

# How to Develop Revelation-Based Course Syllabi

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**Purpose:** to help curriculum writers develop real life, biblically grounded revelation based course syllabi. Following is a description of how *Lamad Curriculum Developers LLC*, create course syllabi for use at Christian Leadership University.

You may find Chapters 2 and 3 of [The Lamad Faculty Handbook](#), available from CLU, especially helpful in choosing texts and designing discussion questions and tests. You should review a couple of CLU's course syllabi so you get a feel for the style we have developed. Following is an explanation of the various parts of our course syllabi.

First is the **course number** which is followed by the **course title**. Choose a title for your course. We try to make the titles enticing and descriptive, without losing our academic credibility.

Our standard for assigning **credits** is that approximately 25 hours of work for the average student is equal to 1 credit. This includes listening to or viewing any tapes, reading texts, completing assignments (i.e. every aspect of the required coursework). You may assign the number of credits to your course which meets this standard. Most of our courses are 3-credit which means 75 hours of work is required to complete the course.

Next is a **course description**. Our goal is that the description be a concise, motivational statement of the course content.

**Course Objectives** are very important. Here you tell the student exactly what they are expected to know by the time they have completed this course. Each statement should include only one specific objective. Objectives should be stated as measurable, specific actions. Most of our courses have three types of objectives: academic (facts to be learned, verses to be memorized, definitions, etc.), attitudinal (attitudes, emotions, etc. to be adjusted), and behavioral (actions, skills, habits, etc. to be mastered). The goal is to help the distance student know exactly what he can expect the course to do for him and what is expected of him in the course.

**Course Texts** are listed next. Include title and author of all required materials, including books, cassettes, videos, or any other medium you use. It is helpful for you to list the publisher or source. For three credit courses, we generally have two required texts which are assigned on a weekly basis and form the foundation of the course. If there

are videos or audios to support these, that is very helpful. Assign them as well. In addition, we usually require a third collateral text which the student reads on his own and reports on in some way. This may be a specific book which you assign, or you may give a choice of several (include a brief blurb about the unique aspects of each), or you may require a research project. Keep in mind that if you are planning this for extension students, they usually do not have easy access to college libraries, so design any research project accordingly.

Clearly list all of the **requirements** for the course next. If you are assigning a paper or research project, give the full details of what you require here. When is it due? How long is it to be? What kind of information are you looking for? Generally, we use a final summary paper to demonstrate the fulfillment of the Attitudinal and Behavioral Objectives. Because we are a distance school, we depend on the integrity of the student's testimony in these areas. Requiring a paper forces them to think through these more intangible requirements and examine their own lives to measure their own success. Depending on the course you are preparing, you may want to require a final video or audio tape of the student demonstrating learned skills in lieu of a paper. Also, keep in mind that not all students express themselves best in writing. Offer the option of their submitting an audio or video tape which demonstrates their fulfillment of the objectives. We are here to serve the student and strengthen his giftedness, not frustrate him by focusing on his weakness. Achievement of Academic Objectives is generally measured through testing.

The **Standards for Grading** is a standard insert which can be clipped from CLU's online catalog and inserted into your course syllabus. It can be found at <https://www.cluonline.com/grading-system/>.

Generally speaking, we create four lessons per course credit (3 credits = 12 lessons or 12 weeks). Develop your **Course Schedule** with this in mind. Each assignment should include everything the student is expected to do for the lesson - pages to be read, tapes to be viewed, verses to be memorized, tests to be completed, etc. A short statement of the subjects to be explored gives the student a preview of what is to come. Restating the specific objectives which pertain to this lesson helps the student know exactly what he is to get out of the lesson - what he must memorize, facts he must learn, behaviors he should be working on adjusting, skills he should be practicing, etc. This kind of information would normally be given by the instructor in a classroom setting, so it is vital that you provide it for the extension student.

If the texts you choose do not have discussion/application questions included in them, or there is no accompanying study guide, please develop a method for focusing the student's attention on the most important aspects of the text which you want them to note. Probably the most effective method is for you to develop questions which will be included in the course notebook with the syllabus. These questions should require that the student apply the teaching to their life and ask God for His perspective of what is

being learned and journal out what the Lord tells them.

Experts in distance education recommend that a short **Self-Test** be given at the end of each lesson. Offer the option of doing them with open book, if necessary. Here you can reinforce the objectives of the lesson and give the student any information he missed in his study. These should be true/false, fill-in-the-blank, multiple choice, or very short answer. You will also provide the answer key and the student will check his own work. These will not be submitted to the instructor for grading. They are for the student's information only.

We usually have one test about mid-way through the course and a final exam in one of the last two lessons. These may include any kind of question you feel most effectively tests the knowledge desired. Tell the student the value of each question and whether partial credit may be given. Please include an answer key to all tests when submitting your syllabus to headquarters so that the assigned instructor can grade them properly. Also note the texts and pages where the information being tested can be found on this answer key, so the instructor can refer the student to the right place to find more information if they answer incorrectly. These tests are to test for the "Academic Objectives" listed in the beginning of the course syllabi. The student should not need to guess as to what you think is important to memorize or what will be on these tests. What you feel is important to internalize in order to allow the student to walk successfully internalizing the principles of the course, should be clearly stated under "academic objectives", and re-enforced in the weekly self check tests, and then asked again in the mid term and final test.