

WESTERN SEMINARY - SACRAMENTO

Growing Disciples Intentionally

EMS 505M: 2 credit hours

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Syllabus – Fall 2009

COURSE SCHEDULE

Sept 3, 17; Oct 1, 15, 29; Nov 12; Dec 3 (Thursday, 5:55 – 10:00 p.m.)

COURSE DESCRIPTION

EMS 505 – Growing Disciples Intentionally. Christ commands His children to “love God, love, people and make disciples” (Matt 22:37-40, 28:16-20). This course will examine the role of the local church and para-church organizations in facilitating, guiding, and nurturing the spiritual growth of believers from infancy through the end of life. The teaching/learning process will be evaluated primarily in terms of intentional growth outcomes in the lives of Christians at all levels of spiritual maturity.

COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the four seminary degrees for which this course is a requirement. Below is an excerpt of the degree outcomes to which this course relates:

BE ABLE TO think biblically and critically so that various truth claims can be effectively evaluated.

- has embraced a biblical world view; (THS 501, THS 502, THS 503, THS 508; overarching)
- able to apply the basic elements of critical analysis and sound reasoning; (MFM 500; overarching)
- sensitive to cultural variations in styles of thinking; (overarching)
- reflects an appropriately humble and charitable spirit in applying biblical criteria for truth. (overarching)

BE ABLE TO communicate God’s truth clearly, accurately, and convincingly.

- able to preach and teach effectively, working both from Scripture to life and from life to scripture; (PTS 510, EMS 501)

BE ABLE TO lead and equip a group of people so that God's purposes are efficiently accomplished in and through them.

- able to train others to develop their God-given capacities for Christ-like character and ministry (including evangelism, edification, worship, leadership and other essential functions of the Church); (DMS 506, EMS 501)

BE A true life-long learner, building upon his/her seminary training.

- committed to pursuing growth and learning in key areas of need; (MFM 500, overarching)
- able to access and manage information (including that available via computer/online resources) so that it is readily available when needed. (overarching)

COURSE GOALS/OBJECTIVES

What kind of student should this class develop?

1. One that realizes the unbelievable potential of each student they teach/disciple
2. One that knows they have an incredible privilege to teach/disciple on God's behalf
3. One that takes responsibility to cause their students to learn
4. One that strives to study and understand the Biblical text before preparing a lesson
5. One that is completely dependent on the Holy Spirit for power in teaching
6. One that prepares lessons so thoroughly as though there is no Holy Spirit
7. One that strives to be as creative as possible as they disciple/teach
8. One that knows the needs of their students well
9. One that understands how people learn
10. One that communicates the Word of God in a way that compels people to action
11. One that understands the holistic role of the Church in making disciples
12. One that understands how spiritual growth takes place

TEXTBOOKS

We are happy to announce that Western Sacramento is now an Amazon Associate. Any purchases (not just books) you make on Amazon using this link will mean that a minimum of 4% of the purchase price comes to Western. Please support your seminary by using this link for all your Amazon purchases.

Click [here](#) to order texts and other products.

Required

- Davis, K., (1996). *How to Speak to Youth . . . and Keep Them Awake at the Same Time*, revised edition. Zondervan. ISBN: 0310201462
- Hendricks, H. G., (2003). *Teaching To Change Lives*, Multnomah. ISBN: 1590521382
- Hunt, J., (1997). *Disciple-Making Teachers, How To Equip Adults For Growth And Action*, Group Publishing. ISBN: 0764420313
- Lefever, M. D., (2002). *Learning Styles: Reaching Everyone God Gave You To Teach*, David C. Cook Publishing Company. ISBN: 0781451175
- Stanley, Andy & Jones, R.L., (2006). *Communicating For A Change*, Multnomah Books. ISBN: 1-59052-514-0 (pgs. 9-13, 91-193)
- Sunukjian, D.R., (2007). *Invitation to Biblical Preaching, Proclaiming Truth with Clarity and Relevance*, Kregel Publications. ISBN:978-0-8254-3666-6 (pgs. 9-141)

Recommended

- Wiggins, G. & McTighe, J., (2005). *Understanding By Design*, 2nd expanded edition. Association for Supervision & Curriculum Development. ISBN: 1416600353

COURSE REQUIREMENTS

Reading

Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions. Reading should be done a familiarity level (about 45 pages per hour) that assumes knowledge of the material assigned.

Assignments

Background research for SCORRE talks and 4MAT lessons should utilize the library and/or Internet for additional material.

1. Attendance and in-class group projects
2. Prepare a SCORRE talk #1 outline (Due: week 2)
3. Revise and Presentation to class SCORRE talk #1, including a Powerpoint presentation, turn in notes & handouts (Due: week 3)
4. Two written critiques of peer SCORRE talks, in-class assignment (Due: week3)
5. Written evaluation of two case study sermons (Due: week 4 & 6)
6. Prepare a written 4MAT lesson plan #1 (Due: week 5)
7. Revise and presentation to a class 4 MAT lesson #1, including a Powerpoint presentation, turn in notes and handouts (Due: week 6)
8. Two written critiques of peer 4MAT lesson plans, in-class assignment (Due: week 6)
9. Prepare a one year curriculum for disciple-making utilizing classroom size groups (or larger), small groups, and/or mentoring. Select one target age range i.e.: high school students, college students, women's ministry, etc...) (Due: week 6)
10. Textbook reports. Each book report should consist of at least one page consisting of a summary of the book's content and one page of what you personally learned from the book. These book reports are due on the week after the book is assigned
11. The Final Exam will be take-home. It will include a creative teaching/disciple-making seminar/workshop you will teach at your own church. (Due: one week after last class)

STANDARDS FOR WRITTEN WORK (MLA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes
- Page numbers appear at the upper right on every text page
- Use footnotes rather than paragraph citations
- Footnotes follow a standard format.

Helpful web sites on MLA style include:

<http://webster.commnet.edu/mla.htm>

<http://owl.english.purdue.edu/handouts/research/index.html>

<http://www.english.uiuc.edu/cws/wworkshop/bibliography/mla/mlamenu.htm>

[These websites are expanded and pasted into Western Seminary's "How to Write a Research Paper"]

A good website with footnote/bibliography entries is

<http://www.wisc.edu/writing/Handbook/DocChicabgo.html>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

GRADING

| A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- |
|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 99- 100% | 95- 98% | 93- 94% | 91- 92% | 88- 90% | 86- 87% | 84- 85% | 81- 83% | 79- 80% | 77- 78% | 74- 76% | 70- 73% |

| Activity | Percent of Final Grade | Estimated Time to Complete |
|---------------------------|------------------------|----------------------------|
| Attendance | 5% | 30 hrs. |
| 4 Mat Lesson plan | 20% | 10 hrs. |
| Critiques of lesson plans | 5% | 0 hrs. |
| Evaluation of sermons | 5% | 2 hrs. |
| Textbook reports | 15% | 22 hrs. |
| SCORRE talk | 20% | 10 hrs. |
| One year curriculum plan | 15% | 8 hrs. |
| Final Exam | 15% | 8 hrs. |
| Total | 100% | 90 hrs. |

CLASS POLICIES

Cover page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss two or more classes will not pass the course. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 1/23/10**. (This allows a 6th week for the grading of work and a grade change request to be filed.) A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period (allots 1 week to the prof for grading and grade change petition) be extended except by petition and approval of the Administrative Committee in Portland.

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act

of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

LIBRARY AND INTERNET RESEARCH – SACRAMENTO

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu/sacramento
- Click the link “Library Services” in the right navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

Periodical & Research Databases

As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To cite your information, consider the following MLA composers:
<http://www.noodletools.com> and <http://www.citationmachine.net>

Western-Arcade Library offers a variety of ministry related software for student use including BibleWorks, Logos Bible Software, and SeminaryLibrary.

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

Reference and Research Contact Information

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COURSE OUTLINE AND SCHEDULE

| Date | Topic | Assignments |
|----------|---|--|
| 9/3/09 | <ul style="list-style-type: none"> • Course introduction & syllabus review. • Intro to preparing SCORRE talks | Read Ken Davis Book before class and come prepared to discuss SCORRE Method. Turn in Response/Reaction paper to Davis book |
| 9/17/09 | <ul style="list-style-type: none"> • Intro to SCORRE Method • Introductions • Phrase Analysis | Read Andy Stanley and Don Sunukjian book readings. Turn in Response/Reaction papers on each book |
| 10/1/09 | <ul style="list-style-type: none"> • Student SCORRE talk #1 Pre-Review in Small Groups • Illustrations – how to find and how to use • Use of Media | Read Hendricks book. Turn in Response/Reaction paper Prepare written SCORRE talk #1 and submit to review by student small groups. |
| 10/15/09 | <ul style="list-style-type: none"> • Student SCORRE talk presentations | Revise and Presentation to class SCORRE talk #1, including a Powerpoint presentation, turn in notes & handouts. Two written critiques of peer SCORRE talks (in-class assignment.) Written evaluation of case study sermon #1. |
| 10/29/09 | <ul style="list-style-type: none"> • Learning Styles • Intro to 4 Mat lesson Method | Read Lefevre Book Turn in Response/Reaction paper Prepare a written 4MAT lesson plan #1 Written evaluation of case study sermon #2. |
| 11/12/09 | <ul style="list-style-type: none"> • Designing curriculum & discipleship programs | Read Hunt book. Discuss final exam requirements Prepare written 4 MAT Lesson Plan #1 and submit to review by student small groups. |

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| 12/3/09 | <ul style="list-style-type: none"> • Student Presentations of 4MAT Lesson Plan #1 | <p>Revise and presentation to a class 4 MAT lesson #1, including a Powerpoint presentation, turn in notes and handouts.</p> <p>Two written critiques of peer 4MAT lesson plans (in-class assignment)</p> <p>Prepare a one year curriculum for disciple-making utilizing classroom size groups (or larger), small groups, and/or mentoring. Select one target age range i.e.: high school students, college students, women's ministry, etc...).</p> |
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