

# Course Prospectus

## For EDUC 346 Teaching in the Christian Home

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### Overview

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This course offers an overview of fundamental teaching practices with a Biblical perspective. It is designed to give support and encouragement to parents currently or considering homeschooling, as well as those who do not but still want to be involved in their child’s education. Through this course, parents will be provided with information to aide in making informed decisions about their child’s education. Various topics, research, and issues surrounding education will be explored. Tools and guidance for organizing an effective Christian homeschool will be given. Also, throughout this course parents will evaluate the learning environment their child currently has, or plan to have, for effectiveness and will recognize where changes can be made to enhance learning.

### Course description

This course offers an overview of fundamental teaching practices with a Biblical perspective. It is designed to give support and encouragement to parents currently or considering homeschooling, as well as those who do not but still want to be involved in their child’s education. Through this course, parents will be provided with information to aide in making informed decisions about their child’s education. Various topics, research, and issues surrounding education will be explored. Tools and guidance for organizing an effective Christian homeschool will be given. Also, throughout this course parents will evaluate the

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learning environment their child currently has, or plan to have, for effectiveness and will recognize where changes can be made to enhance learning.

### Prerequisites and corequisites

There are no Prerequisites or Corequisites for this course.

### Course credit

Three (3) semester hours.

### Instructional objectives

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On successful completion of this course, a student should be able to:

1. Discuss the roles and responsibilities of parents in educating their children as outlined in the Bible.
2. Calculate benefits and drawbacks to homeschooling.
3. Recognize how physical and psychological development influence learners.
4. Navigate through and judge learning theories about how and why we learn.
5. Identify what curricula are and recognize what to look for when choosing one.
6. Demonstrate knowledge of the dynamics of the learning environment such as: structure, learning space, and materials that foster a love for learning.
7. Recognize personal learning style(s) as well as the style(s) of your learner(s).
8. Define goals for students and be able to track and evaluate those goals through records and portfolios.
9. Locate resources available to assist parent in educating their children.
10. Locate and examine situation specific laws and procedures.

### Your instructor

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The instructor for this course is Kristine M. Ginn, M.Ed.

Emailing is the best way to reach the instructor. Emails will be checked daily and responses should be within the day, or the next at the latest. Please use the email feature in the E-Learning system (Populi).



### Course Protocols

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#### Technology access

This course requires web access and the student has to have an established email account.

- *Adobe Acrobat Reader* is necessary to view documents that are PDF files. It may be downloaded **for free** at <http://www.adobe.com/products/acrobat/readstep2.html>, which may then be installed and used to access PDF documents on the course website.

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- Open Office is free software available to download that fulfills the same functions as Microsoft Office Suite. It can be used to create and read documents, spreadsheets, and powerpoint presentations. It can be downloaded at: <http://www.openoffice.org/>
- Free online diagram, concept maps, and brainstorming programs are available. Two such programs are gliffy found at: <http://www.gliffy.com/> and bubbl found at: <https://bubbl.us/>
- Use of a pre-organized Weebly.com website for student work portfolios.
- Use of group chat program.

### **Students with disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor by email (on the course "Info" page click on the instructor's name and then select "Send Email").

### **Attendance in this online course**

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary for students to derive maximum benefit from a course and to maintain a satisfactory academic record, whether in an online course or in an on-campus course. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time, as we want you to succeed. Remember Ecclesiastes 9:10: "Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go."

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before "Last day to withdraw from a course" without a grade penalty as set forth in the University Academic Calendar, will receive a grade of "W" for it. After that date, the grade will be a "WF" and counted in a student's GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student's class attendance or punctuality endangers the student's success or places other students at risk.

### **Withdrawing from or dropping this course**

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course. A student who finds it necessary to drop a course after the Late Registration (Drop/Add) Period must notify the Registrar's Office in writing. Please note the following:

- If a student drops a course on or before the "Last day to withdraw from a course without a grade penalty" as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a "W" is recorded.

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- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”
- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.

### Textbooks

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Textbooks for this course are:

Linsench, Sherri. *The Everything Homeschooling Book*. 2<sup>nd</sup> edition.

Bell, Debra. *The Ultimate Guide to Homeschooling*. 2009

Additional Readings:

LCG Booklet: *The World Ahead: What Will it be Like?*

LCG Booklet: *Successful Parenting: God's Way*

Various PDFs posted in the lessons

### Course requirements

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#### Due dates and extensions

Submit all assignments on or before the due dates. Students must complete the course by the last official day of instruction as set forth in the academic calendar. No late or make-up assignments will be allowed except for extreme circumstances (permission of instructor is necessary).

#### Icebreaker/Biography

All students are required to post a graphic (collection of pictures and/or words) telling about themselves by the end of the first week of class. This will be used as a confirmation of your participation in this class. This graphic will serve as a short introduction to yourself that should include the items below. Be sure to visit your classmates' graphics as well so you can also ask questions in an effort to get to know them. **(20 points)**

Items to include:

- Area in which you live
- If you presently have children, their ages
- Your background in educating your children (presently homeschooling, not homeschooling-but providing additional education opportunities at home, educating a preschooler, or no

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- experience yet)
- (Optional) Any story about your children you want to share (funny, exciting, nerve racking...)

### **Weekly Assignments**

Assignments are broken into weekly lessons. Be sure to read the assignment all the way through before beginning the reading for the week. Many times there will be instructions for activities to complete before reading. Be sure to watch any lectures included with the lesson as well.

### **Weekly Comments and Class Participation**

Students are expected to participate in class discussions. The intent of this interaction is to encourage conversations that will give you another place for resources, ideas, and support. This does make up a significant part of the grade because it includes weekly assignments as well as discussions. **(100 points collectively)**

### **Projects**

Throughout the semester students will be given three projects to complete. Each project will come at the end of a group of related lessons. They will serve as a recap of the covered material and an opportunity for the student to demonstrate understanding of what was covered. These projects will also serve as examples of “extension activities”, which are activities that expect students to make connections and relate ideas within the content for a higher level of critical thinking. Below is an overview of each project. More detailed instructions and rubrics for scoring the projects will be provided in the lessons well before the due dates. **(60 points each)**

#### **Project 1:** (after lessons 1-4)

Address and present the following for your child’s current age group as well as the age group that will follow (2-6, 7-11, or 12-19):

- Physical development
- Cognitive (learning) development
- A list of concepts (at least 2 language, 2 literacy, and 2 mathematical) you can expect your child to learn during each age group

In addition, present which learning theory you most identify with, and give facts from your personal experience, research, or the experience of others to back your choice (2 paragraphs suggested: 1 summarizing the theory and 1 giving your reasoning).

These can be presented in your choice of format: timeline (with theory paragraphs), PowerPoint, Prezi, or video/slideshow. Other formats may be acceptable as well. Check with the instructor for prior approval if you would like to use a different format from those listed.

#### **Project 2:** (after lessons 6-9)

- Pick 3 curricula to explore and rate them using the given rating sheet as a guideline (add or take away any items to personalize the rating sheet to your child’s needs).
- Write a summary of what you found through the process of rating the curricula. What was/were the main aspect(s) you were looking for? In what ways did the curricula differ? What did you find they had in common? Was there an aspect that you found all were lacking? If so, how could you fill in the missing pieces?

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- Choose 1 curriculum from the 3 you explored and make a lesson plan for your child's current age/grade level. Some examples and formats will be given for you to modify to fit your needs. The lesson can be in any subject area and only needs to cover one concept. Make sure to address the learning environment needed, the learning style(s) that will be used (Is the style a strength or weakness for your child?), how you will know if your child learned the content, and resources you used.

### **Project 3:** (after lesson 11)

- Write an essay in the form of a letter to a friend or family member who is questioning why you have chosen your child's education route (homeschool or brick and mortar with at home support). Give a clear stand and back it up with factual information and scripture. Include what you have found throughout this course (How do you know if the child is getting the right kind of education and how do you plan to insure he is properly educated?). The letter should communicate your point effectively and in a friendly, positive tone.

## Quizzes and examinations

There will be three quizzes throughout the semester. Each will be over specified lessons. These will be open book/notes. **(30 points each)**

**Quiz 1:** (Covers lessons 1-4)

**Quiz 2:** (Covers lessons 6-7)

**Quiz 3:** (Covers lessons 8-11)

There will be one exam at the end of the course. This exam will be cumulative over all material covered in the lessons. Questions will be similar to those found on the 3 quizzes. This exam will be open book/notes. **(100 points)**

## Grading

A course grade will be determined based on the number of points a student has earned over the semester as follows:

SUMMARY OF COURSE REQUIREMENTS	POINT VALUE		Letter Grade	Total Points
Icebreaker	20		A	439 or more points
Three Projects (60 points each)	180		B	388-438 points
Three Quizzes (30 points each)	90		C	337-387 points
Class participation and forum posts	100		D	286-336 points
Final Exam	100		F	285 points or below
<b>Total</b>	490			

## Academic irregularity

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Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating, but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned.

In cases of suspected academic irregularity, faculty members may refuse to grade such papers or examinations, completely or in part, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

## Course outline

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### COURSE TOPICS AND ASSIGNMENTS:

Week	Topics
1	Introduction, Review Course Requirements
2	Lesson 1 Roles and Responsibilities of Parents
3	Lesson 2 Benefits and Drawbacks of Homeschooling
4	Lesson 3 Physical and Psychological Development of Learners
5	Lesson 4 Part 1 How and Why We Learn: The Process of Learning
6	Lesson 4 Part 2 How and Why We Learn: Theories of Learning
7	Lesson 5 Recap of Lessons 1-4 Understanding our roles and responsibilities to teach and the process of learning.
8	Lesson 6 Part 1 Exploring Curricula: How to choose one or make sure your child is receiving the right one.

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<b>Week</b>	<b>Topics</b>
9	Lesson 6 Part 2 Exploring Curricula: How to choose one or make sure your child is receiving the right one (continued).
10	Lesson 7 Learning Environment and Learning Styles
11	Lesson 8 Recordkeeping
12	Lesson 9 Education Resources
13	Lesson 10 Recap of Lessons 5-8 Knowing what should be in your child's curriculum and best practices to insure learning.
14	Lesson 11 Part 1 Laws and Procedures: Why does it matter?
15	Lesson 11 Part 2 Laws and Procedures: How to find them and how to follow them.
16	Lesson 12 Recap of Lessons 1-9 What are we supposed to be doing and how do we do it successfully?