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CD 511 The Pastor and Christian Discipleship

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FIRST DRAFT

THE PASTOR AND CHRISTIAN DISCIPLESHIP

CD511X – Fall 2004

Professor: Catherine Stonehouse, Ph. D.

Greetings From Your Guide (words of welcome)

Hello, from the Bluegrass 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 will 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.](#)

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. Jared Porter (exl_support@asburyseminary.edu) serves as **technical** guru, and all your **computer-oriented questions** go to him. For **general concern or questions**, email Kevin Osborn, (exl_director@asburyseminary.edu) the ExL Director. When you need **library research support**, contact the Information Commons at (Information_Coomons@asburyseminary.edu). And Dot James at (Dot_James@asburyseminary.edu) can assist you with **library loans**. When you're stuck, one of us will be able to get you back on track.

Course Description (highlights on your journey)

"The Pastor and Christian Discipleship" points us in several directions (which is appropriate, since pastors and Christian educators are usually running in several dozen at one time). We'll look at roles and responsibilities of the pastor or lay leader in the teaching, discipling ministries of the church. You can anticipate navigating through biblical and social science models for understanding teaching, learning, and faith developing. Lay ministers (volunteers) require nurturing, training, and guiding. Their involvement and your support of their discipling ministries are crucial in the faith community, so we'll turn our hearts and minds in that direction as well. Throughout our travels together, you will begin constructing your own understanding of the Christian's teaching and discipling ministry.

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.

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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 a CD and two videos, which will be sent to you, and First Class Client.

Go to First Class Client to find:

- Your syllabus

- Descriptions of each module and the due dates for postings and other assignments

- Several interactive assignments in each module

The CD contain:

- Class notes

- Power Point presentations

- Videos

Be sure to start every module in First Class and then go to the CD as instructed.

After completing work from the CD return to First Class for instructions on interacting with class mates, to post responses, and check due dates.

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 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 related emails each Tuesday and Thursday between 9:00 and 11:00 AM. Unless you mark your message "urgent," I'll respond to them on a first come, first serve basis. I do check my email most days so usually will be close by if you need a fast turn-around. Class email goes into the Discussion Center; personal email goes by our individual addresses. You can reach me at Cathy_Stonehouse@asburyseminary.edu.

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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 at seminary or at my home. If you land in the Lexington/Wilmore area, I'd enjoy meeting you face to face, too!

4. I won't enter all your discussions, but I will monitor your class and team 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. 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 isn't 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 discussions and class interactions comprise a significant portion of your grade.

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. You need to post all conversations to the Discussion Center or your Team Folder as instructed so that class members have access to them. I am not prohibiting personal email communication. However, if we were in an on-campus setting, we would all hear the questions and responses, so I'm asking you to make our electronic classroom similar.

4. Send larger documents as attached files, and shorter responses in email messages. Assignments will indicate whether to send a response to the "Office" the "Discussion Center," or to your Team Folder." If you have technical difficulties, remember, Jared Porter, (exl_support@asburyseminary.edu) can best assist you with computer questions.

5. If you have business or family responsibilities that take you away from our community for a few days, please let us know ahead of time.

6. 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.

7. 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!

Required Reading Assignments

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

Making Disciples: Faith Formation in the Wesleyan Tradition, Sondra Higgins Matthaei

Disciple Making Teachers, Josh Hunt

Creative Ministry, Henri Nouwen, chapters 1 and 4

Reaching Out, Henri Nouwen, chapter 5

Patterns in Moral Development, Catherine M. Stonehouse.

"Learning from Gender Differences," Catherine M. Stonehouse. (article at ATS bookstore)

Soul Stories: African American Christian Education, Anne Streaty Wimberly

LSI Inventory and Grid (ATS bookstore)

From the following list **select one** book to read. You will write a one-page summary of insights from the book you read from this list and share that summary with your Cooperative Learning Group.

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Note: wait to order your rbook from this list until you meet with your Learning Group.

Rediscovering the Sunday Morning Dinosaur, Talmadge Johnson, Stan Toler

Read in: Module 5 (Focus on all ages)

Children in the Worshiping Community, David Ng and Virginia Thomas

Read in: Module 5 (Focus on children)

Young Children and Worship, Sonja Stewart and Jerome Berryman

Read in: Module 5 (Focus on children)

Shaping the Spiritual Life of Students, Richard R. Dunn

Read in: Module 5 (Focus on youth)

Family the Forming Center, Marjorie J. Thompson

Read in: Module 5 (Focus on young adults)

Winter Grace: Spirituality and Aging, Kathleen Fischer

Read in: Module 5 (Focus on senior adults)

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

Read in: Module 5 (Focus on adults)

Reading Due Dates

Check the Course Schedule at the end of the syllabus for dates by which sections of the reading is 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.

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 in the Office stating you have completed the assigned read and name the text.

Course Requirements

The following outlines our course requirements. You can see a full explanation of each assignment by clicking on the related entry in its corresponding module.

1. Participate in on-line discussions of readings and other activities for each module.
2. Two brief integrative papers
Using Learning Styles in Teaching – Module 4
Leading Change – Module 7
3. Cooperative Learning Group Project – Modules 2 - 5
4. Basic Beliefs Processing and Presentation
Basic Beliefs Processing Statements – At the end of each Modules
Basic Beliefs Creative Presentation – Module 8

Voluntary Activities (enhancements to the process)

"Beside Still Waters" -- I would like to create a devotional folder that you can check once or twice a week for inspiration. Would you be willing to contribute to this effort? Even one entry from each of us will keep our devotional folder full.

Movie clips and Sound bites -- So often secular movies and songs present teachable moments, powerful and memorable. As you run across effective snips of wisdom on screen or "noteworthy" lyrics, tell us about it in the “Movies and Music” folder.

Optional Projects (Select One)

Based on the demands of life, you may choose whether or not to do the optional project. If you choose to do this final project, select one of the following 4 options. During the first week

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of the semester you can ask me questions to clarify your project. [Let me know which project you've chosen by September 13.](#)

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 your learning and encourage them to read some of our 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 - 100 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 22 and December 17.

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 gathered, evaluating curriculum 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 send a curriculum evaluation guide to those who select 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 1-2 page evaluation paper. [These items need to be sent by surface mail and arrive on campus by December 17.](#)

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 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.

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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 17**. 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 22, after completing Module 4. You will invest a minimum of 15 hours in the following activities.

Using the Learning Styles teaching model presented in Module 4, 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. **(Continued)**

By **December 17** 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 17. Grading criteria: effective implementation of the Learning Style model, age appropriateness of lesson, and time invested.

COURSE SCHEDULE

Dates	Modules	Reading	Assignments Due
September 7-10	Module 1 Getting Started		
September 13-24	Module 2 Biblical and Theological Foundations	Browning, 1-10 Hunt, 6-46 Matthaei, 11-98	
September 27-October 8	Module 3 Basic Beliefs about Teaching and Learning	Browning, 35-50 Nowen: <i>Creative Ministry</i> , Ch1, <i>Reach Out</i> , Ch.5 Stonehouse: <i>Patterns in Moral Development and</i> "Learning from Gender Differences	Reading Cards: <i>Reach Out</i> , 9/29 Stonehouse: <i>Pattern sin Moral Development</i> , 10/8 "Gender Differences," 10/8
October 11-22	Module 4 Effective Teaching	Browning, 51-106 Wimberly	Complete: Kolb Learning Style Inventory, 10/13 Reading Card: Wimberly, 10/22
October 25-November 5	Module 5 Disciple Making Across	Browning, 178-234 Hunt, 111-124	Integrative Paper: Learning Styles,

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	the Life Span	Matthaei, 99-183	10/25 Reading Cards and Summary Reports: All "Select One" books 11/29 Reading Card: Matthaei
November 8-19	Module 6 Empowering Laity for Discipling	Browning, 107-177 Hunt, 48-109	Reading Card: Hunt, 11/17 Group Discipling Paper: 11/18
November 22-26	Reading Week		
November 29-December 10	Module 7 Leading Change	Nouwen: <i>Creative Ministry</i> Ch. 4	Reading Card: <i>Creative Ministry</i> , 12/2 Integrative Paper: Leading Change, 12/10
December 13-17	Module 8 Final Integration	Browning, 11-34	Reading Card Browning, 12/17 Basic Beliefs Presentation: 12/17

Grading

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

Integrative Papers – 10x2	20
Cooperative Learning Project	30
Book Review – 5	
Discipling Paper – 25	
Basic Beliefs Creative Presentation	20
Reading	10
Participation	10
Optional Project	<u>10</u>
Total	100

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

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

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.

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.)