

MN532 MAKING DISCIPLES 2 - FALL 2019

1 Credits: letter grade only

Dr. Susan Forshey - sforshey@dbq.edu, Severance 205, cell: 206-963-0472

Course Description

This course, part **two** of a required two-course series with MN531, 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.

MAMD 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. Online forum posts/residential participation in the class – 20%
2. Learning Experience Planning Sheet – due October 14 – 10%
3. Create a comprehensive lesson plan first draft for teaching a 60-minute learning experience – due October 28 (or 1 week before you teach) – 20%
4. Create a comprehensive learning experience plan final draft – due December 14 – 20%
5. Teach and evaluate your teaching/learning experience – due December 14 -- 30%

Required Course Texts

- Lichtmann, Maria. *The Teacher's Way: Teaching and the Contemplative Life*. Paulist Press, 2005. ISBN 0-8091-4303-8
- Sousa, David A., *How the Brain Learns*, Fifth Edition, Corwin Press, 2016. ISBN-13: 978-1506346304.
- *Stonehouse, Catherine. *Joining Children on the Spiritual Journey: Nurturing a Life of Faith*. ISBN 0-8010-5807-4
- *Yaconelli, Mark. *Contemplative Youth Ministry: Practicing the Presence of Jesus*. ISBN 0-310-26777-3

*Read sections of Stonehouse and Yaconelli books if they pertain to your specific topic and context, i.e., if you are teaching teens, consider Yaconelli's approach.

Assignment Policy: If an assignment needs to be turned in late, please let me know the situation prior to the due date. Unexcused late assignments will not be accepted. My expectation: do the assignment “well enough” for the current circumstances you find yourself in.

Online Materials Policy: Lack of engagement online for three consecutive weeks will lead to an automatic administrative withdrawal. Please let me know if an unforeseen circumstance prevents you from participating on-line.

Attendance Policy: Students are building or deepening habits of completion and good communication while in seminary. Please gift your colleagues with your consistent presence, online and/or on-campus:

- **Up to two excused absences from class or online** (with completion of any make-up assignments) will not affect your final grade. Please contact me immediately if you must be absent due to illness, emergency, and prior unchangeable commitment. More than three absences will be reviewed on a case-by-case basis.
- The **first unexcused absence**--absent for 1 full week online or from 1 campus class meeting without notifying me through email or via phone call--will receive a warning; the **second unexcused absence** will reduce the course grade by one full grade letter. The **third unexcused absence** will result in an automatic administrative withdrawal. **In summary: Just let me know what’s going on.**

MN532 Making Disciples 3 – Fall 2019

Week	Dates	Reading	Due
1	Sep 3-9	Sousa, <i>How the Brain Learns</i> , Chapter 1 (15-36);	
2	Sep 10-16	Sousa, Chapter 2	Decide on your teaching topic and date for teaching. Email sforshey@dbq.edu by September 16. Post your topic and date in the Moodle forum.
3	Sep 17-23	Sousa, Chapter 3; Yaconelli & Stonehouse, as necessary.	
4	Sep 24-Sep 30	Sousa, Chapter 7	
5	Oct 1-7	Sousa, Chapter 5	Email <i>Learning Experience Planning Sheet</i> by October 14.
Oct 8-14		Study Days (No campus classes October 14; campus classes resume October 21)	
6	Oct 15-21	Sousa, Chapter 6	
7	Oct 22-Oct 28	Sousa, pages 298-299.	Learning Experience First Draft Due (or 1 week before you teach, if you want feedback on it before you teach)
8	Oct 29-Nov 4	Lichtmann, Chapter 1	
9	Nov 5-Nov 11	Lichtmann, Chapter 2	
10	Nov 12-25	Lichtmann, Chapter 3	
Nov 18-24		Thanksgiving Break (No campus classes November 18; campus classes resume November 25)	
11	Nov 26-Dec 2	Lichtmann, Chapter 4	
12	Dec 3-Dec 9	Lichtmann, Chapter 5	Final Draft and Evaluation - December 14