

MN531 DISCIPLESHIP & TEACHING 1 - AUGUST 2024

(REGISTER ALSO FOR MN532 DISCIPLESHIP & TEACHING 2 – FALL 2024)

2 Credits: letter grade only

Rev. Dr. Susan Forshey - sforshey@dbq.edu – Van Vliet 318

Course Description

This course, part one of a required two-course series with MN532, 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 Fee: \$25 for required August 12th retreat.**



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 and learning.

M.Div. Curricular Goals

- 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

- 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.

MAM Curricular Goals

- Articulate and interpret key themes from the Christian scriptures in conversation with contemporary and ecclesial contexts.
- Articulate and interpret key Christian theological affirmations for Christian discipleship and ecclesial life.
- Develop pastoral and practical theological methods and strategies for cultivating renewed and transformative ministry contexts.

Requirements

1. Attendance, pre-load reading, and attentive participation in the class – 30%
2. Book summaries – 35%
3. Comprehensive Ministry Context Description and Analysis – 35%

Required Course Texts (for both MN531 & MN532)

1. Depending on your denomination: Presbyterian Church (USA) *Book of Common Worship*, United Methodist Church *Book of Worship*, Episcopal Church *Book of Common Prayer*, etc. For students from ecclesial traditions without a common prayer book, choose one of the above or another source that includes (suggested) rites of baptism, communion, and other gatherings for worship.
2. Anderson, Keith. *The Digital Cathedral: Networked Ministry in a Wireless World*. Morehouse, 2015. ISBN-13: 978-0819229953
3. Percy, Harold. *Your Church Can Thrive*. Abingdon Press, 2003. ISBN-978-0687022564.
4. Palmer, Mary. *Invite Welcome Connect*. Forward Movement, 2018. ISBN-9780880284615.
5. Ericsson, Anders and Robert Pool. *Peak*. HarperOne, 2017. ISBN 978-0544947221

MN531 Discipleship & Teaching 1 – August Pre-Load Assignments

Four Book Summaries, uploaded to the designated Moodle drop box by Sunday, August 4, 11:55pm.

1. Percy, Harold. *Your Church Can Thrive*.
2. Palmer, Mary. *Invite Welcome Connect*.
3. Keith Anderson, *The Digital Cathedral*
4. Anders Ericsson, *Peak*

Book summaries are one of the best ways to engage a student in reading a text. We are saturated daily by opinions and judgments, not necessarily based in reality. Writing a text summary helps the reader understand what the writer is saying first, before jumping to critique or focusing on disagreements. In classical models of education, summarizing of a story, text, or concept, is called *narration* and often done verbally. It helps the student begin teaching the text back to the instructor, and helps the instructor know whether the student understands the material. For our purposes, you will be writing your book narrations. The second part of the assignment gives you a chance to reflect on what you read with an eye toward taking action. Again, this is to keep the focus on a close reading of the text and encourage using the material in your daily life as soon as possible.

Book Summary Format (900 words, parenthetical page citations, single space, 12 pt font) – 10 points per Summary possible.

1. **Summarize** the text. *What is the purpose of the book? What is the main argument the author is making? What are the main ideas?* If you find yourself answering the questions, “I think” or “I feel” – stop and return to summarizing. (5 points)
2. **Describe** 1 question or concern that the book provokes in you for discipling others or teaching the faith. *How might you resolve this question or concern? What would you need to know about your context to resolve this question or concern?* (2 points)
3. **Describe** 3 important insights from the book for your ministry today. *How might you implement these insights immediately in your context? What would you need to know about your context to implement these insights?* (3 points)

Attendance Policy: Students are required to be in class on campus for the duration of the August Residential. Requests for alternative accommodation must be submitted to the Academic and Student Affairs Committee for consideration. Approval is given only for exceptional situations. A student cannot miss more than two (2) days of residential classes and pass the course.

Assignments Policy: Pre-load assignments are due before the campus session. They will not be accepted after the due date except in sudden emergency and unexpected situations. **The book list and pre-load assignments are available from March 18, 2024 on the UDS website, allowing for students to plan their summer activities with full-knowledge of pre-load assignments.** Please contact me immediately if something is preventing you from completing the pre-load assignments.

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/>