

CHMN 130 CHRISTIAN DISCIPLING

4 Hours Credit Spring 2012 Stevens 209

Office Hours: MWF 4:30-5:30; T/Th 3:00-4:00

Roger Newell

Office: Hoover 243; phone 554-2660

Class Schedule: MWF 1:40—2:45 p.m. plus a lab (spiritual formation group)

Appointments may be made through the religion department administrative assistant, Paula Hampton (554-2650). She is a very nice person and probably won't hurt you. Or just check with me after/before class.

Course Description: (from the catalogue) A study of biblical principles of evangelism, discipling and instruction. This study encompasses the Christian educational responsibilities of the local church and parachurch agencies. For more information check out religion.georgefox.edu

Course Objectives: To acquaint the student with a practical theology of making disciples of Christ in a way that nurtures authentic motivation towards Christian mission.

1. Explore purpose (ends), strategy (planning and process) and program (means) in church life.
2. Become acquainted with Christ's church as missional in the New Testament and how these apply to contemporary witness.
3. Develop discipling skills in and through small groups, teaching, and by exposure to skilled practitioners who will visit the class.
4. Develop Christian community within the classroom context.

Texts:Katongole, Emmanuel, *Mirror to the Church*. IVP, 2010Kruger, Baxter, *Parable of the Dancing God*. IVP. 2000. (booklet)Lewis, C. S. *The Screwtape Letters*, Harper, 2001 (1942)Munger, Robert, *My Heart, Christ's Home*. IVP. 1998. (booklet)Newbigin, Lesslie, *The Open Secret*, Eerdmans, revised edition, 1995.Sheldon, Charles. *In His Steps*, Grand Rapids: Zondervan, 2005 (1896).

Please note: While it is hoped that each of these books is available in the college book store, sometimes orders get misplaced or go unfilled. In an age of internet book shops, it is the student's responsibility to have the books assigned ready to read according to the syllabus schedule.

Course Requirements:**1. Active class participation (Please Bring a Bible).****2. Personal meeting with instructor.****3. Daily response journal from the reading of *In His Steps*.** (Suggestion: for every 1-2 hours of reading, stop and write for 10-20 minutes. Length will vary between 5-10 pages (300 words per page.) Please note: this is a journal of *your* immediate responses, thoughts and feelings, *not a polished essay*. Spelling and grammar *are* meant to be polished however. You have a spell check!)

4. Participation in a discipleship group that meets for 12 sessions. Each group will have 5-7 students. Take turns leading the group, using the guidelines provided by your instructor. Each group shall keep a logbook due at the end of the semester which includes

- a. a signed attendance sheet for all 12 meetings for accountability. Your grade for the discipleship group is based on your attendance and the *quality* of your logbook (that is, have you followed instructions, which include:)
- b. a brief summary (half a page max) of the tone and content of each meeting. Assign someone to write up each meeting.

In addition to regularly discussing a chapter of *Screwtape*, 4 of the 12 meetings will take time to:

1. Design questionnaires to be used in evangelism and discipleship interview assignments.
2. Share together your journey to faith statements
3. Discuss your Spiritual Gifts inventory profile.
4. Implement a planned service project to the local community. This will be your final or next to last meeting.
5. Have a weekly check in on the inflation/deflation of your lifestyle wheels. (See class session #4 on Balanced lifestyle.)
6. Write a Group Screwtape letter to read to class on our final day, re: how to tempt a GFU student. 300-600 words. Sign your names and submit along with your group log.

5. Read assignments and take various quizzes on material.

Because the assignments are dated so that the material can be discussed in class, late work will only be accepted with a penalty. The lowest quiz score will be deleted.

6. Write a one page (single space) statement of your faith journey. Further instructions will be given in class.

7. Conduct an interview with a non-Christian and write up your experience

8. Visit a local church worship service and interview a church leader or pastor. The purpose is to get a snapshot of how local churches do discipling in their context. Identify the key ingredients of how they disciple people. (In every church/tradition some disciplines/methods are emphasized, others less so.) This information will help create a profile about what is actually going on, what works and what isn't. Further instructions will be given in class. You may choose to go with a partner for your interview, but your write up should be written and handed in individually.

9. Term Project: Design a mission project of outreach to the community, either with a local church (either in Newberg or back home) in mind or "beyond your congregation" in a collaborative or parachurch fashion.

10. A final exam will be based on class lecture/discussions. To be ready for this exam I suggest you take notes on each class, all semester, including guest speakers. That way you will have some very precise information to review for the final instead of vague nostalgia about a "good class session that day."

Grading:

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| Attendance and participation, including personal meeting with instructor | 80 |
| 15 Quiz/1-page Reports on Newbigin, Katongole, Campolo, Munger, Kruger, etc. | 150 |
| Discipleship group (12 meetings attendance including quality of write-up) | 120 |
| Response Journal for <i>In His Steps</i> | 70 |
| Statement on Personal Journey to Faith | 80 |
| Evangelism Interview | 100 |
| Local church Conversation /interview | 100 |
| Term Project-- <u>Acting on Your Faith</u> | 200 |
| Final Exam | <u>100</u> |
| <i>Total</i> | 1000 |

General Guidelines for the Class

1. Please keep up with assigned readings, including reading the material before it is discussed in class, so you are able to understand more effectively the content of class sessions and contribute your own comments and questions. The course includes a lot of student participation; your preparation helps both you and others.
2. Do plan to take notes in class and, if you find it helpful, compare notes with others. We will introduce and discuss material in class which isn't in your text and which you will need to know.
3. A reminder about academic honesty. It is your responsibility to know and follow the GFU plagiarism policy; you will be held accountable to this policy even if you do not know it. In cases of cheating, all persons involved receive a grade of "0" on the assignment.
4. Plan to take exams and give presentations as scheduled. If you must miss one due to illness or another legitimate reason for absence or delay, contact me ahead of time to get approval and make alternate arrangements. Students who miss presentations and exams without a legitimate excused absence will not be permitted to make up what they have missed and will be given a grade of "0" on that assignment.
5. For written projects, note the guidelines prepared by the Department of Religious Studies for proper format, etc. Students should prepare their work in accordance with these guidelines which are available in hard copy and on our department website. Work that does not meet these standards or that has frequent errors will be returned for revision without being graded. Corrections may be made and the paper resubmitted for evaluation; however, a 20% reduction in score accompanies this opportunity. If the paper is not resubmitted, a score of "0" will be recorded for the assignment.
6. Assignments are due at the start of class in hard copy (paper). In case of absence, papers should be submitted in advance or on time delivered by another student. Scores on emailed assignments are reduced 10%.

7. Complete assignments promptly. **Grace Days:** Each student is granted a semester total of seven grace days to be used if necessary for extensions on individual projects (except presentations, exams, and reading reports intended to prepare students for class discussion). These days are allowed to accommodate such calamities as multiple papers due on the same day, illness, family emergencies, etc. **After grace:** Papers turned in after grace days will have the grade reduced one letter grade per day.

Thoughts on Courtesy in the Classroom

The art of good old-fashioned social courtesy is becoming a lost cultural skill. What follows are some reminders about courtesy in a college classroom.

Come on time. Arriving late and leaving early interrupt the focus of class. If you do come late, please come in and sit down quietly near the door. And if you must leave early, (for a Dr's appointment, etc.), please just slip out quietly. Sometimes these things are unavoidable and we need to be gracious to one another. But even when unavoidable, such behavior adversely affects our already limited concentration skills. Attendance, tardiness, etc. are part of your participation grade.

Casual conversations during class lecture or discussion time significantly divert attention from the task of learning. CC's are leftovers of a high school mentality which dumbs down the college experience. I will encourage you throughout the semester to resist this everyday temptation to mediocrity.

Cell phones, text messages, etc. Out of respect for our limited time together and the task at hand, please remember to turn off cell phones, iPhones, etc. during class. Please resist the urge to send and receive text messages during class time. It's one more form of self-distraction which also distracts the rest of us.

Computers. While technology can enhance learning, sometimes it gets in the way. After more than a decade of constant usage, the case can be made that the use of computers in class has become a fascinating distraction for too many, a way of self-isolation and distancing from the immediacy of a live classroom. In a culture of sensory overload with its attendant de-personalization, laptop multi-tasking has become a common coping strategy, but makes us increasingly at risk of failing to show up for our own lives. This semester we will try to re-personalize the classroom by checking our computers at the door. Bring a pen, a pencil, a notebook and let's see what happens. Please note: if you have a learning disability that requires you to use a computer for note-taking, please bring along the appropriate documentation from the coordinator of Disability Services (see below).

Academic Help: The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC, housed on the second floor of the Murdock Learning Resources Center (library), is open from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m.

on Friday. Call 503-554-2327 or email the_arc@georgefox.edu to schedule an appointment. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, and helpful learning tools.

Disability Assistance: If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to the Disability Services Office. For more information, go to ds.georgefox.edu or contact Rick Muthiah (ext. 2314 or rmuthiah@georgefox.edu).

CHM 130 CHRISTIAN DISCIPLING

Schedule Spring 2012

- a. The schedule of due dates is in italics. Topics listed shall have some flexibility to accommodate guest speakers and rough shakings.
- b. Students are responsible to ask peers for notes and announcements for any class session missed.

Week 1 - Jan 9, 11, 13

M - Syllabus Review. What is discipling? Begin reading *In His Steps*

W - 10 Basic Steps, 12 Key Principles and 7 Effective Habits of Discipling. *Name Game.*

F - Prayer. (Besides asking for stuff. Not that asking for stuff is bad. It isn't. But prayer is more than asking for stuff. That's what today is about.)

In class: Form semester discipling lab groups.

Special Event: Sunday January 15 Inter-Faith Panel Cap & Gown 3-5 p.m. (1-page review #1 due Monday)

Week 2 - Jan 16, 18, 20

M - *Martin Luther King Holiday. No classes.*

W - The balance of a disciplined life. (*Review on Inter-Faith event due.*)

F - Introducing the Term Project: *Acting on Your Faith.*

(Sign up for individual meetings).

Week 3 - Jan 23, 25, 27

M - WDJWIHWATMITS? *In His Steps Journal Due.* *Hand out Campolo article.*

W - Reflection *quiz #2* on Campolo article. What is Service Evangelism?

F - Evangelism and the Emotional Life. *Hand out Peace article*

Week 4 - Jan 30, Feb 1, 3

M - 2 models of NT conversion. *Quiz #3* on Peace Essay.

W - What is evangelical repentance? (Reality check: Are you taking notes for final exam?)

F - (individual student/prof meetings today)

Week 5 – Feb 6, 8, 10

M - Munger booklet, “My Heart, Christ’s Home” *1-page reading report due.* #4

W - Baxter Kruger booklet, Parable of the Dancing God” *1-page reading report due.* #5

F - On Writing a Personal Journey Statement.

Week 6 – Feb 13, 15, 17

M - *Personal Journey Statement due.* Debrief.

W - Interview with a non-Christian

F - Spiritual Gift Inventory Part I

Week 7 – Feb 20, 22, 24

M - Spiritual Gift Inventory Part II

W - *Evangelism Interview with non-Christian due.* (How to prepare for local church interview. Church sign-ups.)

F - Life in Community with Broken People: A visit with Jean Vanier

Week 8 - Feb 27, 29, Mar 2

M - Evangelism in context

Assignment: *Mirror to the Church*, ch 1 & 2; *The Open Secret*, ch 1

Multiple choice Quiz #6

W - Concerning Authority and The Triune God.

Assignment: *The Open Secret* ch 2 & 3

Reflection Quiz #7

F - Towards a Trinitarian Approach to Mission.

Assignment: *The Open Secret* ch 4, 5, 6.

Reflection Quiz #8.

Church interview check in.

Week 9 – Mar 5, 7, 9

M - *Mirror to the Church*, ch 3 & 4, *Due:* A one page reflection of Thoughts and Feelings (akin to In His Steps Journal) as *Reflection Quiz #9*

W - Assignment: *The Open Secret* ch 7; *Quiz #10*

F - Assignment: *Mirror to the Church*, ch 5,6; *Quiz #11.*

Week 10 – Mar 12, 14, 16

M - *Interview with local church due.* *Debriefing*

W - Mission as God’s Action for Righteousness

Assignment: *The Open Secret* ch 8; *Quiz# 12.*

F - Church Growth, Conversion and Culture

Assignment: *The Open Secret* ch 9 *Reflection Quiz #13.*

Week 11 – Mar 19, 21, 23

M - *Mirror to the Church*, ch 7, 8; *Quiz #14.*

W - *The Open Secret* ch 10; The Gospel Among the Religions *Reflection Quiz # 15.*

F - Petitionary Prayer.(i.e. asking for stuff)

Assignment: C. S. Lewis, On Petitionary Prayer.

[http://www.scribd.com/doc/29832112/Efficacy-of-Prayer-C-S-Lewis.](http://www.scribd.com/doc/29832112/Efficacy-of-Prayer-C-S-Lewis)

Week 12 - Spring Break

Week 13 – Apr 2, 4, 6

M - Home Evangelism: Meet Jean Kim

W - Western Wealth and World Poverty: A Discipleship challenge

F - *Good Friday Holiday; No classes*

Week 14 - Apr 9, 11, 13

M - Making Disciples and Making Music (Can we keep music from splitting churches?)

W - Ministry of Counseling in the local church

F - Ministry of Conflict resolution in the (friendly) local church *Small Groups Logs due.*

Week 15 - Apr 16, 18, 20

M - Discipling Remixed: Reporting on *Acting on your Faith Projects Due.*

W - Short Term Mission Trips...Life Long Careers. A conversation.

F - Beyond Audience and Performance: Trinitarian Worship

Final Exam: Wednesday, April 25, 3 p.m.

Guidelines for Interview with a Non-Christian

The purpose is to get to the heart of the resistances (intellectual, relational, whatever) that hinder people from coming to Christian faith. Your goal in the interview is to listen and observe what this person thinks and feels, not to attempt to defend your beliefs, etc.

Interview with a Non-Christian (that is, someone who self-designates as not a Christian. This is about their judgment, not yours)

The Goal: To get to the heart of the attitudes and questions that hinder a person from faith in Christ. Your method is to **listen and observe carefully** what this person thinks and feels.

- Prepare your own series of questions. Make sure your questions allow you a picture of this person's life, background, and reasons for not believing in Christianity.
- Discuss your questions in your discipling group. As a group select your top 4-6.
- Use these questions as the basis of your interview.

The Write –Up

Part one: (2-3 pages)

- Include your list of questions and a summary of their answers.
- Describe your meeting (who, what, when, where, why you chose this person). Choose a friend, an acquaintance, a family member, a relative, etc. Please no chat rooms. Email and/or phone conversation is okay; in person is better.
- How you felt
- How you sense the person felt
- What were their primary objections, questions or hurdles?

Part two: (2-3 pages)

- Include a synopsis of any follow up conversation which occurred after the interview, including the responses you made and your reflections on this experience.
- Include reflections from your reading in class, as you think they are relevant to this interview. (including Kruger, Munger, Campolo, Sheldon, which you used either to respond to the interviewee, and/or to reflect on this interview encounter. (up to 2 pages)

Guidelines for One-Page Reviews:

1. Read receptively: As much as possible, suspend any defensive, judgmental approach and read with an openness to hear the author's insights. Expect the best, not the worst. That way when you find something you take issue with, it will have gotten to the heart of the matter, and won't be simply disagreeing for the sake of "independence."

2. Read actively: Always read with a notebook on your lap and a pen in your hand. Does something excite you? Inspire you? Anger you? Mark it with a pencil and engage in a conversation with the author's ideas and experience. Be active! Interrogate! Ask yourself and the author: what are the implications? The quality of your conversation is what makes the review worthwhile. I will be looking to see

a) Receptivity: if you have carefully listened to the author or just glanced briefly at it and gone off on your own agenda.

b) Active engagement: if you have wrestled in meaningful conversation with the ideas presented or just glibly agreed or disagreed, giving no reasons, no reflections.

To summarize what I'm looking for:

Receptive Reading

a. Describe what the book (chapter) is about

b. What is being said and how? (main ideas, assertions, arguments.) Include a significant quote.

Active Reading

What issue/theme do you especially agree or disagree with the author? Why? Interrogate, challenge, ask implications. Be specific, not vague or general.

What is its significance to you personally? (What are you going to do about it?)

Guidelines for Interview with Local Church

- **The Goal:** To gather information on how local churches actually go about “making disciples”. This information will be shared with the class and with interested churches.
- Prepare your own series of questions which include information about the church, its history, its size, its mission statement (if it has one) and strategy for outreach and Christian nurture. What are its self-perceived strengths, weaknesses?
- Share these questions in your discipling group. As a group, select your top 5
- Use these questions as the basis of your conversation.

You may go in twos; but please write up your own report

Format for the Write Up

Part One (2-3 pages)

- Include your list of questions
- Describe your meeting (who, what, when, why you chose this church)
- What are the self-described primary strengths and primary weaknesses of this church’s strategy?
- What did you learn about this church’s practices for discipling and evangelizing people from this conversation?

**Discuss how visitors are welcomed.*

**Describe the worship service according to the categories used in class.(e.g. extrinsic/intrinsic)*

Part Two (2-3 pages)

- Include any reflections from your reading in Katongole, Newbigin and others which informed either your interview or your reflections on this interview.

- How did this interview affect your view of the local church?

How did it go? (Who did you meet with?)

What was encouraging? What was discouraging?

Based on what you’ve experienced what is one thing you think is especially valuable which the churches are doing? What is one change you would like to see in the local church?

Lesslie Newbigin once asked a group of church elders, “What is the function of this church?” Their answer: it caters to the needs of our members. His reply: “Then it should be disbanded.” How does the church you interviewed stand up to this challenge?

Reminder: *Interview only local churches.*

Don’t expect a pastor to grant an interview with just a few day’s notice. Life at the local church is usually more hectic than that. Plan

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Term Project Guidelines

CHMN 130 Christian Discipling

This assignment encourages you to think and plan about life in the church in a missional way. It is an opportunity to explore a personal area of ministry interest where your gifts and interests make a connection with the world outside the church. This is empirical research into that space on earth where, in Frederick Buechner's words, "your deep gladness meets the world's deep hunger." Don't let the examples we will consider limit your imagination, but let these stimulate your ideas and vision and practicality! As the final assignment before the end of term, this project is in many ways the culmination of the class and hopefully will pull together various themes and emphases of the entire course.

Design a mission project of outreach to the community, targeting those who aren't normally part of church. Plan it as a project of your local church or "beyond your congregation" in a collaborative or parachurch fashion.

Read carefully the guidelines provided in the handout from *Acting on Your Faith*, (pp. 14, 97, 142-149, and the 10 tips for success on p. 150-155). Your project will vary from 9-16 pages in length, depending on your own style of write up, but should include the following:

Step One. The Project introduced and described (The what part; your vision). (3-4 pages.)

Describe:

what the project is

how it preaches the Gospel (cf. St. Francis: "By all means preach the gospel, if necessary, use words.")

why you chose it,

what community need, problem, etc. it addresses,

what are the risks (no risks, no ministry)

which part of church life would sponsor this project (e.g. elders, deacons, children's ministry, adult education, small group team, inner city outreach committee, etc.).

Step Two. The Plan. (the How part; implementing the vision) (3-4 pages) Outline your process and detail as appropriate. This section would include such items as organization (e.g. number of people needed, volunteer or paid, recruiting strategy), structure, costs, fundraising, etc. using handout from *Acting on your Faith* as a guide.

Step Three. Reflection on your research: What you have learned from your research, field and written, which you wouldn't have otherwise? Your research shall include both written and field research.

a. Discuss your written research. (1-2 pages.) What did it contribute? Investigate at least two sources which are relevant to your project. (books or journal, magazine, newspaper articles, etc.)

b. Discuss what your **field research** and feedback contributed. (1-2 pages)

For your field research, consult with **at least 2** people from a church/ministry staff (paid or volunteer) to help you refine your project and enhance its viability and effectiveness

for a church actually to accomplish. (Include their names in your bibliography.) Present your vision and get feedback from at least one of them and record their responses. Design and ask them questions which you will find useful for them to answer. Please note: field research and field testing are essential! Books and written materials are adequate for a term paper but not for a ministry project. Field research should investigate folks with skills in the area of ministry/outreach which you are exploring.

Step Four. Bibliography (one page)

Include your written sources.

Include your field sources. (Names of those with whom you conducted oral research. (Name, job title/role, place of work, address, etc.)

Step Five. Prepare and give a **brief** (5 minutes max), **informal class presentation** on your project.

| Term Project Evaluation | Acting on Your Faith | | | | | |
|-----------------------------------|----------------------|---|----|----|-----------|----|
| Step 1. Introduction | | 5 | 10 | 15 | 20 | |
| Step 2. Problem Solving | --(process) | 5 | 10 | 15 | 20 | 25 |
| Step 3. Reflection and Conclusion | | | | | | |
| Part a. Written | | 5 | 10 | 15 | 20 | |
| Part b. Field | | 5 | 10 | 15 | 20 | |
| Bibliography (resource review) | | 1 | 2 | 3 | 4 | 5 |
| Grammar, Spelling, Organization | 2 | 4 | 6 | 8 | <u>10</u> | |

Things to Consider:

1. What are the needs in our community or beyond?
2. Is there a need for a project to address these needs?
3. Is it appealing to me as something to do?
4. Does it look possible for our congregation to do alone?
5. If not, could we collaborate with another congregation or organization?