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CD 511 The Pastor and Christian Discipleship

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CD511: THE PASTOR and CHRISTIAN DISCIPLESHIP

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(7.06.01)

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This course explores roles and responsibilities of the "pastor as teacher," including foundational studies in teaching, program planning, leader/teacher development, with special focus on nurturing, facilitating, administering and coordinating the church's Christian-discipling ministries.

Welcome to *The Pastor and Christian Discipleship*. The weeks we have together will be a great time of both learning content and building relationships. Don't panic with what may appear to be a great amount of work. My commitment is for you to find direct application from this class to your ministry—every part is important. The sessions are designed to be interactive as we learn from one another. Thus, you will enjoy the privilege of working several hours with a small group of colleagues. Let's pray that God will grow each of us more and more into the image of Jesus—then send us forth as effective disciple-makers—because we have shared these days.

COURSE OBJECTIVES

The goal of this course is to assist you to grow in your ability to communicate the Christian 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 discipleship/educational ministry of the church, its purpose, process, and leadership roles.
2. Evaluate educational perspectives from the social sciences, the cultural media and the field of religious education.
3. Develop a theology and philosophy of discipleship/Christian education that integrates findings from the social sciences with biblical principles and theological perspectives.
4. Design teaching plans using learning-style models of instruction.
5. Articulate the importance of recruiting and equipping unpaid servants for ministries with children, youth, and adults.
6. Use insights from change theory and design plans for leading volunteers to evaluate and implement new ways of doing discipleship/Christian education ministries.
7. Articulate the crucial relationship between Christian education and evangelism.
8. Grow in the conviction that effective discipleship/Christian education ministries are essential if the church is to fulfill the great commission.

ASSIGNMENT GUIDELINES

Writing: Writing clearly and concisely is an important measure of graduate study. Therefore, all papers submitted for this class must be within the maximum defined length, typed, double-spaced, documented (using an official form of documentation) when drawing from readings or class notes, and use 12-point type.

Inclusive language is expected when referring to human beings in writing and speaking.

Also, include your name and student ID number on each assignment. I want to make sure you get credit for your work.

Late work: Assignments turned in late, without the professor's prior approval, will have the grade lowered 20 %. Grades will NOT be our focus but promptly completing assignments keeps you growing with the class.

Using the Internet: Please send assignments as attachments in MSWord or MSeExcel.

Class Attendance: Regular class attendance is expected since interaction between us as learners is an integral part of the learning process.

ASSIGNMENTS:

Required Readings:

You will keep a **reading log** for each of the required readings, to be **verified three times** (10 pts. each) through the semester. On each entry **note the date, the reading source and number of pages read**. An MSeExcel chart will work great.

For the class sessions to remain a rich, growing experience, it is imperative that all readings be ready on time. Consult the Course Schedule for dates when the specific readings are due.

Roaring Lambs, Robert A. Briner. (Grand Rapids: Zondervan, 177pp)

"The Organization Kid," David Brooks. (Atl Monthly: April 2001, 19 pp) **[on reserve]**

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

(Birmingham, AL: REP, 206pp).

10 Lies the Church Tells Women, J. Lee Grady (Lake Mary, FL: Creation House, 204pp).

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

(Nappanee, IL: Evangel, 160pp)

Empower Your Kids, Donald Joy. (Nappanee, IL: Evangel, 116pp)

Learning Styles, Marlene LeFever. (Colorado Springs: D.C. Cook, 250pp)

The Dirt on Learning, Thom and Joani Schultz (Loveland, CO: Group, 200pp)

Patterns in Moral Development, Catherine M. Stonehouse.

(Eugene, OR: Wipf & Stack, 121 pp)

PLUS--From the following list **select one** book to read (see Learning Group section below).

Eve's Daughters, Lynn Austin

Leading the Team-based Church, George Cladis.

Purpose Driven Youth Ministry, Doug Fields.

Men Under Construction, Donald Joy.

Creative Ministry, Henri Nouwen.

Transitioning, Dan Southerland.

Joining Children on the Spiritual Journey, Catherine Stonehouse.

Or choose a substitute (with professor's approval) in the area of:

Small Groups

Discipleship

Team Ministry

Change processes

4-MAT Reading Reports: (15 pts. each)

Three times during the semester you will present a 4-MAT paper (adapted from Bernice McCarthy's 4-MAT materials) to the class. Each paper will be NO MORE than 2 pages long, and include the following 5 sections:

1. (1)The title, author, publisher, date (or issue), in proper bibliographic form.
2. (3)In one paragraph write a tight and clear summary of the reading as you would in writing an abstract (no bullets or lists). Prove that you understand the topic, writing in first person like the author.
3. (5)Connect the reading to your own experience. (What personal story or life experience does the reading spark in you?)
4. (3)Reflection/questions: what questions arise, do you agree/disagree, etc.?
5. (3)What action, beyond praying, thinking, reading and reflecting must you now take because of the reading?

Reports will be presented as follows:

Sept. 20—*Roaring Lambs*, Robert A. Briner.

Oct. 25—*Empower Your Kids*, Donald Joy.

Nov. 15—*10 Lies the Church Tells Women*, J. Lee Grady.

On-Line Searches and Reports: (10 pts. each)

Five times during the semester you will go on-line and search **two sources** for a "current-cultural" article about any topic (topics may, and probably will be unrelated) that impacts ministry, discipleship or bringing people to Jesus. One source will be secular such as *Fast Company* or *Atlantic Monthly*. The second will be a ministry source such as *Barna.com* or *Leadership Network Explorer*.

For each set of articles, write a **one-page** paper that answers the following questions:

1. (1)What were the sources you used (give bibliographic data)?
2. (5)How do the two articles speak to one another?
3. (4)What did you learn about ministering/discipling in our culture, from your reading?

Basic Beliefs Report: (10 pts.)

As you proceed through the semester's work, collect a list of statements from your readings and class notes that articulate your basic beliefs about effective discipleship/Christian education ministries. Each statement should be no more than 30 words in length. With each statement, give the source 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 3/12/01)

On **November 15**, the professor will check your progress. You should have 2-3 pages of statements drawn from the readings and class discussions of the preceding weeks. Insights from all reading materials and major class discussion themes are expected. Remember that **you will use these reports in your final group project.**

Grading Criteria

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

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 13**. Groups will meet for a **minimum of 10 hours during the semester** to work together on **three assignments**.

1. Select-One Book Review (15 pts.)

Each group member will select a different book from the "select one" section of the reading list. Write a 4-MAT reading report. Share your book review with your group members **by November 1 and turn in your reading report that day.**

2. Sacramental Plans (20 pts.)

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—as a "means of grace" that becomes a sacramental pedagogy? 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). Select a number of sacraments equal to the number of group members.
- 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 as they relate to your work. How do they compare? Which ideas do you see as valid? Where do you disagree? 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** (10) how you would prepare for the sacramental event, features to be included in the event, and possibly new pieces of liturgy. Include a **50-100 (maximum) word summary** (5) of what you hope to accomplish through your plan.

d). As a group discuss the Sacramental Plan papers, and offer refinements.

e). As a group prepare a **1-page introduction** (5) to the Sacramental Plans in which you articulate why and how you believe these plans will enhance the spiritual growth of children, youth, and adults in your congregation.

f) On **October 18** submit the introduction and all plans, with the author's name on each plan.

Grading Criteria

- a. Significance of the plans for enhanced learning and spiritual formation.
- b. Usefulness and creativity of action plans.

3. Group Teaching Projects (40 points, 20 points per presentation)

As a group, you will design two different presentations for the class. [Time limits will be strictly held to.] Your presentation materials are due to the professor following your presentation to the class.

The **FIRST** is to design and teach a **35 minute** session implementing the Learning Styles teaching model and principles presented in CD511. You will choose a **topic from the class content**, create a lesson plan, with all the needed resources to teach/facilitate a lesson for children, youth, or adult, and teach the remaining members of the class.

The **SECOND** part of the session will be a **ten-minute** creative presentation of your Basic Beliefs about effective discipleship/Christian education—using your *Basic Belief Reports*. The presentation should be developed as a presentation to your "congregation, lay-leadership team, or C.E. staff." Use as many multi-media tools as applicable. Include a written script of your presentation, not to exceed 1000 words.

Grading Criteria

- a. Effective implementation of good teaching principles,
- b. Age appropriateness of content and teaching approach,
- c. Thoughtfulness of the content,
- d. Faithful group participation. All group members will receive the same number of points for this presentation.

The group teaching sessions will be scheduled on **December 13**.

GRADING

Each assignment has a set number of points that are totaled for the final grade as follows:

Reading Log (3 x 10 points)	30 points
4-MAT Reports (3 papers x 15 points)	45 points
On-line searches (5 papers x 10 points)	50 points
Basic Beliefs Report	10 points
Select-one Book Review	15 points
Sacramental Plans	20 points
Group Project #1	20 points
Group Project #2	20 points
TOTALS	210 points

Grading Scale:

210-200 = A	173-168 = B- (80%)	146-139 = D+
199-189 = A- (90%)	167-160 = C+	138-132 = D
188-183 = B+	159-151 = C	131-126 = D- (60%)
182-174 = B	150-147 = C- (70%)	

DUE DATES

Sept 13—On-line report #1
Sept 20—4-MAT report: Briner
Oct 4—On-line report #2
 —Reading Log check-in #1
Oct 18—On-line report #3
 —Sacramental Plans
Oct 25—4-MAT report: Joy
Nov 1—Select one report
 —Reading Log check-in #2
Nov 8—On-line report #4
Nov 15—4-MAT report: Grady
 —Basic Beliefs check -in
Nov 29—On-line report #5
Dec 6—Reading Log check-in #3
Dec 13—Group Presentations

CLASS SCHEDULE

[The professor may necessarily make some changes to this schedule during the semester. Students are responsible to meet the amended schedule requirements.]

September 6—Developing a Philosophy/Theology of Christian Discipleship

- >Defining Disciple-making/Christian Formation
- >Biblical Foundations for the purpose of the Church
- >Biblical models in the Old and New Testaments
- >Jesus as the Model Teacher

Read: Browning pp. 1-10; Deuteronomy 6; Matthew 5-7; Mark 2-4
Acts 2:42-47.

September 13—Developing a Biblical and Wesleyan Foundation (continued)

- >A Wesleyan view of Christian discipleship
- >The pastor's role

Read: Browning pp. 51-82; Henderson pp. 83-160; Schultz pp. 6-21.

September 20—Learning to Look at the Culture

- >Connecting to where non-Christians think and live
- >Connecting to Christians at various points of maturity

Read: “Organization Kid” [make a copy from reserve], Briner *Roaring Lambs*.

September 27—Keeping a Developmental Perspective.

- >Recognizing how persons develop
- >Introduction to Learning Styles inventories

Read: Browning pp. 35-50; Stonehouse *Patterns in Moral Development*.

October 4—Applying Learning Styles and Brain Theories

- >Using the 4-MAT model
- >Views of how the brain works

Read: LeFever pp. 11-36, 77-107; 211-221; Schultz pp. 22-63.

October 11—The Teaching Church

- >Using the sacraments
- >Equipping unpaid servants for ministry
- >Wholistic Ministry: Network 9:35

Read: Browning pp. 11-34; Schultz pp. 64-119.

October 18—Equipping and Recruiting Unpaid Servants

Read: Browning pp. 107-145

October 25—Ministry with Children and Teens

>Guest instructor: Peggy Riley, Northland Community Church

Read: Browning pp. 210-234

November 1—Transitioning: Guiding Change/Developing Teen Ministry

>Transition Models

>Moving teens to adulthood

Read: Don Joy *Empower Your Kids*

November 8—Les Miserables

>A case study in life formation

Read: Schultz pp. 120-178

November 15—Men's and Women's Issues

>Digging out Genesis 1-5

>Men's connection to their father

>Women and men as models of the image of God in formation

Read: J. Lee Grady *10 Lies the Church Tells Women*

November 22—Fall Reading Week

November 29--Small Groups as the Core for Discipleship

>Building a climate of community

>Small group leadership seminar

>Models for using current settings e.g. Sunday School

December 6—Servant Leadership Principles

Read: John 13; Schultz pp. 180-206.

December 13—Group Presentations