



Center for Professional Development
1717 S. Chestnut Ave.
Fresno, CA 93702-4709
(800) 372-5505
<http://ce.fresno.edu>

Independent Study Online Course Syllabus

Course Number: BIB 901

Course Title: Sermon on the Mount (Methods and Activities)

X Online

Instructor: Edmund Janzen, MTh, Lecturer, Instructor and consultant. Marvin Harms, Assistant Instructor Email: ejanzen@sbcglobal.net , Phone: (559) 251-4279 Email: marvinwharms@gmail.com , Phone: (559) 222-7384	Units: 3 Grade Level: K-12
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Course Description:

This online methods course is designed for Christian School educators, Sunday School Teachers and those interested in exploring the various sources concerning the Sermon on the Mount. All of these activities can be completed in your classroom or the place of work. This course is in alignment with the Common Core State Standards for Literacy in History/Social Studies. The Common Core Standards are included in lesson plans and assignments. Resources are made available for students to apply to activities for use in the classroom. Students will develop a deep understanding of the history, structure and real-world applications of the subject. For additional help you may use the information in the following area:

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Technology Requirements

Please remember that the instructor is not able to offer technical support. In the event that you

need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Course Materials

Bible

Sermon on the Mount--By Allison, Dale, C.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Course Requirements:

1. Students will listen to the presentations by Edmund Janzen in Section 1. You have a choice as to how many you will listen to. We are asking you to listen to at least five of the presentations.
2. Students will contribute to Forum discussions and assignments and make an evaluation of the material presented in each presentation that they choose.
3. Students are required to complete one lesson plan or presentation using the materials presented by Edmund Janzen and other materials relevant to the class.
4. Students will report on how information in the course was applied to their curriculum.
5. The teacher is to list the State and/or National Standards and Common Core Literacy Standards in this class that were met.
6. Students are required to read the text and respond to the Form in Section 8.
7. Read the Scripture passages and reflect on the questions provided.

Please note: We have placed in this class more assignments than you could possibly use. You are to choose the assignments that will meet your needs. Your goal is to get 425 points. You may listen to more than 5 audios, you may teach some lessons or you may write some of your own materials. The required assignments are listed in section 8 of this class. Scroll down to see that you need to read the Text and post a 2-3 page summary of what this class taught you about The Sermon on the Mount. The good thing about these assignments is that you may choose ones that will meet your needs. When you post the assignments, they will appear on my computer immediately. I will read them and respond within 24 hours.

Standards

This course supports the Five Core Propositions provided by the National Board for Professional Teaching Standards on what a teacher should know and be able to do.

(http://www.nbpts.org/the_standards/the_five_core_propositio)

1. Teachers are committed to students and their learning.

- NBCTS are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

- NBCTS understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships
- NBCTS are also concerned with the development of character and civic responsibility.

2. Teachers know the subjects they teach and how to teach those subjects to students.

- NBCTS have mastery over the subject(s) they teach.
- They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding

3. Teachers are responsible for managing and monitoring student learning.

- NBCTS deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTS know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

4. Teachers think systematically about their practice and learn from experience.

- NBCTS model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

5. Teachers are members of learning communities.

- NBCTS collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.

- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

Primary Learning Outcomes

1. Students will be able to prepare two lessons based on information presented in course lectures and activity resources. (nbpts standard 4-1)
2. Students will be able to apply the truths from this class to their daily lives. (nbpts standard 3-2)
3. Students will be able to integrate teaching about the Sermon on the Mount with Math, History/Social Studies, and English Language Arts Standards (nbpts standard 3-4)
4. Students will be able to relate the importance of the study of the Sermon on the Mount to the rest of scripture. (nbpts standard 5-4)

ACSI (Association of Christian Schools International) Standards:

Standard 5 - Instructional Program

5.5 Instructional strategies and learning activities focus on active learning, the achievement of essential knowledge and skills, wisdom and understanding, and critical thinking skills as well as higher-order-thinking skills.

Standard 9 - Character, Values, and Spiritual Development of Students/Children

9.1 Expected student outcomes include character development, acquisition of Christian values, and spiritual formation.

9.4 Disciplines of the Christian life (e.g., Bible reading, prayer, Bible memorization, Bible study, devotional reading) are modeled by staff, taught to students, and scheduled or systematically practiced.

9.5 Ethical and moral behaviors based on biblical character and values are routinely taught and modeled by the staff, learned and displayed by the students, and implemented throughout the organization.

Schedule of Topics and Assignments:

1. Listen to the at least five lectures by Edmund Janzen.
2. Answer the questions in the Assignments in section two.
3. Post forum responses to reading assignments.
4. Read the book, The Sermon on the Mount, and respond in the Forums that follow.
5. Read the Scripture passages and reflect on the questions provided.

6. Prepare one lecture and/or presentation that can be given to any group with whom you work. Format is as follows:

- Concept to Be taught:
- Materials Needed:
- Questions to be Discussed in Class.
- Student tasks.
- State standards for each content lesson. (Include Common Core State Standards for English Language Arts and/or Math as appropriate.)
- Lesson reflection after delivery of lesson/presentation.
- Enrichment activities

Evidence of Student Learning:

Evidence of student learning is based on successful completion of all course assignments based on grading rubrics.

Grading and Rubrics:

435 total points possible

100-90% =A

89-80% = B or Credit Grade

Below 80% = no credit

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted. Student work will be graded based on the Rubrics for each assignment.
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Course assignments are graded with the use of a Scoring Rubric. Course participants have the option of requesting a letter grade or a credit/no credit. Upon course completion participants will select grading preferences on the online grade form (link is located to the left side of the main course page.)

The student will submit all materials online. The student will complete the Forums that contain the assignments from the Lectures presented. The Grading Rubric contains the requirements for each assignment.

Instructor/Student Contact

Students will be able to receive feedback online from the instructors, Marvin and/or Edmund, who will respond to student assignments. Students may contact the instructors using the information provided at the top of the course syllabus. The instructors are also available to answer course questions through the Question/Answer Forum on Moodle. The instructors will respond to emails within 24 hours.

Online Courses

Throughout the course students will be communicating with the instructor on a regular basis through the use of Forums. In addition, students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are resubmitted. I will contact the student within twenty-four hours after they have posted an assignment.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

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| CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |

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CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.

