



AMBROSE
SEMINARY

**ED 501 TEACHING AND DISCIPLE MAKING
SYLLABUS – FALL 2007**

Instructor: Joseph C. Hassey, PhD

Class Times: Fridays 1:00 pm to 3:45 pm

Class Location:

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Office Phone: 403-410-2918

Office Hours: I am regularly in my office on the sixth floor (619) from 8:30 am 4:00 pm Monday through Friday. It is usually best to either call or email me if you wish to see me at a specific time.

I. THE COURSE DESCRIPTION:

This course will introduce the student to the nature, purpose, and strategies for the ministry of teaching and disciple making in the church. It will also seek to address a number of questions and practices relating to teaching and disciple making ministry of the church from a biblically informed educational perspective.

II. COURSE TEXTBOOKS

The following two textbooks are required:

Anthony, Michael J., ed. *Introducing Christian Education: Foundations for the Twenty-First Century*. Grand Rapids: Baker, 2001.

Livermore, Dave. *Connecting Your Journey with the Story of God: Disciplemaking in Diverse Contexts*. Elburn, IL: Sonlife Ministries, 2001.

III. COURSE OBJECTIVES/ STUDENT LEARNING OUTCOMES:

The objectives of this course are expressed in terms of expected student learning outcomes. These outcomes will form the primary basis for the instructional content of the course and the instructor's evaluation of your performance. Note that some of these

outcomes are able to be tailored around your particular ministry interest and/or /context. The following are the specific expected learning outcomes for this course:

AT THE COMPLETION OF THIS COURSE, YOU ARE EXPECTED TO - -

1. be able to clearly articulate a theologically informed statement of the nature of teaching and disciple making as a significant ministry of the missional church in our present contexts;
2. understand and appreciate the biblical, theological, historical, and philosophical bases of education for use in the context of ministry;
3. be aware of how your past experiences and current understandings of education can serve as resources for planning and leading in various contexts of ministry in faith communities;
4. be able to engage in theological reflection and to exercise reflective judgment in the evaluation and assessment of methods and programs used in disciple making;
5. be able to utilize appropriate learning outcomes and teaching methods for a specific disciple making activity in your ministry setting;
6. possess the confidence to engage directly in teaching and disciple making ministries and to provide leadership to others engaged in that ministry;
7. possess an appreciation of the diversity of teaching and learning styles to such an extent that it will give you the ability cheerfully adapt your own preferences for teaching and disciple making; and
8. grow in your desire to see individuals grow in faith, understanding, and Christ likeness with abilities to provide pathways for this to happen..

III. HOW THESE LEARNING OUTCOMES WILL BE ASSESSED:

Classroom presentations, readings, and assignments will focus on each of these specific learning outcomes enabling you to individualize these outcomes. Students will be expected to do the following:

1. Attend class and be prepared to engage in relevant participation individually and collectively. As a courtesy to the instructor, please notify me when you expect to be absent.
2. Complete all reading assignments:
 - a. *Required Textbooks*. Students are expected to read each of these books carefully and in their entirety. Suggested readings will be provided in the course schedule, readings that will enable active participation in the topics to be addressed. At the conclusion of the course, a *Reading Report* is to be

submitted indicating that you have read the required course textbooks. This is to be turned in *no later than December 14th*, which is one week after the last class.

- b. *Reading and Reflection Paper*. Rather than write a formal research paper, you are to do at least 1000 pages of supplemental readings in a specific area of interest in educational ministry or disciple making. These 1000 pages are to be read in addition to that done in the course text books and any other readings assigned in class.

Students will provide a description of the specific subject area of interest and a list of the planned readings to the instructor on September 28, the fourth week of the class.

A final copy of the *Reading and Reflection Paper* will include a bibliography of all resources used, the number of pages read in each source, and a clear statement of your personal reflections on the material you have read in terms of how it has shaped your thinking. The reflection paper is not to be a summary of each resource but should highlight how it has impacted you personally and professionally. It should also include appropriate comments about the particular strengths and/or weakness of the readings done as well as a comparative evaluation of the readings (e.g. which resources provided the most help, was the most practical, etc.). The reflection paper is to be from 5 to 8 double spaced pages in length, not including your bibliography and is to be turned in no later than December 14th.

3. A *Verbal Report* on your topic for your *Reading and Reflection Paper* will be presented in class as outlined on the course schedule. This verbal presentation will be based on the work you have done for the *Reading and Reflection Paper* assignment outlined above. To facilitate the presentation of the report, each student should prepare an appropriate handout that includes the specific subject area of your research and a brief summary outline of some of the significant observations based on your reflection on these readings. The length of time to be allocated for this presentation will depend on total course enrollment. This assignment places you in the role of a teacher for the class. An evaluation of your presentation will be done by the instructor, yourself, and your fellow students.
4. Completion of other assignments including:
 - a. *The Nature of a Disciple Making Ministry Paper - Due Date: December 14th*. This is to be a theologically informed written statement of your understanding of the role of disciple making in the context of a missional church. This statement should be written with an interview committee in mind. This statement needs to be both broad and specific in nature including how you understand disciple making in the context of the larger mission of the church and what you understand disciple making to be in the contexts of the local church and/or para-church organizations. You

should also provide examples of what you believe to be good examples of appropriate disciple making activities and methods that will serve to advance the mission of the church. This assignment must also outline specific strategies that you believe are effective ways of enhancing the disciple making ministries of a missional church. This paper should not exceed three (3) pages double spaced.

- b. *Disciple Making Ministry Project - Due Dates: October 5th and December 7th.* For this assignment you are to plan and carry out a disciple making activity during the semester in a context where you are or can be engaged in ministry. This ministry activity may be a class you are teaching, a seminar you are conducting, a series of sermons, a service project you are leading, a small group bible study you are leading, a one-on-one disciple making activity with another individual, etc. The disciple making activity you chose is entirely up to you, may be very creative, but must have an element of sustainability and/or duration. For example, it should not be a one-time 30 minute activity of preaching on a street corner, even though it may be a very interesting thing to do and could be developed into a “project” type of ministry if it were conducted on a recurring basis. The project must include at least three separate periods of ministry contact or activity to be considered appropriate for this assignment. It is important that you begin work on this project immediately to enable time to complete each of the required components listed below. The proposal due dates will hopefully enable the instructor to provide any needed feedback before you engage in the activity. Final copies of all required components (with any revisions made) are all due on December 7th. The two required written components of this assignment are to be done as follows:

Part 1 - Ministry Project Proposal. This is a written proposal to be submitted to the instructor in the context of a personal meeting with the instructor when the project proposal will be reviewed and, hopefully, when you will obtain permission to pursue the project. This meeting will normally take no longer than thirty (30) minutes and must take place *no later than October 5*. The project proposal must contain the following information:

- i. A description of the proposed activity including the setting where this activity will take place, and the duration of the activity;
- ii. A justification of this proposed activity in terms of its function as a disciple making activity;
- iii. A list of the proposed learning outcomes that you expect to be the end result of this activity in terms of knowledge, attitudes, and skills;

- iv. A statement of how you propose to assess the learning outcomes during or at the conclusion of this ministry activity;
- v. A description of some of the proposed activities or methods you will use to accomplish these learning outcomes.

Part II – Ministry Project Report. This will be the final written report of the project and will be a ministry project description that includes all of the components required in Part I with appropriate revisions and details included. The Ministry Project Report is due on December 7th. The report will also contain the following:

- i. A detailed agenda and description of each of the specific activities utilized in the ministry project;
- ii. A post-project self-assessment of the activity that includes an assessment of how you felt and how you functioned, an assessment of the actual activities that took place, and an assessment of how you evaluated the appropriateness and effectiveness of the activity. The post-activity self-assessment should also include a section on “what I would do differently” if you were to engage in a similar activity again.
- iii. A post-project assessment completed either by a participant or an observer of the ministry project. The instructor will provide an evaluation guide that can be used for this purpose.

This ministry activity will be the focus of our last class on December 7th and individuals will be asked to share their experiences in class.

IV. INSTRUCTOR’S EXPECTATIONS AND ACADEMIC POLICIES:

A. *Course grades.* The instructor seeks to assign grades in a way that reflects the level of achievement of the course outcomes outlined above and as reflected in the level of competency demonstrated in the course assignments. The final grade for the course will reflect a combination of the following:

- Class attendance and participation
- Reading, reflection, and engagement with the required texts and recommended readings
- Reading, reflection, and engagement on your chosen topic of study
- The effectiveness of your verbal presentation of your chosen topic
- The plan, implementation, and assessment of your ministry project
- The clarity and persuasiveness of your written statement on your understanding of the role of disciple making

The *grading scale* used for all Ambrose courses is as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

- B. Assignment due dates* are noted in the course schedule. As the course proceeds we may make adjustments based on the needs of the students.
- C. Submission of assignments* may be done electronically but only those turned in on paper will be returned with comments.
- D. Early submission of assignments* is welcomed. If a draft of an assignment is submitted early enough (normally a week before the due date) I will be pleased to make appropriate suggestions and return it to you before the final assignment is due. However, I will not be able to do this more than once per assignment.
- E. Extensions of time* needed for individual assignments can be arranged in advance with the instructor. If arrangements are not made, *late assignments* will be reduced by one letter grade. Extensions of time needed to complete all course work after final examination week require approval by a faculty committee and not the instructor.
- F. The format of assignments* will vary depending on the exact nature of the written assignment. It is generally expected that students will use *A Manual for Writers of Term Papers, Theses and Dissertations*. 6th ed. by Kate Turabian or a comparable style guide for format to be used in bibliographic references in any papers submitted.
- G. Class handouts* are often provided in various class sessions. Copies of these handouts will be made available on the web in the course website.
- H. Accessing the course website* requires that you have the following:
- Your username and password. This is the same username and password provided to you to log onto the computers here at the school.
 - Course Number: **ED501**
 - Course Session Number: **1587**

Instructions for access:

1. Go to <http://online.auc-nuc.ca> (NOTE: This is different from our school website!!)
2. Log on with your username and password.
3. Once you are logged onto the website, click on Add a Course

4. In the appropriate box, enter in the course number and course session number.
 5. Click on the Add Course button. You should now be able to see the course you added.
 6. Click on the course link to access the course syllabus, documents, and other related material.
- I. Final examination.* There is no final examination in this course.
- J. Other academic policies* are outlined in the *Student Handbook* and *Academic Calendar* of Ambrose Seminary. Students are expected to be familiar with and to comply with those policies while they are enrolled as students.
- K. Plagiarism and Academic Dishonesty Policy.* The seminary is committed to fostering personal integrity and will not overlook breeches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Office of the Academic Dean.

V. CLASS SCHEDULE

Class Session

September 7	A Missional Approach <i>Read: Livermore, pp 7-43</i> <i>Read: Guder "Biblical Formation and Discipleship"</i>
September 14	Historical, Theological & Philosophical Foundations <i>Read: Anthony, pp. 17-49</i> <i>Read: Livermore, pp. 45-69</i>
September 21	Historical, Theological & Philosophical Foundations <i>Read: Anthony, pp 63-98</i> <i>Read: Livermore, pp. 77-134</i>
September 28	Methodological Issues and Tools <i>Read: Anthony, pp. 101-146</i>
October 5	Contextual Issues and Approaches <i>Read: Anthony, pp. 195-289</i> <i>Proposed Reading and Reflection Topic due</i>
October 12	Becoming Reflective Practitioners <i>Read: Killen and de Beer, pp. 1-19, 143-145</i> <i>Ministry Project Proposals Due</i>
October 19	Thanksgiving Day (No Classes)
October 26	Effectiveness in Leading, Teaching & Disciple Making <i>Read: Anthony, pp 149-191</i>
November 2	Evaluation and Assessment
November 9	Reading & Reflection Reports
November 16	Reading & Reflection Reports
November 23	Reading & Reflection Reports
November 30	Reading & Reflection Reports
December 7	Final Ministry Project Reports due
December 14	<i>Reading and Reflection paper due</i> <i>The Nature of a Disciple Making Ministry paper due</i> <i>Required Textbooks Reading Report Due</i>