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## CD 511 IM The pastor and Christian discipleship

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# **The Pastor and Christian Discipleship**

CD511IM Syllabus  
Dec. 2007-Mar .2008

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## **Greetings From Your Guide (words of welcome)**

Hello, from the Bluegrass state! If you're looking for CD511IM, with Asbury Theological Seminary on the ExL and Wilmore campuses, you've found the right room. It's my privilege to serve you as your guide on this In-Ministry adventure. You can expect exciting discoveries along the way. One of the richest finds we'll uncover will be our own interactions as co-learners. Our concentrated time together takes us into the ministry of teaching, a real passion of mine, one God has let me pursue for sixteen years in the local church setting. I'm looking forward to all of our stories unfolding over these next three months.

## **Course Description (highlights on our journey)**

"The Pastor and Christian Discipleship" points us in several directions (which is appropriate, since pastors and Christian educators are usually running in about a dozen on any given day). We'll look at roles and responsibilities of the pastor or Christian education minister in the teaching and learning ministries of the church. You can anticipate navigating through biblical, theological, and social science models of teaching, learning, and faith developing. Lay ministers (volunteers) require nurturing, training, and guiding. Their involvement and your support of their discipleship 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 construct and/or refine your own understanding of teaching or discipleship ministry, one that focuses both on **Christian** and **education**.

## **ExL Team (folks to help us along the way)**

Since so much of this experience depends on community, you won't be surprised that I'm not your only guide through this process.

For **general questions and administrative assistance regarding the ExL program**, contact Dr. Dale Hale:

[ExL\\_Office@asburyseminary.edu](mailto:ExL_Office@asburyseminary.edu)

Phone: (859) 858-2393

For **technical support, library research support, library loans, and ExL media** contact Information Commons:

[Info\\_Commons@asburyseminary.edu](mailto:Info_Commons@asburyseminary.edu)

Phone: (859) 858-2233

Toll-free: (866) 454-2733

## **Accessing Information Commons Materials:**

### **1. General Questions:**

§ The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/icommons/hours.shtml>.

### **2. Materials Requests:**

§ To search the library catalog for available materials, click here: <http://www.asburyseminary.edu/icommons/index.shtml>

§ ExL Students may request books, photocopies or emailed 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 Information Commons for costs and instructions on how to make requests.

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

### **3. Research Questions:**

§ ExL students are encouraged to contact the Information Commons for 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).

## **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.

**By the end of this CD511IM adventure, you will be able to:**

1. Articulate biblical and Wesleyan theological principles for the church's educational/discipleship 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 of instruction.
4. Recruit and equip servants for ministries with all ages and assist your congregation in understanding how lay and clergy servants work together (Body of Christ).
5. Lead servants to implement and evaluate new ways of doing CE ministry using insights from change theory and design plans.
6. Further develop your theology or philosophy of discipleship, which integrates findings from the social sciences, with biblical and theological perspectives, and considers CE's connection to evangelism, service, and the Great Commission.

**Learning Covenant (promises to keep)**

In the pioneer spirit this "in-ministry" course requires, let me share one of my favorite quotes 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 of me, and what I expect of you.

**What you can count on from me:**

1. I'll have all your materials and assignments ready for the first of our three modules by November 28<sup>th</sup>. Those first few days will help me get to know you before our official start date on December 3<sup>rd</sup>.
2. I'm also available over that neat little invention called the telephone. If you think it would be helpful for us to talk, e-mail me to set a time at my work, 859-858-2054.

3. I won't enter all your discussions, but I will monitor your class or team conversations and participate at times.
4. If I need to be out of town for any reason, I'll let you know in advance that I'll be off the air for a bit.
5. You can count on me to hold you in my prayers; I'll pray for you as a learner, as a leader, and as you request. I crammed my MACE degree into seven years (yes, 7!) on the Wilmore campus. That's because I was working fulltime at a local church and one class was the limit. So I have a deep respect for you current reality!

**What I count on from you:**

1. You will actively participate as a member of a learning community. As you already know from your other classes, CD511IM isn't an independent study or correspondence course. Our classroom is initially electronic, but real, so we'll be interacting with and learning from one another in a dynamic environment.
2. You will invest the same amount of time in this class as if you were on campus. So make room for an average of 8-10 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 on line 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 or church, just e-mail 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 these next three months. It's an exciting endeavor, being in ministry and going to school, but it's challenging, too; we need all the support we can get!

### **Required Texts (reading that informs and forms)**

1. *A Many Colored Kingdom*, Elizabeth Conde-Frazier, S. Steve Kang, & Gary A. Parrett
2. *Disciple Making Teachers: How to Equip Adults for Growth and Action*, Josh Hunt with Larry Mays
3. *The Kolb Learning Style Inventory* Version 3.1
4. *Making Disciples: Faith Formation in the Wesleyan Tradition*, Sondra Higgins Matthaehi
5. *The Equipping Church*, Sue Mallory, ISBN 0-310-24067-0 (book, NOT the workbook)
6. *In the Name of Jesus*, Henri Nouwen
7. **"Learning from Gender Differences,"** Cathy Stonehouse (article from the bookstore)

One of the following (your choice):

*Children Matter*, Cathy Stonehouse et. al. (2005)

*Family: The Forming Center*, Marjorie Thompson

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

*Another Country*, Mary Pipher (on navigating the terrain of our elders)

*One Church, Four Generations*, Gary McIntosh (specifically for American churches serving Builders/Silent, Boomers, Gen X, and Millennial generations)

### **Also:**

Survey materials published by your denomination, such as VBS packets, adult Bible studies, youth confirmation material, etc. I just want you to be acquainted with what your denomination is contributing to (or not) the Christian education materials out there.

## Reading Report Dates

These dates represent the time when the entire text assignment is to be completed. We will work from parts of these readings as we go along. At three different times, you'll send me a message indicating that you have completed (or to what extent you have) the readings in each of the assigned books and one major highlight of the reading for you.

- Dec. 19          Matthaei
- Jan. 7:          Mallory and your book of choice
- Jan. 18:        Hunt, LSI Inventory, Nouwen, Stonehouse
- Mar. 1:          Conde-Frazier, et. al., denominational curriculum

## Course Requirements (exercises to help things sink in)

Our time together is divided into pre-intensive, intensive, and post-intensive modules, which sound very intense to me ☺ So let's just think in terms of . . .

### 1. Online 1:    Nov. 28- Jan. 13

Biblical and theological foundations for Christian discipleship and equipping the laity

- Wesley theology paper due Dec. 19
- Equipping report due Jan. 7

### 2. On Land:    Jan. 22-Feb. 2 in Wilmore

- Jan. 22-23 – Biblical foundations for discipleship; teaching as hospitality
- Jan. 24-25 – Teaching and learning styles – how do we faithfully host the learners God gives us?
- Jan. 28-29 – Navigating change in the local church
- Jan. 30-31 – Vision, Evangelism, Missions and Discipleship
- Feb. 1 – Wrap up
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### 3. Online 2:    Feb. 4-28, 2008.

Teach two sessions using what we learned together about hospitality, learning styles, etc.

**With that in mind, the major assignments include:**

- Class discussion, reading, and activities, 10 points (Dec. 2007-Feb. 2008)
- Wesley Paper, 15 points (December 19, 2007)
- Equipping Report, 10 points (Jan. 7, 2008)
- Initiating Change Project, 20 points (Feb. 1, 2008)
- Bible Study Using Learning Style Theory and "Hospitality," 25 points (February 28, 2008)
- In-Ministry Project, 20 points (December, 2007 – Feb. 28, 2008)

### **Wesley Paper (Dec. 29)**

Now that you've engaged in conversation with each other, viewed the video, read Matthaei's book, Cathy Stonehouse's thoughts and mine, it's time to integrate what you've learned. Answer the following two questions, which combined, should not exceed 1000 words (4-5 pages, double-spaced, 12-point font). I don't count words; this just gives you a ballpark to play in!

1. In the Christian education you have experienced and observed, what has harmonized with the Wesleyan distinctives presented in the video and other course materials? What hasn't matched up with those distinctives?

2. If you could serve the church you've been reflecting on, what would you as the pastor or Christian education leader do to help your lay people's teaching ministry better reflect the Wesleyan distinctives?

No doubt, you could write for days, so distill the key concepts (several points) for each question -- this is like laser surgery -- deep, effective, and quick (might I add less painful, too!). The second question calls for specific suggestions, not vague statements like, "I'd make sure teachers knew about Wesley's theology." How would you do that, what format would you use? What would your training look like? Be as concrete and practical as you can, using Wesleyan terms in ways that I know you know what they mean :)

### Grading Criteria

1. Grasp of Wesleyan distinctives (waves of grace, quadrilateral, small group accountability, etc., 5 points)
2. Ability to see matches and mismatches between Wesleyan theology and your discipleship experiences. (Use first person pronouns, I, me, my, etc. because this is about your experience, 3 points)
3. Significance and practicality of your plans for helping the laity be more Wesleyan in their teaching ministries (5 points).
4. Adequate skill in communicating your ideas in writing (content, format, grammar, etc.) From now on, just assume this criteria is a part of all your graded assignments. Don't freak out on this one, but appearance and the basics (good spelling, mechanics, etc.) really do make a difference to your readers, be they a teacher or a lay person. By now, you've probably discovered several errors in my writing. It makes you stop and think, doesn't it? Is she rushed, indifferent, or poorly educated? Yep, I figured those thoughts had crossed your mind :) Those same questions will pop into your readers' heads, too! Our e-mail



responses in the discussion center are often unedited, which is fine. Your final written products, however, are more formal and deserve some time and effort put into revision. (2 points)

If you have any questions while you're putting this together, feel free to e-mail me. It's best to use my general address:  
ellen\_marmon@asburyseminary.edu

Due Monday, Dec. 19, by the end of the day, 15 points

### **Equipping Report (Jan. 7)**

You need to write a report for some people in your church. You've asked 2-3 key laity to read Sue Mallory's book as well as to jot down several highlights and questions they have about the process of becoming an equipping church.

Write out 5-6 highlights from your own reading, as well as some initial questions you believe are important for you and the laity to consider together. What you come up with would serve as your guide during 3 meetings with this small group of lay leaders, so it can be an outline, power point, whatever you would most likely use in a real ministry situation.

### Grading Criteria

- Variety of Highlights from the book reveal a clear understanding of the book's main principles-- 5 points
- Quality and relevance of questions to ask the laity -- 5 points (for example, before you ask, "who could head up the part of this ministry that makes sure volunteers are contacted? You need to first ask, "what is our present reality here in terms of volunteering?)

### **In-Ministry Projects**

Select one of the following 3 projects. During the first week of the December you can ask me questions to clarify your project. Let me know which project you've chosen by **Dec. 14**.

#### **1. Application Dialogue**

This project is open to you if you're teaching regularly each week in the local church or other Christian education setting. You will invest one hour each week (minimum of 8 times) 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, or you may choose pastors who aren't taking this course. You'll need to bring

them up to speed on what you're learning and encourage them to read some of our materials to enrich your discussions.

In your conversations, review key concepts from your reading and interacting. What in your experience affirms or brings into question these ideas or strategies? When concepts hold the greatest potential and which challenge your current ways of thinking and doing the most? What concepts seem confusing, unworkable, applicable? How will you adjust your ministry in light of your learning? **1 to 2-page evaluations of your conversation, topics discussed, and applications are due Jan. 7 and Feb. 28.**

Grading criteria: fulfillment of time invested in dialogue and application efforts relevant to class material.

## **2. Christian Education Resource Research, File and Evaluation**

Spend a minimum of 15 hours locating sources of Christian education resources, ordering catalogs and brochures, setting up a filing system, filing the information gathered, evaluating curriculum and preparing your report on the project.

Evaluate two sets of comparable Christian ed. resources for one age group. The materials should come from two different publishers and contain at least 10 session plans. If you choose to evaluate Vacation Bible School materials, resources for a 5-day school will fulfill the requirement. **Decide on criteria for your evaluation and e-mail me early on, so I can give you input.**

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, and your 2-3 page evaluation of the curriculum using your selected criteria by **Feb. 28.**

Grading criteria: time invested, breadth of sources, pertinence of evaluation.

## **3. Observation, Interview, and Report**

Invest a minimum of 12 hours interviewing professional and volunteer Christian education workers, observing their discipleship ministries. Generate a list of questions to ask and to have in mind as you observe. The list may change as our course 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, observations and class content. 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 by **Feb. 28.**

Grading criteria: time invested, significance of questions asked and learning reported

## **Grading Criteria**

Just in case you don't have your 2004-2006 academic catalog handy, I've included the section on grading descriptions (see p. 29):

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

Late work will receive a lower grade, unless you've arranged a change of deadline with me beforehand. This includes class discussion activities.