



AMBROSE SEMINARY

ED 501 CM Teaching and Disciple Making

Instructor: Rev. Terry Yeung (DMIN)

Class Times: Jan. 24-26 and March 27-29, 2008

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I. Course Description:

The average Christian leaders and pastors face the challenge of aiding his or her congregation to develop a lifestyle and worldview that is consonant with being a disciple of Jesus. It is all too easy for Christian believers to remain relatively unformed spiritually, given the pervasive impact of contemporary culture and the lack of time in the lives of most adults. The focus of the course is on how to aid/encourage/guide the process of transformation in the lives adults seeking to follow Jesus within the complexities of a North American Chinese community and post-modern world. The theme of the course is teaching and disciple making and how to aid adults to be more consistent followers of Jesus. The class will involve our seeking to answer a number of questions about the teaching ministry of the church (local and otherwise) from an educational perspective. Some learning outcomes for this course will be designed around the particular interest and/or goals of the individual students.

II. Course Textbooks

The following three 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.

Thigpen, Jonathan N. ed. *Teaching Techniques: Revitalizing Methodology*. Wheaton: Evangelical Training Association, 2001.

Or

Kenneth O. Gangel and Howard G. Henricks, ed. *The Christian Educator's Handbook on Teaching*, Victor Books, 1988. (中文翻譯: 基督教教育者手冊: 學習教導, 編者: 呂鴻基, 中華聖經教育協會, 1997)

III. Course Learning Outcomes:

AT THE COMPLETION OF THIS COURSE, YOU WILL - -

1. understand the historical, philosophical and theological bases of education for use in the context of ministry;
2. understand the nature of teaching and learning and how this relates to faith development and Christian discipleship;
3. be able to engage in theological reflection and to exercise reflective judgment in the evaluation and assessment of educational methods and programs;
4. be able to articulate a theologically informed approach to spiritual formation and discipleship in various ministry contexts;
5. be able to develop learning objectives and utilize appropriate teaching methods for an age specific ministry setting;
6. possess an appreciation of the diversity of teaching and learning styles to such an extent that it will enable you to cheerfully adapt your own preferred teaching methods; and
7. Understand how to exegete the culture in which he or her ministers so as to speak to the real issues of the congregation (exegeting the culture is the process of reading a culture in such a way so as to discern trend in culture which impact local congregation);
8. Develop the skill of curriculum development so as to be able to plan various teaching/learning experiences that bring faith alive for people.

IV. 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.
2. Complete all reading assignments:
 - a. **Required Textbooks.** Students are expected to read each of these books carefully and in their entirety. A *Reading Report*, indicating that you have read the three textbooks. *Due date: March 1, 2008*
 - b. **An Educational Autobiography.** The *Educational Autobiography* is a brief written summary of the educational influences in your life. This may include experiences, individuals, or organizations that have shaped your understandings or attitudes toward education either positively or negatively. In describing your educational journey you want to consider how your educational background has shaped your current attitude toward education in general and Christian education in particular. Length: Not to exceed 3 pages double spaced. *Due date: March 15, 2008*
 - c. **A Philosophy of Educational Ministry.** Course readings and classroom discussion should enable you to articulate a statement of your own educational philosophy of ministry. Additional guidelines for this assignment will be presented in class. *Due date: March 27, 2008*
 - d. **Supplemental Reading from Recommended Reading List.** You are to read at least 900 pages of supplemental readings given in the Recommended List on the back. These 900 pages are in addition too that done in the course text books and any other readings assigned in class. Indicating each book and page you read. *Due date: March 27, 2008*
 - e. **Written Project: Teach a Book from the Bible**

Design a multi-week course for use in your church in which you teach all or part of a book from the Bible. Designing such a project involves three processes: understanding the text, understanding the people you are teaching, and understanding how to teach so as to connect the text to the people.

Your final project should contain”

1. **Target Description.** An analysis of the group, which you will be teaching in terms of local and national contextual factors and in terms of the personal issues they face. Describe how the book from the Bible you are teaching connects with these people and their needs and interests.
2. **Course Description and Overview.** Identify your overall goals for the course you are to teach. Describe the learning outcomes you hope to see as a result of your

course. Provide the title and text for each session. Define the standard learning scheme (learning template) you intend to use and you have chosen it.

3. **Session Description.** Produce a Teaching Outline for each session. Be sure to footnote the sources of your ideas and materials. Include in each Teaching Outline:

- A statement of the learning goals for the session
- A detailed time log of how you will use the class time. Describe the nature of each learning module, including a description of the teaching/learning strategy to be used. Explain the exercises that will be used (if any).
- A content outline in which you describe in detail what it is that you want to teach. Do not describe the process by which you arrived at your insights and conclusions in the way that you will teach them to your class. Outline in detail the lectures you will give. Write out the interactive questions you will use with brief “answer” that will identify the direction you want the discussion to take. Describe the ways in which you will link the passage to issues faced by the class. Describe your introduction and conclusion for each session.
- An appendix to each session in which you include any charts, diagrams, individual learning exercises, case studies, etc. that you intend to use.

f. **Evaluation.** Describe how you will evaluate the nature of the learning experience at the conclusion of the course.

g. ***Due date: April 15, 2008***

h. Your grade will be determined as follows:

4. Required Reading:	10%
5. Supplemental Reading (900 pages)	15%
6. An Educational Autobiography	15%
7. A Philosophy of Educational Ministry	15%
8. Written Project	45%

V. **Class Outline**

1. Educational Foundations in Disciple Making
2. Biblical and Theological Foundations of Teaching and discipleship
3. The Nature of Teaching and Learning
4. The Cost of Discipleship and Discipleship in Jesus’ teaching

5. Exegeting the Culture
6. Transforming Teaching
7. A Paradigm for Developing Teaching/Learning Programs
8. Learning Style and Diversity
9. Disciple Making Through Spiritual Disciplines
10. Inductive Bible Study Methodologies
11. Small Group Teaching Methodologies
12. Creative Teaching/Learning Methodologies

VI. Recommended Reading

Cultural Studies/Audience Analysis

Anker, Ray, et. al. *Dancing in the Dark: Youth, Popular Culture and the Electronic Media*. Grand Rapids, MI: Wm. B. Eerdmans, 1991.

Beaudoin, Tom. *Virtual Faith*. Jossey-Bass, 1998.

Bellah, Robert. *Habits of the Heart*. Berkeley, CA: University of California Press, 1985.

Detweiler, Craig & Barry Taylor. *A Matrix of Meanings: Finding God in Pop Culture*. Grand Rapids, Baker, 2003.

Flory, Richard & Donald Miller, eds. *Gen X Religion*. Routledge, 2000.

Giroux, Henry A. *Disturbing Pleasures: Learning Popular Culture*. New York: Routledge, 1994.

Kraft, Charles H. *Communication Theory for Christian Witness*. Rev. ed. Maryknoll, NY: Orbis Books, 1991.

McIntosh, Gary L. *One Church, Four Generations: Understanding and Reaching all Ages in your Church*. Grand Rapids: Baker Books, 2002.

Romanowski, William D. *Pop Culture Wars: Religion & the Role of Entertainment in American Life*. Downers Grove, IL: InterVarsity Press, 1996.

Roof, Wade Clark. *Spiritual Marketplace: Baby Boomers and the Remaking of American*

Religion. Princeton University Press, 1999.

Sire, James. *The Universe Next Door*. Rev. ed. Downers Grove, IL: InterVarsity Press, 3rd Ed. 1997.

Strauss, William & Neil Howe. *Millennials Rising: The Next Great Generation*, Vintage, 2000

Wuthnow, Robert. *After Heaven and Spirituality in America Given the 1950's*. Princeton, NJ: Princeton University Press, 1998.

Bible Study

Adler, Mortimer J. & Charles Van Doran. *How to Read a Book*. Rev. ed. New York, NY: Simon & Schuster, 1972.

Brown, Robert McAfee. *Unexpected News: Reading the Bible with Third World Eyes*. Louisville, KY: The Westminster Press, 1984.

Fee, Gordon D. & Douglas Stuart. *How to Read the Bible for All Its Worth*. 2d ed. Grand Rapids, MI: Zondervan Publishing Co., 1993.

Mulholland, M. Robert. *Shaped by the Word: The Power of Scripture in Spiritual Formation*. Rev. Ed. Nashville: Upper Room Books, 2000.

Osborne, Grant R., and Stephen B. Woodward. *Handbook for Bible Study*. Grand Rapids, MI: Baker Book House, 1979.

Peace, Richard. *Contemplative Bible Reading: Experiencing God Through Scripture*. Colorado Springs, CO: NavPress, 1996.

Traina, Robert A. *Methodical Bible Study*. Grand Rapids, MI: Zondervan, 1952.

Weber, Hans-Ruedi. *The Bible Comes Alive*. Valley Forge, PA: Judson Press, 1996.

Wink, Walter. *Transforming Bible Study*. 2d. ed. Nashville, TN: Abingdon, 1980.

Teaching/Learning

Icenogle, Gareth W. *Biblical Foundations for Small Group Ministry: An Integrational*

Approach. Downers Grove, IL: InterVarsity Press, 1994.

Johnson, David W. & Frank P. *Joining Together: Group Theory and Group Skills*. 6th ed. Old Taggan, NJ: Prentice-Hall, 1997.

Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass, 1998.

Posner, George, and Alan Rudnitsky. *Course Design: A Guide to Curriculum Development for Teachers*. 5th ed. New York, NY: Addison-Wesley, 1997.

Tyler, Ralph W. *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press, 1949.

Wilhoit, Jim & Leland Ryken. *Effective Bible Teaching*. Grand Rapids, MI: Baker Book House, 1988.

Wuthnow, Robert. *Sharing the Journey: Support Groups and America's New Quest for Community*. New York, NY: Simon & Schuster, 1994.

Transforming Process

Abraham, William J. *The Logic of Renewal*. Grand Rapids: Eerdmans, 2003.

Training Manuals

Ogden, Greg. *Discipleship Essentials: A Guide to Building Your Life in Christ*. Downers Grove, IL: InterVarsity Press, 1998.

Peace, Richard. *Contemplative Bible Reading: Experiencing God Through Scripture*. Colorado Springs, CO: NavPress, 1998.

_____. *Meditative Prayer: Entering God's Presence*. Colorado Springs, CO: NavPress, 1998.

_____. *Learning to Love God*. Colorado Springs, CO: NavPress, 1998.

Academic Policy Statements

Add/Drop Policy

Students wishing to add a course should refer to the current academic calendar for the last day to officially enter the class. Students intending to withdraw from a course must complete the relevant Registration Revision form. The dates by which students may voluntarily withdraw from a course without penalty are contained in the Calendar of Events in the academic calendar.

Course Extension or Alternative Exam Requests

Students may not turn in coursework after the date of the scheduled final examination for the course unless they have received permission for a “Course Extension.” Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination times must be submitted to the Registrar’s office two weeks prior to examination week) noted as the “Last Day for Alternative Exam or Course Extension Requests” on the academic calendar). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

Plagiarism and Academic Dishonesty Policy.

The seminary maintains a zero tolerance policy on plagiarism and academic honesty. Plagiarism and academic dishonesty 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, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.