

1-1-2009

CD 510 Foundations in Christian Discipleship

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Recommended Citation

Hale, R. Dale, "CD 510 Foundations in Christian Discipleship" (2009). *Syllabi*. Book 2595.
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Syllabus

Course: CD510 X1 (SP 2009)
Title: Found.in Christian Discipleship
Hours: 3.00
Published: Yes, on 01/12/2009
Prerequisites:

None

Department: Christian Discipleship
Faculty: Dr. Robert Hale



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Meetings:

During 02/09/2009 to 05/22/2009 Online via ExL.

Maximum Registration: 22

Catalog Description: This course explores the foundations of Christian Discipleship drawing from biblical insights, theological perspectives, and understanding of human development. Examines local church ministries for making disciples across the life span and how, as servant leaders, to empower lay volunteers for discipling. Designed for those preparing to serve as a minister of discipleship or Christian education.

Objectives:

Introduction

Welcome to Foundations of Christian Discipleship. I am so glad you have elected to take this course. While the title of the course suggests a beginning point, I want you to know that it will be broader than just a beginning point. By the end of the semester you will have developed a better understanding of what it means to help the church develop into a stronger, more intelligent, spiritually deep family of believers who are able to articulate their faith. However, do not make the mistake of thinking this is a specialized course. It is a course that broadly examines Christian Education – hence the title “Foundations of Christian Discipleship”. This course includes a Biblical perspective of spiritual education, a short history of Christian Discipleship, the Wesley connection, discipling today, “change” theory to be more effective, and the use of technology in Christian discipleship. CD510 is a course that is designed to give you a broad perspective of Christian discipleship. It will lead you into the foundations of Christian Discipleship. Over the next few weeks (and believe me, while they seem long, they are but a blink of an eye), we will be . . .

- o Developing a Biblical perspective of discipleship
- o Exploring Wesley's methods of discipling
- o Creating a philosophy of Christian discipleship
- o Developing a paradigm of discipler/disciple (teacher/student)
- o Specifically focusing on
 - Nurturing,
 - Facilitating,
 - Administering, and
 - Coordinating the church's educational ministries.
- o Exploring the use of technology in discipleship

Course Objectives

When you complete this course, you will be able to:

- Articulate biblical/theological principles that provide the foundations for disciple-making ministries.
- Understand the creation design for human development and learning.
- Design incarnational models of ministry that provide structures for discipleship (evangelism, teaching, and nurture).
- Provide a contextual analysis of the church or parachurch institution and community.

- Demonstrate a commitment to servant leadership that equips and empowers others according to their gifts and calling.
- Orchestrate an ongoing pattern of planning-action-evaluation for ministry effectiveness.
- Exemplify a commitment to a life of personal integrity and spiritual growth.

Required Texts:

Books

Required Texts

Creative Ministry, Henri Nouwen.

Introducing Christian Education: Foundations for the Twenty-first Century, Michael J. Anthony, ed..

Is It a Lost Cause? Having the Heart of God for the Church's Children, Marva J. Dawn

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

Patterns in Moral Development, Catherine M. Stonehouse.

Disciple making Teachers, Josh Hunt and Larry May

Managing Transitions: Making the most of change, William Bridges

Recommended Texts:

Recommended Readings

Natural Church Development, Christian Schwarz.

Reaching Out, Henri Nouwen

Revitalizing the Sunday Morning Dinosaur, Ken Hemphill

The Ministry of Nurture, Duffy Robbins

Why Nobody Learns Much about Anything at Church, Thom and Joani Schultz

Course Requirements:

Course Assignments

Assignment #1 - Integrative Paper (Individual)

Value - 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 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

- Significance of reflections on personal experiences of being disciplined
- Grasp of Wesleyan perspectives

Assignment #2 - Theology of Discipling Ministry

Value - 20 points

1. In a 5-8 page paper, articulate your Theology of Discipling Ministry. The paper should provide a theology of discipling that integrates biblical/theological beliefs and social science understanding.

2. Based on your writings and understanding of the Wesleyan distinctives, write your own theology of Christian Discipleship. Use the themes found in the readings and class discussion to support your theology. I expect to see something that will include a discussion of course materials, Deuteronomy 6, the example of Jesus, Stonehouse, Anthony Foster (chapters 1-4), and other insights you may have that support the basic belief statements of your theology.

3. Submit your paper to me as an attachment to the Office Icon. A full description of grading criteria is included with the directions for this paper.

Grading Criteria:

- Significance of biblical/theological understandings
- Grasp of relevant social science insights
- Scope of the discipling theology
- Quality of the writing

Assignment #3 - Technology in Christian Discipleship (Group)

Value - 10 points

1. Since technology has made such an impact on our society, it seems that a good move would be for Christians and Christian organizations (churches) to start determining ways to use technology in the development of disciples. Part of that obviously is how we use technology in the local church, in the classroom, in the sanctuary.
2. Another part of that may soon be an asynchronous setting – sort of like this ExL classroom. Christians should capitalize on technology and innovations, rather than playing catch up to the world. This project should help you explore those possibilities.
3. In your groups, you will:
 - a. Decide on a viable way to use technology to disciple Christians
 - b. Support your theories with readings from the course as well as any other outside sources
 - c. Submit your project as a Wiki as directed.

Grading Criteria

- Significance of technological innovation in discipleship use
- Grasp of relevant social science insights
- Scope of the discipling theology
- Quality of the writing
- Ability of team to form cohesive union to produce project

Assignment #4 - Integrative Paper #2 - Change in Grace Church (Group)

Value - 10 points

1. Parameters for this project will be given in class, to be decided on in the course of the semester. (Explanation in class).
2. The second half of this is to lead your “church” into change using Rogers’ prescription of change. Remember the different types of people you might encounter and think of possible ways to preclude difficulties in the transition period.
3. In your groups, you will:
 - a. Design a discipleship ministry that would provide spiritual growth and enhancement among participants using Wesley’s groups as a starting point;
 - b. Describe the possible scenario one might encounter in instituting this change and how you would work to produce the desired change.
 - c. Write this up, agree upon the particulars, and create it as a Wiki.

Grading Criteria

- Grasp of Rogers’ theory of diffusion
- Scope of preparation and understanding of possible reactions
- Quality of the writing
- Ability of team to form cohesive union to produce project

Collaborative Learning – 30 points

This course is designed to be a collaborative learning experience. You will learn from the textbooks, the weekly assignments, and the module papers. However, this is not the only collaboration you will experience. You will be divided up into groups and, with the other members of your group, will collaborate together to accomplish the learning goals of this class. Each of you is responsible for your own learning as well as that of your fellow group members. Therefore, part of your class grade will be reflected in your interaction with each other as well as your participation in the group assignments.

Grading for this is relatively simple. You will be graded on two levels.

1. You will be graded by me according to the quantity of postings and the quality postings you give in each assignment. A quality posting is something that contributes to the discussion in an effort to either enlighten or question intelligently the subject at hand. If you choose to sit idly while the rest of the class does the work, your grade will reflect this. On the other hand, if you avail yourself of this setting, you will find the work not only “do-able”, getting a good grade, but also enjoy a great learning experience. (15 points)
 2. You will also be graded by your fellow classmates in something called a peer review. With the two group assignments, you will be asked to go online and complete a peer review for each of your teammates. These points will be averaged in to the final score for the paper. (15 points)
- You and I, together with your fellow classmates, will learn what it means to be disciples and disciple-makers.

General Instructions

Papers:

- All papers are to be typed in 12 point type, 1” margins.
- All papers must be submitted to instructor through email
- Inclusive language is to be used.
- Document all sources using an official form of documentation. (Failure to do so could result in an automatic one-letter grade reduction)
- Place your name and email address clearly on the front of all papers.

Class Interaction:

- Respond with quality and courteous interaction.
- Follow guidelines of “netiquette”
- Stay on task (in other words, stay on assignment).

Grading Criteria:

- Grading criteria for each module paper will be posted two weeks before paper due date.

GRADING

To receive a "B" for the class, papers, the presentation, and class participation will be averaged for the course grade. The following grades will be assigned for the grade points listed below:

A: 100 - 90 points

B: 89 - 80 points

C: 79 - 70 points

D: 69 - 60 points

To receive an "A" for the class, papers, class participation, and the final paper will be accumulated for the course grade. If assignments are submitted late, grades will be lowered 10% per day late unless a change in deadline has been arranged with/by the instructor or due to an emergency. Arrangements must be made with instructor if assignments are to be accepted late without penalty.

To understand the grades better, please go to the ATS catalog, page 29. We will be following these guidelines.

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

Evaluation:**Exams**

Previously, I have avoided exams like the plague. However, to accommodate those who need the learning that comes from taking tests we will have two exams. There will be a mid-term and a final exam. You should consider the mid-term (especially) a learning experience. I will do my best to keep from blind-siding you with the questions and will have the intent of using that as an opportunity to advance your understanding of this subject. So, my exams are not necessarily something to fear but expect to learn from them.

Exam #1 - 1 hour timed exam – Value 10 points

Grading Criteria

- Wesleyan distinctives
- Course materials
- Deuteronomy 6
- Jesus' example
- Stonehouse
- Anthony
- Significance of biblical/theological understandings
- Grasp of relevant social science insights

Exam #2 - 1 hour timed exam to be taken Finals Week – Value 10 points

Grading Criteria

- Includes some items (the most important – according to me) from Exam #1
- Volunteerism
- Brainstorming
- Technology
- Evaluation
- Change

Class Schedule:**Course Schedule****Course Introductions**

Module 1: Traditional Foundation and a Theology of Christian Education

Section 1: - Identifying Purposeful Discipleship

Section 2: - Biblical Principles:

Old Testament Foundations

Biblical principles: Jesus as Model Teacher

Section 3: - Wesleyan Perspectives: Developing a Biblical, Wesleyan Foundation for Christian Education

Section 4 - A Theological Perspective: Varied Views on Education

Module 2: Basic Beliefs about Teaching

Section 5 - A Developmental Perspective: Insights from Religious Educators

Section 6 - A Biblically Based Philosophy of Discipling/Christian Education

Module 3: Teaching that is Faithful

Section 7 - Using Technology to Develop the Group

Section 8 - Using Technology to Stretch Discipleship

Module 4: Empowering the Laity as Educators for the Church

Section 9 - Releasing the Outreach Potential of Christian Education

Small Group Ministries

Discipling Across the Life-span

Christian Education: Ministry of the Laity

Recruiting Lay Volunteers in Christian Education

Nurturing Volunteers

Section 10 - The Minister of Education as Change Agent

Module 5 – Final Integration

Section 11 - Evaluation

Section 12: - FINALS WEEK