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CD 510 Foundations in Christian Discipleship

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Course Syllabus
Fall 2004

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CD 510 – FOUNDATIONS IN CHRISTIAN DISCIPLESHIP

Three Hours

Explores the roles and responsibilities of the local church director/minister of education, for "equipping of the saints," including foundational preparation in theory and practice in training teachers, program planning, with special focus on nurturing, facilitating, administering and coordinating the church's educational ministries.

COURSE OBJECTIVES

After completing this course students will be able to:

1. Articulate biblical/theological principles that provide the foundations for disciple making ministries.
2. Understand the creation design for human development and learning.
3. Design incarnational models of ministry that provide structures for discipleship (evangelism, teaching, and nurture)
4. Provide a contextual analysis of the church or parachurch institution and community.
5. Demonstrate a commitment to servant leadership that equips and empowers others according to their gifts and calling.
6. Orchestrate an ongoing pattern of planning-action-evaluation for ministry effectiveness.
7. Exemplify a commitment to a life of personal integrity and spiritual growth.

ASSIGNMENTS

Reading

Consult the Course Schedule for dates by which sections of the reading should be completed.

Introducing Christian Education: Foundations for the Twenty-first Century, Michael J. Anthony, ed.

Making Disciples: Faith Formation in the Wesleyan Tradition, Sondra Higgins Matthaei

Is it a Lost Cause? Having the Heart of God for the Church's Children, Marva J. Dawn
Creative Ministry, Henri Nouwen – Chapters 1 and 4

Reaching Out, Henri Nouwen – Chapter 5

Patterns in Moral Development, Catherine M. Stonehouse.

"Learning from Gender Differences," Catherine M. Stonehouse

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The Gospel of Mark

Leadership and the One Minute Manager, Kenneth Blanchard, Patricia Zigarmi, Drea Zigarmi

From the following list **select one** book to read.

Note: Do not purchase your book from this list until you meet with your Learning Group the first week of class

Rediscovering the Sunday School, Talmadge Johnson and Stan Toler

(Focus: All ages)

Children in the Worshiping Community, David Ng and Virginia Thomas

(Focus: Children)

Young Children and Worship, Sonja Stewart and Jerome Berryman

(Focus: Children)

Shaping the Spiritual Life of Students: A Guide for Youth Workers, Pastors, Teachers, and Campus Ministers, Richard R. Dunn

(Focus: Youth)

Family the Forming Center, Marjorie J. Thompson

(Focus: Young Adults)

Disciple Making Teachers: How to Equip Adults for Growth and Action, Josh Hunt

(Focus: Adult)

Boomers, Xers, and Other Strangers: Understanding the Generational Differences that Divide Us, Rick and Kathy Hicks

(Focus: Adult)

Soul Stories: African American Christian Education, Anne Streaty Wimberly

(Focus: Youth/Adult multicultural)

Reading Reports

Submit a card indicating the **completion of all** readings in each of the assigned books.

Note the due dates on the course schedule.

Cooperative Learning Projects (25 points)

With other students form a 5-6 member cooperative learning group. Submit a list of your group members to the professor by **September 9**. Within the first two weeks of the semester, meet to organize and assign responsibilities.

Groups will work on the following assignments.

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A. Book Summary (5 Points)

Each group member will select a different book from the “select one” section of the reading list. Select a book that corresponds to the age-level discipling plan you will develop. Prepare a one-page summary of key insights from the selected book you read, share the insights with your group, and lead the group in a brief discussion of the concepts. Spend a minimum of 20 minutes discussing each book. In the Course Schedule, note the dates by which the books are to be completed. To facilitate your group work, however, you may want to read the selected books earlier in the semester. **Give the professor a copy of your one-page “summary of key insights” and the date when the group discussed your book.**

Grading Criteria: Clarity and Significance of insights identified

B. Group Discipling Plan (20 Points)

Sondra Matthaiei, in *Making Disciples*, states, “To be Christian in the language of the Wesleyan tradition means having a ‘living faith’ made evident through love of God and neighbor, **a living faith that continues to grow across a lifetime**” (p. 38). She also endeavors to set forth “a Wesleyan ecology of faith formation, an interconnecting network of **relationships, structures, and practices** that [constitute] an environment for nurturing and sustaining a holy life in communion with God and others” (p. 35).

How can we, in our churches, provide an environment in which persons come to and grow in that living faith described above? That’s what Christian discipleship is all about.

As a cooperative learning group you will **develop a discipling plan for a church**. Your goal in this project is to integrate the insights of this course and additional research each group member will do, into a discipling plan that will “serve the present age,” to use Charles Wesley’s words (Hymn: A Charge to Keep I Have).

Each group member will research and develop the plan for one age group. The plans for each age-level should be 3-4 pages in length.

Each age-level plan will grow out of:

- Insights from *Making Disciples* by Sondra Higgins Matthaiei
- Insights from the “Select One” books
- Discoveries from other course materials
- Additional literature research
- Research of what churches are doing
- Reflections on realities and needs in the twenty first century church
- Your ministry experiences

Also your group will provide a 1-2 page introduction and summary that highlight the discipling goals and key principles implemented throughout the plan. Combine the introduction and age-level plans into a group paper that is **not more than 20 pages, double-spaced**.

The Group Discipling Plan is due November 16.

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The Cooperative Learning Group project sets the stage for you to think and plan with your colleagues and share practical applications of the concepts and ideas being explored in this course. Jump right in, contribute your ideas, and learn from others. Make this more than an academic requirement. Create a great plan that could make a difference in your church, in the lives of many.

Here's the game plan

1. Within the first two weeks of the semester meet to organize your group work. Decide which book from the "Select One" list each person will read.

Select the person who will develop the plan for:

Children: birth to 5 years plus their parents

Children: 6-12 years of age

Youth: middle school, high school

Younger adults: College age through the 30s

Older adults: 40 and above (If your group has six members, divide this age level into

Middle and Senior adults

Decide how to lead the group process and write the introduction and summary sections.

Set meeting times for discussing the selected books

2. Read and reflect on Matthaie pages 11-98

Identify what you believe to be the 3-6 most important insights from the reading.

How and why are these insights important in the discipling of your assigned age group?

In a group meeting, share the insights you identified and their importance to your age group.

From other course readings and class sessions collect insights on discipling for your age group.

3. Each group member will do research beyond the course materials.

a. Conduct literature research in at least one additional source.

b. Research what two churches offer for the age group assigned to you.

Observe the church ministries for your age group and talk with those who lead the discipling ministries for them.

What **relationships, structures, and practices** are present to nurture the faith of your assigned age group?

Which relationships, structures, and practices discussed by Matthaie are present?

Which are missing?

Which relationships, structures, and practices are most important for your assigned age group?

What are the strengths and weaknesses you see in the church's discipling ministry?

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4. Develop a discipling plan for your assigned age level. Design specific plans to implement the insights from *Making Disciples* by Sondra Higgins Matthaie and other discoveries from course materials, additional reading, your church research, and your ministry experience. **The plans should reflect the realities and needs in the contemporary church.**

What would ministry for your age group look like if it provided relationships, structures, and practices that nurture a living faith?

Make your plans specific enough that a lay minister could work with them to develop a refined or new ministry for the age group.

You may want to suggest implementing some plans immediately and beginning others later –be reasonable regarding how many new things a volunteer team can handle at one time.

In each age level plan cite at least 2 course texts, one additional resource, and your church research. **In the paper list the churches you studied.**

5. Write your plan in a 3-4 paged paper, double-spaced.

Submit your paper to the group at least by **November 9**.

Read each contribution and give constructive feedback.

Prepare your group paper by refining the age group papers, writing the introduction and summary, and fitting them together.

In the paper indicate who wrote each section and who led the group process. (Continued)

The Group Discipling Plan is **due November 16**.

Grading Criteria

Integration of course concepts into the plan

Significance of relationships, structures, and practices identified for each age group

Practical insights from church research

Scope of the plan

Reflections on Mark (5 points)

Read through the Gospel of Mark between September 9 and 23, looking for insights from Jesus the master disciple maker. What do you see in Jesus' character and personal practices that prepared him to be effective in making disciples? Also, identify the methods he used in discipling.

Record your insights in outline form—2-3 pages. You could develop a chart with insights from each chapter on Jesus' character, practices, and discipling methods. Your chart or outlined of insights is **Due September 23**.

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Theology of Discipling Ministry (10 points)

Drawing from the first two units of this course, in a 5-8 paged paper, articulate your Theology of Discipling Ministry. The paper should provide a theology of discipling that integrates biblical/theological beliefs and social science understanding. **Due October 21.**

Grading Criteria:

- Significance of biblical/theological understandings
- Grasp of relevant social science insights
- Scope of the discipling theology
- Quality of the writing

Integrative Papers (20 points)

Write integrative papers answering the following questions. Be sure to address each section of the questions and include in your response several points that relate to each grading criterion. Each paper is to be no more than 2 1/2 – 3 pages, typed, double spaced, and documented when drawing ideas from readings or class notes. Use 12 point type.

1. Due September 30 (10 Points)

- A. Reflect on your spiritual journey responding to the following questions.
- i. What influences have played a significant role in your discipling?
 - ii. What do you see as the strengths and weaknesses of the discipling you have received?
 - iii. How does your spiritual journey relate to John Wesley's description of the Way of Salvation?
 - iv. What evidences of prevenient grace do you see in your story?
- B. As you think of discipling others:
- i. What role will you give to Scripture, tradition, reason, and experience as you assist others in "doing theology"?
 - ii. What aspects of a Wesleyan view of persons impress you as being most important for effective discipling, and why?

Grading Criteria

- Significance of reflections on personal experiences of being disciplined
- Grasp of Wesleyan perspectives

2. Due November 30 (10 Points)

You came to Grace Church in June two years ago. After observing Vacation Bible School for two summers you decided that a change in curriculum is needed. A dedicated group of women have led vacation Bible school for the past 5 years; they love working together and want to lead the VBS again next summer. Each year they order materials from a certain publisher without looking at other possibilities, and feel good about the materials. VBS is one of the church's main means of outreach to the community. You believe there are more creative resources available that will provide more significant learning experiences for the

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children. A church across town used one of the resources you would like your leaders to consider. Their pastor excitedly told you about their experience and showed you a video of their VBS in action.

- A. Use Everett Rogers' paradigm as a guide for identifying elements necessary in the change process and develop an action plan for leading your VBS leaders in considering, and adopting new curriculum resources for next summer's VBS and using them more effectively.
- B. Briefly explain which aspect of Rogers' paradigms is implemented by each step in your action plan. Your plans should implement insights from Everett Rogers' paradigm of the Innovation-decision Process, and may reflect approaches from the Collective Innovation-decision-making Process, or the Authority Innovation-decision-making Process discussed in class.

Grading Criteria

Understanding of Rogers' paradigms

Ability to plan workable strategies based on theory and the situation

Basic Beliefs Creative Presentation (20 points)

You will work on this project across the semester, processing your learning and refining it into an integrative, creative presentation you could use in your church. As you take notes in class and do your reading, keep a record of the insights that stand out to you as basic beliefs to guide your discipling ministry.

Basic Beliefs: Creative Presentation (20 Points)

Working from notes you make across the semester, develop 10-12 statements that capture your basic beliefs about effective, disciple making, Christian Education.

Statement should be significant concepts, clearly articulated in 15-30 words.

Example: Effective discipling begins with the teacher or parent's relationship with God (Deut. 6:5-6, Class 9/11/01)

The statements should provide a good overview of the course content.

Develop a creative presentation of your Basic Beliefs statements to share with others, such as your congregation, lay leadership team, or Christian education staff.

Design the presentation to take no more than 10 minutes.

Any written copy for the presentation should not exceed 1000 words.

Begin early to think about the creative medium you might use. We will brainstorm ideas in class. If you choose to develop visuals for the presentation, contact Information Services to borrow video, digital, or 35 mm cameras. You may use the library computer lab for editing videos.

The project may be submitted to the professor on a computer disc for power point presentations, video, or in hard copy forms. **(Continued)**

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Include a 50-75 word statement identifying the audience you are targeting and the goal of your presentation.

On **December 14** you will share your presentation with three other classmates.

Grading Criteria

- Clarity of statements
- Significance of belief statements
- Breadth of belief statements
- Creativity of the presentation

Your Creative Presentation is due on **December 14**.

OPTIONAL PROJECT – SELECT ONE

(10 Points)

Application Dialogue and Report

This project is open to persons who teach weekly in the local church or to student pastors. You will meet for one hour each week (for a minimum of 12 times) with one or two other teachers, small group leaders, or student pastors to discuss how you can implement in your ministry the principles being explored in this course and to evaluate applications tried.

In your dialogue sessions review key concepts from your reading and class presentations. What in your experience affirms or brings into question these ideas? Which concepts: seem to hold the greatest potential? Challenge your current thinking? Are confusing to you? Seem unworkable? Could be applied in your current ministry? How will you adjust your ministry in the light of your learning?

Each week submit one card for your group indicating the meeting time, those present, and a brief outline of the topics discussed. At mid term and at the end of the semester each person will submit a 1 - 2 page evaluation of the application dialogue experience. **Report actions taken as a result of the dialogue sessions.** Grade will be based on fulfilling meeting time requirements and the significance of the applications. Evaluations are due **October 28 and December 9**.

Christian Education Resource Research, File and Evaluation

Spend a minimum of 15 hours identifying sources of Christian education resources, filing information gathered and evaluating curriculum.

Set up a filing system for future use. File catalogues, brochures and other resource ideas.

Evaluate one quarter's worth of comparable resources for one age group from two different publishers. Use the evaluation form provided by the professor. Write a 2 page summary of your evaluation and assessment of the materials.

Submit your file, curriculum evaluations, and a record of time invested. Grade will be based on the organization of the file, time invested, the breadth of the findings, and the pertinence of the evaluation.

Materials are due, **in FM 106, December 9**. Pick them up **from FM 106, December 14**.

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Observation, Interview, and Report

Invest a minimum of 15 hours interviewing professional and volunteer Christian education workers and observing their C.E. ministries. Generate a list of questions to ask and to have in mind as you observe. The list may change as the semester progresses. Questions need to allow for expanding your understanding of topics related to course content.

Write a four-page, double-spaced paper based on your interviews, and observations. Discuss your insights, their relationship to the course and implications for future ministry. Grading will be based on time invested, significance of learning reported.

Submit the paper with a list appended of the questions that guided your exploration, a brief description of the persons interviewed, and a statement of the time you invested.

Due December 9.

**Identify all papers and exams with only your
STUDENT IDENTIFICATION NUMBER and SPO NUMBER.**

All papers are to be type written, double-spaced, and in 12 point type.

Document the source of ideas and quotes using an official form of documentation.

Inclusive language is to be used when referring to human beings in writing and speaking.

CLASS ATTENDANCE

The input and interaction in class sessions are important in the learning process. Regular class attendance is therefore expected.

COURSE SCHEDULE

Date	Topic	Reading	Assignments Due
Sept. 7	Introduction to the Course		
Sept. 9	Forming Cooperative Learning Groups	Matthaei pp. 11-35 Mark 1-4	Submit Coop. Learning Group Names
Unit I	Biblical, Wesleyan Foundations for Discipling and Educational Ministries		
Sept. 14	Biblical Principles: The Purpose of the Church and the Goal of Christian Education	Anthony, 17-25 Dawn, 1-11 Mark 5-8	Submit Optional Project Selection
Sept. 16	Biblical Principles: An Old Testament Model for Religious Instruction.	Anthony, 35-44 Mark 9-12	

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Sept. 21	Biblical Principles: Jesus as Model Teacher.	Anthony, 111-116 Nouwen, <i>Reaching Out</i> – Ch. 5 Mark 13-16	Reading Card: <i>Reaching Out</i> Ch. 5
Sept. 23	Developing a Biblical, Wesleyan Foundation for Discipling	Matthaei pp. 37-98	Notes on Mark
Sept. 28	Developing a Biblical, Wesleyan Foundation for Discipling, cont'd		
Unit II	Basic Beliefs about Teaching and Learning		
Sept. 30	Components in a Philosophy of Education	Anthony, 26-34, 63-82, 101-110, 117-124	Integrative Paper #1
Oct. 5	A Developmental Perspective on Education	Stonehouse <i>Patterns in Moral Development</i> “Learning from Gender Differences.”	Reading Card: <i>Patterns in M.D.</i> “Learning from Gender Differences”
Oct. 7	Insights from Religious Educators	Anthony, 83-98 Nouwen – <i>Creative Ministry</i> , Chapter 1	
Oct. 12	The Power of Story	Anthony, 130-139	
Oct. 14	A Biblically Based Philosophy of Discipling/Christian Education	Anthony, 125-129, 140-145	
Unit III	Making Disciples Through Christian Education Ministries		
Oct. 19	The Context of Ministry	Anthony, 45-52, 269- 289	Book Summary: [Wimberly]
Oct. 21	Evangelism and Nurture	Anthony, 53-59 Dawn, 89-125	Theology of Ministry
Oct. 26	The Sunday School: Effective Today?	Dawn, 47-88	Book Summary: [Jonson/Toler]
Oct. 28	Discipling in Small Groups	Anthony, 176-184 Matthaei, 99-183	Reading Card: <i>Making Disciples</i>
Nov. 2	Life-span Discipling I	Anthony, 195-216 Dawn, 127-163	Book Summary: [Ng and Thomas] [Stewart and Berryman]

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			[Thompson] [Dunn]
Nov. 4	Life-span Discipling II	Anthony, dawn, 217-244. 254-261 Dawn, 164-200	Reading Card: <i>Is It a Lost Cause</i> Book Summary: [Hicks] [Hunt]
Unit IV	Empowering Laity for Discipling		
Nov. 9	Ministry of the Laity		
Nov. 11	Recruiting Volunteers	Anthony, 167-175	
Nov. 16	The Process of Bringing about Change in Christian Education		Group Discipling Plan
Nov. 18	The Role of Change Agent	Nouwen – <i>Creative Ministry</i> Ch. 4	Reading Card: <i>Creative Ministry</i> Chapters 1 and 4
	Reading Week November 22-26		
Nov 30	Nurturing and Equipping Volunteers	Blanchard	Integrative Paper #2 Reading Card: <i>One Minute Manager</i>
Dec. 2	Guiding Ministry Planning and Evaluation	Anthony, 149-166, 185-191	Reading Card: <i>Introducing CE</i>
Dec.7	Curriculum Resources for Disciple Making		
Dec. 9	Vision for Discipleship		
Dec. 14	Presentation of Final Projects – 1:00 – 2:00 PM		Basic Beliefs Presentation
			Optional Project as indicated with Description

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GRADING

For each of the following assignments you have the potential of earning the designated points.

Notes on Mark	5
Integrative Papers – 2x10	20
Philosophy/Theology of Ministry	10
Cooperative Learning Project	25
Book Review – 5	
Discipling Paper – 20	
Basic Beliefs Creative Presentation	20
Reading	10
Optional Project	<u>10</u>
Total	100

The course grade will be assigned based on the following scale.

95 – A	80 – B-
90 – A –	77.5 – C+
85 – B+	75 – C
82.5 – B	72.5 – C-