

MN532 DISCIPLESHIP & TEACHING 2 - FALL 2022

(REGISTER FOR MN531 AUGUST RESIDENCY AS WELL.)

1 Credits: letter grade only

Dr. Susan Forshey - sforshey@dbq.edu, Severance 205, cell: 206-963-0472

Course Description

This course, **part two of a required two-course series with MN531**, explores the role and practice of the teaching and discipling ministries of the church as graced means of cultivating the character of Christ personally and corporately. An incarnational model of teaching and learning—engaging the whole person—will be emphasized. Students will reflect on their own experiences of these ministries, both as teacher and student; engage texts on teaching, evangelism, contemplative attention, spiritual formation in children and youth, virtue formation, and catechesis; and practice practical theological reflection as they build skills for teaching in various contexts. Models for learning, recent cognitive research, and instructional design models will be dialogue partners as students select and describe a context of teaching and learning; then design, teach, and evaluate a teaching/learning experience.



Course Objectives By participating fully in this class, students will:

1. Describe and practice a method of contemplative practical theological reflection for a variety of ministry contexts.
2. Define the characteristics and describe the influence of cultural formation, with regards to formation as a disciple of Christ.
3. Describe teaching and learning models, using human development patterns and cognitive research on learning, so as to communicate Gospel truths in ways that meet people in their particular stage of developmental and learning needs;
4. Describe and assess the ways that a particular Christian community approaches the tasks of Christian teaching, discipleship and evangelism;
5. Explore discipleship needs and approaches for children, youth, emerging adults;
6. Explore models of adult catechesis and on-going mystagogy;
7. Explore best practices and develop personal skills relevant to teaching, evangelism, and discipleship.

M.Div. Curricular Goals Fulfilled by This Course

- Be formed by, live in, and minister out of Scripture and the historical and theological tradition of the Church.
- Educate and equip individuals and congregations to live and minister joyfully and faithfully as part of their own denomination and the ecumenical church.
- Lead and nurture congregations to promote peace and justice in the public arena and encourage the witness and service of the church in mission to the world.
- Integrate theology and practice in all areas of life and ministry.

MAMD Curricular Goals Fulfilled by This Course

- Develop, implement, and assess strategies for missional living in a specific cultural context.
- Adopt spiritual practices that nurture their personal lives as faithful disciples and witnesses.
- Develop skills and capacities for faithful and competent Christian witness.

Requirements

1. Online forum posts/residential participation in the class – 20%
2. Learning Experience Planning Sheet – due October 17 – 10%
3. Create a comprehensive lesson plan first draft for teaching a 60-minute learning experience – due October 24 (or 1 week before you teach) – 40%
4. Teach and evaluate your teaching/learning experience – due December 16 -- 30%

Required Course Texts

- Lichtmann, Maria. *The Teacher's Way: Teaching and the Contemplative Life*. Paulist Press, 2005. ISBN 0-8091-4303-8
- Sousa, David A., *How the Brain Learns*, Fifth Edition, Corwin Press, 2016. ISBN-13: 978-1506346304.
- Stonehouse, Catherine. *Joining Children on the Spiritual Journey: Nurturing a Life of Faith*. ISBN 0-8010-5807-4
- Yaconelli, Mark. *Contemplative Youth Ministry: Practicing the Presence of Jesus*. ISBN 0-310-26777-3

Assignment Policy: If an assignment needs to be turned in late, please let me know the situation prior to the due date. My expectation: keep me informed and do the assignment “well enough” for the current circumstances you find yourself in.

Online Materials Policy: Lack of engagement online for three consecutive weeks will lead to an automatic administrative withdrawal. Please let me know if an unforeseen circumstance prevents you from participating on-line.

Attendance Policy: Students are building or deepening habits of completion and good communication while in seminary. Please gift your colleagues with your consistent presence online:

- **Up to two excused absences online** (with completion of any make-up assignments) will not affect your final grade. Please contact me immediately if you must be absent due to illness, emergency, and prior unchangeable commitment. More than three absences will be reviewed on a case-by-case basis.
- The **first unexcused absence**--absent for 1 full week online without notifying me through email or via phone call--will receive a warning; the **second unexcused absence** will reduce the course grade by one full grade letter. The **third unexcused absence** may result in an automatic administrative withdrawal. **In summary: Just let me know what’s going on.**

Fall 2022 (additional short readings may be assigned with notice)

Week	Dates	Reading	Due
1	Sep 6-12	Sousa, <i>How the Brain Learns</i> , Chapter 1 (15-36);	
2	Sep 13-19	Sousa, Chapter 2	Refine your learning experience proposal and post by September 19 in the Moodle forum.
3	Sep 20-26	Sousa, Chapter 3; Yaconelli & Stonehouse, as necessary.	Write feedback on learning experience proposals as assigned in the Moodle forum.
4	Sep 27-Oct 3	Sousa, Chapter 7	
5	Oct 4-10	Study Days (No campus classes October 10; campus classes resume October 17)	
6	Oct 11-17	Sousa, Chapter 5	Email <i>Learning Experience Planning Sheet</i> by October 17.
7	Oct 18-24	Sousa, Chapter 6	
8	Oct 25-Oct 31	Sousa, Chapter 8.	Learning Experience First Draft Due (or 1 week before you teach, if you want feedback on it before you teach)
9	Nov 1-Nov 7	Lichtmann, Chapter 1	
10	Nov 8-Nov 14	Lichtmann, Chapter 2	
11	Nov 15-29	Lichtmann, Chapter 3	
12	Nov 21-27	Thanksgiving Break (No campus classes November 21; campus classes resume November 28)	
13	Nov 29 – Dec 5	Lichtmann, Chapter 4	
14	Dec 6- Dec 12	Lichtmann, Chapter 5	Final Draft and Evaluation - December 18

ADA Compliance Statement

Reasonable accommodations are available for students who have a documented disability. Please notify Dr. Forshey during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. Confidentiality of all requests will be maintained. All requested accommodations must be approved through the Academic Success Center, 2nd floor Myers Library (563-589-3262 or ASC@dbq.edu).

Title IX and Jeanne Clery Act Policy Information:

Title IX: The University of Dubuque is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex; which includes all forms of sexual misconduct. More information may be found at <https://www.dbq.edu/AboutUD/TitleIX/>

Jeanne Clery Act: The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an Annual Security Report and Annual Fire Safety Report to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff no later than October 1st of each year. More information may be found at <https://www.dbq.edu/SafetySecurity/JeanneCleryAct/>