CD 510 Foundations in Christian Discipleship

Ellen L. Marmon

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CD 510: Foundations in Christian Discipleship

Final Syllabus                                                     Fall 2007

Ellen L. Marmon, PhD                                           Office Hours:  T 1-2:15pm;
Ellen_marmon@asburyseminary.edu                                           Th 1:30-3pm;
Office: 103 FM, 859-858-2054 and by appointment

My purpose is that [believers] may be encouraged in heart and united in love, so
that they may have the full riches of complete understanding, in order that they
may know the mystery of God, namely Christ, in whom are hidden all the
treasures of wisdom and knowledge.

-- Colossians 2:2-3

Course Description (highlights on our journey)

This course explores the foundations of Christian discipleship drawing from
biblical insights, theological perspectives, and understandings of human
development. It examines local church ministries for making disciples across the
life span and for empowering lay volunteers to disciple and guide in ministry
planning, change, and evaluation. (Designed for those preparing to serve as a
minister of discipleship or Christian education.)

Course Objectives (targets I aim for you to hit)

After successfully completing this course, you will be able to:
1. Articulate biblical/theological principles that provide the foundation for disciple-making ministries.

2. Understand God’s creation-design for human development and learning (social science’s contributions).

3. Design incarnational models for discipleship: ministry vision, ministry implementation, and change in ministry (evangelism, mission, teaching, and nurture).

4. Demonstrate a commitment to servant leadership that equips and empowers others according to their unique differences (gender, age, culture), gifts and calling.

6. Orchestrate an ongoing pattern of planning-action-evaluation for effective and faithful ministry.

7. Demonstrate enhanced understanding of and commitment to personal and social holiness, through practices of moral and spiritual formation, in a context of accountability to a community of faith and dependence on the Holy Spirit.

**Required Textbooks (reading that forms and informs)**

- *Creative Ministry*, Henri Nouwen – Chapters 1 and 4
- *Patterns in Moral Development*, Catherine M. Stonehouse.
- "Learning from Gender Differences," Catherine M. Stonehouse
- *A Many Colored Kingdom*, Conde-Frazier, Kang, & Parrett
- *Spiritual Preparation for Christian Leadership*, Glenn Hinson
One of the following:

Note: Do not purchase your book from this list until you meet with your Age-Level Ministries Team the first week of class

Rediscovering the Sunday School, Talmadge Johnson and Stan Toler

(Focus: All ages)

Children in the Worshiping Community, David Ng and Virginia Thomas

(Focus: Children)

Young Children and Worship, Sonja Stewart and Jerome Berryman

(Focus: Children)

Shaping the Spiritual Life of Students: A Guide for Youth Workers, Pastors, Teachers, and Campus Ministers, Richard R. Dunn

(Focus: Youth, College)

Family the Forming Center, Marjorie J. Thompson

(Focus: Young Adults)

Disciple Making Teachers: How to Equip Adults for Growth and Action, Josh Hunt (Focus: Adult)

Boomers, Xers, and Other Strangers: Understanding the Generational Differences that Divide Us, Rick and Kathy Hicks

(Focus: Adult)

Giving the Ministry Away: Empowering Single Adults for Effective Leadership, Hershey, Butler, & Hurst

(Focus: Single adults)
Another Country, Navigating the Emotion Terrain of our Elders, Mary Pipher  
(Focus: Older Adults)

Soul Stories: African American Christian Education, Anne Streaty Wimberly  
(Focus: Youth/Adult multicultural)

Electronic Element

You’ll notice a CD510(FA07) icon on your FirstClass desktop. Occasionally we’ll continue an in class discussion on line. I’ll also post updates, articles, and detailed assignment descriptions (rubrics). So watch for the little red flag and double-click accordingly! This is also a great place for your Discipleship project team to communicate – you’ll have your own folder for that by the second week of the semester.

Course Assignments (experiences to help things sink in)

Book Looks (8 points total)

You will write 2 paragraphs highlighting 1) key insights from and 2) one specific application of the following required books for the class:

- Learning from Gender Differences, Cathy M. Stonehouse, Due Sept. 25
- Patterns in Moral Development, Catherine M. Stonehouse, due Oct. 9
- Creative Ministry, Chpt. 1 and 4, Henri Nouwen, due Oct 16
- A Many Colored Kingdom, Conde-Frazier, Kang, & Parrett, due Nov. 27
  - Choose two chapters from this book to write about.
The first paragraph describes 3-5 major insights you gained from the book. In the second paragraph write about one practical application you could put into place in ministry or your personal life.

General Grading Criteria: Contains both insights (1 point) and specific application (1 point)

Two Integrative Papers (25 points)

These assignments help you make connections between biblical foundations, theory, and experience.

1. Integrative Paper #1, Due October 2 (10 Points)

A. Reflect on your spiritual journey:

• What influences have played a significant role in your discipling?

• What do you see as the strengths and weaknesses of the discipleship you have received?

• How does your spiritual journey relate to John Wesley’s description of the Way of Salvation? (Use/define Wesley’s terminology in your description.)

B. As you think of discipling others:

• What role will you give to Scripture, tradition, reason, and experience as you assist others in “doing theology”? 
• What aspects of a Wesleyan view of persons impress you as being most important for effective discipling, and why?

**General Grading Criteria:** Significance of reflections on personal experiences of being discipled and grasp of Wesleyan perspectives.

Be sure to address both sections of the questions. Your paper is to be no more than 4 to 5 pages, typed, double spaced, 12-point font, and documented internally and including a works cited page (MLA) when drawing ideas from readings or class notes. Please use personal pronouns like I, me, my, etc. because this is a reflection on your experiences in discipleship.

2. **Integrative Paper #2, Due November 6 (15 Points)**

You came to Grace Church in June two years ago. After observing Vacation Bible School for two summers, you decide that a change in curriculum is needed. A dedicated group of women and men 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 order materials from a certain publisher without looking at other possibilities. VBS is one of the church’s main means of outreach to the community. You believe there are other 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 DVD of their VBS in action.

• Use Everett Rogers’ paradigm for change and Bridges’ principles for transition as guides for identifying elements necessary in this process.

• Identify what losses the VBS team might experience (Bridges).
• Process and develop an action plan for leading your VBS leaders in considering, and adopting new curriculum resources for next summer’s VBS, as well as using this leadership team more effectively.

• 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 Collective Innovation-Decision Process.

**General Grading Criteria:** Understanding of Rogers' paradigms and Bridges’ principles and ability to plan workable strategies based on theory and the situation.

Your paper is to be between 4 to 5 pages, typed, double spaced, 12-point font, and documented internally and including a works cited page (MLA) when drawing ideas from readings or class notes. Again, since you’re addressing a ministry situation you are involved with, go ahead and use personal pronouns.

**Cross-Cultural Conversation, Due Oct. 30 (10 points)**

So much of what we read (graduate school, newspaper, billboards, you name it) stems from an American, white, middle-class, often male perspective. But this represents just one small thread in the fabric of God’s “many colored kingdom.” Therefore, for this assignment, you need to spend time with someone on campus who is different than you culturally (race, ethnicity). We’re blessed with many international students here, as well as African, Asian, bi-cultural, European, and Hispanic Americans.

Ask a classmate, friend, or perfect stranger to join you in **two, 1-hour conversations with a purpose:** explore the person’s background (demographics: geographic, family, religion, education, age, etc.); invite them to tell their story.
about 1) how they came to know Christ and 2) how they experienced discipleship throughout their faith journey. Take good notes so that you can summarize what you learned in a 3-4 page paper. Include how his or her experiences differed from yours because of culture, similarities, and one thing this person’s story taught you about God.

**General Grading Criteria:** Quality of conversation recap and insights into cultural differences of experiences through story, as well as identification of something you discovered about God.

**Spiritual Formation Journal, Due Dec. 4 (12 points)**

Most of the books on leadership tell us to use 10 infallible rules or tools that will equip us to gain loyal followers. We’ll be effective, efficient, goal-driven, and winsome. Scripture gives us a great variety of leadership styles to learn from, but the underlying biblical principles of leadership reflect the nature of a servant who is in a vital relationship with God. That’s why we’re using Glenn Hinson’s book *Spiritual Preparation for Christian Leadership* to explore aspects of leadership in ministry.

At different points throughout the semester, we’ll devote some time in class to highlight the assigned chapters. In addition we’ll practice some of the disciplines he describes, as well as reflect on them and related Scripture passages by journaling weekly. You will write about the meaning of that chapter to you, and where you are right now in your journey. You’ll turn twelve entries into me on **December 4**. I’ll check for 12 entries and read the two you mark for me.

**General Grading Criteria:** 12 complete journal entries related to the assigned scripture and chapters in Hinson’s book with two marked for me to read specifically.
Age-Level Discipleship Plan in Teams, Due Oct. 23 (book summary, 5 points) & Nov. 16 (Discipleship Plan, 20 points)

The Age-Level Discipleship Team project sets the stage for you to think and plan with your colleagues and share practical applications of the concepts and ideas being explored in this course. As a team you can experience discernment through Christian community and develop a creative plan that could make a significant difference in the lives of your church family.

Form a 4-5 member team and submit a list of your group members to me by September 11 (e-mail). I will then set up team folders for you in our CD510 icon for you to communicate electronically. Within the first two weeks of the semester, meet in person to organize and take on specific responsibilities.

Sondra Matthaei, in Making Disciples, states, “To be Christian in the language of the Wesleyan tradition means having a ‘living faith’ made evident through love of God and neighbor, a living faith that continues to grow across a lifetime” (p. 38). She also endeavors to set forth “a Wesleyan ecology of faith formation, an interconnecting network of relationships, structures, and practices that [constitute] an environment for nurturing and sustaining a holy life in communion with God and others” (p. 35).

How can we in our churches provide an environment in which persons come to and grow in that living faith described above? That’s what Christian discipleship is all about.

As an age-level ministry team you will develop a discipling plan for a church. Your goal in this project is to integrate the insights of this course and additional research each group member will do, into a discipling plan that will “serve the present age,” to use Charles Wesley’s words (Hymn: A Charge to Keep I Have).

Each group member will research and develop the plan for one age group, 5-6 pages in length.
Each age-level plan will grow out of:

- Insights from *Making Disciples* by Sondra Higgins Matthaei
- Insights from the “Select One” books
- Discoveries from other course materials
- Additional literature research
- Research of what churches are doing
- Reflections on realities and needs of the twenty first century church
- Your own ministry experiences

Also your group will provide a 1-2 page introduction and conclusion that highlight the discipling goals and key principles implemented throughout the plan. Combine the introduction and age-level plans into a team document that is not more than 35 pages, double-spaced, MLA documentation.

**Here’s the game plan**

1. Forming the team

   - Within the first two weeks of the semester meet to organize your group work. Decide which book from the “Select One” list (p. 2) each person will read.

   - Select the person who will develop the plan for (these are just suggestions):
     - Children: birth to 5 years plus their parents
     - Children: 6-12 years of age
     - Students: middle school, high school, college
Younger adults: 20s through the 30s

Middle adults: 40s-60s

Senior Adults: 65-90s

• Decide how to lead the group process (on-campus meetings, electronic classroom as a place to exchange insights from your assigned book, etc.)

2. Read and reflect on Matthaei pages 11-98

• Identify what you believe to be the 3-6 most important insights from the reading.

• How and why are these insights important in the discipling of your assigned age group?

• In a group meeting and in your electronic team folder, share the insights you identified and their importance to your age group.

• From other course readings and class sessions collect insights on discipling for your age group.

3. Book Summary (5 Points)

Each group member will select a different book from the “select one” section of the reading list (p. 2), corresponding to the age-level discipling plan you will develop.

You will prepare a one-page summary of key insights from the selected book you read and lead them in a brief discussion of your book’s major concepts. Spend a minimum of 20 minutes discussing each book. In the Course Schedule, note the dates by which the books are to be completed. On the due date listed for your specific book in our weekly syllabus, give me a copy of your one-page “summary of key insights” and the date when the group discussed your book. Due Oct. 23.
Grading Criteria: Clarity and Significance of insights identified

4. Each group member will do research beyond the course materials.
   
   • Conduct literature research in at least one additional source.
   
   • Research what two churches offer for the age group you chose to study.
   
   • Observe the church ministries for your age group and talk with those who lead the discipling ministries for them (staff and laity).
   
   • What relationships, structures, and practices are present to nurture the faith of your assigned age group?
   
   • Which relationships, structures, and practices discussed by Matthaei are present? Which are missing?
   
   • Which relationships, structures, and practices are most important for your assigned age group?
   
   • What are the strengths and weaknesses you see in the church’s discipling ministry?
   
   • Does this ministry operate out of a vision (mission) statement? If so, attach a copy to your final report.

5. Develop a discipling plan for your assigned age level. Design specific plans to implement the insights from Making Disciples by Sondra Higgins Matthaei and other discoveries from course materials, additional reading, church research, and your ministry experience. The plans should grow out of biblical convictions and reflect the realities and needs in the contemporary church.
   
   • What would ministry for your age group look like if it provided relationships, structures, and practices that nurture a living faith?
- Make your plans specific enough that a lay minister could work with them to develop an improved or new ministry for the age group.

- You may want to suggest implementing some plans immediately and beginning others later—be reasonable regarding how many new things a volunteer team can handle at one time.

- In each age level plan cite at least 2 course texts, one additional resource, and your church research (list the specific churches you studied).

6. Write your plan in a 5-6 page paper, double-spaced, and submit it to the group at least by Oct. 23. Read each contribution and give constructive feedback. Then prepare your group paper by refining the age level sections, writing the introduction and conclusion and forming them into one coherent paper.

At end of the paper indicate who wrote each section and who led the group process. Due Friday, Nov. 16.

General Grading Criteria

- Integration of Scripture and course concepts into the plan

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

- Practical insights from church research

- Scope of the plan

Final Paper: Philosophy of Discipleship Ministry (20 points)

We need to understand the “why?” behind ministry; otherwise we end up with lots of nice programs to keep busy people busier. Therefore, you will draw from the all of the units of this course, in a 5-6 paged paper. Articulate your Philosophy of Discipleship by integrating biblical convictions (ultimately), theological beliefs, and social science understandings (secondarily). Due Dec. 11
General Grading Criteria:

Attention given to the “WHY?” of discipleship

Significance of biblical/theological understandings

Grasp of relevant social science insights

Course Grading Criteria (standards to go by)
I’ve developed a “rubric,” or grading grid for each assignment that lists the various components as well as identifies a point value for them. These rubrics are waiting for you (patiently) in our CD510(FA07) icon, under the Course Center.

You’ll find the following descriptions on p. 29 of your ATS Academic Catalog, 2004-2006:

A = exceptional work: surpassing, markedly outstanding achievement of course objectives
B = Good work: strong, significant achievement of course objectives
C = Acceptable work: basic, essential achievement of course objectives
D = Marginal work: inadequate, minimal achievement of course objectives
F = Unacceptable work: failure to achieve course objectives

I’ll calculate your course grade based on a 100-point scale:

95 – A
90 – A–
87 – B+
80 – B-
77.5 – C+
75 – C
Incomplete Work
The official end of each term is 4:00 pm on the last day of the examination schedule. This hour is the deadline for handing in all course work. Each instructor may set an earlier deadline for submission of any or all course work. The student must petition the faculty person involved and the student’s advisor for permission to receive an “I” at the end of a semester. A grade of “I” denotes that the work of a course has not been completed due to an unavoidable emergency [NOT poor planning or procrastination], which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F” (p. 29, 2004-2006 Academic Catalog).

Weekly Overview
We’ll be journaling each week, reflecting on the assigned Hinson chapter.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Topic</th>
<th>Due Next Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 4</td>
<td>Why Discipleship? Introductions</td>
<td>Hinson, chpt. 1; MCK, chpt 2; Anthony, chpt. 9, 13</td>
</tr>
<tr>
<td>Sept. 11</td>
<td>The “what?” of Discipleship; Teaching and</td>
<td>Hinson, chpt. 2; MCK, chpt. 3; Anthony, chpt. 4,</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Resources</td>
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<td>Sept. 18</td>
<td>Jesus as Teacher/Host in the NT; Early Church Discipleship</td>
<td>Hinson, chpt. 3; Anthony, chpt. 1, 3; Matthai, pp. 37-98; <em>Stonehouse on gender differences</em> – book look due</td>
</tr>
<tr>
<td>Sept. 25</td>
<td>Wesley – the “relationships, structures, and practices” of discipleship</td>
<td>Hinson, chpt. 4; Anthony, chpt. 2, 10, 12; <strong>Integrative Paper #1 due</strong></td>
</tr>
<tr>
<td>Oct. 2</td>
<td>Discipleship and “reason;” the social sciences, gender and diversity issues</td>
<td>Hinson, chpt. 5; Anthony, chpt. 6, 7; <em>Stonehouse on moral development</em> – book look due</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>Developmental Perspectives and Discipleship</td>
<td>Hinson, chpt. 6; MCK, intro and chpt. 1; <em>Nouwen, chpt. 1, 4</em> – book look due</td>
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<tr>
<td>Oct. 16</td>
<td>Story and Context in Discipleship</td>
<td>Hinson, chpt. 7; <strong>project book summary due</strong></td>
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<tr>
<td>Oct. 23</td>
<td>Vision and Change in Discipleship</td>
<td>Hinson, chpt. 8; handouts on change; <strong>Cross-culture paper due</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
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<tr>
<td>Oct. 30</td>
<td>Navigating change, cont’d.; creating ministry teams for discipleship</td>
<td>Hinson, chpt. 9; Anthony, chpt. 5, 16, 17, 19; <strong>Integrative Paper #2 due</strong></td>
</tr>
<tr>
<td>Nov. 6</td>
<td>Nurture, Evangelism, Sunday school and small groups</td>
<td>Hinson, chpt. 10; MCK, chpt. 6; Anthony, chpt. 25; handouts on generational theory</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>From Generation to Generation; curriculum and discipleship</td>
<td>Hinson, chpt. 11; Anthony, chpt. 18; MCK, chpt. 7; <strong>Age-Level Discipleship Team Project due Nov. 16</strong></td>
</tr>
<tr>
<td>Nov. 20</td>
<td>No class – Happy Thanksgiving!</td>
<td>Anthony, chpt. 21-24; MCK, chpt. 8 - book look due</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>Inviting and Equipping Discipleship Volunteers</td>
<td>Hinson, Appendix; <strong>journal due</strong></td>
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<tr>
<td>Dec. 5</td>
<td>Nurturing and Supporting Volunteers</td>
<td><strong>Philosophy of Discipleship Paper due Dec. 11</strong></td>
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*I was more convinced than ever, that the preaching like an apostle, without joining together those that are awakened and training them up in the ways of God, is only begetting children for the murderer.*

-- John Wesley, 1763
CD 510 – Journaling Guide

_Cover Image: Spiritual Preparation for Christian Leadership, by Glenn Hinson_

ELM

Chapter One

• Proverbs 4; I Timothy 4:12
• Looking over the twelve factors in the “readiness for ministry survey,” where are you most ready and where do you need the most improvement?

Chapter Two

• Deuteronomy 8
• What aspects of Asbury help “form” you as a spiritual person?

Chapter Three

• Deuteronomy 6:4-9; John 15: 1-17
• What have your experiences been with silence and solitude in prayer?
Chapter Four

- James 1: 19-27; 3: 1-12
- What is this experience of journaling like for you? Where do you struggle with it (if you do)?

Chapter Five

- This is what the Sovereign Lord, the Holy One of Israel says: "In repentance and rest is your salvation, in quietness and trust is your strength, but you would have none of it." Isaiah 30:15
- Have you ever heard of the “sacrament of the present moment” before? What do you think?

Chapter Six

- Luke 2:52
- How do you balance the mental, social, spiritual, and physical facets of who you are?

Chapter Seven

- Genesis 2:21-25; Romans 12:1-2
- You’re on your own 😊

Chapter 8

- Psalm 119 (any of it)
What’s the difference between reading Scripture to prepare a lesson/sermon and reading Scripture devotionally?

Chapter Nine

- Matthew 6:5-8
- Do you consider yourself a contemplative – what does that term mean to you?

Chapter 10

- Jonathan and David; Elizabeth and Mary
- Have you ever asked someone to serve as your spiritual guide or experienced mentoring within a small group?

Chapter 11

- Revelation 7: 9-17
- Reflect on a “saint” in your own life.

Entry 12 – Appendix on Personality

- Psalm 139
A journal is more than a diary; it does not so much record our days as record our spirits.

-- Richard Peace