



Disciplemaking with Youth and Families

CEYH6360

New Orleans Baptist Theological Seminary

Christian Education Division

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose of the Course

The purpose of this course is to equip students with a variety of tools for assessing, integrating, and developing discipleship effectiveness in a local church or its' ministries. Students will explore the ways Jesus disciplined his followers.

Core Value Focus

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-2016 academic year that Core Value is *Mission Focus*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. Biblical Exposition: biblical rationale for disciplemaking is foundational.
2. Theological and historical perspective: correct doctrinal framework is explored.

3. Servant Leadership: enlistment, training, equipping and encouragement of volunteers are facilitated. Relationship building is a key component to discipleship.
4. Disciple Making: the basic model of student ministry involves replication of discipleship. This is the main purpose for the class.

Course Description

This course takes a fresh look at the biblical role of discipleship for the purpose of equipping students to creatively explore ways to address the purpose of discipling as Jesus commanded. Students will explore the biblical content of discipleship, the biblical mandate for discipleship, and possible contemporary expressions of “doing” discipleship in the church. Specific attention is given to the equipping of families of students to disciple teenagers within the context of the family.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following:

Cognitive:

- Explore how the Bible is our textbook to disciple making
- Describe and explain the role of personal discipleship growth

Affective:

- Discuss how spiritual disciplines are used by God to shape spiritual formation.
- Grasp the urgency of equipping parents to disciple their children

Psychomotor:

- Enlist, train, and encourage adult volunteers who will help in the implementation of a discipleship model. Build relationships with students, youth workers, and parents of teenagers.
- Articulate a vision and describe a strategy for discipleship for students and their families in the context of the local church.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts

Eims, Leroy. *The Lost Art of Disciple Making*. Grand Rapids, MI: Zondervan Publishing House, 1978.

Haynes, Brian. *Shift: What it Takes to Reach Families Today*. Loveland, CO: Group, 2009.

Hall, R. Clyde, *Intentional Student Discipleship* (Self-published) **Selected sections provided.**

Stott, John. *The Radical Disciple*. Downers Grove, IL: Intervarsity Press, 2010.

Wright, Steve. *rethink*. Wake Forest, NC: Inquest Publishing, 2007

Optional Texts

Clark, Chap. *The Youth Worker's Handbook to Family Ministry: Strategies and Practical Ideas for Reaching Your Students' Families*. Grand Rapids, MI: Zondervan Publishing, 1997.

DeVries, Mark. *Family-Based Youth Ministry: Reaching the Been-There, Done-That Generation*. Downers Grove, IL: Intervarsity Press, 1994.

Dean, Kenda Creasy. *Almost Christian: What the Faith of Our Teenagers Is Telling the American Church*. New York: Oxford University Press, 2010.

Dibble, Kenneth, compiler. *Youth Ministry From the Ground Up*. Virginia: Church First, 2001.

Everts, Don and Doug Schaupp. *I Once Was Lost: What Postmodern Skeptics Taught Us About Their Path to Jesus*. Downers Grove, IL: InterVarsity Press, 2008.

Fields, Doug. *Help! I'm a Volunteer Youth Worker!*. Grand Rapids, MI: Youth Specialties, 1992.

Freudenburg, Ben and Rick Lawrence. *The Family Friendly Church*. Loveland, CO: Group Publishing, 1998.

Matlock, Mark. *Real World Parents: Christian Parenting for Families Living in the Real World*. Grand Rapids, MI: Zondervan, 2010.

Melton, Alan and Paul Dean. *Disciple Like Jesus For Parents*. Amityville, NY: Calvary Press, 2010.

Moore, Walker. *Rite of Passage Parenting: Four Essential Experiences to Equip Your Kids for Life*. Nashville, TN: Thomas Nelson, Inc., 2007.

Course Teaching Methodology

Units of Study

1. Unit One: Introduction **Begins August 24**
2. Unit Two: What is a Disciple? **Begins September 7**
3. Unit Three: The Radical Disciple **Begins September 21**
4. Unit Four: Developing Disciples **Begins October 5**
5. Unit Five: Developing Disciplemakers **Begins October 19**
6. Unit Six: What is a Disciplemaking Youth Ministry? **Begins November 2**
7. Unit Seven: Designing Programs for Disciplemakers **Begins November 16**
8. Unit Eight: A Way Forward **Begins November 30**

Teaching Method.

Methodology will include but is not limited to lecture, presentations, dialog through discussion board, research, and reflection.

Assignments and Evaluation Criteria

The Starters (10%) Due: October 2

Based upon the Chris Wesley article posted in Blackboard, along with Wright and Haynes texts, each student will write an essay entitled, “The Biblical Basis for Discipleship with Youth and Families.” After reading the text, and staying close to the biblical theme organize your essay into three parts:

- a. Information—From a biblical perspective, what did you learn about discipleship?
- b. Urgency—Based upon your reading why is discipleship important?
- c. Action—Based upon biblical information in the book as well as in your personal opinion, what should we do as a church?

The Staples. (5% each, 25% total) The basic food groups of discipleship are

- a. Scripture memorization Each student will memorize key discipleship passages according to the assignments in the syllabus. Students will choose an “accountability partner” with whom to quote verses. I recommend Skype or a phone call (mutually negotiate which one) so that you can practice quoting Scripture. This may be done any time within the week we are on the unit where the Scripture is assigned. **Due: Weekly**
- b. Testimony articulation Each student will give their testimony regarding their conversion and call. You will record your testimony to an audio file (use mp3) and then upload it to the discussion board so that everyone can hear it. If necessary, see instructions in “Course Essentials” on how to download and use a program like Audacity that makes it fairly easy to record your testimony. **Due: September 11**
- c. Evangelistic presentation Each student will write a script of a presentation of the gospel that is 1) in their own personality and voice and 2) faithful to Scripture. Scripts are to be uploaded in Discussion Board. **Due: September 25**
- d. Bible study preparation Each student will research a Bible study method (e.g. topical, verse-by-verse, inductive, etc.) and prepare a sample study using the selected method. **Due: October 9**
- e. Discussion Board In Blackboard, respond to the weekly discussion board question and reply to a minimum of two people. Points are deducted for late posting, so don’t plan to “catch up” at the end of the semester. **Due: Weekly**

The Summary (15%) Due: October 23

Reading on discipleship is foundational to thinking about discipling with youth and families in the church. Pick a book from the recommended reading (or present one of your choosing to the professor for approval) and prepare a critical book review. See Appendix A for “How to Prepare a Critical Book Review.”

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Review is to be submitted via the Assignments Upload section of Blackboard.

The Strategy (10%) Due: November 13

Each student will prepare a presentation for parents and church members as to how discipleship can be a partnership between parents and youth ministry. The presentation will be in Power Point format and submitted as .ppt handouts. Power Point Presentations are to be uploaded to Discussion Board. It is recommended that you consult *Intentional Student Ministry* (see “Articles you Need”), *Shift*, and *rethink* to inform your presentation.

The Synthesis (15%) Due: December 11

Based on what you learned, type an 8-10 page paper describing your “heroes” in discipleship, your “non-negotiables” regarding discipleship, your personal conviction for discipling, and your suggestions for a strategy to facilitate discipleship content and relationships in a local church.

Papers are to be submitted via the Assignments Upload section on Blackboard.

The Stuff that is Required (10%) Due: Weekly

Complete Unit Quiz at the end of each unit.

Course Policies

Grading Policies

1. Assignments are due by end of the day on the Friday specified on the schedule.
2. Regarding exams, students will have a 24 hour window in which to take the exam. There should be no reason for any exams to be missed. If dire illness, personal emergency, or school sponsored events prevent access to the internet, the student will be responsible for contacting the professor before the exam to secure permission to schedule the exam and to schedule an appointment for a make-up exam. Failure to do so will result in an automatic grade of 0.
3. All assignments are to be submitted on Blackboard, either in Discussion Board or in Assignments Upload.

Netiquette

Appropriate Online Behavior Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Style

Guidelines for papers are found in the current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, available in the bookstore.

Formatting

- All assignments are to be typed, double-spaced with a 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated.
- Be sure to include your name, date of submission and the assignment title on the cover page.

Evaluation

Essay	10%
Staple assignments	25%
Book Review	15%
Discipleship Strategy	15%
Synthesis paper	20%
Exams	10%
Class Participation	5%

Grading Scale

A 100-93 B 92-85 C 84-77 D 76-70 F 69 and below

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BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

ITCSupport@nobts.edu - Email for general technical questions/support requests.

504.816.8180 - Call for any technical questions/support requests.

www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Selected Bibliography

A selected reference bibliography is available online at www.youthministryinstitute.org. Look under the “Links” section.

APPENDIX A: WRITING A CRITICAL RESPONSE

A book critique is a critical commentary, which involves more than simply summarizing the contents (i.e., don't scan the book and the back cover and look for good quotes to make us think you've read the book - read, underline, outline, take notes, and interact as you read). The bulk of your response should be an evaluation of the way the author handled the subject, and a commentary on the book's contribution to your understanding of the issues addressed in your reading. It should go without saying, but the following guidelines should be followed:

- 1) Papers should be typewritten (Times New Roman, 12 pt. font) and double-spaced; no more than five pages in length.
- 2) Rules of spelling, grammar, and composition will be closely observed.
- 3) Papers should be proofread (not just spell checked and grammar checked) before they are submitted to the professor.
- 4) Unless otherwise stated, it is assumed that the opinion that you are expressing is your own. Therefore there is no need to write, "In my opinion", or "I believe". (Interact with the author: "George failed to support..." This should allow you to eliminate the use of first person.)
- 5) Try to use action verbs whenever possible: avoid passive voice. (i.e., not "The author was trying to convey." Use: "The attempt to convey." - Passive voice is usually indicated by the use of "being verbs"...I was being, I will be - don't use them.)
- 6) Don't use slang or colloquialisms unless you have a specific reason for doing so. (i.e., His metaphor seemed to have him barking up the wrong tree.)
- 7) *Content:* The narrative should address the following issues:
 - a. Clear statement of the author's thesis or central argument. Why was the book written? For whom was the book written?
 - b. Citing of material (evidence) that supports the thesis. [You do not have to use direct quotes - but for whatever information you use cite parenthetically. That is the number(s) from which the information is taken (77-78).]
 - c. Assessment of whether the author succeeded in achieving the purpose of the book.
 - d. Identify the major strengths and weaknesses of the book.
 - e. Indication of your reaction to the book; how the book has/has not contributed to your insights concerning your role in the faith development process of collegians (Were you prompted, influenced, impacted, outraged, ambivalent, and/or disinterested by the author's presentation - did you experience change?).