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CD 511 The Pastor and Christian Discipleship

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Course

Syllabus - Spring 2006

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CD 511 THE PASTOR AND CHRISTIAN DISCIPLESHIP

Three Hours

Explores roles and responsibilities of the pastor in the area of Christian discipleship, including foundational studies in teaching, program planning, lay volunteer development, with special focus on nurturing, facilitating, administering and coordinating the church's educational ministries.

Folks, in case you don't realize it, **this is a Distance Learning class**. That's not something to fear but embrace. We're going to have a fun and great learning experience by incorporating the Orlando and Wilmore campuses, with each of their peculiar and interesting cultures each have to offer. So, don't fear, hate, despise, or reject this opportunity.

COURSE OBJECTIVES

The goal of this course is that you will grow in your ability to communicate the faith through teaching and discipling ministries with children, youth, and adults, and to lead others to become involved and grow in their abilities to serve effectively in these ministries.

After completing this course you will be able to:

1. Articulate biblical and theological principles on which to base the educational/discipling ministry of the church, its purpose, process, and leadership roles.
2. Evaluate educational perspectives from the social sciences and the field of religious

- education.
3. Develop a theology—or philosophy--of Christian education and discipleship, which integrates findings from the social sciences with biblical principles and theological perspectives.
 4. Design teaching plans using the learning style model of instruction.
 5. Articulate the importance of recruiting and equipping lay volunteers for the discipling of children, youth, and adults.
 6. Lead the laity to implement and evaluate new ways of doing Christian discipleship ministries using insights from change theory to design plans.
 7. Articulate the crucial relationship between Christian education and evangelism.
 8. Express your excitement for Christian education's essential role in helping the people of God fulfill the great commission.

Required 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.

John Wesley's Class Meeting: A Model for Making Disciples, D. Michael Henderson.

Disciple Making Teachers, Josh Hunt

Creative Ministry, Henri Nouwen

Patterns in Moral Development, Catherine M. Stonehouse.

"Learning from Gender Differences," Catherine M. Stonehouse

Selected readings from the Web

(Continued)

Recommended Reading

Natural Church Development, Christian Schwarz.

Reaching Out, Henri Nouwen

Revitalizing the Sunday Morning Dinosaur, Ken Hemphill

The Ministry of Nurture, Duffy Robbins

Why Nobody Learns Much about Anything at Church, Thom and Joani Schultz

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)

Winter Grace: Spirituality and Aging, Kathleen Fischer (Focus: Senior Adults)

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

Course Assignments

Assignment #1 - Integrative Paper (Individual) - Due March~3, 4:30~pm

Value - 10 Points

1. 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?
2. 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 discipled
- Grasp of Wesleyan perspectives

Assignment # 2 - Integrative Group Presentation – Technology in Christian Discipleship - Due April 27, 6:00pm (5 page summary submitted)

Value - 10 points

Since technology has made such an impact on our society, it seems that a good move would be for the church to start determining ways to use technology in the development of disciples. Part of that obviously is how we use technology in the local church, in the classroom, in the sanctuary. Another part of that may soon be an asynchronous setting – sort of like this ExL classroom. We, the church, should capitalize on technology and innovations, rather than playing catch up to the world. This paper should help you explore those possibilities.

In your groups, you will

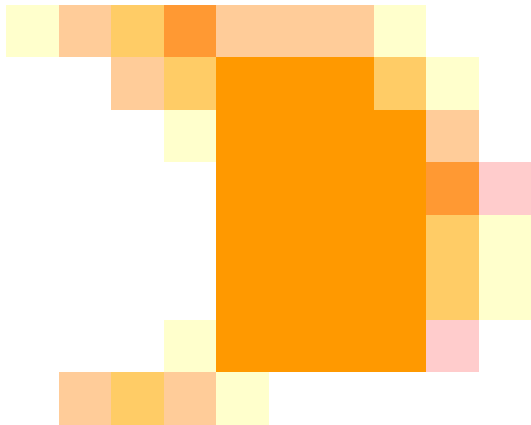
- A. Decide on a viable way to use technology to disciple Christians
- B. Support your theories with readings from the course as well as any other outside sources
- C. Submit your paper to me as an attachment to the Office Icon.
- D. Class presentation

Assignment #3 - Integrative Paper #2 (Group) – Change in Grace Church - Due May 11, 6:00pm

Value - 10 points

A typical traditional church – Sunday morning worship, Sunday School, mid-week prayer

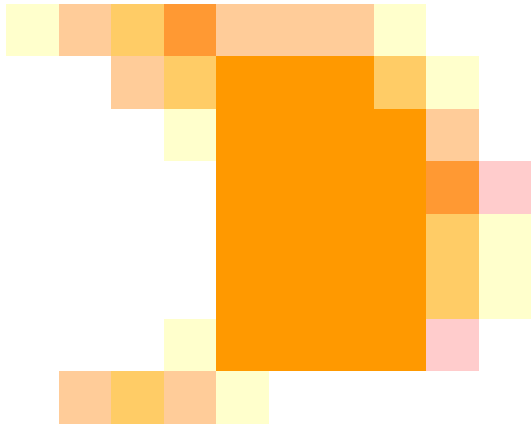
meetings for the most committed. This is what they have always done. No one has ever tried to get them to change. Therefore, they see no reason to change. Their philosophy would look something like this (it's hazy because no one has ever forced them to describe their philosophy):



Win the lost;



Orient the Saints;



Worship God.

(Like that alliteration?) Your task, should you accept this assignment, would be divided into two parts. First, you will create a small group ministry that would reflect both the Wesleyan distinctives as well as your philosophy of Christian Education. The second half of this is to lead your “church” into change using Rogers’ prescription of change. Remember the different types of people you would encounter and think of possible ways to preclude difficulties in the transition period.

In your groups, you will:

- a. Create a short version of a theology of CD (Bullet points are good here);
- b. Design a discipleship ministry that would provide spiritual growth and enhancement among participants using Wesley’s groups as a starting point;
- c. Describe the possible scenario one might encounter in instituting this change and how you would work to produce the desired change.
- d. Write this up and agree upon the particulars.
- e. Submit your paper to me as an attachment to the Office Icon.

Assignment #4 - Basic Beliefs Creative Presentation – Due May 11, 6:00pm

Value - 10 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.

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.

Design the presentation to take no more than 10 minutes and prepared to present to your church administrators.

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, you will need to make arrangements yourself to get access to the equipment you will need. If you are near Wilmore or Orlando, you may use the library computer lab for editing videos or help in creating your presentations.

The project may be submitted to the professor on a computer disc for power point presentations, video, or in hard copy forms by snail mail.

On **May 11**, you will share your presentation with the class.

Grading Criteria

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

Your Creative Presentation is due on **May11**.

“ A” PROJECT (Contract for an A) - Final Projects - Due May 5, 4:30pm, 2005.

Value – 10 Points

Please speak with your professor about a suitable project. This project will reflect a useful plan for implementation in either a current or possible future setting.

Exams

Previously, I have avoided exams like the plague. However, beginning this semester we will have two exams. There will be a mid-term and a final exam. You should consider the mid-term (especially) a learning experience. I will do my best to keep from blind-siding you with the questions and will have the intent of using that as an opportunity to advance your understanding of this subject. So, my exams are not necessarily something to fear but expect to learn from them.

Exam #1 - 1 hour timed exam to be taken in class - March 23 – Value 10 points

Grading Criteria

- Grasp of learning style theory.
- Ability to relate learning style theory to practice.
- Wesleyan distinctives
- Course materials,
- Deuteronomy 6
- Jesus’ example
- Stonehouse

- Anthony
- Significance of biblical/theological understandings
- Grasp of relevant social science insights

Exam #2 - 1 hour timed exam to be taken in class – May 16 – Value 20 points

Grading Criteria

- Includes some items (the most important – according to me) from Exam #1
- Volunteerism
- Brainstorming
- Technology
- Evaluation
- Change

Class Attendance

Value – 20 points

This course is designed to be a collaborative learning experience. You will learn from the textbooks, the “discussions”, the papers, and the tests. However, this is not the only collaboration you will experience. You will be divided up into teams and, with the other members of your group, will collaborate together to accomplish the learning goals of this class. Each of you is responsible for your own learning as well as that of your fellow group members. Therefore, part of your class grade will be reflected in your interaction with each other as well as your participation in the group assignments.

Grading for this is relatively simple. You will be graded on two levels.

1. You will be graded according to your interaction in class. If you choose to sit idly while the rest of the class does the work, your grade will reflect this. On the other hand, if you avail yourself of this setting, you will enjoy a great learning experience.
2. You will also be graded by your fellow classmates in something called a peer review. With the two group assignments, you will be asked to go online and complete a peer review for each of your team mates.

You and I, together with your fellow classmates, will learn what it means to be disciples and disciple-makers.

Course Schedule

February 9 – Course Introduction
 Syllabus
 Introductions
 Material Introduction
 Course Introduction

Module 1: Traditional Foundation and a Theology of Christian Education

February 16 - *Identifying Purposeful Discipleship*: Module 1 Discussion 1
An Historical Perception of Discipleship
The Bible and Discipleship

Read: Devotional

Anthony 17-25

Henderson 11-81

Dawn 1-11

Mark 1 – 8

February 23 - *Biblical Principles*: Module 1 Discussion 2
More Bible and Discipleship
Old Testament Foundations
Jesus, the Model Teacher

Read: Anthony 35-44

Mark 9 - 12

Anthony 111-116

Hunt pp. 6-46

Notes for Module 1

Mark 13 – 16

Watch: Video before class (you must rent this on your own): Options – Dead Poets Society; Finding Forrester; With Honors (Be prepared to talk about what you saw in class)

March 2 - *Wesleyan Perspectives*: Module 1 Discussion 3
Developing a Biblical, Wesleyan Foundation for Christian Education
In-Class video: Wesleyan Distinctives

Read: Henderson 83-160

*** Assignment #1 - Integrative Paper (Individual) - Due March~3, 4:30~pm**

March 9 - *A Theological Perspective*: Module 1 Discussion 4
Varied Views on Education
Philosophy/Theology of Education

Read: Nouwen Chapter 1

Anthony 26-34; 63-82, 101-110; 117-124

March 16 - *A Developmental Perspective*: Module 1 Discussion 5
Guest Speaker: Dr. Cathy Stonehouse
Children's Ministries
Developmental/Learning Theories

Read: Anthony 83-98

Stonehouse Patterns in Moral Development
Nouwen Chapter 2
Dawn pp. 13-46
Anthony 130-139
Hunt 48-109

March 23 - *A Biblically Based Philosophy of Discipling/Christian Education:* Module 1 Discussion 6

Discussion of Exam
The LSI (Don't worry about interpreting before class; just take the inventory)

Read: Anthony 125-129; 140-145
Do the LSI before class

***Exam #1 !!! 1 hour timed exam to be taken in class, followed by discussion of exam.**

Module 2: Empowering the Laity as Educators for the Church

March 30 - *Releasing the Outreach Potential of Christian Education:* Module 2 Discussion 1

Small Group Ministries
In class video: The Story of Francis and Edith Schaeffer
Discipling Across the Life-span

Read: Dawn pp. 89-200
Anthony 176-184; 195-244; 254-261

April 3-7: Spring Reading Week

April 13 - *Christian Education: Ministry of the Laity:* Module 2 Discussion 2

Recruiting Lay Volunteers in Christian Education
Nurturing Volunteers

Read: Dawn pp. 201-249
Anthony 167-175
Nouwen Chapter 3

Module 3 – The place of Technology in Christian Education

April 20 - *Using Technology to Develop the Group:* Module 3 Discussion 1

In class video: The Deep Dive
Brainstorming
Groupthink and group work

Read: Notes on “Brainstorming” located in Course Center
http://www.emoderators.com/moderators/teach_online.html
<http://archive.salon.com/21st/feature/1998/01/20feature.html>
<http://www.ion.uillinois.edu/resources/tutorials/id/learningStyles.asp>
<http://www.webtechniques.com/archives/1998/01/kim/>

April 27 - *Using Technology to Stretch Discipleship*: Module 3 Discussion 1
Teaching Online
Designing Online Courses
Online Community
Classroom Technology

Read: Info on Classroom technology located in Course Center
***Integrative Group Presentation - Technology in Christian Discipleship - Due April 27, 5:00pm (5 page summary submitted)**

Module 4 - The Minister of Education as Servant Leader in Christian Education

May 4 - *The Process of Bringing about Change*: Module 4 Discussion 1
Change Theory
People of Change
Methods of Change
The Minister of Education as Change Agent

Read: Nouwen Chapter 4
Notes/links to Change information located in Course Center
***Final Projects - Due May 5, 4:30pm, 2005.**

May 11 – *Evaluation*: Module 4 Discussion 2
Components of an Evaluation
Who/what to evaluate
How to evaluate
The Sunday School: Effective Today?

Read: Dawn pp. 47-88
Anthony 149-166, 185-191
Outline for Evaluation located in Course Center

***Change in Grace Church (Group Paper) – Due May 11, 6:00pm**
***Basic Beliefs Creative Presentation - Due May 11, 6:00pm – 5 minute in class presentation**

May 16 – Final Exam: Comprehensive – 1 hour, in class exam. Discussion to follow.