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CD 511 XL The pastor and Christian discipleship

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THE PASTOR AND CHRISTIAN DISCIPLESHIP CD511X – Fall 2008

This course explores the foundations of Christian discipleship in Scripture, theology (including Wesleyan distinctives), and educational and human development theories. It examines the pastor's role in guiding the forming and transforming disciples across the lifespan, discerning and communicating a vision for Christian discipleship, and empowering laity to fulfill that vision.

Professor: Mark A. Maddix, Ph. D.

Greetings from Your Guide (words of welcome)

Hello, from Idaho (the Potato state)! If you're looking for CD511XL, 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 jaunt takes us into the ministries of teaching and making disciples, real passions of mine. God has let me pursue these passions in the local church setting, from a denominational position, and now as a seminary professor. But more about all of our stories as the semester begins.

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 may break sentences in funny places and look less organized. Nothing we can do about that except realize that we lose a little in "translation." Still, **it's valuable to have a hard copy of the syllabus.**

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 education 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.

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. Here is the contact information for the great team that will assist us.

ExL Contact Information

For **general questions regarding the ExL program**, contact Dale Hale at

ExL_Office@asburyseminary.edu

For **technical support**, contact

Info_Commons@asburyseminary.edu

For **library research support**, contact the Information Commons at

Info_Commons@asburyseminary.edu

For **library loans**, contact

Library_Loan@asburyseminary.edu

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

1. Articulate biblical and theological principles for the church's educational/discipling 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 for instruction.
4. Recruit and equip God's people for ministries with all ages and assist your congregation in understanding how lay and clergy work together as the Body of Christ.
5. Lead the laity to implement and evaluate new ways of doing CE ministry using insights from change theory to design plans.
6. Develop your theology or philosophy of Christian education and discipleship, which integrates findings from the social sciences, with biblical and theological perspectives, and considers Christian education's connection to evangelism and the Great Commission.
7. Articulate your excitement for Christian education's role in helping the people of God grow in Christ and fulfill the Great Commission

Course Format

The path of this course winds back and forth between DVDs and Moodle, where you will find the syllabus and all the instructions needed for working through the course. All class and team discussions will take place in Moodle.

Learning Covenant (promises to keep)

For some of you, learning through ExL is a new experience. In the pioneer spirit this course requires, let me share a quote 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

Obtaining Library Materials and Assistance

1. General Questions:

Info_Commons@asburyseminary.edu, or **Toll-free 1-866-454-2733**

- This is the best place to start when you have questions about library resources. Help is available Monday-Thursday from 8am – 7pm (ET) and Friday and Saturday from 8am - 5:45pm. If the people at the Information Commons desk cannot answer your questions, they will direct you to the person or department who can.

2. Materials Requests:

Library_Loan@asburyseminary.edu, or **Toll-free 1-866-454-2733**

- ExL Students may request books, photocopies or email attachments of journal articles/reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the library loan office for information on costs and instructions on how to make requests.

- ExL students are also encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Wilmore campus should come to campus to obtain their materials.

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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 online by 9am (ET) at the starting date for each of our learning modules.
2. I will respond to course postings each Tuesday and Thursday. Unless you mark your message "urgent," I'll respond to them on a first come, first serve basis. Comments and questions to me that are of interest to the rest of the class go into the Discussion Forum; To send a message to me personally, click on "To Professor." If you need an immediate response you can reach me at Mark_Maddix@asburyseminary.edu or mamaddix@nnu.edu. I do check my email most days so usually will be close by if you need a fast turn-around.
3. I'm also available over that neat little invention called the telephone. If you think it would be helpful for us to talk, email me to set a time for our conversation.
4. I won't enter all your discussions, but I will monitor your class and group conversations and participate at times.
5. If I need to be out of town for a few days, I'll let you know in advance.
6. If you have technical difficulties, I'm afraid you can't count on me, but remember, the Information Commons (Info_Commons@asburyseminary.edu) is ready to assist you with computer questions.
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.

What I count on from you:

1. You will actively participate as a member of a learning community, submitting responses and assignments by the due dates given. CD511X is not 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 participation in class interactions comprises a significant portion of your grade.

3. Research Questions:

Info_Commons@asburyseminary.edu, or call the toll-free number listed above and then Information Commons x2233.

- ExL students are encouraged to contact Thad Horner (x2233) for advanced research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

- To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/icommons/index.shtml> and enter your 10-digit student ID number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id). If you have questions, contact the Information Commons desk.

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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. If you have business or family responsibilities that take you away from our learning community for a few days, please let us know ahead of time.
4. Sometimes life sneaks up on us. If a crisis hits your household, email me as soon as you can, so we can adapt the schedule and also pray for your struggles.
5. 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!

Course Assignments

A. Required Reading

Course Packet – to be purchased from Asbury Seminary Bookstore

Postmodern Children's Ministry: Ministry to Children in the 21st Century, Ivy Beckwith

The Godbearing Life: The Art of Soul Tending for Youth Ministry, Kenda Creasy Dean and Ron Foster

Growing in the Life of Faith: Education and Christian Practices, Craig Dykstra

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

Disciple Making Teachers: How to Equip Adults for Growth and Action, Josh Hunt with Larry Mays

Patterns in Moral Development, Catherine Stonehouse

Soul Stories: African American Christian Education, Anne Streaty Wimberly

The Kolb Learning Style Inventory Version 3.1

The Gospel of Mark

Reading Due Dates: Check the Course Schedule at the end of the syllabus for dates by which sections of the reading are to be done. Those readings will give helpful background for the topics in each module. Also, following this guide spreads your reading across the semester, making it more meaningful and life more livable.

Reading "Cards": Note the dates when all the reading in each book is to be completed. On those dates send me a "Reading Card" by posting a message "To Professor" stating you have completed the assigned reading and name the text.

B. Participation

1. Group Discussions (10 Points)

In each module points will be given for the timeliness and significance of your participation in class and group discussions. I will be looking for the following:

The timeliness of posting assigned reflections

The thoughtfulness and significance of postings

Responsible, meaningful engagement with other team members and their postings

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Integration of course content and experiential learning in postings

2. Age Level Summaries (10 Points)

Class members will be divided into discussion groups. The first week of class groups will negotiate the assignment of a different age-level specialization to each team member—children, teens, or adults.

Throughout the semester you will give special attention to the implications of course content for the age-level which is assigned to you. At the end of each module you will post an Age-Level Summary that includes the following:

- Three key ideas from the assigned readings and articles posted for the module
- Identification of ministry implications of those ideas for the age-level assigned to you
- The post should be not more than 150 words
- Read and respond to the Age-level Summaries posted by other group members.

C. 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, double spaced, and documented when drawing ideas from readings or class notes. Look for additional instructions in the Module 1.

Integrative Paper #1: Due September 23 (10 Points)

1. Reflect on your spiritual journey responding to the following questions.
 - a. What influences have played a significant role in your discipling?
 - b. What do you see as the strengths and weaknesses of the discipling you have received?
 - c. 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?
 - d. What evidences of prevenient grace do you see in your story?
2. As you think of discipling others:
 - a. What role will you give to Scripture, tradition, reason, and experience as you assist others in "doing theology"?
 - b. 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

Integrative Paper #2: Due October 28 (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.)

1. 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

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have found very little designed for their learning style preference? Describe what was missing that they needed.

2. 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.

Integrative Paper #3: **Due November 18 (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 feel 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.

1. 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.
2. Briefly explain which aspect of Rogers' paradigms is implemented by each step in your action plan. In your plans, implement insights from Everett Rogers' paradigm of the Innovation-decision Process, 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.

D. Research Paper: **Due October 17 (15 Points)**

Research and write an 8-10-page paper on discipling persons in the age group you have been assigned by your group. What will effective discipling involve during that part of the life span?

Draw insights from:

Assigned course materials

Observing and learning about discipling from a local church

Early in the semester schedule a church visit and conversations with those involved in the discipling ministries of the church

Look for the relationships, structures, and practices that they have in place to nurture the faith of your assigned age group

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Literature research in at least two additional books (3 articles could take the place of one book)

Your experience in discipling

Integrate the learning from those sources into a description of the **relationships, structures, and practices** needed to disciple, to nurture the faith of your assigned age group.

Grading Criteria

Understanding of the age-level discipling needs

Significance of relationships, structures and practices identified

Creativity and insightfulness of implementation plans

E. Whole Church Discipling Plan: **Due November 14 (10 points)**

During Module One you will be assigned to a group. As a group you will complete this cooperative learning project, the development of a **Discipling Plan** for a local church, taking into consideration the potentials and needs of all age groups. Into your plan, integrate ideas from the Age-level discipling papers written by group members and other course materials. Look for more detailed instructions in Module 3.

Grading Criteria

Significance of discipling relationships, structures, and practices identified for each age group

Integration of course concepts into the plan

Practical insights from church research

Integration of discipling principles through the plans for all age groups

Scope of the plan

F. Basic Beliefs Creative Presentation: **Due December 9 (15 Points)**

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.

Working from notes you make across the semester, develop 10-12 statements that capture your basic beliefs about effective, disciple making, Christian Education. **(Continued)**

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, Module One notes)

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.

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. Later in the semester we will discuss possibilities.

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The project may be submitted to the professor as an attached file, or on a computer disc for power point presentations, video, or in hard copy forms. It is due in my office—in Moodle or on the Wilmore campus for hard copies—on **December 9**

Grading Criteria

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

G. “A” PROJECT – SELECT ONE (10 Points)

Based on the demands of life, you may choose whether or not to do the optional project. As you will note below, without the points from this project, it is not possible to get an A. If you choose to do this final project, **select one** of the following 4 options. During the first week of Module One you can ask me questions to clarify your project. **Let me know which project you've chosen by September 12.**

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 hours during the semester) 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 (which would call for online chats), or you may choose persons who aren't taking this course. You'll need to bring non-class members up to speed on what you're learning and encourage them to read some of the course materials to enrich your discussions.

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

Each week send me a brief email report indicating the amount of time your group spent interacting, who participated, and a quick outline of topics discussed (no more than 75 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 **October 20 and December 5.**

Grading Criteria: fulfillment of time invested in dialogue and significance of application efforts.

2. Christian Education Resource Research, File and Evaluation

Spend a minimum of 15 hours locating sources of Christian education/discipling resources, ordering catalogs and brochures, setting up a filing system, filing the information

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gathered, evaluating curriculum resources and preparing your report on the project. You may want to include some of your time searching for helpful internet resources.

Evaluate two sets of comparable Christian education resources for one age group and write a 2 page summary of your evaluation. The materials should come from two different publishers and contain at least 10 session plans each. If you choose to evaluate Vacation Bible School materials, resources for a 5-day school will fulfill the requirement. **I will post additional instructions later, a curriculum evaluation guide, and other materials to be used with this project.**

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, your filled out curriculum evaluation guide, and your 2 page evaluation paper. **These items need to be sent by surface mail and arrive on campus by December 5.**

Grading Criteria: time invested, breadth of sources, pertinence of evaluation, organization of file.

3. Observation, Interview, and Report

Invest a minimum of 15 hours interviewing professional and volunteer Christian education workers and observing their C.E. ministries. Generate a list of questions to ask as you interview 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, and observations. 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. Submit all these items by **December 5.**

Grading Criteria: time invested, significance of learning reported

4. Teaching Experience and Evaluation

Do you want to develop your effectiveness as a teacher? Then this project may be for you. **You will not begin working on this project until October 24, after completing most of Module Three.** You will invest a minimum of 15 hours in the following activities.

Using the Learning Styles teaching model presented in Module Three, design and teach three or more lessons for a small group or class in the church. You may adapt printed curriculum materials or create your own lesson plans. Have at least 3 persons evaluate you each time you teach and evaluate yourself. I will provide you with an evaluation guide.

Evaluate at least one other teacher using the guide provided. You may want to invest time evaluating several teachers.

By **December 5** submit copies of your lesson plan outlines, the evaluations of your teaching, your evaluations of others, and the amount of time invested in the project. **The material will need to be sent surface mail, with enough time to arrive by December 5.**

Grading Criteria:

Effective implementation of the Learning Style model

Age appropriateness of lessons plans

Time invested.

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Note

All papers are to be 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 discussion.

COURSE SCHEDULE

Dates	Modules	Reading	Assignments Due
September 2-5	Getting Started	Start on Module One reading as you have time	
September 8-26	Module One Biblical and Theological Foundations for Life-long Discipleship	Mark 1-4 Henderson Beckwith Creasy Dean & Foster, 9-136	Reading Cards Henderson, 9/12 Beckwith, 9/16 Int. Paper #1 – 9/23
September 29- October 10	Module Two Basic Beliefs about Teaching and Learning	Mark 5-8 Browning, 35-50 Nowen: <i>Creative Ministry</i> , Ch1, <i>Reach Out</i> , Ch.5 Stonehouse: <i>Patterns in Moral Development</i> and “Learning from Gender Differences” Dykstra, ix-79 Creasy Dean Foster, 139-184	Reading Cards: Stonehouse: <i>Patterns in Moral Development</i> , 10/10 “Gender Differences,” 10/10
October 13-28	Module Three Teaching that is Faithful and Fruitful	Mark 9-12 Browning, 51-82 Wimberly, 11-133 Creasy Dean & Foster, 185-213 Hunt, 6-109	Complete: Kolb Learning Style Inventory, 10/14 Research Paper: 10/17 Reading Cards Creasy Dean & Foster 10/22 Browning 10/22 Int. Paper #2 – 10/28
October 28- November 14	Module Four Empowering Laity for Discipling	Mark 13-16 Hunt, 110-124 Nouwen: <i>Creative Ministry</i> Ch. 4 Dykstra, 83-164	Reading Cards Nouwen, 10/31 Hunt, 11/4 Wimberly, 11/7 Dykstra, 11/11

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		Wimberly 134-149	Mark, 11/12 Group Discipling Paper: 11/14
November 17-21	Module Five Final Integration		Int. Paper #3 – 11/18 “A” Projects – 12/5 Basic Beliefs Presentation: 12/9
November 24-28 December 1-5	Reading Week		
December 8-12	Final Exam Week		

Grading

For each of the following assignments you have the potential of earning the designated points.

Participation	20
Integrative Papers – 10x3	30
Research Paper	15
Group Discipleship Plan	10
Basic Beliefs Creative Presentation	15
Optional “A” Project	<u>10</u>
Total	100

Note: Points will be deducted for reading not completed. If assignments are submitted late, grades will be lowered unless a change in deadline has been arranged with the professor. (This includes class discussion activities.)

The course grade will be assigned based on the following scale.

95	A	85	B+	80	B-	75	C
90	A –	82.5	B	77.5	C+	72.5	C-