackboard Training Materials

•        Call Blackboard Support at  (202) 885-6091

•        Email Blackboard Support at [edtech@wesleyseminary.edu](mailto:edtech@wesleyseminary.edu)

If you have lost your password, or have a problem that is not specifically Blackboard related, please contact Solutionworx at [support@solutionworx.com](mailto:support@solutionworx.com) or by phone at (703) 961-1840

**Other Resources**

* Library hours can be found here <https://www.wesleyseminary.edu/en-us/library/generalinformation.aspx>
* Information on access the library databases from off campus can be found here <http://wesleyseminary.libguides.com/content.php?pid=137050&sid=2514395>,
* Did you know that Wesley has a Writing Center? Check it out: https://www.wesleyseminary.edu/community-life/academic-and-access-support/writing-center/