



Disciplemaking with Youth and Families

CEYH6360

New Orleans Baptist Theological Seminary
Christian Education Division

Dr. R. Allen Jackson

Professor in Youth and Collegiate Ministry
ajackson@nobts.edu
office: 504.816.8103

Teaching Assistant:

Ree Reinhardt
ree.reinhardt@gmail.com

Administrative Assistant:

Jessica Albritton
jacksonsec@nobts.edu

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 2014-2015 academic year that Core Value is *Spiritual Vitality*.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. Biblical Exposition: biblical rationale for discipling 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 discipling.
4. Disciple Making: the basic model of student ministry involves replication of discipling. This is the main purpose for the class.

Course Description

This course takes a fresh look at the biblical role of discipling 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 discipling, the biblical mandate for discipling, and possible contemporary expressions of “doing” discipling 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 discipling
- Describe and explain the role of personal discipling 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 discipling model. Build relationships with students, youth workers, and parents of teenagers.
- Articulate a vision and describe a strategy for discipling 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.

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

Lawrence, Rick. *Jesus Centered Youth Ministry: Moving from Jesus-Plus to Jesus-Only*. Loveland, CO: Simply Youth Ministry, 2014.

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

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
2. Unit Two: What is a Disciple? John Stott, *The Radical Disciple*
3. Unit Three: What is a Disciplemaker? Leroy Eims, *The Lost Art of Disciplemaking*
4. Unit Four: What is a Disciplemaking Youth Ministry? Rick Lawrence, *Jesus Centered Youth Ministry*
5. Unit Five: Pulling It All Together

Teaching Method.

Methodology will include but is not limited to lecture, presentations, small group sessions, dialogue, research, interviews, role play and reflection.

Assignments and Evaluation Criteria

The Starters (15%)

Based upon the Chris Wesley article posted in Blackboard, 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 article as well as in your personal opinion, what should we do as a church?

Due: February 10

The Staples. (5% each, 20% 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 quote verses to each other weekly.
- b. Testimony articulation Each class day will start with a student giving their testimony regarding their conversion and call
- 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
- 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: Dates for each of these elements are listed in the Course Schedule section.

The Summary (15%)

Reading on discipleship is foundational to thinking about disciplemaking 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.”

Due: March 3

The Strategy (10%)

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.

Due: April 28

The Synthesis (15%)

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.

Due: May 5

The Stuff that is Required (10%)

Complete a midterm and final examination (scheduled as needed).

Course Policies

Grading Policies

1. Assignments are due by the beginning of class on the day they are due. Students who are absent from class on the day of an assignment are still responsible for turning the assignment in on time. Late assignments will be penalized one letter grade for each class period the assignment is late. Assignments may only be turned in during a class period (unless otherwise specified by the professor).
2. When exams are given via Blackboard, 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. Email submissions of tests or other written work are not accepted unless otherwise directed by the professor.

Style

Guidelines for papers submitted in this course are found in the current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, which is 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. An example of a correctly formatted title page for this course is found at www.youthministryinstitute.org.
- Be sure to staple all assignment pages together before submission.

Attendance

Students are expected to attend class sessions. Students missing more than 2 of the class sessions for the semester will automatically receive a final grade of F. Late arrivals will count as ½ of an absence.

Evaluation

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

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.

Grading Scale

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

Course Schedule

Date	Topic	Reading	Assignment Due
1/20	Syllabus Orientation		
Unit One: Introduction			
1/20	Brainstorm Day: What Makes Up Discipleship		
1/27	The State of Youth Ministry		Recite Roman Road
1/27	Thinking About Discipleship		Recite Roman Road
2/3	Thinking About Discipleship		
Unit Two: Being a Disciple			
2/3	Disciples or Christians? Nonconformity, Christlikeness	<i>The Radical Disciple</i>	2 Timothy 1:8-14
2/10	Maturity, Creation Care, Simplicity	<i>The Radical Disciple</i>	Biblical Basis Essay due

2/10	Balance, Dependence, Conclusion	<i>The Radical Disciple</i>	
2/24	Discipline: Personal Testimony		2 Timothy 2:1-7
2/24	Personal Testimonies		Give Testimony
3/3	Discipline: Personal Bible Study		
3/3	Discipline: Prayer, Solitude		Book Review Due
3/10	Discipline: Evangelism (Share Jesus Without Fear)		2 Timothy 2:14-16
3/10	Discipleship and Spiritual Formation		
Unit Three: Making Disciples			
3/17	The Need for Multiplying Disciples	Eims, ch. 1	Evangelistic Presentation
3/17	Making Disciples in the Early Church	Eims, ch. 2-3	
3/31	Process of Making Disciples	Eims, ch. 4-5	2 Timothy 2:20-26
3/31	Developing Disciples	Eims, ch. 6	Bible Study Prep Due
4/7	Developing Disciplemakers	Eims, ch. 7-8	
4/7	Developing Disciplemakers	Eims, ch. 9-11	
Unit Four: Disciplemaking in Youth Ministry			
4/14	Practically Speaking: Programs for Discipleship	<i>Jesus Centered Youth Ministry</i>	2 Timothy 3:1-5
4/14	Mentoring and Spiritual Formation	<i>Jesus Centered Youth Ministry</i>	
4/21	Vital Truth	<i>Jesus Centered Youth Ministry</i>	
4/21	Vital Character	<i>Jesus Centered Youth Ministry</i>	2 Timothy 3:10-17
Unit Five: Resources to Put it all Together			
4/28	Jonathan Denton: Discipleship with Guys		Discipleship Strategy Due
4/28	Amanda Denton: Discipleship with Girls		
4/28	Vital Skills		
5/5	Catch Up Day		2 Timothy 4:1-8 Synthesis Paper Due
5/12	Final Exam (3p – 5p)		

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?).