

DC501: Syllabus
Fall 2007
September 24 – December 7
Wednesdays 8 a.m. – 12 p.m. (Sec. 1)
Thursday 1– 5 p.m. (Sec. 2)

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DISCIPLESHIP IN COMMUNITY

This course provides an introduction to the theological framework and critical functions necessary for effective Christian discipleship in a local church. Approaches to discipleship and models of ministry will be reviewed. A variety of instructional methods will be utilized to help participants develop an understanding of educational staffing, organization, program, curriculum, methodology, and facilities. Ministry to children, to youth and to adults will be presented. Learning styles, classroom teaching and assessment of the teaching-learning process will be examined. Students will gain a vision and enthusiasm for the discipleship possibilities within any congregation.

LEARNER OUTCOMES: The student will . . .

- ◆ Develop a Biblical/theological framework for discipleship through a local church.
- ◆ Evaluate the strengths and weaknesses of various church approaches to discipleship.
- ◆ Discover approaches of ministry to children, to youth and to adults.
- ◆ Appreciate the necessity of lay leadership for effective church ministries.
- ◆ Develop teaching “road maps” for communicating effective Scripture lessons.
- ◆ Establish a criterion for evaluating the quality of teaching within a given classroom.
- ◆ Understand the purpose and value specific types of small groups.
- ◆ Recognize contributing factors to effective learning environments.
- ◆ Know the critical elements necessary for building a dynamic ministry team.

REQUIRED TEXTS:

Barna, George. *Transforming Children into Spiritual Champions*. Ventura, CA: Regal Books, 2003. ISBN: 0-8307-3293-4

Stanley, Andy and Bill Willits. *Creating Community: 5 Keys to Building a Small Group Culture*. Sisters, OR: Multnomah Publishers, Inc., 2004. ISBN 1-59052-396-2

Lewis, Robert. *The Church of Irresistible Influence*. Grand Rapids, MI: Zondervan Publishing House, 2002 Paperback Edition. ISBN: 0-310- 250153

Vella, Jane. *Taking Learning to Task: Creative Strategies for Teaching Adults*. San Francisco, CA: Jossey-Bass, 2001. ISBN: 0-7879-5227-3

SUPPLEMENTAL TEXTS [SUGGESTED OPTIONAL READINGS]:

Cionca, John, ed. *Inviting Volunteers to Minister*. Cincinnati, OH: Standard Publishing, 1999. ISBN: 0-7847-0947-5 [Entire book on-line at <http://www.bethel.edu/~jcionca>]

Gorman, Julie A. *Community that is Christian: A Handbook on Small Groups*. Grand Rapids, MI: Baker Books, 2002. ISBN 0-8010-9145-4.

Larson, Knute. *The ABF Book: Adult Bible Fellowships*. Akron, OH: Chapel Press, 1997.

AUDIO JOURNAL:

Cloud of Witnesses: An Audio Journal on Youth, Church and Culture. Volume Ten: *For Such a Time as This*. Princeton Theological Seminary. The Institute for Youth Ministry.

Audio files of the journal articles are on-line at www.ptsem.edu/iymp, or you can request a free copy of the CD.

COURSE REQUIREMENTS:

1. **Attendance, Reading and Participation:** Since this class includes group interaction/participation, regular attendance is expected for all sessions. One prearranged absence is permitted without affect on grade. Each additional session missed will lower grade ½ letter grade. Three tardies is equivalent to an absence. Regular attendance and participation in class sessions (32 hours class time) (Approximately 700 pages of reading of texts/articles @ 30 pages per hour = 23 hours).

All papers are due at the beginning of the respective class session, as specified in the course schedule. Maximum grade for all late papers will be a C. Printer failure or internet problems are not acceptable excuses for lateness. I suggest all work be printed the day before it is due.

2. **Learning Styles Articles and Inventories:** Read the article listed below, and complete the two on-line inventories listed below. Write a 750 word summary on: 1. How you learn best; and 2. How you will approach the teaching-learning process for others. (7 Hours) [5% of grade]. Felder, Richard. *Matters of Style*. (On-line article) www.ncsu.edu/felder-public/Papers/LS-Prism.htm
 - Solomon, Barbara. *Index of Learning Styles Questionnaire* (On-line inventory) www.engr.ncsu.edu/learningstyles/ilsweb.html
 - *Differences Between Left and Right Hemisphere – Hemispheric Dominance Inventory* http://www.mtsu.edu/~studskl/hd/hemispheric_dominance.html and interpretive article at: www.mtsu.edu/~studskl/hd/LRBrain.html
 - Felder, Richard. *Learning Styles and Strategies* (On-line article) www.ncsu.edu/felder-public/ILSdir/styles.htm
3. **Taking Learning to Task Interactive Paper:** See page 10 of syllabus for preparation guide (5 hours) [10% of grade].
4. **Creating Community Interactive Paper:** See page 11 of syllabus for preparation guide (5 hours) [10% of grade].
5. **Transforming Children into Spiritual Champions Interactive Paper.** See page 12 of syllabus for preparation guide (5 hours) [10% of grade].

6. **Church of Irresistible Influence Interactive Paper.** See page 13 of syllabus for preparation guide (5 hours) [10% of grade].
7. **Volunteerism Best Practices:** In preparation for class on November 7 & 8, read at least 50 pages on ministry through volunteers. You may check out resources by Dr. Cionca on his prof. website, read portions from books such as *The Volunteer Revolution* or *The Equipping Church*, or search the web for best practices on the recruitment, development and utilization of volunteers.
8. **Elective Assignment** [25% of grade]: Choose from the following:
 - A. **Classroom Teaching and Assessment:** (20 hours). Teach an original lesson following the lesson plan format on page 7. An evaluative form will be distributed and explained in class. Submit the following: Your lesson plan; at least 4 evaluation forms completed by observers of the lesson; and a 1500 word personal summary assessing your experience. Your assessment should not merely record your perceptions on the session, but as importantly the feedback from your observers. Your grade reflects their evaluative feedback, so choose observers wisely. Introduce the process and the assessment form to them prior to your class session. Form on p. 7 of the syllabus.
 - B. **Small Group Facilitation & Assessment Report:** Lead a small group (4-9 people) for three weeks through a Bible study [you cannot use students from class]. Write a 1,500 word summary (typed, double-spaced) answering the following questions (20 hours allowed for preparation, facilitating and summary):
 - 1) Describe the group-size, participant's characteristics, purposes and goals of the group, and your own relationship to the group.
 - 2) Identify significant group characteristics and determine how they are incorporated within this particular group.
 - 3) Describe the factors that appear to enhance accomplishment of the group's goals and the factors that hinder accomplishment of group goals.
 - 4) Based on what you have been reading and experiencing, what "prescription" would you write to improve this group's functioning?
 - 5) Describe how you would design a similar group in order to try and avoid some of the pitfalls that this one has encountered.
 - 6) Assess your own competencies and deficiencies as group member/leader that was evident in this particular group experience. Utilize feedback from group members as you reflect on the experience (see form on pages 8 & 9).
9. **Mid Term Scripture Quiz:** Quiz covering Scriptures on discipleship (7 hours allotted for memorization) [5% of grade]. This quiz will be taken off campus, during the readings and research break. It will be provided in a sealed envelop, and should be taken by the student in the presence of a proctor. The proctor will sign the exam, and mail it to Dr. Cionca in the stamped return envelop.

10. **Final Exam:** Be prepared to succinctly describe your preferred approach to discipleship through a congregational setting. You will also be asked to explain strengths and limitations of ministry approaches studied in class (10 hours of Preparation) [25% of grade].

COURSE GRADING:

Reading Reports and Preparation Guides	40%
Lesson Styles Report	5%
Mid Term Scripture Quiz	5%
Elective Assignment	25%
Final Exam	<u>25%</u>
Total:	100%

The professor will ascribe:

- An “**A**” if the assignment is met with excellence and distinction.
- A “**B**” if the assignment is in general above average.
- A “**C**” if the assignment is satisfactorily completed.

The student’s course grade will be the total of all assignments, based on the scale below:

A+	98%	B+	88%	C+	78%	D+	68%
A	95%	B	85%	C	75%	D	65%
A-	92%	B-	82%	C-	72%	D-	62%
						F	Below 62%

Academic Course Policies:

Please familiarize yourself with the catalog requirements as specified in Academic Course Policies document found on the Syllabus page in Blackboard. You are responsible for this information, and any academic violations, such as plagiarism, will not be tolerated.

COURSE PREPARATION GUIDE—TUESDAY AFTERNOON SECTION

DATE	TOPICS	ASSIGNMENTS DUE
September 26 & 27	Introduction to the Course A Theology of Discipleship in the Church Overview: Approaches to Discipleship	
October 3 & 4	Classroom Teaching: Lesson Plans Methodology	Read: <i>Taking Learning to Task</i> Due: Integrative Paper Memorize: 2 Timothy 2:1-4
October 10 & 11	Classroom Teaching: Learning Styles Assessing the Teaching/Learning Process	Read: <u>On-line</u> articles in Assignment #2 Complete: <u>On-Line</u> Profiles Submit: Learning Style Report Memorize: Ephesians 2:8-10
October 17 & 18	Community Life: Campus-Based Classes Decentralized Small Groups Types of Small Groups Facilitating Discussions	Read: <i>Creating Community</i> Due: Integrative Paper Memorize: Hebrews 10:24, 25
October 24 & 25	Research and Readings Week—No Class Discipleship of Children	Read: <i>Transforming Children . . .</i> Due: Integrative Paper Memorize: Mark 10:13-16 Mid-Term Quiz: Discipleship Scriptures
Oct 31 Nov 1	Research and Readings Week—No Class	Read: <i>Youth Ministers</i> article from <i>The Young Evangelicals</i> Listen to Audio File: <i>Cloud of Witnesses</i> Memorize: Acts 2:42, 47
November 7 & 8	Discipleship of Students Volunteerism—Best Practices	Read: Selected Resources on Volunteerism (see assignment #7, page 3) Listen to Audio File: <i>Why Small Groups Change Everything</i> Memorize: Mark 3:14
November 14 & 15	Discipleship through Community Service Discipleship through Multi-Site Ministries Discipleship through Home-Based Churches	Read: <i>The Church of Irresistible Influence</i> Due: Integrative Paper Surf: www.lifechurch.tv Surf: www.theaterchurch.com Memorize: Matthew 5:13-16
November 21 & 22	Thanksgiving Break—No Class Sessions	Complete work On: Elective Assignment Memorize: 2 Corinthians 3:4, 5
November 28 & 29	Adult Learning Generations and Life-Stages Positive Parenting	Submit: Elective Assignment Memorize: 1 Corinthians 9:19-23
Dec 5&6	Strengthening a Church's Learning Culture Course Integration Final Exam	Final Exam: Approaches to Discipleship and Assigned Discipleship Scriptures

All Assignments are Due on their Scheduled Date
Late Assignments cannot receive a grade higher than a C

THE LESSON PLAN

Lesson Title

Teaching Truth

Scriptural Passage

Key Verse

Lesson Objectives

Cognitive - (to know)

Affective - (to feel)

Behavioral - (to do)

Lesson Procedure - Outline and Integrated Methods

Hook [A]

Book [B]

Took [C]

Evaluation

GROUP FACILITATOR FEEDBACK FORM

Leadership Feedback and Development (Part 1)

From: _____

Please note: This tool is designed to evaluate for the purpose of encouragement, not to judge for the purpose of condemnation.

Leadership during meetings

1. On a continuum, how would you rate the leader's style of communication during the meetings? Mark with an "X":

Pure lecture *Pure discussion*

On the scale above, mark with an "O" where you would like the leader to be.

2. On a continuum, how would you rate the leader's control of the flow of the meetings? Mark with and "X":

Autocratic/Control *Collaboration/Relaxed*

On the same scale above, mark with an "O" where you would like the leader to be.

3. On a continuum, how would you rate the group members' overall participation in discussions? Mark with an "X":

A vocal minority *Balanced participation*

What if, anything, could the leader do about the balance of participation?

4. How did the leader handle the different elements of the meeting?

- Starting on time
- Homework review (if applicable)
- Scripture explanation or teaching
- Discussion portions
- Helping to make personal applications
- Ending on time

Leadership Outside the Meetings (Part 2)

1. What experiences with the leader outside the regular meeting times have been especially valuable to you?
2. What aspects of the leader's life do you most need (want) to observe so you can see a godly example?
3. What steps could your leader take beyond leading the regular group meetings to help you grow (be specific)?
4. Comment on the leader in the following areas:
 - Availability outside of group times
 - Approachability outside of group times
 - Keeping me accountable and being firm if necessary
 - Sensitivity and compassion
5. Is there any other feedback you would like to give the leader?
6. Are there issues that are unresolved or require attention?
7. What affirmation can you give the leader—what aspect of the whole small group experience has been especially meaningful to you?
8. How will you pray for the leader

From: Donahue, Bill. *Leading Life-Changing Small Groups*. Grand Rapids, MI: Zondervan Publishers, 2002 Revised Edition. ISBN: 0-310-24750-0

Taking Learning to Task
Integrative Paper Preparation Guide*

1. Give a descriptor for your overall impression of the contents of this book (exciting, intimidating, etc.).
2. What benefits do you take away from this resource?
3. Compare classroom teaching from the perspectives of *Lesson Plans and Methods* (Cionca class presentation) with *Learning Tasks* (Vella book). Similarities? Differences?

Omit — will be discussed after class presentation on Lesson Plans

4. The author reports that it *takes up to twenty-one iterations to habituate* (p. 44). What are the implications of this on discipleship? On the way churches do ministry?
5. To what level do you agree with the philosophy that contact/relationship with the teacher outside of the classroom is important to learning?
6. Review the *Four Learning Tasks* (pp.37 ff.). Provide examples of how these might work in a ministry setting.
7. Review the *Skills for Leading Learning Tasks* (pp. 70 ff.). Which tasks are easiest (or most natural) for you to utilize? Which tasks are most challenging? How possible is it for a teacher to integrate all of these into the learning environment on a regular basis?
8. Identify a particular practice that would help you become a better teacher.

*Your reactions are for the maximum benefit of small group discussion. They should be word-processed and a minimum of 1250 words in length (5 pages). Submit to the professor after class utilization. Indicate at the end of your paper the number of chapters you have read.

Creating Community
Integrative Paper Preparation Guide*

1. In a paragraph summarize North Point Church's approach to discipleship.
2. Do you think people really want community from their church? Why?
3. Answer question 4 on page 37.
4. If you were to observe a *fully devoted follower of Christ*, what might you see?
5. How does a person become spiritually mature (question 1 on page 69)?
6. Describe and evaluate your church's *connection strategy*. How might you build stronger intentionality into the process?
7. What are some barriers for people getting into small groups (question 1 on page 138)?
8. If you were a new small group leader, what *resources* would you want from your leader?
9. What should be the irreducible minimums for your small group leaders (question 2 on page 161)?
10. Answer question 3 on page 171.
11. List three *take aways* you have gleaned from this resource.

*Your reactions are for the maximum benefit of small group discussion. They should be word-processed and a minimum of 1250 words in length (5 pages). Submit to the professor after class utilization.
Indicate at the end of your paper the number of chapters you have read.

Transforming Children into Spiritual Champions
Integrative Paper Preparation Guide*

1. Barna begins his book with the statement that “. . . *ministry to children is the single most strategic ministry in God’s Kingdom . . .*” (Page 14). What is your response to this statement? In what ways might one’s perspective change after reading this book?

2. What are some implications of the following statement on the ministry of children in your church? . . . *Anyone who wishes to have significant influence on the development of a person’s moral and spiritual foundations had better exert that influence while the person is still open-minded and impressionable – in other words, while the person is still young* (Page 47).

3. Barna lists his revelations regarding the six conclusions on the levels of influence (page 57-59). What is your level of agreement with his afterthoughts/conclusion? Explain.

4. What components would you ensure were in place if you were to build a ministry for children based on the four suggested areas in which children need our help in order to develop a Biblical worldview? (Pages 61-74)

5. In chapter six, Barna describes the efforts used in effective children’s ministries to work toward raising spiritual champions. Which of these efforts would hold the biggest challenge to achieve in your current ministry? Why?

6. What are the benefits of an entire church staff believing that an effective children’s ministry is vital to the health of the church as a whole? Are there any disadvantages?

7. As you’ve read Barna’s book, which issues have you recognized in your own church? How would you suggest that your church address these issues?

8. Describe a minimum of three things you’ve learned about children from this book that have informed your view about Children’s Ministry.

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Indicate at the end of your paper the number of chapters you have read.

The Church of Irresistible Influence
Integrative Paper Preparation Guide*

1. Read Lewis's Observation on page 23 (top 2/3 of page—*As the church engages...*). Do you agree with his analysis? What specific things/ministries would you suggest to address this problem?
2. *I realize that my first error was in trying to convince a postmodern world of truth when it rejects truth* (37). How does your church do this? What other approaches have you tried? What else might work?
3. *The purpose of [your church] is to become a people who present living proof of a living God to a watching world* (41). How would you rate this as a purpose statement? How might you modify it?
4. *I realized that we didn't need to be slicker or trendier to draw people in our community to Christ... We didn't need to be more religious; we needed to be more connected* (47). Identify some realistic, specific ways your church could become more connected to your community.
5. Fellowship Bible Church made three major decisions (75). How practical/transferable are these to all churches?
6. In your own words describe FBC's model of ministry (80-84), particularly in light of a 2-Cs or 3-Cs paradigm. State your level of agreement with their philosophy of ministry. What conditions might limit this model's effectiveness?
7. *What is the primary purpose of your church structure? How is it designed to process and move people into personal ministry* (88)?
8. What would it take for your church to participate in or lead a community *Share-Fest*?
9. What practical steps could you take this next year to improve your church's reputation in the community?
10. How ready are your people to embrace the *Three i² Requirements* (214-216)? What steps might you take to move them forward?

*Your reactions are for the maximum benefit of small group discussion. They should be word-processed and a minimum of 1250 words in length (5 pages). Submit to the professor after class utilization. Indicate at the end of your paper the number of chapters you have read.

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