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FINAL DRAFT

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Course Syllabus
Spring 2005

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.

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.

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
Disciple Making Teachers, Josh Hunt

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

Soul Stories: African American Christian Education, Anne Streaty Wimberly

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(Continued)

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)

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)

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

Note that reading due dates are in the course schedule.

Cooperative Learning Projects

With other students form a 5-6 member cooperative learning group. Submit a list of your group members to the professor by **February 17**. Within the first two weeks of the semester, meet to organize and assign responsibilities.

Groups will work on the following assignments.

A. Book Summary and Discussion (5 Points)

Each group member will select a different book from the “select one” section of the reading list. Choose a book that relates to the age-level you will be studying for the Discipling Plan described below.

Prepare a one-page, double spaced 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. These discussions can take place as you work on your group project. The purpose of this assignment is that you may profit from the insights of all the books while being required to read only one from the select list.

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” noting the date when the group discussed your book.**

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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 learn about discipling from a local church, 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
- Discoveries from the “select one” book and 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 highlights 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 April 28.

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. **Operate as you would if you were on staff together in the church you are planning for**. 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. 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

Lead the group process and write the introduction and summary sections

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Decide which book from the “Select One” list each person will read.

Set meeting times for discussing the selected books and developing your plan.

2. Read and reflect on Matthaëi 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 one churches offers for the age group assigned to you.

Identify a church that has significant ministry to the age-level for which you are planning.

Observe the church’s 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 Matthaëi 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?

4. Develop a discipling plan for your assigned age level. Design specific plans to implement the insights from *Making Disciples* by Sondra Higgins Matthaëi 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 **April 19.**

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.

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The Group Discipling Plan is **due April 29**.

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

Integrative Papers

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 3-3 ½ pages, typed, double spaced, and documented when drawing ideas from readings or class notes. Use 12 point type.

1. Due March 8 (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, whether or not you are from the Wesleyan tradition, 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

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

2. Due April 5 (10 Points)

Recall a lesson you taught in a church related setting. In one or two sentences indicate the topic and lesson goal. (If you have not taught, recall a class session in which you were a student.)

- A. What did you (or your teacher) include in that class session which related to the learning style preference of the divergers (imaginative learners), assimilators (analytical learners), convergers (common sense learners), and accommodators (dynamic learners)? Describe why, according to the learning style theory of Kolb and McCarthy, each learning activity or teaching method was of value to specific kinds of learners. Which learners, if any, would have found very little designed for their learning style preference? Describe what was missing that they needed.
- B. If you could teach that class again, what specific learning activities would you add to implement more fully what you have learned about learning styles and to better serve the different learners? **Be sure to give additional learning activities**, even if you think the first plan was fine and the new suggestions would only be alternate approaches. Briefly explain your reason for adding each learning activity.

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Grading Criteria

- a. Grasp of learning style theory.
- b. Ability to relate learning style theory to practice.

3. Due May 10 (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 ordered materials from a certain publisher without looking at other possibilities, and felt 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 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' paradigms 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

- a. Understanding of Rogers' paradigms.
- b. Ability to plan workable strategies based on theory and the situation.

Basic Beliefs Creative Presentation

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 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.

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

Begin early to think about the creative medium you might use.

On **May 18** you will share your presentation with three other classmates. The project may be submitted to the professor on a computer disc for power point presentations, video, or in hard copy forms.

Grading Criteria

- a. Clarity of statements
- b. Significance of belief statements
- c. Breadth of belief statements
- d. Creativity of the presentation

Due: May 18.

“A” PROJECT – SELECT ONE (10 Points)

Application Dialogue and Report

This project is open to student pastors or persons teaching weekly in the local church. You will meet for one hour each week (for a minimum of 12 times) with one or two other student pastors or teachers 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 **April 7 and May 18.**

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 in the CD511 Course Center.** 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, May 12.** Pick them up **from FM 106, May 18.**

Teaching Group

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Form a Teaching Group of four students from the class. Each person will design and teach two thirty minute sessions implementing the Learning Styles teaching model and teaching principles presented in CD 511. The sessions a person teaches are to be for two different age groups, children, youth, or adult. Each group member will complete an evaluation of each teaching session (**Forms available in the CD511 Course Center**). Group members will provide each other with constructive feedback in a twenty-minute discussion period following each session taught. During the first week of class, meet to organize and establish a schedule. The eight group teaching sessions should be scheduled between **March 31 and May 13**.

Following your second presentation to the group, turn in to the professor for grading, the session plans and materials you used in teaching along with the evaluation sheets for both presentations from each participant. The presenter will also complete an evaluation form on the experience. The grade will be based on the effective implementation of the teaching model, use of varied methods, the age appropriateness of content and approach, and faithful group participation.

Research Paper

Select a topic related to Christian discipleship, invest a minimum of 15 hours in researching the topic and writing a 10-page paper. Before beginning the project, clear the topic with the professor. The grade will be based on the breadth of the research, the significance of the insights discovered, application of the findings to Christian discipleship, and the clarity of the writing.

Due: May 18.

**Identify all papers and exams with only your
SPO NUMBER and STUDENT IDENTIFICATION 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.
SUBMIT ALL PAPERS IN AN ENVELOPE TO BE RETURNED THROUGH THE SPO**

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
Feb. 8	Introduction to the Course		
Unit I	Biblical, Wesleyan Foundations for Discipling and Educational Ministries		
Feb. 10	Biblical Principles: The Purpose of the Church and the Goal of Christian Education	Anthony 17-25	
Feb. 15	Biblical Principles:	Hunt pp. 6-25	

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	An Old Testament Model for Religious Instruction.	Anthony 35-44	
Feb. 17	Launch Learning Group Work	Matthsei pp. 11-35	Submit Coop. Learning Group Names
Feb. 22	Biblical Principles: Jesus as Model Teacher.	Hunt pp. 26-46 Nouwen, <i>Reaching Out</i> Ch. 5, Anthony 111-116	Reading Card: <i>Reaching Out</i> Ch. 5
Feb. 24	Developing a Biblical, Wesleyan Foundation for Discipling	Matthaei pp. 36-98	
Mar. 1	Developing a Biblical, Wesleyan Foundation for Discipling, cont'd		
Unit II	Basic Beliefs about Teaching and Learning		
Mar. 3	Components in a Philosophy of Education	Anthony 26-34, 63-82, 101-110, 117-124	
Mar. 8	A Developmental Perspective on Education	Stonehouse <i>Patterns in Moral Development</i> "Learning from Gender Differences." Skim Anthony 63-82	Integrative Paper #1 Reading Card <i>Patterns, & Gender Differences</i>
Mar. 10	Insights from Religious Educators	Nouwen – <i>Creative Ministry</i> , Ch. 1 Wimberly pp. 13-48 Anthony 125-129	
Unit III	The Pastor, an Effective Teacher		
Mar. 15	Learning and Teaching Styles	Hunt pp. 48-65 Anthony 130-139	Complete Kolb Learning Style Inventory
Mar. 17	Strategies and Models for Applying Learning Styles Theory	Hunt pp. 67-109	
	Reading Week March 21-25		
Mar. 29	Critical Teaching Skills I	Anthony 140-145	
Mar. 31	Critical Teaching Skills II	Wimberly pp. 49-149	Reading Card: <i>Soul Stories</i>
Apr. 5	The Teaching Church		Integrative Paper #2
Unit IV	Discipling across the Life-Span		

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Apr. 7	Ministry with Children	Anthony 195-216	Book Summary: Ng and Thomas, Stewart and Berryman, Thompson
Apr. 12	Youth Ministries	Anthony 217-226	Book Summary: Dunn
Apr. 14	Adult Ministries	Anthony 176-184, 227- 244, 254-261 Hunt pp. 111-124	Reading Card: <i>Disciple making</i> , Fischer, Hicks
Apr. 19	Discipling in Small Groups	Matthaei pp.99-183	Age-level Plans to Group Reading Card: <i>Making Disciples</i>
Apr. 21	The Sunday School: Effective Today?		Book Summary: Johnson & Toler
Apr. 26	The Evangelism and Outreach Potential of Christian Education		
Unit V	Empowering Laity for Discipling		
Apr. 28	The Process of Bringing about Change in Christian Education	Nouwen – <i>Creative Ministry</i> Ch. 4	Group Discipling Plan Reading Card: <i>Creative Ministry</i> Chapters 1 and 4
May 3	The Pastor as Change Agent	Anthony 159-166	
May 5	The Pastor Leading the Laity in Christian Education Ministry		
May 10	The Pastor and the Recruiting of Lay Volunteers in Christian Education	Anthony 167-175, 185- 191	Integrative Paper #3
May 12	Vision for Discipleship	Anthony – Skim unassigned sections	Reading Card: <i>Christian Education</i>
May 18	Presentation of Final Projects – 12:30-1:30 PM		Basic Beliefs Presentation

Grading

Potential Points		Course Grade Scale		
Integrative Papers – 3x10	30			
Cooperative Learning Project	25	95-100	A	80-82.4 B-
Book Review – 5		90-94.9	A-	77.5-19.9 C+

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Discipling Paper – 20	85-89.9 B+	75-77.4 C
Basic Beliefs Creative Presentation 20	82.5-84.9 B	72.5-74.9 C-
Reading 15		
“A” Project <u>10</u>		
Total 100		