

1-1-2002

## CD 511 The Pastor and Christian discipleship

Beverly C. Johnson-Miller

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

---

### Recommended Citation

Johnson-Miller, Beverly C., "CD 511 The Pastor and Christian discipleship" (2002). *Syllabi*. Book 1123.  
<http://place.asburyseminary.edu/syllabi/1123>

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](mailto:thad.horner@asburyseminary.edu).

Beverly C. Johnson-Miller, Ph.D.  
Assistant Professor of Christian Discipleship  
Asbury Theological Seminary – Wilmore, KY 40390  
Course Syllabus, Fall 2002  
9:30-10:45 a.m., W, F, M103

**CD511**  
**THE PASTOR AND CHRISTIAN DISCIPLESHIP**

CATALOG COURSE DESCRIPTION

Explores roles and responsibilities of the “pastor as teacher,” including foundational studies in teaching, program planning, and teacher development, with special focus on nurturing, facilitating, administering, and coordinating the church’s educational ministries.

COURSE OBJECTIVES

Teaching Goals

1. To explore and evaluate the dynamics of Christian discipleship through the disciplines of Scripture/theology, history, philosophy, education, developmental psychology, and Christian spirituality.
2. To expand understanding of the dynamics of Christian discipleship in relationship to: one’s personal/individual Christian journey; the Christian community context; and the larger social context.
3. To define Christian discipleship, and identify the relationship between one’s definition of Christian discipleship, and the various approaches used in the educational ministry of the church.
4. To propose, explore, and deepen visions of Christian discipleship within the congregation, with special attention to discipleship from a Wesleyan perspective.
5. To reflect on the relationship between evangelism and educational ministry.
6. To enable articulation of a personal philosophy of pastoral leadership appropriate to the milieu in which the student plans to serve.

Student Outcomes

When you have completed this course, you should be able to:

1. Understand the historical, philosophical, educational, psychological, and spiritual principles that shape your understanding of Christian discipleship.

2. Identify the dynamics of Christian discipleship in relationship to: your personal Christian journey, the Christian community context; and the larger social context.
3. Define Christian discipleship and name the approach/es used in the educational ministry of the church that correspond to your definition.
4. Describe your vision for Christian discipleship in relationship to a specific church ministry context, including a personal philosophy of pastoral leadership, and integration of the concepts, theories, and issues presented in this course.
5. Collectively develop and effectively communicate a vision for Christian discipleship.

## PHILOSOPHY OF EDUCATION

In order for something to be called education, it must be truly educative. Transmitting bodies of information and rules or values collected in the past does not equal education. Education involves movement beyond limitations, and frees people to live life more fully as God intended. Education involves people in co-explorer relationships, problem solving, and personal ownership in the learning experience.

The learning experience in this class will be based on this philosophy of education that calls for participatory, interactive, reflective, bilateral, and dialogical learning activities. For example, you will be asked to reflect on, and openly discuss, your personal experiences and understandings related to various topics. You may also be required to participate in reflective learning games or simulation projects in order to promote co-explorer relationships, problem solving, and personal ownership. Your presence and enthusiastic participation in all class activities will determine the value of your learning experience.

## COURSE REQUIREMENTS

1. **Active participation** in the class:
  - Faithful attendance – your presence in every class is expected and required
  - Reflecting on assigned texts – you must demonstrate thoughtful engagement with the assigned readings in preparation for class discussions
  - Contributing to class – your willingness to actively participate in class discussions and activities is a crucial part of the course learning experience
  - Completing special assignments – at times you will be asked to reflect on specific questions or briefly interview others in

preparation for the next class session. These mini assignments are a required aspect of class participation.

Reading Reflections – On occasion you will be given a brief list of questions prior to a scheduled assigned reading. The purpose of these questions will be to guide your reading. These reading reflections will be collected and credited as part of the total points given for participation.

2. **Two short papers** reflecting on the experience and views of Christian discipleship in your world. These papers (3-4 pages each) are largely descriptive with some concluding analysis regarding the views of Christian discipleship reflected in the description.

The first paper, **DUE September 11**, is a description of your own spiritual-educational discipleship experience, including an overview and a few specific incidents to give a clear picture. Your conclusion will be an analysis of the views of discipleship/Christian education/spiritual growth that shaped your experience – views of your nation, religious tradition/theology, ethnic culture, parents, teachers, peers, **pastors**, congregation, yourself, and/or others.

The second paper, **DUE October 4**, is a description of the spiritual-educational discipleship experience of your church community. This may be your present religious community or one of your past. Choose a community which will offer the most to your learning, e.g., one in which you now minister, one that you especially value, one that disturbs you, or one that you have some other reason to study. In this paper your conclusion will be an analysis of the views of education and spirituality that shaped (or still shape) the experience and views of that Christian community.

The purpose of these two short paper assignments is to help you become more consciously aware of the dynamics involved in the discipleship process. As you identify and name these dynamics in relationship to your own personal journey and a specific church community context, it is intended that you will develop the ability to critically and constructively evaluate these dynamics. It is also intended that your new insights and abilities will contribute toward the enrichment and facilitation of your vision for discipleship ministry.

3. **Major Paper** (20 pages) in which you put forth a vision of discipleship in relationship to the educational ministry of a particular church/Christian community context. The vision for discipleship may apply to the entire congregation/Christian community, or to a particular group/s within the larger church community context. The vision must include a description of the context, a clearly articulated philosophy of discipleship, goals, methods, and specific activities. The relationship between the philosophy of discipleship and all other aspects of the vision must be demonstrated in this major paper. Also, the vision must reflect significant integration of course concepts from class discussions and all required readings. An outline of this paper is due on October 25. Completed paper due, December 10.

This assignment will demonstrate your ability to develop and clearly articulate a vision for Christian discipleship in relationship to a specific church ministry context. This assignment should also demonstrate evidence of a thoughtful, integrated, and congruent philosophy and strategy for discipleship.

4. **Group Project and Presentation** - All class participants will be assigned to a group according to ministry interests. Each group will outline a vision for discipleship drawing on insights from class presentations, required reading, individual research papers, and personal experience. Each group will present their group vision for discipleship in class, and the vision should be presented in a manner that would engage and envision others. The presentation may take many forms such as power point, drama, video, sermon, lecture or other. All group members must participate in the presentation that will be limited to twenty minutes. The major elements of the vision are to be submitted to the professor in outline form on the day of the group presentation.

The purpose of this group assignment is for you to develop and demonstrate an ability to blend your vision with that of other Christian leaders resulting in a collective vision that could be promoted and effectively implemented in a congregational context.

## REQUIRED TEXTS

The Pastor as Religious Educator by Robert Browning

John Wesley's Class Meeting: A model for making disciples by Michael Henderson

Creative Ministry by Henri Nouwen



Through this major paper, you will demonstrate your ability to identify the philosophical, psychological, educational, theological, and spiritual principles that shape your views of discipleship. Through this paper you will also demonstrate your ability to define discipleship and articulate a philosophy of discipleship and pastoral leadership in relationship to a particular church ministry context.

- 20 points      Group Project/Presentation  
                         Organization and clarity of outline = 5 points  
                         Content of outline that should reflect insights from class discussions, readings, and individual research = 10 points  
                         Positive contribution to the group process, and this will be observed by your professor during in-class group time, and during the final group presentation = 5 points

You must demonstrate by this group assignment that you are able and willing to collectively develop and effectively promote a vision for Christian discipleship that could be implemented in a church educational ministry context.

- 20 points      Professor's Assessment of Participation/Reading Reports  
  
                         Faithful attendance and enthusiastic class participation = 10 points  
                         Reading Reports and completion of special assignments = 10 points

## KEY QUESTIONS

Throughout the course schedule you will find several "Key Questions". These questions are for your personal reflection in preparation for in-class discussions and activities. These questions are intended to enrich and focus the in-class learning experience.

## CLASS SCHEDULE

- Sept. 4            *Introduction*
- Sept. 6            *Why we educate in the Church*

Key Question: What are we trying to accomplish through our educational efforts in the church? (Please note your thoughts in preparation for class discussion.)

Reading

Making Disciples by Sondra Higgins Matthaiei, pp. 9-122

Growing in the Life of Faith by Craig Dykstra, pp. ix-79

- Sept. 11      *The Dynamics of Christian Formation: understanding your personal faith journey*  
Reading  
Growing in the Life of Faith by Craig Dykstra, entire text pp. 83-164  
\*First Short Paper Due
- Sept. 13      *Foundational Issues: Basic World Views  
View of Scripture, Theology, and Truth*  
Reading  
The Pastor As Religious Educator edited by Robert Browning, pp. 1-125
- Sept. 18      *Foundational Issues: View of Scripture, Theology, and Truth Continued*  
Key Questions: What is the role of Scripture in the life of faith?  
Is all truth found in the Bible?
- Sept. 20      *Foundational Issues: View of Church and Education*  
Key Questions: What is the purpose of the church?  
What metaphor describes how you learn best?  
Special assignment: Attached to the back of this syllabus you will find a page titled “Student Questions about the Nature of the Church”. Reflect on each question and note your thoughts. This is **NOT** a major research project. Brief reflections and notations are all that is necessary.
- Reading  
The Pastor as Religious Educator edited by Robert Browning, pp. 126-177  
Making Disciples by Sondra Higgins Matthaiei, pp. 123-183
- Sept. 25      *Foundational Questions: integrating theory with practice*  
Key Questions: What are people’s needs?  
What knowledge, values, and skills are necessary to meet these needs?  
How do people come to possess the necessary knowledge, values, and skills?

Reading  
Creative Ministry by Henri Nouwen, pp. 1-20

- Sept. 27 *History – Formative Leaders: Augustine to Wesley*  
Reading  
John Wesley’s Class Meeting by D. Michael Henderson, pp. 5-82
- Oct. 2 *History – Movements: Everybody ought to go to Sunday School?*  
Key Question: Are traditional Sunday School structures valid?  
Reading  
John Wesley’s Class Meeting by D. Michael Henderson, pp. 83-167
- Oct. 4 *The Dynamics of Christian Community and Culture*  
Key Questions:  
Relate the following questions to the Christian community chosen for your paper.
1. What are the structures and activities that influence the spiritual- educational discipleship experience in this church community?  
Example of structures: church by-laws  
Example of activities: a specific program
  2. How do the interactions within and outside the congregation contribute to the spiritual-educational discipleship experience in this church community?  
Example of interaction within: relationship between a Sunday School teacher and the children he/she teaches  
Example of interaction outside: busing children of non-churched families to Sunday School
  3. How does the social context contribute to the spiritual-educational discipleship experience in this congregation?  
Example: church located in a very poor social-economic neighborhood with low rate of literacy limits parishioners ability to participate in church educational programs
  4. What is the identity of this congregation, and how does it contribute to the spiritual-educational discipleship experience in this church?  
Example: Because the church strives for relevance to contemporary world, it utilizes the latest in technology for its educational ministry

\*Second Short Paper Due

- Oct. 9 *The Dynamics of Christian Community and Culture Continued*
- Oct. 11 *Developmental Theory and Discipleship: life cycle development*  
 Key Question: What is the relationship between growth in faith and our emotional, cognitive, and moral development?
- Oct. 16 *Developmental Theory and Discipleship: Structural development – Cognitive & Moral*
- Oct. 18 *Developmental Theory and Discipleship: Structural development - Faith*
- Oct. 23 *Developmental Theory and Discipleship: Relationship between developmental theory and Christian formation*
- Oct. 25 *Developmental Theory and Discipleship: Dialectical process and the transformation of faith*  
 Key Question: What are the pros and cons of modeling as a method of Christian discipleship?  
 Reading  
Creative Ministry by Henri Nouwen, pp. 23-110  
 \*Outline of Major Paper Due
- Oct. 30 *Teaching for Transformation: the five components of shared praxis*  
 Reading  
Christian Religious Education by Thomas Groome, Chapters 9& 10
- Nov.1 *Teaching for Transformation: the five movements of shared praxis*  
 Reading  
Soul Stories by Anne Streaty Wimberly, pp. 11-68
- Nov. 6 *Teaching for Transformation: the power of shared praxis*  
 Reading  
Soul Stories by Anne Streaty Wimberly, pp. 69-115
- Nov. 8 *Discipleship and the Spiritual Life: creating space for God*  
 Key Question: What external and internal dynamics enable or encourage spiritual growth?  
 Reading  
Making All Things New by Henri Nouwen, pp. 13-62
- Nov. 13 *Discipleship and the Spiritual Life: ancient practices*

Key Question: Are early church practices appropriate for spiritual growth today?

Reading

Making All Things New by Henri Nouwen, pp. 65-95

Nov. 15 *Discipleship and the Spiritual Life: contemporary disciplines*  
Key Question: What disciplines enrich your life of faith?

Nov. 20 *Evangelism and the Educational Ministry of the Congregation*  
Key Question: What is the purpose of church education, evangelism or nurture?

Reading

The Pastor As Religious Educator by R. L. Browning, pp. 178-209.

Nov. 22 *Building Visions and Implementing Change*  
Key Question: What are the steps for making visions reality?  
Reading  
On Reserve in Library – Leading the Congregation: Caring for Yourself While Serving the People by Norman Shawchuck and Roger Heuser, Chapters 5, 10, & 12.

Nov. 27 Reading Week

Nov. 29 Reading Week

Dec. 4 *A Vision to Envision: Group Presentations*

Dec. 6 *A Vision to Envision: Group Presentations*

Dec. 9-11 Final Exam Week  
\*Major Paper Due, Dec. 10th

CD511 The Pastor and Christian Discipleship  
Asbury Theological Seminary, Fall 2002

**COURSE GOALS AND EXPECTATIONS**

**Name:**

ATS mail box #:

E-mail address:

1. What is your previous ministry experience?
2. What do you think this course is about?
3. Why are you at ATS?
4. What would you like to learn from this course?
5. What kinds of strengths or abilities do you bring to this course?
6. How do you think you learn best?
7. What do you hope doesn't happen in this course?
8. Please write any additional comments which would help the instructor make the course most meaningful to you.

Asbury Theological Seminary  
Student Questions about the Nature of the Church

DEFINITIONAL QUESTIONS

1. What are the needs that a church should address?
2. Are traditional Sunday School Structures valid?
3. How are our church structures reflections of our ecclesiology and view of persons?
4. How important is the local church?
5. Are clergy biblical?

APPLICATION QUESTIONS

1. How does church structure affect the method of education used?
2. What should be church involvement with secular social groups?
3. How effective is the church in fulfilling its purpose?

TECHNICAL/PRACTICAL QUESTIONS

1. How does a church evaluate the needs of the community?
2. Can we truly change the traditional church?
3. How do you encourage church renewal in a traditional church?
4. When should you start your own church?
5. How important are denominational ties?