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CD 510 Foundations of Christian Discipleship

R. Dale Hale

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R. Dale Hale
Asbury Theological Seminary
204 N. Lexington Ave
Wilmore, KY 40390

(859) 858-2393 - office
(859) 858-9598 - home
e-mail: dale_hale@asburyseminary.edu
Office hours: Mondays 1 - 4:30 ET; Other times by arrangement.

Other important contacts:
ExL Contact Information:
    For **general questions and administrative assistance regarding the
ExL program**, contact Dale Hale:
ExL_Office@asburyseminary.edu
        Phone: (859) 858-2393

        For **technical support**, **library research support**, **library loans**, and
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Introduction

Welcome to Foundations of Christian Discipleship.

I am so glad you have elected to take this course. While the title of the course suggests a beginning point, I want you to know that it will be broader than just a beginning point. By the end of the semester you will have developed a better understanding of what it means to help the church develop into a stronger, more intelligent, spiritually deep family of believers who are able to articulate their faith. However, do not make the mistake of thinking this is a specialized course. It is a course that broadly examines Christian Education – hence the title "Foundations of Christian Discipleship". This course includes a Biblical perspective of spiritual education, a short history of Christian Discipleship, the Wesley connection, Discipling today, Change methodology to be more effective, and the use of technology in Christian discipleship.

CD510 is a course that is designed to give you a broad perspective of Christian discipleship. It will lead you into the foundations of Christian Discipleship. Over the next few weeks (and believe me, while they seem long, they are but a blink of an eye), we will be . . .

v   Developing a Biblical perspective of discipleship
v   Exploring Wesley's methods of discipling
v   Creating a philosophy of Christian discipleship
v   Developing a paradigm of discipler/disciple (teacher/student)
v   Specifically focusing on
                Nurturing,
                Facilitating,
                Administering, and
                Coordinating the church's educational ministries.
v   Exploring the use of technology in discipleship

Course Objectives

When you complete this course, you will be able to:

v   Articulate biblical/theological principles that provide the foundations for disciple-making ministries.
v   Understand the creation design for human development and learning.
v   Design incarnational models of ministry that provide structures for discipleship (evangelism, teaching, and nurture).
v   Provide a contextual analysis of the church or parachurch institution and community.
v   Demonstrate a commitment to servant leadership that equips and empowers others according to their gifts and calling.
v   Orchestrate an ongoing pattern of planning-action-evaluation for ministry effectiveness.
v   Exemplify a commitment to a life of personal integrity and spiritual growth.

Required Texts

Creative Ministry, Henri Nouwen.
Introducing Christian Education: Foundations for the Twenty-first Century,
        Michael J. Anthony, ed..
Is It a Lost Cause? Having the Heart of God for the Church's Children, Marva J.
        Dawn
John Wesley's Class Meeting: A Model for Making Disciples, D. Michael
        Henderson.
Patterns in Moral Development, Catherine M. Stonehouse.

Recommended Readings
Disciple making Teachers, Josh Hunt and Larry May
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

Course Schedule

Module 1: Traditional Foundation
    Section 1: Introductions & Identifying Purposeful Discipleship
        Read: Devotional
                Anthony 17-25
        Send greeting & reflection (Discussion #1, Week 1)

    Section 2: Biblical Principles
Old Testament Foundations
        Read: Anthony 35-44
                Dawn 1-11

Biblical principles: Jesus as Model Teacher
        Read: Anthony 111-116
                Notes for Module 1
        Watch: Video (you must rent this on your own): Options – Dead Poets
Society; Finding Forrester; With Honors
        Do: Module 1, Discussion #2

    Section 3: Wesleyan Perspectives
                Developing a Biblical, Wesleyan Foundation for Christian Education
        Watch: Video Wesleyan Distinctives
        Read: Henderson pp. 83-160
        Do: Module 1, Discussion #3

Wesley and Christian Education - Due October
Module 2: The Minister of Education's Theology of Christian Education

Section 4   - A Theological Perspective
    <u>Varied Views on Education</u>
    Read: Nouwen Chapter 1
    Read: Foster pp. 80-108
    Do Module 2 Discussion #1
Section 5   - A Developmental Perspective
    Read: Stonehouse Patterns in Moral Development
        <u>Insights from Religious Educators</u>
    Read: Foster pp. 109-135
        <u>The Power of Story</u>
    Read: Nouwen Chapter 2
    Read: Dawn pp. 13-46
    Do Module 2 Discussion #2
Section 6   - Releasing the Outreach Potential of Christian Education
        <u>Small Group Ministries</u>
    Watch: The Story of Francis and Edith Schaeffer
    Read: Henderson pp. 11-81
    Read: Dawn pp. 47-125
        <u>Discipling Across the Life-span</u>
    Read: Dawn pp. 127-200
    Do Discussion #6, Week 6
Section 7   - Christian Education: Ministry of the Laity
    Read: Nouwen Chapter 4
    Read: Dawn pp. 201-249
        <u>Recruiting Lay Volunteers in Christian Education</u>
    Read: Mark 1-3
        <u>Nurturing Volunteers</u>
    Read: Nouwen Chapter 3
    Read: Mark 4-8
    Write Philosophy paper
A Theology of Christian Education - Due November
Module 3 – The place of Technology in Christian Education
    Section 8 - Using Technology to Develop the Group
    Watch: The Deep Dive
    Read: Notes on "Brainstorming"
    Prepare yourself for group work
    Begin to think as Group – get organized.
Fall Reading Week – November
    Section 9 - Using Technology to Stretch Discipleship
        <u>Teaching Online</u>
    Read: http://www.emoderators.com/moderators/teach_online.html
    http://archive.salon.com/21st/feature/1998/01/20feature.html
    http://leahi.kcc.hawaii.edu/org/tcon99/papers/baab.html
        <u>Designing Online Courses</u>
    http://bass.sit.ecu.edu/FacultyResources/designingonline/index.html

Online Community

Do Discussion #9, Week 9

Section 10   – Classroom Technology

Read: Info for this Topic in Module 3

Discuss, compile, edit paper on Technology in Christian Discipleship

Technology in Christian Discipleship paper (Group Paper) Due November

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

Section 11   - Evaluation

Review: Outline for Evaluation

The Sunday School: Effective Today?

Read: Dawn pp. 47-88

Do Discussion #11, Week 11

Section 12   - The Process of Bringing about Change

Read: Mark 9-11

Review: Outline of Change

The Minister of Education as Change Agent

Read: Mark 12-14

Do Discussion #12, Week 12

Change in Grace Church (Group Paper) – Due December

Final Projects - Due December 14, 2005.

Section 14 - Final projects presented to class Finals Week; Discuss at will.

Course Assignments

Wesley and Christian Education - 200 points

1.   Each student will summarize the distinctives of a Wesleyan theology presented in the video, Wesleyan Distinctives, and in chapters 3 and 4 of John Wesley's Class Meeting. Conclude the paper with what you as minister of Christian education would do to help your lay people have a teaching ministry that would more adequately reflect the Wesleyan distinctives.

2.   Submit your paper to me as an attachment to the Office Icon.

A full description of grading criteria is included with the directions for this paper.

A Theology of Christian Education - 200 points

1.   Each student will write your own theology of Christian discipleship. You should address these questions in your paper.

Why? Why do we disciple? What purpose does it fill?

What? What is discipleship? What are we doing when we disciple?

Who? Who fills the roles?

How? How do we disciple others? How do we be disciples? How do we mix the two?

Based on your writings and understanding of the Wesleyan distinctives,

write your own theology of Christian Discipleship. Use the themes found in the readings and class discussion to support your theology. I expect to see something that will include a discussion of course materials, Deuteronomy 6, the example of Jesus, Stonehouse, Foster (chapters 1-4), and other insights you may have that support the basic belief statements of your theology.

2.   Submit your paper to me as an attachment to the Office Icon.
A full description of grading criteria is included with the directions for this paper.

Technology in Christian Discipleship – 150 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.
A full description of grading criteria is included with the directions for this paper.
Change in Grace Church – 150 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):
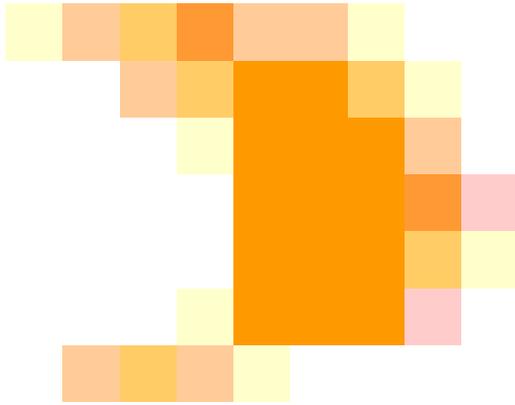
Win the lost;
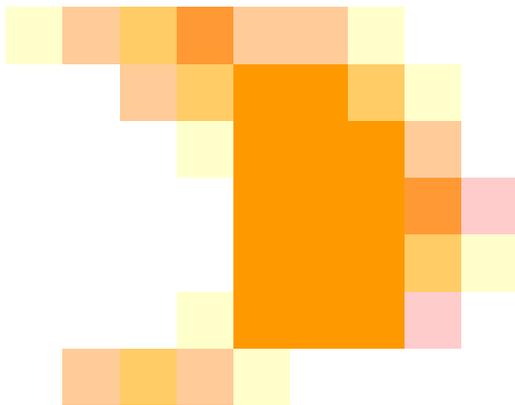
Orient the Saints;
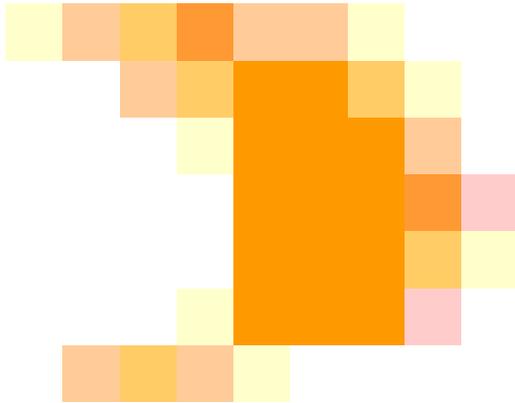
Worship God.

(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.   Decide upon a shortened version of a philosophy of CD;

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, agree upon the particulars, and hand it in as a group project.

e.   Submit your paper to me as an attachment to the Office Icon.

A full description of grading criteria is included with the directions for this paper.

Journaling - 40 points

        I know, I never enjoyed journaling when I was in your shoes. In fact, I avoided it as much as possible. However, I took a course as a PhD student on the Philosophy of Education in which we had to journal. Wow! It really made a difference in my knowledge and interaction with the texts. So, here are the instructions for this little exercise.

        Do the reading!

        As you read, take notes.

(Only note the things that are of interest to you. This is not a hoop to jump through. Write when it's pertinent to you. I generally either write or highlight in the text or put sticky notes on the page where the quote or thought occurred, then later type it into a Word or Excel document.)

        Then, think about how these impacts you.

Write about that interaction. (It can be a story, an occurrence in your own life, or some other way the item has interest to you.)

These will be sent in to me four times in the semester.

Understand, this should be an easy 40 points, or 10 points per submission. While I do peruse quickly your notes, I do not comment, nor do I dock points for poor grammar, poor spelling, or poor thought. The only way you will not get the full points on this is if you hand in something unrelated to the readings.

These are due on or before the last day of each month, except May. May's journal will be due May 22. (Due dates: February 29, March 31, April 30.)

Collaborative Learning – 160 points

This course is designed to be a collaborative learning experience. You will learn from the textbooks, the weekly assignments, and the module papers. However, this is not the only collaboration you will experience. You will be divided up into groups 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.

Grading for this is relatively simple. You will be graded according to the quantity of postings and the quality postings you give in each assignment. A quality posting is something that contributes to the discussion in an effort to either enlighten or question intelligently the subject at hand. If you choose to sit idly while the rest of your group does the work, your grade will reflect this. On the other hand, if you avail yourself of this setting, you will find the work not only "do-able", getting a good grade, but also enjoy a great learning experience. You and I, **together** with your fellow classmates, will learn what it means to be disciples and disciple-makers.

Final Project – 100 points (not required)
   Research Project

This may be one of the best things you can do for yourself through your seminary experience. To complete this project, you and I will need to discuss some ideas based on your interests. Here, I am more interested in designing a research project that will prepare or enrich your understanding of your field. In other words, I want this project to give you something you can use, either immediately or upon graduation from seminary. The grading for this project will be based on the objectives and the level of scholarly research that you perform.

Remember, I want this paper to be something you can use as you start your work. So, "come" to my office and we will devise a research topic that will direct you toward more learning in the specific area you want to cover.

Be creative. Someone once said, "Teachers should never bore their students and students have no right to bore their teachers." So, think of the possibilities – ways that you can get this message across.
                    Possible Topics (areas of ministry)
   Small group ministry

Technology in education
Childrens Ministries
Youth Ministries
Adult Education/Ministries
Singles Ministries
Senior Adult Education
Other

Exams

Shout for joy! Be thankful and praise His name. There are no exams. We could do that, but I prefer to find out what you have learned, not just what I want you to learn. Therefore, the grade weight will be placed on your written assignments and your interaction in the discussion groups.

General Instructions

Papers:

All papers are to be typed in 12 point type, 1" margins.
All papers must be submitted to instructor through email
Inclusive language is to be used.
Document all sources using an official form of documentation. (Failure to do so could result in an automatic one-letter grade reduction)
Place your name and email address clearly on the front of all papers.

Class Interaction:

Respond with quality and courteous interaction.
Follow guidelines of "netiquette"
Stay on task (in other words, stay on assignment).

Grading Criteria:

Grading criteria for each module paper will be posted two weeks before paper due date.

GRADING

To receive a "B" for the class, papers, journaling, and class participation will be averaged for the course grade. The following grades will be assigned for the grade points listed below:

A: 1000 - 900 points
B: 899 - 800 points
C: 799 - 700 points
D: 699 - 600 points

To receive an "A" for the class, papers, journaling, class participation, and the final paper will be accumulated for the course grade.

If assignments are submitted late, grades will be lowered 10% per day late unless a change in deadline has been arranged with/by the instructor or due to an emergency. Arrangements must be made with instructor if assignments are to be accepted late without penalty.