

Course ID:	Course Title:	Fall 2021
ED 506	Discipleship Practices for the Church	Prerequisite: N/A
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Rev. Dr. Ric Strangway DMin	First Day of Classes:	Sept 8, 2021
Days:	Tuesday	Email:	ric.strangway@ambrose.edu	Last Day to Add/Drop:	Sept 19, 2021
Time:	1:30pm—4:30pm	Phone:	c. 403.689.3221	Last Day to Withdraw:	Nov 22, 2021
Room:	A2212	Office:	L2047	Last Day to Apply for Extension:	Nov 23, 2021
Lab/Tutorial:	N/A	Office Hours:	By Appointment	Last Day of Classes:	Dec 13, 2021
Final Exam:	No Final Exam				

Course Description

An introduction to biblical foundations and historical models for the process of discipleship in diverse & changing cultures. The course will explore principles of spiritual formation, mentoring and explore practices for forming and supervising small groups.

Program Outcomes

At Ambrose Seminary, we seek to integrate learning experience around four key goals. *We will:*

1. Nurture theological depth and breadth. *To know what you believe and why it matters.*
Ambrose Seminary provides our students with an education rooted in the depth of our evangelical heritage and steeped in the breadth of Christian tradition. We deeply desire that our students leave Ambrose able to interpret the Bible and all God's revelation faithfully and to reflect theologically on all that touches on faith and life.
2. Cultivate a heart after God. *To know God – Father, Son and Holy Spirit – and to love as God loved.*
Ambrose Seminary imparts to our students a vision of the Triune God and models a Spirit-filled life of abiding and abounding in God. We deeply desire that our students leave Ambrose centered in a life of communion with God and love of neighbour.
3. Foster vocational clarity and effectiveness. *To know who you are and what you are to do.*
Ambrose Seminary helps our students discern and engage their vocation in the uniqueness of their gifts, heart-desires, and personality. We deeply desire that our students leave Ambrose empowered to serve effectively in the place where their deep joy and the world's deep need meet.
4. Inspire redemptive action. *To know God's mission and to live it fully.*
Ambrose Seminary challenges students to see and celebrate how God is at work and equips them for reflective engagement in that work. We desire that our students leave Ambrose Seminary ready to engage whole-heartedly wherever God leads them.

Expected Learning Outcomes

By the end of the course, learners will be able to:

1. *Cultivate a heart after God* by exploring principles of spiritual formation. [*Scazzero Reflection Paper*]
2. *Nurture theological depth* by recognizing and defining the biblical foundations of Jesus' mission, the Good News, and the call to make disciples. [*Book Review + Downey Reflection Paper*]
3. *Foster vocational effectiveness* by discussing and articulating the role of the pastor and/or ministry leader in relation to the work of God in and through the faith community. [*Role of the Ministry Leader Reflection Paper*]
4. *Inspire redemptive action* by identifying, critiquing, and synthesizing practices for faith formation in and through the faith community. [*Final Project*]

Required Textbooks

Breen, Mike. *Building a Discipling Culture: How to Release a Missional Movement by Discipling People Like Jesus Did*.

Pawleys Island, SC: 3DM, 2011.

Peppiatt, Lucy. *The Disciple: On Becoming Truly Human*. Eugene, OR: Cascade Books, 2012.

Scazzero, Peter. *Emotionally Healthy Discipleship: Moving from Shallow Christianity to Deep Transformation*.

Grand Rapids: Zondervan, 2021.

Course Schedule

Date	Class Topic	Readings, Podcasts & Assignments
Sept 14 Tuesday	Introduction 1. Introduction: Syllabus Review 2. Working in the Fragments	• Course Syllabus (Moodle)
Sept 21 Tuesday	Of Word & Flesh 3. God in the Garden 4. Union, Particularity, Plurality 5. The Good News of Jesus	
Sept 28 Tuesday	Of Fragments & Story 6. Fragmented Stories 7. Transformation & Belonging Table & Story: 6:00pm @ Strangways	• Due: Scazzero, <i>ECD</i> pt1 + Reflection Paper • Table & Story: Scazzero Discussion, pt1 (optional attendance)
Sept 29-30 Wed-Thurs 7:30pm	Downey Lectures: Sacred Stories for a Sacred Land (Dr. Ray Aldred) (In Person/Online: ambrose.edu/downey-lectureships)	• Wed: Searching For A Shared Narrative: Indigenous as Canada's Creation Story • Thu: Irenaeus and a Cree Theologian Walk Into A Bar: Creation as the Heart of Soteriology
Oct 5 Tuesday	Of Transformation & Belonging 8. The Biblical Story: In the Fragments 9. Jesus & the Kingdom of God 10. Acts & the First Communities	• Due: Downey Lecture Reflection Paper • Podcast: Bible Project Podcast #154: What Does the Word Gospel Mean (w/ NT Wright)
Oct 12 Tuesday	Of Spaces & Places 11. Spaces of Belonging 12. Places of Formation 13. Context: Canada Today	• Due: Peppiatt, <i>The Disciple</i> Book Review
Oct 19 Tuesday	Of Models & Practices in History 14. The Early Church: Didache	• Read Article: <i>Patience in the Missional Thought of the Early Church</i> , Alan Kreider (Moodle)

	15. John Wesley's Class Model	• Read: <i>Didache</i> (Moodle)
	16. The Rise of the Modern Church	
Oct 26 Tuesday	Of Models & Practices Today 17. Faith Formation in the Digital Age	• Read: Bex Lewis, <i>Social Media, Surveillance, Spiritual Formation & Mission</i> (Moodle)
Nov 2 Tuesday	Of Models & Practices Today 18. Ethos, Systems & Processes Recorded Lecture (Professor Away)	• Complete Reading: Breen, <i>Building A Discipling Culture</i>
Nov 9 Tuesday	No Class (Reading Week: Nov 8-12)	
Nov 16 Tuesday	No Class	
Nov 23 Tuesday	Of Models & Practices Today 19. Faith Formation through the Seasons of Life 20. Building A Discipling Culture: Ethos, Systems & Processes	• Due: The Role of the Pastor/Ministry Leader Paper. • Read: John Roberto, <i>Faith Formation for the Generations & Seasons of Adulthood</i> ; Review of Ronald Rolheiser, <i>Sacred Fire: A Vision for a Deeper Human & Christian Maturity</i> by Will Briggs; R. Hiemstra et al, <i>Renegotiating Faith Report</i> (2018) (Moodle)
Nov 30 Tuesday	Of Body, Community & Life 21. Gospel, Gospeling and an Embodied Life (Discipling Communities) 22. The Role of the Pastor/Ministry Leader: Emotionally Healthy Leaders Table & Story: 6:00pm @ Strangways	• Due: Scazzero, <i>ECD pt2</i> + paper • Table & Story: Scazzero Discussion, pt2 (optional attendance)
Dec 7 Tuesday	Into the Fragments 23. The Role of the Pastor/Ministry Leader: Alongside the Gardener 24. Bringing the Fragments Together: Grace, Mercy & Prayer 25. Student Course Evaluation	
Dec 13 Monday		• Due: Final Project
Dec 15-21	Exam Week: No Final Exam	

Course Requirements & Assignments:

1. Downey Lecture Reflection Paper (10%)

Each student is encouraged to attend or listen online to the Downey Lectures on September 29-30. Dr. Ray Aldred will be presenting two lectures on *Sacred Stories for a Sacred Land*. After listening to the Downey Lectures the student is to write a reflection paper that summarizes the key themes presented by Ray Aldred and then reflect on the implications of those themes for the work of discipleship in the church today.

The paper needs to be written with good prose, double-spaced with one-inch margins, using 12 point-New Times Roman. The paper must have a title page, with footnoting where appropriate, using standard academic format, and is to be submitted via Moodle. A rubric for this assignment will be available in the "Course Overview" section of Moodle.

Length: Max. 800 words.

Due: October 5.

2. Book Review & Reflection Papers (30%)

Book Review for Peppiatt, *The Disciple*. (10%)

The student will carefully read Lucy Peppiatt, *The Disciple* and write a book review. The student should clearly articulate (i) what they think the author was trying to say, why she wrote the book, and for what audience she wrote the book for; (ii) how the author makes her case, ie. does she use stories? arguments? facts? figures and table? humor/humility? and what kind of assumptions and conclusions are made?; and (iii) to what degree the student thinks the author succeeded in the purpose of her book, ie. did she make good conclusions? was it worth reading in your opinion—why/why not?

Length: Max. 800 words.

Due: October 12.

Reflection Papers for Scazzero, *Emotionally Healthy Discipleship*. (10% each)

For the *first reflection paper* the student will read “the Difficult Journey” and “Part 1: The Current State of Discipleship.” The student will briefly summarize the author’s main concerns/ideas, and then provide a personal reflection as to where they are in relationship to those concerns/ideas.

Length: Max. 700 words. Or 500 words + Table & Story.

Due: September 28.

For the *second reflection paper* the student will read “Part 2: The Seven Marks of Healthy Discipleship.” The student will choose to interact and reflect on three of the seven marks outlined in part 2. The paper needs to be a personal reflection on each of the three marks that were chosen, indicating but not limited to challenges, areas for growth, key ideas that need to be worked through, promptings from the Spirit.

Length: Max 800 words. Or Two Marks + 500 words + Table & Story.

Due: November 30.

The review and reflection papers need to be written with good prose, double-spaced with one-inch margins, using 12 point-New Times Roman. They must have a title page, with footnoting where appropriate, using standard academic format, and are to be submitted via Moodle. A rubric for these assignments will be available in the “Course Overview” section of Moodle.

3. The Role of the Pastor/Ministry Leader Paper (20%)

Each student is to write a paper on the role the pastor and/or ministry leader plays in the call to make disciples in and through the church. In preparation for this paper the student will conduct four interviews with pastors who are directly involved in the discipleship ministry in a church. At least two of the interviews need to be with individuals outside of your own tradition. Each interview ought to ask, but is not limited to, the following: (i) what is a disciple? (ii) what does discipleship look like in this church setting? (iii) what are the indicators for effectiveness? (iv) how is the discipleship ministry uniquely applied to this context? (v) what is the role of the pastor and/or ministry leader(s) in discipleship?

The paper will clearly articulate the following: (i) concise definition of a disciple, discipleship, and how it fits in the life and ministry of the church, (ii) a brief summary of the individuals interviewed, the context of their ministry, including faith tradition, size of ministry, and role of the interviewee, and (iii) the students understanding on the role the pastor and/or ministry leader plays in discipleship. The weight of the paper is to focus on this third aspect and is to reflect the students own understanding on the role of the pastor and/or ministry leader.

The paper needs to be written with good prose, double-spaced with one-inch margins, using 12 point-New Times Roman. The paper must have a title page, with footnoting where appropriate, using standard academic format, and is to be submitted via Moodle. A rubric for this assignment will be available in the “Course Overview” section of Moodle.

Length: Max. 1500 words.

Due: November 23.

4. Final Project (40%)

Option A: Final Paper: The Practice of Discipleship in the Church

The student will summarize their learning in the course by writing a paper on *the Practice of Discipleship in the Church*. The paper will reflect the students own understanding of a disciple, discipleship, and how it is worked out in the life and ministry of the local church. The paper will reflect, but not limited by, the following: (i) current issues impacting discipleship in the church today, (ii) biblical and theological understanding, (iii) ethos, processes, practices, systems, outcomes, and measures of success, (iv) the role of the pastor/ministry leader, and (v) the students' own reflections on the challenges and opportunities for discipleship today.

The paper needs to be written with good prose, double-spaced with one-inch margins, using 12 point-New Times Roman. The paper must have a title page, with footnoting where appropriate, using standard academic format, and is to be submitted via Moodle. A rubric for this assignment will be available in the "Course Overview" section of Moodle.

Length: Max: 4000 words.

Due: December 13.

Option B: Pathways to Discipleship Project

The student will synthesize learning in the course by creating a well-written discipleship workbook that focuses on a specific context in ministry. The project will reflect the students own understanding of a disciple, discipleship, and how it is worked out in the life and ministry of a specific ministry context. The workbook ought to be reflective of students own creativity, practical in relation to its context, and theologically and biblically informed. The workbook will reflect, but not be limited by, the following: (i) a clear articulation of the biblical vision of a disciple and discipleship, (ii) how it relates to the greater life and ministry of the local church as a whole, (iii) the ethos, processes, practices, systems, outcomes and measures of success, (iv) the role the of the individual in the life of the church, and (v) next steps for continual growth.

The project needs to be written with good prose, double-spaced with one-inch margins, using 12 point-New Times Roman. The project workbook must have a title page, with notations where appropriate, and is to be submitted via Moodle. A rubric for this assignment will be available in the "Course Overview" section of Moodle.

If the student is interested, in consultation with the instructor, they may consider submitting the project in another format (e.g. handbook, journal, etc).

Length:3500-4000 words (Max: 4000).

Due: December 13.

Attendance

Course sessions will begin in a timely fashion. Students are expected to be on time and participate in class discussions, having listened to or read podcasts or articles listed in the course schedule. If for some reason a student is unable to attend class or will be late, please notify the instructor by email/text in advance of the course session.

Students with three unexcused absences will be dropped a full letter grade from their final grade. Students who miss four or more classes will receive an automatic fail. Cases of severe illness or significant personal crisis will be taken into consideration.

Due dates for assignments in this class are firm. Late work drops one letter grade (10pts) per day unless other arrangements are made in advance. Please stay on top of all assignments.

Assessment:

Downey Paper	10%
Book Review & Reflection Paper	30%
The Role of the Pastor Paper	20%
Final Project	40%

Grade Summary

Grade Point	Letter Grade	Numerical Equivalents	Description
4.00	A+	96-100	Excellent: Exceptional work.
4.00	A	91-95	Performance showing comprehensive understanding of subject matter.
3.70	A-	87-90	
3.30	B+	84-86	Good: Good work. Clearly above average.
3.00	B	80-83	Performance with a complete knowledge of subject matter.
2.70	B-	72-79	
2.30	C+	68-71	Satisfactory: Basic understanding of subject matter.
2.00	C	63-67	
1.70	C-	60-62	
1.30	D+	55-59	Minimal Pass: Marginal performance.
1.00	D	50-54	
0.00	F	0-49	Failure to meet course or assignment requirements

Other Course Information

Please note the following: Course Content & COVID-19: Given the possibility we are required to make changes due to COVID-19 we will pivot and move the course content and discussion online. Students will still be expected to attend and participate in the online classes just as they would in the classroom. All assignment due dates will remain as indicated above. The instructor will make every effort to be charitable with any changes in the delivery of course content.

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic

accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.