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# CD 510 XL Foundations of Christian Discipleship

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# Foundations of Christian Discipleship, CD510xl

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## 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 methodology 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.

## *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 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 Schedule*

Course Introductions
        Watch:   Devotion by Cathy Stonehouse
        Read:    Deuteronomy 6:1-25
                  Mark 1 – 8
                  Our Church website

## Module 1: Traditional Foundation and a Theology of Christian Education
Section 1:    - Identifying Purposeful Discipleship
        Read:    Anthony 17-25
                Dawn 1-11

Section 2:    - Biblical Principles
    Old Testament Foundations
        Read:    Anthony 35-44; 111-116
                Mark 9 - 12
                Hunt & Mays 6 – 46
                Henderson 11-81
    Biblical principles: Jesus as Model Teacher
        Read:    Notes for Module 1

Mark 13 – 16

Section 3: - Wesleyan Perspectives: Developing a Biblical, Wesleyan Foundation for Christian Education
        Watch:  Video Wesleyan Distinctives
        Read:    Henderson 83-160

Section 4     - A Theological Perspective: Varied Views on Education
        Read:    Nouwen Chapter 1
                Anthony 26-34; 63-82, 101-110; 117-124

## Module 2: Basic Beliefs about Teaching

Section 5     - A Developmental Perspective: Insights from Religious Educators
        Read:    Anthony 83-98
                Stonehouse Patterns in Moral Development
                Nouwen Chapter 2
                Dawn pp. 13-46
                Anthony 130-139
                Hunt & Mays 48-65

Section 6     - A Biblically Based Philosophy of Discipling/Christian Education
        Read:    Anthony 125-129; 140-145

## Spring Break: April 2-6, 2007

## Module 3: Teaching that is Faithful
Section 7     - Using Technology to Develop the Group
        Watch:  The Deep Dive
        Read:    Notes on "Brainstorming"

Section 8     - Using Technology to Stretch Discipleship
        Watch: Video discussion on Technology
      Teaching Online
        Read:    http://www.emoderators.com/moderators/teach_online.html
                http://archive.salon.com/21st/feature/1998/01/20feature.html
      Designing Online Courses
                http://www.ion.uillinois.edu/resources/tutorials/id/learningStyles.asp
      Online Community
                http://www.webtechniques.com/archives/1998/01/kim/
      Classroom Technology
                Info for this Topic in Module 3

## Module 4: Empowering the Laity as Educators for the Church
Section 9     - Releasing the Outreach Potential of Christian Education
      Small Group Ministries
        Read:    Dawn pp. 89-125
                Anthony 176-184
      Discipling Across the Life-span
        Read:    Anthony 195-244; 254-261
                Dawn 127-200
      Christian Education: Ministry of the Laity
        Read:    Dawn pp. 201-249
      Recruiting Lay Volunteers in Christian Education

Read:    Anthony 167-175
                             Hunt & Mays 67-109
                    Nurturing Volunteers
                        Read:    Nouwen Chapter 3
                                 Hunt & Mays 111-124

            Section 10    - The Minister of Education as Change Agent
                    Read:    Nouwen Chapter 4
                             Bridges 3-125

## Module 5 – Final Integration
            Section 11    - Evaluation
                    Read:    The Sunday School: Effective Today?
                             Dawn 47-88
                             Anthony 149-166, 185-191
            Section 12:   - FINALS WEEK: May 14-18

## *Course Assignments*

## Assignment #1 - Integrative Paper (Individual) - Due March 17, 5:00pm

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 discipled
        Grasp of Wesleyan perspectives

## Assignment #2 - Theology of Discipling Ministry – April 7, 5:00pm

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) – Due April 28, 5;00pm

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) – Due May 12, 5:00pm

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.

## Final Project/Extra Credit – 5 points (not required)
**Research Project**
This may be one of the best things you can do for yourself through your seminary experience. To complete this project, you and I will need to discuss some ideas based on your interests. Here, I am more interested in designing a research project that will prepare or enrich your understanding of your field. In other words, I want this project to give you something you can use, either immediately or upon graduation from seminary. The grading for this project will be based on the objectives and the level of scholarly research that you perform. Remember, I want this project to be something you can use as you start your work. So, "come" to my office and we will devise a research topic that will direct you toward more learning in the specific area you want to cover.

Be creative. Someone once said, "Teachers should never bore their students and students have no right to bore their teachers." So, think of the possibilities – ways that you can get this message across.

Possible Topics (areas of ministry)
> Small group ministry
> Technology in education
> Childrens Ministries
> Youth Ministries
> Adult Education/Ministries
> Singles Ministries
> Senior Adult Education
> Other with approval

## *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 – May 14-18 – Value 10 points

**Grading Criteria**

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

# 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, min imal achievement of course objectives
F = Unacceptable work: failure to achieve course objectives


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