

## MN530 Making Disciples (Discipleship and Teaching)

Fall 2017 (Campus)

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### Course Description

This course explores the role and practice of the teaching and discipling ministries of the church as graced means of cultivating the character of Christ personally and corporately. An incarnational model of teaching and learning—engaging the whole person—will be emphasized. Students will reflect on their own experiences of these ministries, both as teacher and student; engage texts on teaching, contemplative attention, spiritual formation in children and youth, virtue formation, and catechesis; and practice practical theological reflection as they build skills for teaching in various contexts. Models for learning, recent cognitive research, and instructional design models will be dialogue partners as students select and describe a context of teaching and learning; then design, teach, and evaluate a teaching/learning experience.



**Course Objectives** By participating fully in this class, students will:

1. Learn and practice a method of contemplative practical theological reflection in a variety of contexts;
2. Articulate the characteristics and impact of cultural formation, with regards to formation as a disciple of Christ;
3. Gain an introductory awareness of teaching and learning models, human development patterns, and brain research on learning so as to communicate Gospel truths in ways that meet people in their particular stage of developmental and learning needs;
4. Be able to describe and assess the ways that a particular Christian community approaches the tasks of Christian teaching and discipleship;
5. Explore discipleship needs and approaches for children, youth, emerging adults;
6. Explore models of adult catechesis and on-going mystagogy;
7. Explore best practices and develop personal skills relevant to teaching and learning.

### M.Div. Curricular Goals Fulfilled by This Course

- Be formed by, live in, and minister out of Scripture and the historical and theological tradition of the Church.
- Educate and equip individuals and congregations to live and minister joyfully and faithfully as part of their own denomination and the ecumenical church.
- Lead and nurture congregations to promote peace and justice in the public arena and encourage the witness and service of the church in mission to the world.
- Integrate theology and practice in all areas of life and ministry.

### MAMC Curricular Goals Fulfilled by This Course

- Develop, implement, and assess strategies for missional living in a specific cultural context.
- Adopt spiritual practices that nurture their personal lives as faithful disciples and witnesses.
- Develop skills and capacities for faithful and competent Christian witness.

## Requirements

1. Attendance, reading, on-line classroom engagement, and attentive participation in the class – 20%
2. Two reflective journals (1 page each) – 20%
3. Describe a teaching context in which you will teach a learning experience (1500 words) – 15%
4. Write a proposal for the learning experience (1 page) – 5%
4. Create a comprehensive lesson plan (first draft and final) for teaching a learning experience – 30%
5. Teach and evaluate the teaching/learning experience (1000 words) – 20%

## Required Texts

Depending on your denomination: Presbyterian Church (USA) Book of Common Worship, United Methodist Church Book of Worship, Episcopal Church Book of Common Prayer, etc. For students from ecclesial traditions without a common prayer book, choose one of the above.

A catechism appropriate for your ecclesial tradition, such as the PC(USA) Study Catechism, Heidelberg Catechism, Westminster Catechism, Book of Common Prayer catechism, etc.

Duvall, J. Scott. *Experiencing God's Story of Life and Hope: A Workbook for Spiritual Formation*. Kregel, 2008. ISBN 978-0-8254-2538-7

Lichtmann, Maria. *The Teacher's Way: Teaching and the Contemplative Life*. Paulist Press, 2005. ISBN 0-8091-4303-8

Smith, James K. A., *You Are What You Love*. Brazos, 2016. ISBN-13: 978-1587433801

Stonehouse, Catherine. *Joining Children on the Spiritual Journey: Nurturing a Life of Faith*. Baker Books, 1998. ISBN 0-8010-5807-4

Yaconelli, Mark. *Contemplative Youth Ministry: Practicing the Presence of Jesus*. Zondervan, 2006. ISBN 0-310-26777-3

Parker Palmer, *To Know as We Are Known*. Harper, 1993. ISBN 978-0-06-066451-0.

David A. Sousa, *How the Brain Learns*, Fourth Edition, Corwin Press, 2006. ISBN 978-1412997973.

**Assignment Policy:** If an assignment needs to be turned in late, please let me know the situation prior to the due date; I am very flexible and understanding. Unexcused late papers will lower one half grade level (A to A-) for every week they are overdue.

**Online Materials Policy:** The online material includes the equivalent 1 hour of in-class instruction. This is a requirement of our 60/40 blended classroom model. I will be periodically quizzing you on the online material as part of the course participation grade.

## Writing Assignments

1. **What is your context? (5 pages, 1500 words) Reflect upon your current ministry context. It can be helpful to imagine yourself as a new person entering into the context for the first time - Due September 23, 11:59pm.**

Explore your context using these questions as a guide:

- Take a prayer walk through the neighborhood of your ministry context. What are prayer needs or thanksgivings the Holy Spirit places on your heart for this place?
- Take a prayer walk in your ministry context location (building, etc.). What are prayer needs or thanksgivings the Holy Spirit places on your heart for this place?
- Who gathers in this place?
- How well do the people know and experience Jesus and his gospel of love and grace in this place?
- How are people taught about Jesus and his gospel in this place? In what location and environment does the teaching takes place?
- What do you hear, touch, feel, smell, or see, when you enter the space and interact with the people?
- What are challenges and joys?
- Do people love each other in this place?
- Who of the “Samaritans” or “outsiders” of this community?
- What are rituals that are almost unnoticeable they are so familiar?
- How does this community relate to the larger neighborhood, city, and cultural contexts?
- What are important practices--greeting, communion, prayer, preaching, baptism? How are they practiced? Why are they practiced in this way?
- Seek God's heart for the people in this ministry context: What does God long for them to know?

2. **Teaching Topic Proposal (one page) - Describe your topic, date and location for teaching a learning experience - Due September 23, 11:59pm.**

- Please select an hour-long learning experience to teach within your ministry context at some point this semester.
- Please decide as soon as possible *the topic* you will be teaching, *who* the audience will be, and *confirm a date and location* for teaching.
- The event could be something already scheduled or anticipated (such as a fall retreat or class).
- I've posted some thoughts on Moodle about how to decide on a topic.

3. **Describe and reflect upon an important learning experience in your life, its characteristics and impact (1 page) – Due September 30, 11:59pm**

4. **Reflect upon brain health/good learning habits you would like to incorporate into your life. Reflect upon the habits which your particular ministry context may find healthful. (1 page) – Due October 21, 11:59pm**

5. **First Draft - Learning Experience plan (details for the format will be given in class) – Due November 4, 11:59pm.**

6. **Reflect on your teaching of the learning experience you planned (4 pages). Questions for reflection will be provided. Turn in your Final Draft of your Learning Experience plan and the reflection paper by December 15, 11:59pm.**

### Course Meeting Schedule

September 4 (Moodle)	Video: Books Overview ; Video: Practical Theological Method; Creating a “Thick Description”; Four Sources for Discernment; Four Layers to a Text; Reading: <i>Souls in Transition</i> , chapter 2 (Moodle)
September 11	Review the three tetrahedrons; syllabus; Who are you?
September 18	Cultural Formation & Cultural Liturgies; <b>Incurvatus in se</b> ; What habits do our culture and communities form? <b>Due September 23: Writing Assignment #1 - What is your ministry context? Writing Assignment #2 - Proposal - Describe your topic, date and location for teaching a learning experience.</b>
September 25	Reading: <i>You are What you Love</i> -Smith (Moodle); <b>Excurvatus ex se</b> ; The Kingdom of God; Jason Silva; The Weight of Glory; Moulin Rouge; Harry Potter; Les Miserables. <b>Due September 30: Writing Assignment #3 - Describe and reflect upon an important learning experience in your life, its characteristics and impact (1 page)</b>
October 2	Images of Discipleship in Scripture; Traditions of Christian Formation; Reflecting on practices using the method, sources, and layers. How does your context disciple and teach?
October 9	<b>Reading Week (No class)</b>
October 16	How the Brain Learns; Reading: <i>Right Use of School Studies</i> – Weil; <i>The Teacher's Way</i> -Lichtmann. <b>Due October 21: Writing Assignment #4 - Reflect upon brain health/good learning habits you would like to incorporate into your life. Reflect upon the habits which your particular ministry context may find healthful. (1 page)</b>
October 23	Personality preferences; Learning Styles; Instructional Design; Thoughts on curriculum; Evaluating Educational and Discipleship materials. Visit Couchman Reading Room, Library, to look at curriculums.
October 30	Teaching Best Practices; Group dynamics; race and ethnicity; ecumenism; forming people through images and language. Topics: Youth; Gen X, Y, Z, Emerging Adults; Naming God; Stages of Faith; Women's Ways of Knowing. <b>Due November 4: Writing Assignment #5 - First Draft - Learning Experience plan</b>
November 6	Eschatological Catechesis – Catechisms; Baptism and Easter Vigil.
November 13	Eschatological Catechesis – Catechisms; Baptism and Easter Vigil
November 20	<b>Thanksgiving Break (No Class)</b>
November 27	Topics: Dones; Deconversion; What difference does the church make?
December 4 – Advent 1	Reasons to be in a local worshipping community; Jason Silva (again); Invitation to a Swiss village; Babette's Feast; The Church that Brought Down the Wall. What difference does sacred space make?
December 11	Collecting Questions; Pedagogical reflection.
Final Project Due - December 15	<b>Written Assignment #6: Reflect on your teaching of the learning experience you planned (4 pages). (Questions for reflection will be provided.) Turn in final script of learning experience, handouts, and other materials with your reflection.</b>