

1-1-2001

CD 511 The Pastor and Christian Discipleship

Catherine Stonehouse

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Stonehouse, Catherine, "CD 511 The Pastor and Christian Discipleship" (2001). *Syllabi*. Book 674.
<http://place.asburyseminary.edu/syllabi/674>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

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 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 Use insights from change theory and design plans for leading volunteers to evaluate, and implement new ways of making disciples through Christian education ministries.
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.

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

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

Disciple Making Teachers, Josh Hunt

Creative Ministry, Henri Nouwen – Chapters 1 and 4

Reaching Out, Henri Nouwen – Pages 79-100

Patterns in Moral Development, Catherine M. Stonehouse.

"Learning from Gender Differences," Catherine M. Stonehouse

Soul Stories: African American Christian Education, Anne Streaty Wimberly

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

Foundations: Shaping the Ministry of Christian Education in Your Congregation AND Planning for Christian Education, Carol Fouts Krau, Ed. (United Methodist)
Revitalizing the Sunday Morning Dinosaur, Ken Hemphill
Children in the Worshiping Community, David Ng and Virginia Thomas
Young Children and Worship, Sonja Stewart and Jerome Berryman
The Ministry of Nurture, Duffy Robbins

Reading Reports

Submit a card indicating the completion of readings in each of the assigned books. The final grade will be reduced by .25 or .50 for each reading assignment not completed.

Learning Group Interaction and Projects

With other students form a cooperative learning group of not more than 5 and not less than 3 persons. Submit a list of your group members to the professor by **September 11**. Groups will meet for a **minimum of 5 hours during the semester**.

Groups will work on two specific assignments.

1. Book Reviews

Each group member will select a different book from the “select one” section of the reading list. In the Course Schedule, note the dates, by which the books are to be completed.

Share with your group a review of the book you read.

On the reading report card submitted to the professor, state that you have presented a review of the book to your group.

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.

2. Sacramental Plans

In *The Pastor as Religious Educator*, chapter 3 discusses “The Pastor as Sacramentally Grounded Religious Educator.” Browning explores how the pastor can teach the whole congregation through the sacraments. How might you as pastors lead your congregation in the celebration of different sacraments so that they experience spiritual formation through those sacraments? Select specific sacraments and develop plans to enhance their effectiveness in the spiritual formation of the congregation. Use the following steps in the process.

a). Each person will select a sacrament to work with. You may also select a particular age-group or audience for whom you will develop your plan.

b). As a group, discuss how you could prepare people for the selected sacraments and how you might lead people in the sacraments so that they become an even more powerful means of God’s grace.

Discuss Browning’s ideas in chapter 3. Which ideas do you see as valid? Where do you disagree with Browning? What other means have you seen used or thought of using that would make the sacrament more meaningful?

What insights from this course give ideas to be used in your plan? Group members may want to seek out other creative ideas from reading or conversation with a pastor.

c). Based on the above discussion and research, each group member will then develop a plan for teaching –more effective spiritual formation-- through one of the selected sacraments. In a 2-3-page paper outline how you would prepare the people for the

sacramental event, features to be included in the event, and possibly new pieces of liturgy. If you use an existing liturgy, append that to the paper.

Include a 50-100 word summary of your goal for the sacramental plan and how you believe your plan will enhance the pastor's teaching for spiritual formation.

d). As a group discuss the Sacramental Plans of group members, and offer refinements to be included in the papers.

e). You may choose to work together on one plan, with each group member contributing a portion of the plan. The length of the final group paper should equal 2-3 pages per person.

f) Sacramental Plan papers are due **November 29**.

On your paper, report the number of hours you have spent in your Learning Group.

Grading Criteria

- a. Significance of the teaching/formation goals of the plan
- b. Helpfulness of plans to prepare the people for the sacrament
- c. Potential of features or events to enhanced learning and spiritual formation
- d. Creativity and usefulness of the plans

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 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 27

- A. In 200 - 250 words summarize the distinctives of a Wesleyan theology presented in class and in chapters 3 and 4 of *John Wesley's Class Meeting*.
- B. In the Christian education you have experienced and observed, what has been in harmony with the Wesleyan distinctives discussed in class and presented in *John Wesley's Class Meeting* (pages 83-160)? What has not been in harmony with those distinctives?
- C. If you could serve the church(s) you have been reflecting on, what would you as pastor do to **help your lay people** have a teaching ministry that would more adequately reflect Wesleyan distinctives? **Note: if you come from a denomination with a non-Wesleyan theological perspective, see the professor for a revised version of this question.**

Grading Criteria

- a. Grasp of Wesleyan distinctives discussed in class.
- b. Grasp of the Wesleyan distinctives presented in chapters 3 and 4 of *John Wesley's Class Meeting* by Henderson.
- c. Ability to see harmony or disharmony between theology (Wesleyan distinctives) and Christian education experience.
- d. Significance of the plans for **helping the laity** be more Wesleyan in their teaching ministries.

2. Due October 18

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.

Grading Criteria

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

3. Due November 13

You came to Grace Church in June a year ago and have served as pastor there for 17 months. 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' 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

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

Basic Beliefs Process Report and 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.

1. Basic Beliefs: Process Report

From your readings and class notes, develop a list of statements that articulate your basic beliefs about effective Christian education ministries and discipleship. Each statement should be no more than 30 – 50 words in length. With each statement, give the sources from which you drew the concept –book title and page numbers, scripture reference, or class notes with date.

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

On **October 30**, submit 2-3 pages of statements drawn from the readings and class discussions of the preceding weeks. **Insights from all reading materials, required so far in the semester, and major class discussion themes are expected.**

Grading Criteria

- a. Clarity and significance of statements
- b. Inclusiveness of statements

1. Basic Beliefs: Creative Presentation

Working from your Process Report sheets, develop 10-12 statements that capture your basic beliefs about effective, disciple making, Christian Education.

Develop a creative presentation of those Basic Beliefs 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 thinking about the creative medium you might use. We will brainstorm ideas in class.

If you choose to develop visuals for the presentation, you may borrow video, digital, or 35 mm cameras from the Computer Center, BC 323. You may use the library computer lab for editing videos.

The project may be submitted on a computer disc for power point presentations, video, or in hard copy forms. Include a 50-100 word statement identifying the audience you are targeting and the goal of your presentation.

Grading Criteria

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

Your Creative Presentation is due on **December 11**.

GRADING

Students will contract for a "B" or an "A" grade. Completion of an additional project is necessary for an "A."

All papers and projects will be graded on a 4.0 scale.

On a "B" contract, (1) Integrative Papers, (2) Learning Group Sacramental Plans, (3) Basic Beliefs Process Report, and (4) Basic Beliefs Creative Presentation will be averaged for the course

grade. The following grades will be assigned for the following grade points:

B + 3.4 - 4.0; B 2.8 - 3.39; B - 2.4 - 2.79.

Lesser grades will be assigned if the grade point falls below 2.4.

On an "A" contract, (1) Integrative Papers, (2) Learning Group Sacramental Plans, (3) Basic Beliefs Process Report, (4) Basic Beliefs Creative Presentation, and (5) the additional project will be averaged for the course grade. If the accumulated grade point is 3.6 - 3.75, an A- will be assigned, for 3.3-3.59, a B+.

If assignments are submitted late, grades will be lowered unless a change in deadline has been arranged with the professor.

ADDITIONAL "A" PROJECT OPTIONS – SELECT ONE

Group Presentation and Report

With other students, be responsible for a 30-minute segment of the class session on one of the dates listed below dealing with the designated topic. In preparation for the presentation each student will **interview an active pastor** who is effective in the designated area of ministry. Each student will also be responsible for researching the literature for further insight on the topic.

Together as a group, decide what information is needed for the presentation. The content must address the issues identified in the grading criteria. Develop questions to use in pastoral interviews. Assign areas of research to each group member.

Prepare a presentation which integrates your findings and which uses the 4 MAT System teaching model. Make it an interesting and insightful 30 minutes for your classmates.

Presentation Grading Criteria

- a. Grasp of the ministry's importance and how it can contribute to the discipling of persons.
- b. Identification of basic and creative ways of doing the ministry effectively.
- c. Integration of findings into a unified, meaningful presentation.
- d. Effective use of the learning model in the presentation.

Remember the time limit. Be selective. Include only the amount of content you can present effectively in 30 minutes. The grade will be reduced by .25 for each 5 minutes over the allotted time.

Each student will write a 4 - 5 page report of important findings from his/her personal interview and research. In the report include insights on the pastor's role in the ministry being researched. Identify the resources you have consulted. Reports are due on the day of the presentation. Note, this is to be a summary of your findings, not just the copy from your section of the presentation. You should have learned more than can be included in the presentation.

Written Report Grading Criteria

- a. Grasp of the contribution of the ministry to the disciple making mission of the church.
- b. Identification of basics the church should provide in this ministry.
- c. Awareness of creative, innovative ways of doing the ministry.
- d. Understanding of the pastor's role in this area of ministry.

Group Presentation Options

November 8 – Effective Youth Ministries

November 15 – Effective Sunday Schools
November 27 –Discipling Through Small Groups

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 **October 30 and December 11.**

Your Learning Group may also serve as your Application Dialog group. The group would then complete the requirements of work and time for the two assignments (17 hours total).

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 6.** Pick them up **from FM 106, December 11.**

Teaching Group

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 from the professor**). 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 **October 23 and December 6.**

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.

Your Learning Group may also serve as your Teaching Group. The group would then complete the requirements of work and time for the two assignments (Meeting time - 13 hours total).

DUE DATES

Reading Cards	Other Assignments
<p>Note: You read only one of the books in parenthesis.</p> <p>Sept. 13 – Reaching Out, pp, 79-100</p> <p>Sept. 27 – <i>Patterns in Moral Development</i> “Learning from Gender Differences</p> <p>Oct. 25 – (<i>Foundations: Shaping the Ministry of Christian Education in Your Congregation AND Planning for Christian Education</i>)</p> <p>Oct 11 – <i>Soul Stories</i></p> <p>Nov. 1 – <i>Creative Ministry</i>, chapters 1 and 4</p> <p>Nov. 6 – (<i>Children in the Worshipping Community, Young Children and Worship</i>)</p> <p>Nov. 8 - (<i>The Ministry of Nurture</i>)</p> <p>Nov. 13 - <i>Disciple making Teachers</i></p> <p>Nov. 15 – (<i>Revitalizing the Sunday Morning Dinosaur</i>)</p> <p>Nov. 27 – <i>John Wesley’s Class Meeting</i></p> <p>Dec. 6 - <i>The Pastor as Religious Educator</i></p>	<p>Sept. 27 – Integrative Paper #1</p> <p>Oct. 4 – Kolb Learning Style inventor</p> <p>Oct. 18 – Integrative Paper #2</p> <p>Oct. 30 – Basic Beliefs Process Report</p> <p>Nov. 13 - Integrative Paper #3</p> <p>Nov. 30 – Cooperative Learning Group Project</p> <p>Dec. 11 – Basic Beliefs Creative Presentation</p> <p>“A” Projects As note with project description</p>

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

All papers and exams 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.

FIRST CLASS CLIENT

On your seminary e-mail, in the Intranet folder you will find a Lecture Power Points folder. Check there for copies of Power Point slides used in class.

COURSE SCHEDULE

September 4 – Introduction to the Course

Unit I - Biblical, Wesleyan Foundations for Discipling and Educational Ministries

September 6 – Biblical Principles: The Purpose of the Church and the Goal of Christian Education

Read: Browning pp. 1-10

September 11 - Biblical Principles: An Old Testament Model for Religious Instruction.

Read: Hunt pp. 6-25

September 13 - Biblical Principles: Jesus as Model Teacher.

Read: Hunt pp. 26-46

Nouwen, *Reaching Out* – pp. 79-100

September 18 - Developing a Biblical, Wesleyan Foundation for Discipling

Read: Henderson pp. 83-126

September 20 - Developing a Biblical, Wesleyan Foundation for Discipling, cont'd.

Read: Henderson pp. 127-160

Unit II – Basic Beliefs about Teaching and Learning

September 25 - Components in a Philosophy of Education

Read: Browning pp. 35-50

September 27 - A Developmental Perspective on Education

Read: Stonehouse Patterns in Moral Development

"Learning from Gender Differences."

October 2 – Insights from Religious Educators

Read: Nouwen – *Creative Ministry*, Chapter 1

Unit III - The Pastor, an Effective Teacher

October 4 - Learning and Teaching Styles

Note: Complete Kolb Learning Style Inventory

Read: Browning pp. 83-106

Hunt pp. 48-65

October 9 - Strategies and Models for Applying Learning Styles Theory

Read: Hunt pp. 67-89

October 11 - Critical Teaching Skills

Read: Hunt pp. 89-109

Wimberly

October 16 - Media in the Teaching Ministries of the Church

Read: Browning - pp. 146-177

October 18 - The Teaching Church

Read: Browning - pp. 51-82

Unit IV – Empowering Laity for Discipling

October 23 - The Pastor Leading the Laity in Christian Education Ministry

Read: Browning pp. 126-145

October 25 - The Pastor and the Recruiting of Lay Volunteers in Christian Education

Read: Browning - pp. 107-125

(Foundations and Krau)

October 30 - The Process of Bringing about Change in Christian Education

Read: Nouwen – *Creative Ministry*, Chapter 4

November 1 - The Pastor as Change Agent

November 6 - Ministry with Children

Read: Browning pp. 215-226

(Ng and Thomas, Stewart and Berryman)

November 8 – Youth Ministries

Read: (Robbins)

November 13 - Adult Ministries

Read: Browning pp. 210-214, 226-234

Hunt pp. 111-124

November 15 - The Sunday School - Effective Today?

Read: (Hemphill)

November 27 - Discipling Ministries

Read: Henderson pp. 11-81

November 29 – The Evangelism and Outreach Potential of Christian Education

December 4 – Releasing the Outreach Potential of Christian Education

Read: Browning pp. 178-209

December 6 - The Vision of the Leader and Wrap Up

Read: Browning - pp. 11-34

December 11 - Final Exam Due, 1:00 PM