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# CD 511 The Pastor and Christian Discipleship

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## Recommended Citation

Marmon, Ellen L., "CD 511 The Pastor and Christian Discipleship" (2003). *Syllabi*. Book 2345.  
<http://place.asburyseminary.edu/syllabi/2345>

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# CD511X, The Pastor and Christian Discipleship

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Summer, 2003

## Greetings From Your Guide (words of welcome)

Hello, from the Bluegrass state! If you're looking for CD511X, with Asbury Theological Seminary in Wilmore, Kentucky, you've found the right room. It's my privilege to serve as your guide on this ExL Adventure. You can expect exciting explorations and discoveries along the way. One of the richest finds we'll uncover will be our own interactions as co-learners. This summer jaunt takes us into the ministry of teaching, a real passion of mine, one God has let me pursue for fifteen years now in the local church setting. All of our stories will unfold over time, but I encourage you to click on my Resume' to learn a little bit more about me up front (click on the "from" line next to my name). Complete your resumes as soon as possible, so I can begin to get to know you as well, and don't forget to include your geographic location -- it's fun to see where we all are.

You'll be receiving an introductory video from Dr. Cathy Stonehouse and me that gets us up and running. Also, as you read this document its format makes sense on a full screen (or at least it does to me). If you print the syllabus, however, it will break sentences in funny places and look less organized. Nothing we can do about that except to realize that we lose a little in "translation." Still, **it's valuable to have a hard copy of the syllabus.**

## Course Description (highlights on your journey)

"The Pastor and Christian Discipleship" points us in several directions (which is appropriate, since pastors and Christian educators are usually running in several dozen at one time). We'll look at roles and responsibilities of the pastor or lay leader in the teaching, discipling ministries of the church. You can anticipate navigating through biblical and social science models of understanding, teaching, learning, and faith developing. Lay ministers (volunteers) require nurturing, training, and guiding. Their involvement and your support of their education ministries are crucial in the faith community, so we'll turn our hearts and minds in that direction as well. Throughout our travels together, you will begin constructing your own understanding of the Christian's teaching and discipling ministry.

## ExL Team

Since so much of this experience depends on community, you won't be surprised that I'm not your only guide through this process. ([exl\\_support@asburyseminary.edu](mailto:exl_support@asburyseminary.edu)) serves as technical guru, and all your computer-oriented questions go to him. You can count on Kevin Osborn ([exl\\_director@asburyseminary.edu](mailto:exl_director@asburyseminary.edu)) for giving advice, interpreting my stuff (not that it would ever be unclear), and encouraging you in the midst of this wild ride. Last, but not least, get to know **Hannah Kirsch**

([hannah\\_kirsch@asburyseminary.edu](mailto:hannah_kirsch@asburyseminary.edu)), our fearless ExL Reference Librarian and **Dot James** ([dorothy\\_james@asburyseminary.edu](mailto:dorothy_james@asburyseminary.edu)), who handle book and article requests. When you're stuck, one of us will be able to get you back on track.

### **Course Objectives (targets I aim for you to hit)**

My goal is for this experience to help you grow in your ability to communicate the faith through teaching and discipling ministries with children, youth, and adults (all ages and stages). You will also learn to lead others, facilitating their growth as Christians and as effective servants in discipleship ministries. In the midst of all the tools, techniques, and to do lists, I will be praying that this course enhances your own faith and opens up more room for Jesus to be your true Teacher, your ultimate Guide along The Way.

#### **By the end of this CD511X adventure, you will be able to:**

1. Articulate biblical and theological principles for the church's educational ministry (purpose, process, and leadership roles).
2. Evaluate educational perspectives from the social sciences and the field of religious education.
3. Design teaching plans using the learning style model of instruction.
4. Recruit and equip servants for ministries with all ages and assist your congregation in understanding how lay and clergy servants work together (Body of Christ).
5. Lead the laity to implement and evaluate new ways of doing discipleship, using insights from change theory and design plans.
6. Develop your theology or philosophy of Christian Education, which integrates findings from the social sciences, with biblical and theological perspectives, and considers discipleship's connection to evangelism, missions, and the Great Commission.

### **Learning Covenant (promises to keep)**

For me, this ExL format offers a new frontier. My 16 years of teaching have all taken place in the traditional classroom (albeit, with some non-traditional methods!). So in the pioneer spirit this course requires, let me share one of my favorite quotes from Kentucky's own Daniel Boone: "*I can't say as ever I was lost, but I was bewildered once for three days.*" If we get by with only three days of bewilderment, I'll be ecstatic! Let's all just take a deep breath and expect the unexpected at times. To reduce any anxiety connected with this class (did someone say *anxiety?*), let me make clear to you what you can expect from me, and what I expect of you.

### What you can count on from me:

1. I'll have all your materials and assignments on-line by 9am (ET) at the starting date for each of our ten learning modules. (Usually you'll have access to the modules at least a week in advance, but sometimes things get a bit wild!)
2. Unless you mark your message "urgent," I'll respond to them on a first come, first serve basis. I do check my e-mail most days, but I can almost guarantee I **won't be on-line Sundays**. They're rich and full, starting at 6am and many times not finishing until after 9pm. (So much for a sabbath? No, but we'll explore that one a little later.) I'll always be close by, though, if you need a fast turn-around. Class e-mail goes into the Discussion Center; personal e-mail goes by our individual addresses.
3. I'm also available over that neat little invention called the telephone. If you think it would be helpful for us to talk, e-mail me to set a time at my work or my home. If you land in the Lexington area, I'd enjoy meeting you face to face, too!
4. I won't enter all your discussions, but I will monitor your class and team conversations and participate at times.
5. Once or twice during the semester, I'll check in with you to see how you feel about this ExL adventure and ask for your suggestions.
6. If I need to be out of town for a few days or my church load explodes, I'll let you know in advance (I'm pretty good at predicting those crazy times in the church calendar).
7. You can count on me to hold you in my prayers throughout the semester. I'll pray for you as a learner, as a leader, and as you request. I'm asking two very close friends to pray for me as an ExL guide, a computer novice, a learner, and a person who has more than she can say grace over on her plate (just like you, no doubt).

### What I count on from you:

1. You will actively participate as a member of a learning community. CD511X isn't an independent study. Our classroom is electronic, but real, and we'll be interacting with and learning from one another. You'll find participation expectations spelled out clearly with each learning module. Notice that next to the final, discussions and class interactions comprise the largest percentage of your grade.
2. You will invest the same amount of time in this class as if you were on campus. So make room for **10-12 hours** of reading, reflecting, discussing, and writing on line each week.

3. You need to copy all electronic conversations to every class member and to me. Some assignments will carry exceptions to this rule, and I am not prohibiting personal e-mail communication. However, if we were in an on-campus setting, we would all hear the questions and responses, so I'm asking you to make our electronic classroom similar.
4. Send larger documents as attached files to the "Office," and shorter responses in e-mail messages to the Discussion Center. (This will always be spelled out with each assignment.) If you have technical difficulties, contact Andy Adams ([andy\\_adams@asburyseminary.edu](mailto:andy_adams@asburyseminary.edu)). He can best assist you with computer questions.
5. If you have business or family responsibilities that take you away from our community for a few days, please let us know ahead of time.
6. Sometimes life sneaks up on us. If a crisis hits your household, e-mail me as soon as you can, so we can adapt the schedule and also pray for your struggles.
7. Ask at least one friend outside your family to pray for you and your family during this semester. It's an exciting endeavor, but challenging, too; we need all the support we can get!

## **Required Reading Assignments**

**The Pastor as Religious Educator**, Robert L. Browning, ed.

**Making Disciples: Faith Formation in the Wesleyan Tradition**, Sandra Higgins Matthaei.

**Reaching Out**, "Forms of Hospitality," Henri Nouwen, pp. 79-100.

**Creative Ministry**, Henri Nouwen - chapters 1 and 4

**Disciple Making Teachers**, Josh Hunt

**Patterns in Moral Development**, Catherine M. Stonehouse.

"Learning from Gender Differences," Catherine M. Stonehouse. (article at ATS bookstore)

**Soul Stories: African American Christian Education**, Anne Streaty Wimberly  
**LSI Inventory and Grid** (Important note: You must order both the inventory and the scoring grid from the ATS bookstore)

One of the following:

**Revitalizing the Sunday Morning Dinosaur**, Ken Hemphill

**Children in the Worshiping Community**, David Ng and Virginia Thomas

**Growing Plans: Strategies to Increase your Church's Membership**, Lyle Schaller

**Family - The Forming Center**, Marjorie J. Thompson

**In The Name of Jesus**, Henri Nouwen

Also:

Read materials that highlight your denomination's educational ministries, foundations, curriculum, and the like (to be spelled out in the appropriate module).

The following dates represent the time when the entire text assignment is to be completed. We will work from parts of these readings as we go along. If you follow the reading assignments listed in the modules, you'll complete them on time. On or before the following dates, please send me a message indicating that you have completed the readings in each of the assigned books.

You'll notice your reading is "front loaded," in that most of it is due within the first month. Make sure you get a jump on the texts early on. Also, I'd recommend **checking out Module 3, the Role Play (Panel of Experts) and see which expert you have been assigned.** You'll definitely want to be up on that person's material.

Not completing the assignments reduces your final grade by 1 or 2 points for each one.

**Reading Notifications and Reflections are due as follows:**

**June 30**

*Patterns in Moral Development*

"Learning from Gender Differences"

"Forms of Hospitality" from *Reaching Out*

*Disciple Making Teachers*

*Creative Ministry*

**July 9**

*Making Disciples*

**July 22**  
*Soul Stories*

**August 6**

Denominational Materials (just get a good idea of what's out there in all levels from your denomination's publishing house)  
Your selection from the second list

**August 13**

Pastor as Educator (we'll be reading segments all along)

**Course Requirements**

The following outlines our course requirements. You can see a full explanation of each assignment by clicking on the related entry in its corresponding module.

1. Participate in on-line discussions of readings and other materials for each module. (25 points)
2. Wesley assignment --view video and write short paper (10 points)
3. Role-play a panel discussion between selected educators. You'll select a traditional role, Skinner, Lee, Nouwen, Stonehouse, or Hunt, and answer the posted questions as that person. (15 points)
4. Using the Learning Style Model for teaching, develop a lesson plan, teach a class, and evaluate the effectiveness of the teaching in terms of student response and the use of learning style theory. (20 points)
5. **Final due August 24: A)**Develop a plan for bringing about change in a church described though a case study I give you. You'll use insights from Everett Rogers' paradigm of the Innovation-Decision Process (15 points).  
**B)** Write your philosophy/theology of CE, based on what we've learned throughout the semester (15 points).

**Course Schedule**

|  |                |
|--|----------------|
| Module 1 - Ready, Set, Go                            | June 5-9       |
| Module 2 - Biblical and Theological Foundations      | June 9-20      |
| Module 3 - Basic Beliefs about Teaching and Learning | June 20-30     |
| Module 4 - Effective Teaching                        | July 1-14      |
| Module 5 - Discipleship Across the Life-Span         | July 14-25     |
| Module 6 - Empowering Laity for Discipling           | July 25-Aug. 5 |
| Module 7 - Leading Change                            | Aug. 5-15      |
| Module 8 - Final Integration                         | Aug. 18-22     |

## **Voluntary Activities (enhancements to the process)**

"Beside Still Waters" -- I would like to create a devotional folder that you can check once or twice a week for inspiration. Would you be willing to contribute to this effort? Just three entries from each of us will keep our devotional folder full.

Movie clips and Sound bites -- So often, secular movies and songs present teachable moments, powerful and memorable. As you run across effective snips of wisdom on screen or "noteworthy" lyrics, keep a running list. We'll take a look at their place when we deal with learning style theory. I'll start a folder for this, too, called Movies and Music.

## **Grading Criteria**

Since the time each of you is able to invest in this class may vary, you can contract for an "A" or a "B." I have assigned each project a certain number of points that total 100 for a "B." Earning an "A" requires an additional project .

- Class discussion, reading/reflections, and activities, 25 points
- Wesley Paper, 10 points
- Role Play, 15 points
- Bible Study Using Learning Style Theory, 20 points
- Final, 30 points

For a "B" contract, the grades on the above assignments will be averaged for the course grade.

|    |        |    |       |    |       |
|----|--------|----|-------|----|-------|
| B+ | 87-100 | C+ | 77-79 | D+ | 67-69 |
| B  | 84-86  | C  | 74-76 | D  | 64-66 |
| B- | 80-83  | C- | 70-73 | D- | 60-63 |

(these columns line up if the screen is maximized) :)

For an "A" contract, I'll average the grades from the above assignments with the additional project for the course grade.

Late work will receive a lower grade, unless you've arranged a change of deadline with me beforehand.(This includes class discussion activities.)

## **Optional "A" Level Projects**

If you choose to work for an "A" in "The Servant as Teacher," select one of the following 3 projects. During the first week of the semester you can ask me



questions to clarify your project. Let me know which project you've chosen by **June 18**.

### **1. Application Dialogue**

This project is open to pastors or persons teaching regularly each week in the local church or other Christian education setting. You will invest one hour each week (minimum of 12 times) with one or two other pastors/teachers and discuss how you can put the principles explored in this course to work. You'll also evaluate your applications.

Your dialogue partners could be one or two other members in this class, or you may choose pastors who aren't taking this course. You'll need to bring them up to speed on what your learning and encourage them to read some of our materials to enrich your discussions.

In your conversations, review key concepts from your reading and interacting. What in your experience affirms or brings into question these ideas or strategies? When concepts hold the greatest potential and which challenge your current ways of thinking and doing the most? What concepts seem confusing, unworkable, applicable? How will you adjust your ministry in light of your learning?

Each week send me a brief e-mail report indicating the amount of time your group spent interacting, who participated, and a quick outline of topics discussed (no more than 75 - 100 words total). **At mid-term and semester end you'll submit a 1 - 2 page evaluation of your experience. Report what you've done or changed as a result of the dialogue session. Evaluations are due July 18 and August 18.**

**Grading criteria:** fulfillment of time invested in dialogue and application efforts.

### **2. Discipleship Resource Research, File and Evaluation**

Spend a minimum of 15 hours locating sources of Christian education resources, ordering catalogs and brochures, setting up a filing system, filing the information gathered, evaluating curriculum and preparing your report on the project.

Evaluate two sets of comparable Christian ed. resources for one age group. The materials should come from two different publishers and contain at least 10 session plans. If you choose to evaluate Vacation Bible School materials, resources for a 5-day school will fulfill the requirement. **Decide on criteria for your evaluation and e-mail me by June 23, so I can give you input.** Send me an

outline of your file categories, a list of sources from which you have received information, the number of hours you invested in the project, and your 1-2 page evaluation paper by **August 18**.

**Grading criteria:** time invested, breadth of sources, pertinence of evaluation.

### **3. Observation, Interview, and Report**

Invest a minimum of 12 hours interviewing professional and volunteer Christian education workers, observing their discipleship 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, observations and class content. Discuss your insights, their relationship to the course and implications for future ministry. Append a list of the questions that guided your exploration, a brief description of the persons interviewed, and a statement of the time you invested by **August 18**.

**Grading criteria:** time invested, significance of learning reported