

 <p><b>POINT</b><sup>19</sup> <b>LOMA</b><sup>02</sup> NAZARENE UNIVERSITY</p>	<p><b>School of Theology &amp; Christian Ministry</b></p> <p><b>CMI 3060 Teaching for Christian Discipleship</b></p> <p><b>3 Units</b></p>
	<p><b>Spring 2024</b></p>

<b>Meeting days:</b> Mon, Wed, Fri	<b>Instructor title and name:</b> Dr Stephanie Smith Matthews
<b>Meeting times:</b> 8:30-9:25 am	<b>Phone:</b> 619-849-2594
<b>Meeting location:</b> Wesleyan Classroom, Smee Hall	<b>Email:</b> <a href="mailto:smatthew@pointloma.edu">smatthew@pointloma.edu</a>
<b>Final Exam:</b> Wed, May 1 7:30-10:00am	<b>Office location and hours:</b> Smee 211 & Gchat Email for appointment
<b>Additional info:</b>	<b>Additional info:</b>

### 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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### COURSE DESCRIPTION

The course explores Christian discipleship through the lifespan teaching ministry of the Church. A central component of the course is the development of pedagogical practices for teaching and leading small groups and Bible studies.

### COURSE LEARNING OUTCOMES

1. Construct a biblical/theological perspective of Christian discipleship.
2. Understand how to teach discipleship across the lifespan and intergenerationally
3. Develop a catechetical process of education in the local church.
4. Gain skills in teaching and facilitating small groups and bible studies.
5. Describe how to lead, disciple, and equip others in the local church.

### COURSE OF STUDY ABILITY STATEMENTS

- 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

1. Blevins, Dean and Mark A. Maddix. 2010. *Discovering Discipleship: Dynamics of Christian Education*. Kansas City: Beacon Hill Press.
2. Seymour, Jack L. 2015. *Teaching Biblical Faith: Leading Small Group Bible Studies*. Nashville: Abingdon Press
3. LeFever, Marlene. 2013. *Creative Teaching Methods*. Colorado Springs: David C. Cook Publishers.
4. Wilhoit, James C. and Leland Ryken. *Effective Bible Teaching*. Grand Rapids: Baker Academic.

## ASSIGNMENTS AT-A-GLANCE

1. **Attendance/Participation (100 pts)**. It is expected that you will do the weekly reading and complete the reading report prior to class. You are to meet in groups each week to discuss key aspects of what you have learned in the reading. You are to provide 10 of the 12 reading reports during the course (10 points each). (SLO #1)
  - a. **Absences**. More than 4 absences will result in a 50% grade reduction, and 4 or more will result in de-enrollment or failing the course.
2. **Book Review (100 pts)**. Read *Creative Teaching Methods* and write a 1000-1500 word book review indicating what you have learned about experiential learning and how to teach the Bible in small groups. Focus primarily on how you plan to implement creative teaching in a small group setting.
3. **Teaching for Discipleship (300 pts)**. During the course you will present three different lessons (100 points each) to three different age groups (children, youth, adults, families, etc.). The lesson is to follow the X-diagram lesson plan from the class. The presentation is to include aspects of group facilitation, leading, and discipleship. Specific instructions are available in Canvas regarding teaching examples and lesson instructions.
4. **Discipleship for the Local Church (200 pts)**. Write a research reflection/reflection paper describing how you understand discipleship in the local church. The paper should include information about how to lead, facilitate, and disciple Christians as well as how to assimilate new attenders in the church. While this paper may seem theoretical, the goal is for you to imagine what it would look like to see how discipleship can take place based on the five models of discipleship presented in the class. The research/reflection paper should be 1500-2000 words and should include 5-6 bibliographic references.
5. **Teaching Observations (200 points)**. You are to observe four teaching contexts (50 points each) that include small group or bible study groups. You are to observe different age groups to understand how they teach for discipleship. Each observation should reflect on how well the teacher facilitated the learning process, developed the hidden curriculum, and balanced the flow

of content and process of the lesson. An observation/evaluation guideline is provided for you on canvas. Each paper should be 500-750 words each.

## 6. Final Exam (100 points).

### ASSESSMENT AND GRADING

Assignment Amounts	Grading Scale	C=730-769
● Attendance/Reading Reports-10%	A=930-1000	C-=709-729
● Book Review-10%	A-=900-929	D+=679-699
● Teaching for Discipleship-30%	B+=870-899	D=630-669
● Discipleship for the local Church-20%	B=830-869	D-=600-620
● Teaching Observations-20%	B-=800-829	F=0-599
● Final Exam-20%	C+=779-799	

### Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### 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 students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### PLNU 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.

## **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#)[Links to an external site.](#) for definitions of kinds of academic dishonesty and for further policy information.

## **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#)[Links to an external site.](#).

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.

## Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

## Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

## Course Schedule

DATE	CLASS CONTENT	ASSIGNMENTS AND DUE DATES
Tues, Aug. 29	Introduction to the Course	
Thus, Aug. 31	Defining Christian Discipleship?	Blevins & Maddix, ch. 1; Seymour, chs. 1-2
Tues, Sept. 5	Narrative: The Story of God	
Thus, Sept. 7	Discipleship through the Centuries	Blevins & Maddix, chs. 2-3

Tues, Sept. 12	Discipleship and Evangelism	
Thurs, Sept. 14	Missional Discipleship	Blevins & Maddix, chs. 4-7
Tues, Sept. 19	Developmental Theory	
Thus, Sept. 21	Faith Development Theory	Blevins & Maddix, chs. 8-9
Tues, Sept. 26	Teaching for Discipleship	
Thus, Sept. 28	Teaching Methods and Theories	Blevins & Maddix, chs. 10-11; Wilhoit, chs. 1-2
Tues, Oct. 3	The Role of the Teacher	
Thus, Oct. 5	Leading Bible Studies	Wilhoit, chs. 3-4
Oct 6-8	SOTCM RETREAT-Julian, CA	
Tues, Oct. 10	Designing the Lesson (X-diagram)	
Thus, Oct. 12	Leading Small Groups	Read <i>Meaningful Learning in the</i>

		<i>Church</i> , (p.139-169) Wilhoit, chs. 5-10; Seymour, 3-6.
Tues, Oct. 17	<b>Teaching Presentation 1</b>	<b>Teaching Presentation Due</b>
Thurs, Oct. 19	<b>Teaching Presentation 1</b>	Wilhoit, chs. 11-13
Tues, Oct. 24	Evaluation/Reflection of Bible Studies	
Thurs, Oct. 26	Teaching as Discipleship in Diverse Contexts	Seymour, chs. 7-12 <b>Teaching Observations Due</b>
Tues, Oct. 31	Leading/facilitating a small group	
Thurs, Nov. 2	Experiential Learning Approaches	Seymour, ch 13-14
Tues, Nov. 7	Facilitating Discussion	
Thurs, Nov. 9	Creative Teaching Methods	LeFever, chs. 1-3
Tues, Nov. 14	<b>Teaching Presentation 2</b>	<b>Teaching Presentation Due</b>
Thurs, Nov. 16	<b>Teaching Presentation 2</b>	LeFever, chs. 4-7
Tues, Nov. 21	NO CLASS-Thanksgiving Break	
Tues, Nov. 28	Evaluation/Reflection of Bible Studies	
Thurs, Nov. 30	Evaluation/Reflection of Lessons	LeFever, chs. 7-14 <b>LeFever Book Review Due</b>
Tues, Dec. 5	<b>Teaching Presentation 3</b>	<b>Teaching Presentation Due</b>
Thurs, Dec. 7	<b>Teaching Presentation 3</b>	<b>Discipleship for the Local Church Paper Due</b>
Dec. 12	Final Exam	