
 <p><b>POINT</b><sup>19</sup>  <b>LOMA</b><sup>02</sup> NAZARENE UNIVERSITY</p>	<p><b>School of Theology and Christian Ministry</b></p> <p><b>CMI 6077- Congregational Discipleship and Formation</b></p> <p><b>3 Units</b></p>
<p>Summer 2022</p>	

<b>Intensive Meeting days:</b> June 6-10, 2022	<b>Instructor:</b> Mark A. Maddix, Ph.D.; Professor of Practical Theology & Dean, School of Theology & Christian Ministry
<b>Meeting times:</b> M 12-5; T-Th 8-5, F,8- 12	<b>Phone:</b> 619.849.7236
<b>Meeting location:</b> Smee, 100	<b>E-mail:</b> mmaddix@pointloma.edu
	<b>Office location and hours:</b> Smee, 220, 8-5 p.m.
<b>Additional info:</b> Online course requirements before and after intensive posted on Canvas.	

### PLNU Mission

#### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### **COURSE DESCRIPTION**

An exploration of congregational practices that form persons and communities into faithful disciples. Attention is given to how theology informs the educational and formative practices of local congregations.

#### **INSTITUTIONAL LEARNING OUTCOMES (ILO)**

**1. Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

**2. Growing, In a Christ-Centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

**3. Serving, In a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

### **PROGRAM LEARNING OUTCOMES (PLO)**

After completing the Master of Ministry program, students will be able to:

1. Incorporate Christian formation in the local congregation and the life of the minister.
2. Interpret Scripture especially as related to preaching and teaching in the local church.
3. Explain the nature, mission, and social context of the Church, especially as related to ecclesial practices and the leadership of the pastor in the local congregation.
4. Analyze theology, ethics, and Church history, especially as related to the Wesleyan tradition and contemporary ministry.

### **COURSE LEARNING OUTCOMES**

Students will achieve the following outcomes:

1. Define discipleship within the local ministry contexts. (PLO 1 & PLO 3)
2. Describe the stages of human development and apply that knowledge to leading people in Christian maturity. (PLO 1 & PLO 3)
3. Understand the formative practices in the church that forms faithful disciples. (PLO 1 & PLO 3)
4. Analyze and evaluate current educational congregational practices in the local church. (PLO 3)
5. Demonstrate how congregations engage in spiritual growth and formation. (PLO 3)

### **COS LEARNING OUTCOMES**

- CP 8 Ability to lead in discipling and assimilating new converts into the Church.
- CP 9 Ability to describe and apply knowledge of human development in leading people to Christian maturity.
- CP 10 Ability to envision and implement Christian education in the local church.

### **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

Blevins, D. G. & Maddix, M. A. (2010.) *Discovering Discipleship: Dynamics of Christian Education*. Beacon Hill Press. ISBN# 978-0834124967

Conde-Frazier, E., Kang, S. S., & Parrett, G. A. (2004.) *A Many Colored Kingdom: Multicultural dynamics for Spiritual Formation*. Baker Books. ISBN# 978-0801027437.

David Kinnaman and Mark Matlock. (2019). *Faith for Exiles: 5 Ways for a New generation to follow Jesus in digital Babylon*. Grand Rapids: Baker Books. ISBN# 978-0801094187

Maddix, Mark, Jonathan Kim, & James R. Estep. (2020). *Understanding Faith Formation: Theological, Congregational, and Global Dimensions*. Grand Rapids: Baker Books. ISBN # 978-1540960382

### **COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a three-unit class delivered over nine weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. The time expectations for this course are shown below:

#### **STUDENT TIME EXPECTATIONS**

<b>ASSIGNMENTS</b>	<b>TOTAL HOURS</b>
Required Reading	60
Online Discussion	15
Writing Reflection Papers	20
Research Paper	5

ASSIGNMENTS	TOTAL HOURS
Week Long Intensive	30
<b>Total</b>	130

## COURSE SCHEDULE AND ASSIGNMENTS

- Weekly Essays (175 pts).** Students are to complete the weekly 250-500 word essays based on assigned readings. (25 points a week=175 points).
- Discussion/Participation (150 pts).** Students are expected to respond to each course assignment, to the professor and colleagues at least 2-3 times a week, and be active in the class discussion. (25 Points a week = 175 points).  
[NOTE: Rubric available under Course Information]
- Book Review (150 pts).** Read Kinnaman's book, *Faith for Exiles* and write a book review assessing his five ways to help young adults engage in faith formation. While the book is focused on the faith formation of young adults, consider how his thesis can be applied to others in your congregation and community. Write a 1000-1250 word essay discussing the primary content of the book with particular attention to how it applies to your ministry context. What aspects of the book do you agree and disagree? **DUE WEEK SIX, DAY 7.**
- Group Presentation (100 points).** Provide a 20-minute presentation on Mark Maddix, et. al. book *Understanding Faith Formation*. Group 1, chs 1-2; Group 2, chs. 3-4; Group 3, chs. 5-7; Group 4, chs. 8-10. The presentation will take place during the intensive class.
- Case/Proposal (150 pts).** Evaluate a current discipleship ministry in your local church and write a case/proposal for possible changes and implementation for future. This would include the present strengths and weaknesses of the discipleship ministry program and the possible implications of these changes. The case/proposal should be 1000-1250 words in length and should include 4-6 bibliographic references. **Due Week Four, Day 6.**
- Research Paper: "A Theology/Philosophy of Congregational Education and Formation." (275 pts).** Write a 1500-2000 word research/reflection paper on your approach to congregational education/learning. This paper should be a working document that explores how you view education holistically in congregational life (i.e. teaching/learning, discipleship, congregational formation, etc.). Also, this paper should provide a working document for your local ministry. The paper should include at least 8-10 bibliographic. **Due Week Eight, Day 7.**

## COURSE SCHEDULE

### Week One: Introduction to Discipleship (May 9-15, 2022)

- Autobiography:** Submit a short biography about yourself and ministry. **Due by Monday.**
- Lecture 1: Ecology of Faith Formation**
- Topic 1: Read Blevins and Maddix chapter 1-3** and write a 250-500-word essay to two of the following discussion questions. **Due by Tuesday.**

Why is it important to develop a Wesleyan approach to discipleship? What are the inherent challenges and opportunities?

What is the difference between narrative and experiential models of biblical interpretation?

In what ways is Jesus our "compass" that guides transformative teaching?

In what ways is formation, discernment, and transformation expressed in discipleship?

3. Write 2 or 3 responses of 75 words to your classmates. **Due by Wednesday.**
4. **Topic 2: Maddix, et. al., Chapters 1-2, 5** and write a 250-500 essay reflecting the key points learned as it relates to discipleship. **Due by Thursday.**
5. Write 2 or 3 responses of 75 words to your classmates. **Due by Friday.**

### **Week Two: Theological Foundations of Discipleship (May 16-22, 2022)**

1. **Lecture 2: Theological Approaches to Congregational Formation**
2. **Topic 1: Read Blevins and Maddix** chapters 4 and write a 250-500 word essay to two of the following questions. **Due by Tuesday.**

What is the relationship of faith and doctrine?

In what ways does Wesleyans seek and view truth and knowledge?

How does the Quadrilateral provide a basis for theological reflection and interpretation?

In what ways does theology inform and give shape to our Christian discipleship?

2. Write 2 or 3 responses of 75 words to your classmates. **Due by Wednesday.**
3. **Read Maddix, et. al,** Chapters 6-7 and write at 250-500 word essay reflecting key points learned. **Due by Thursday.**
4. Write 2 or 3 responses of 75 words to your classmates. **Due Friday, Day 5**

### **Week Three: Formation and Discipleship (May 23-29, 2022)**

1. **Topic 1: Read Blevins and Maddix** chapters 5-6 and write a 250-500 word essay to two discussion questions. **Due by Tuesday.**

What is the primary goal of Christian discipleship from a Wesleyan perspective?

In what ways do the "means of grace" provide an avenue for Christian formation, discernment, and education? What can we learn from Wesley regarding conversion and Christian formation?

What can we learn from Wesley's educational practices?

2. Write 2 or 3 responses of 75-100 words to your classmates. **Due by Wednesday.**
3. **Topic 2: Read Maddix, et. al,** Chapters 8-10 and write a 250-500 essay based on key lessons learned particularly as they relate to discipleship. **Due by Thursday.**
4. **Submit Case/Proposal Due (200 pnts).** Evaluate a current discipleship ministry in your local church and write a case/proposal for possible changes and implementation for future ministry. This would include the present strengths and weaknesses of the discipleship ministry program and the possible implications of these changes. The case/proposal should be 1000-1250 words in length and should include 4-6 bibliographic references. **Due Week Four, Day 6.**

### **Week Four: Developmental Theory (May 30- June 5, 2022)**

1. **Lecture 4: Developmental Theory**
2. **Topic 1: Read Blevins and Maddix** chapter 7-8, and write a 250-500 word response to two of the following questions. **Due by Tuesday.**

What are we learning from Neuroscience regarding the nature/nurture debate? What are the implications for human development?

How does Piaget define the process of learning through adaptation, assimilation, accommodation? What roles does equilibration play in the learning process?

In what ways does Lawrence Kohlberg's theory of moral development help us understand how people come to moral judgments

2. Write 2 or 3 responses of 75 words to your classmates. **Due by Wednesday.**
3. **Topic 2: Read *A Many Colored Kingdom*** chapters 4-6 and write a 250-500 word essay on key points learned as it relates to discipleship. **Due by Thursday.**
4. Write 2 or 3 responses of 75 words to your classmates. **Due by Friday.**
5. **Group Presentation (100 points).** Provide a 20-minute presentation on Mark Maddix, et. al. book *Understanding Faith Formation*. Group 1, chs 1-2; Group 2, chs. 3-4; Group 3, chs. 5-7; Group 4, chs. 8-10. The presentation will take place

during the intensive class.

**Week Five: Intensive (June 6-10, 2022)**

	<b><u>Intensive Course Schedule, June 6-10</u></b>
<b><u>Monday, June 6</u></b>	<b><u>Introduction to Congregational Education and Formation</u></b>
<b><u>12:00-1:00</u></b>	<b><u>Lunch</u></b>
<b><u>1-2:30</u></b>	<b><u>Introduction to Congregational Education</u></b>
<b><u>2:30-2:45</u></b>	<b><u>Break</u></b>
<b><u>2:45-5:00</u></b>	<b><u>Congregational Faith Formation</u></b>
<b><u>Tuesday, June 7</u></b>	<b><u>Congregational Formation</u></b>
<b><u>8:00-9:00</u></b>	<b><u>Group 1 Presentation, Maddix, et. al., ch. 1-2</u></b>
<b><u>9:00-9:15</u></b>	<b><u>Break</u></b>
<b><u>9:30-10:30</u></b>	<b><u>Educating for Spiritual Growth</u></b>
<b><u>10:30-10:45</u></b>	<b><u>Break</u></b>
<b><u>10:45-12:00</u></b>	<b><u>Faith Development Theory</u></b>
<b><u>12:00-1:00</u></b>	<b><u>Lunch</u></b>
<b><u>1:00-3:00</u></b>	<b><u>Dan Chung, Pastor of Life Light Chinese Ministry, San Francisco</u> <b><u>Congregational Faith Formation</u></b></b>
<b><u>3:00-3:15</u></b>	<b><u>Break</u></b>
<b><u>Dan3:15-4:30</u></b>	<b><u>Moral Development/Formation</u></b>
<b><u>Wednesday, June 8</u></b>	<b><u>Congregational Education</u></b>
<b><u>8:00-9:00</u></b>	<b><u>Group 2 Presentation, Maddix, et. al., ch. 3-4</u></b>
<b><u>9:00-10:15</u></b>	<b><u>Break</u></b>
<b><u>10:15-12:00</u></b>	<b><u>Neuroscience and Faith Formation</u></b>
<b><u>12:00-1:00</u></b>	<b><u>Lunch</u></b>
<b><u>1:00-3:00</u></b>	<b><u>Pastor Sam Barber, South Central Ohio District Superintendent</u></b>
<b><u>3:00-3:15</u></b>	<b><u>Break</u></b>
<b><u>3:30-4:30</u></b>	<b><u>Small Groups and Discipleship</u></b>
<b><u>Thursday, June 9</u></b>	<b><u>Faith Formation and Discipleship</u></b>

<u>8:00-9:00</u>	<u>Group 3 Presentation, Maddix, et. al., ch. 5-7</u>
<u>9:00-9:15</u>	<u>Break</u>
<u>9:30-12:00</u>	<u>Faithful Teaching</u>
<u>12:00-1:00</u>	<u>Lunch</u>
<u>1:00-3:00</u>	<u>Hollie Allen, Lipscomb University; Intergenerational Ministry</u>
<u>4:00-6:00</u>	<u>Andy Root, Luther Seminary</u>
<u>6:00-7:00</u>	<u>Dinner</u>
<u>7:00-9:00</u>	<u>Andy Root</u>
<u>Friday, June 10</u>	<u>Developing Faithful Disciples</u>
<u>8:00-8:45</u>	<u>Group 4 Presentation, Maddix, et. al., ch. 8-10</u>
<u>9:00-12:00</u>	<u>Andy Root</u>

### Week Six: Educating for Spiritual Growth (June 13-19, 2022)

1. **Topic 1: Read Blevins and Maddix chapter 9 & Maddix, et. al., chapters 3 & 4** and write a 250-500 word response to two questions. **Due by Tuesday.**

What are the three aspects of faith? How does James Fowler define faith? And how is Fowler's view of faith similar or different from Blevins and Maddix's definition of faith?

Briefly explain Fowler's faith development theory and how does it apply to faith formation in your congregation? What are faith, catechesis, and its role in Christian formation and discipleship?

2. Write 2 or 3 responses of 75 words to your classmates. **Due by Wednesday.**
3. **Topic 2: Read *A Many Colored Kingdom* chapters 7-8 and conclusion** and write a 250-500 essay reflecting key points learned regarding discipleship. **Due by Thursday.**
4. Write 2 or 3 responses of 75 words to your classmates. **Due by Friday.**

### Week Seven: Faithful Teaching (June 20-26, 2022)

1. **Topic 1: Read Blevins and Maddix chapters 10-11** and write a 250-500 word essay to two discussion questions. **Due by Tuesday.**

Briefly describe the learning theories presented and how relational or social learning is significant for spiritual growth and formation?

What is a holistic approach to learning and how can it be applied to your local ministry context? In what ways can curriculum design and delivery be applied to your ministry context?

What are the benefits and limitations to an action/reflection approach to learning?

2. Write 2 or 3 responses of 75 words to your classmates. **Due by Wednesday.**
3. **Topic 2: Read Blevins and Maddix, chapters 15-16** and write a 250-300 word essay to two of the following discussion questions. **Due by Thursday.**

What are the factors that contribute to the scope of the learning environment and what are the implications for Christian discipleship?

What can we learn from Wesley's small group process in relationship to forming people in holiness of heart and life?

What are some examples of educational avenues where people are “being present to each other” in your ministry context? In what ways is it reflecting or not reflecting the authors approach to formation?

- 4. Book Review (150 pnts).** Read Kinnaman’s book, Faith for Exiles and write a book review assessing his five ways to help young adults engage in faith formation. While the book is focused on the faith formation of young adults, consider how his thesis can be applied to others in your congregation and community. Write a 1000-1250 word essay discussing the primary content of the book with particular attention to how it applies to your ministry context. What aspects of the book do you agree and disagree? Due Sunday.

**Week Eight: Congregational Formation (June 27 - July 3, 2022)**

- 1. Topic 1: Read Blevins and Maddix chapters 12-14** write a 250-500 word response to two discussion questions. **Due by Tuesday.**

What is the role of Scripture in personal and congregational formation?

Why is the role of communion (Eucharist) and worship in congregational formation and education?

What is the relationship of discipleship and education?

2. Respond to at least 2-3 classmates with a 50-75 word response. **Due by Wednesday.**
- 3. Research Paper: "A Theology/Philosophy of Congregational Education and Formation." (300 pts).** Write a 1500-2000 word research/reflection paper on your approach to congregational education/learning. This paper should be a working document that explores how you view education holistically in congregational life (i.e. teaching/learning, discipleship, congregational formation, etc.). Also, this paper should provide a working document for your local ministry. The paper should include at least 8-10 bibliographic. **Due Saturday.**

**ASSESSMENT AND GRADING**

The following percentages reflect the value of each assignment category:

<b>POINTS DISTRIBUTION</b>	
<b>ASSIGNMENT</b>	<b>PERCENTAGES</b>
Weekly Discussions	17.5%
Weekly Essays	17.5%
Book Review	15%
Group Presentation	10
Case/Proposal	15%
Final Paper	25%
<b>Total</b>	<b>100%</b>

Final grades will be assessed on the total points using the following grading scale:

<b>GRADE SCALE</b>				
<b>Standard Grade Scale Based on Points Earned</b>				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
A 930-1000	B+ 870-899	C+ 770-799	D+ 670-699	F ≤ 599
A- 900-929	B 830-869	C 730-769	D 630-669	
	B- 800-829	C- 700-729	D- 600-629	

## **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the end of the assigned day when they are due—including assignments posted in Canvas. Late assignments will result in a 10% reduction. Given that this is a graduate level class, if there are life related reasons why assignments are late, please communicate to the professor.

## **COURSE POLICIES**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **1. Academic Honesty**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current catalog \(https://catalog.pointloma.edu/index.php\)](https://catalog.pointloma.edu/index.php) for further information.

### **2. Identity Fraud**

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

### **3. Attendance and Participation**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Graduate and Professional Studies Catalog for additional detail.

### **4. Use of Technology**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) page. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk 619.849.2222.

### **5. University Catalog**

For additional Point Loma policy items, review the current [Point Loma Nazarene University Catalog \(http://catalog.pointloma.edu/\)](http://catalog.pointloma.edu/).

### **6. Accessibility of Historical Data in Point Loma Classes**

PLNU strives to protect and preserve student data in accordance with FERPA laws. It is important for students and faculty to note that due to the nature of digital information, no data transmitted via emails or online learning management systems is entirely free from observation. The contents of this class, including the class discussion, may be monitored by PLNU faculty and staff at any time for the purposes of assisting students, gathering data, instructor training, or assessing the program.



## 7. Confidentiality of Course Discussion and Assignments

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

## 8. Academic Accommodations

If you have a diagnosed disability the Center for Student Success (CSS) within the first two weeks of class to demonstrate need and to register for accommodation by phone at **619.563.2810**. **You may also ask your academic advisor or program director for any additional accommodation information.**

## 9. Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. There are resources for your Christian faith journey available at the [Graduate & Professional Student Spiritual Life web page](https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life).  
(<https://www.pointloma.edu/opportunities/graduate-professional-student-spiritual-life>)

For Mission Valley students there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

## 10. Classroom Etiquette

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each other's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

## 11. Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## 12. Inclusive Language

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like "man" or "mankind" or the pronoun "he," should not be used to refer to all humans. Instead "people," "humanity," "humans," and "he or she" better acknowledge women as full persons.

# Course Summary:

[ents/773953](#) **State Authorization Verification** due by 11:59pm

Mon May 9, 2022

**Statement**

[Form](https://canvas.pointloma.edu/courses/62353/assignm)

<https://canvas.pointloma.edu/courses/62353/assignments/773951> due by 11:59pm

**WK1: Autobiography**

<https://canvas.pointloma.edu/courses/62353/assignments/773965> due by 11:59pm

Tue May 10, 2022 **WK1: Blevins and Maddix (Chapters**

**1-3) Reading Discussion**

due by 11:59pm

<https://canvas.pointloma.edu/courses/62353/assignments/773964>

**Date Details Due** Thu May 12, 2022 **WK1: Maddix et al. (Chapters 1-2, 5)**

**Reading Discussion**

<https://canvas.pointloma.edu/courses/62353/assignments/773954>

<https://canvas.pointloma.edu/courses/62353/assignments/773963>

Tue May 17, 2022 **WK2: Blevins and Maddix (Chapter 4)**

**Reading Discussion**

**WK2: Maddix et al. (Chapters 6-7)**

due by 11:59pm due by 11:59pm

Thu May 19, 2022

**Reading Discussion**

<https://canvas.pointloma.edu/courses/62353/assignm> [ents/773955](#) due by 11:59pm

Thu May 26, 2022

**WK3: Maddix et al. (Chapters 8-10)**

Tue May 24, 2022 **WK3: Blevins and Maddix (Chapters**

**5-6) Reading Discussion**

<https://canvas.pointloma.edu/courses/62353/assignments/773962>

**Reading Essay**

<https://canvas.pointloma.edu/courses/62353/assignments/773968>

**WK 3: Maddix et. al (Chapters 8-10)**

**Reading Discussion**

<https://canvas.pointloma.edu/courses/62353/assignments/794729>

Sat May 28, 2022 **WK3: Case Proposal**

due by 11:59pm due by 11:59pm due by 11:59pm

<https://canvas.pointloma.edu/courses/62353/assignments/773967> due by 11:59pm

Tue May 31, 2022 **WK4: Blevins & Maddix (Chapters 7-**

<https://canvas.pointloma.edu/courses/62353/assignm> **(Chapters 4-6) Reading Discussion**

[ents/773957](#)

<https://canvas.pointloma.edu/courses/62353/assignm>

[ents/773956](#)

due by 11:59pm due by 11:59pm

Thu Jun 2, 2022

**8) Reading Discussion**

**WK4: A Many Colored Kingdom**

Sun Jun 5, 2022

**Mid-Course Survey**

<https://canvas.pointloma.edu/courses/62353/assignments/773952> due by 11:59pm

Sun Jun 12, 2022 [WK5: Group Presentation](#)

<https://canvas.pointloma.edu/courses/62353/assignments/773969> due by 11:59pm

[WK6: Blevins & Maddix \(Chapter 9\)](#)

Tue Jun 14, 2022 Thu Jun 16, 2022

<https://canvas.pointloma.edu/courses/62353/assignments/773961> [\(Chapters 7-8\) Reading Discussion](#)  
<https://canvas.pointloma.edu/courses/62353/assignments/773958>  
due by 11:59pm due by 11:59pm

[Reading Discussion](#)

[WK6: A Many Colored Kingdom](#)

**Date Details Due**

Sun Jun 19, 2022 [WK6: Kinnaman Book Review](#)

<https://canvas.pointloma.edu/courses/62353/assignments/773971> due by 11:59pm

[WK7: Blevins & Maddix \(Chapters 10-](#)

Tue Jun 21, 2022

[11\) Reading Discussion](#)

<https://canvas.pointloma.edu/courses/62353/assignments/773960> due by 11:59pm

[14\) Reading Discussion](#)

<https://canvas.pointloma.edu/courses/62353/assignments/773959>

Thu Jun 23, 2022 [WK7: Blevins and Maddix \(Chapters 15-16\) Reading Essay](#)

<https://canvas.pointloma.edu/courses/62353/assignments/773970>

[WK8: Research Paper: A](#)

due by 11:59pm due by 11:59pm

Tue Jun 28, 2022 [WK8: Blevins & Maddix \(Chapters 12-](#)

Sat Jul 2, 2022

[Theology/Philosophy of Congregational Education and Formation](#) <https://canvas.pointloma.edu/courses/62353/assignments/773972>  
<https://canvas.pointloma.edu/courses/62353/assignments/773972>  
due by 11:59pm

Sun Jul 3, 2022 [End-of-Course Evaluation](#)

<https://canvas.pointloma.edu/courses/62353/assignments/773966> due by 11:59pm