



CEYH6360 Disciplemaking with Youth and Families
New Orleans Baptist Theological Seminary
Christian Education Division

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.

Catalog Description

This course takes a fresh look at the biblical role of discipleship for the purpose of equipping students to creatively explore ways to address the purpose of disciplemaking as Jesus commanded. Students will explore the biblical content of discipleship, the biblical mandate for discipleship, and possible contemporary expressions of “doing” discipleship in the church. Specific attention is given to the equipping of families of students to disciple teenagers within the context of the family.

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.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. Personal Skills: Understand what it means to be a disciple and a disciplemaker,
2. People Skills: Relate to youth and families in the context of discipleship and youth ministry.
3. Leadership: Design and implement need-based discipleship environments in youth ministry programs, with emphasis on helping parents disciple their own teenagers.
4. Administration: Design, implement, and evaluate a balanced discipleship model, and overall operations plan.
5. Biblical, Theological, Pastoral: Appreciate the necessity of right interpretation of Scripture

using various study tools in order to communicate scriptural truth in large and small groups.

Course Description

Discipleship is one of the tasks identified by Jesus in the Great Commission. However in local churches, the difficulty in finding a “time slot” to offer a program for discipleship has been one of several challenges in fulfilling the task to make disciples. This course takes a fresh look at the biblical role of discipleship 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 discipleship, the biblical mandate for discipleship, and possible contemporary expressions of “doing” discipleship in the church. Specific attention is given to the equipping of families of students to disciple teenagers within the context of the family.

Learning Objectives

The student involved in this course should be able to accomplish the following:

Cognitive:

- Explore how the Bible is our textbook to disciple making and describe the role of personal discipleship 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:

- Articulate a vision and describe a strategy for discipleship with 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).

Haynes, Brian. *Shift: What It Takes to Reach Families Today*. Loveland, CO: Group, 2009.

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

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

Wright, Steve, *rethink* (Wake Forest, NC: Inquest Publishing, 2007)

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: 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*
- 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?
3. Unit Three: The Radical Disciple
4. Unit Four: Developing Disciples
5. Unit Five: Developing Disciplemakers
6. Unit Six: What is a Disciplemaking Youth Ministry?
7. Unit Seven: Designing Programs for Disciplemakers
8. Unit Eight: A Way Forward

Teaching Method:

Methodology will include but is not limited to lecture, presentations, dialog through discussion board, research, and reflection.

Assignments and Evaluation Criteria

The Starters (10%)

Based upon the Chris Wesley article posted in Blackboard, along with Wright and Haynes texts, 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 book as well as in your personal opinion, what should we do as a church?

The Staples. (5% each, 25% 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 choose an “accountability partner” with whom to quote verses. I recommend Skype or a phone call (mutually negotiate which one) so that you can practice quoting Scripture. This may be done any time within the week we are on the unit where the Scripture is assigned.
- b. Testimony articulation—Each student will give their testimony regarding their conversion and call. You will record your testimony to an audio file (use mp3) and then upload it to the discussion board so that everyone can hear it. If necessary, see instructions in “Course Essentials” on how to download and use a program like Audacity that makes it fairly easy to record your testimony.
- 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. Scripts are to be uploaded to Discussion Board.
- 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.
- e. Discussion Board – in Blackboard, respond to the weekly discussion board question and reply to a minimum of two people. Points are deducted for late posting, so don’t plan to “catch up” at the end of the semester.

The Summary (15%)

Reading on discipleship is foundational to thinking about discipling 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.”

Review is to be submitted via the Assignments Upload section of Blackboard.

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. Power Point presentations are to be uploaded to Discussion Board. It is recommended that you consult *Intentional Student Ministry* (see “Articles you Need”), *Shift*, and *rethink* to inform your presentation.

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.

Papers are to be submitted via the Assignments Upload section on Blackboard.

The Stuff that is Required (10%)

Complete Unit Quiz at the end of each unit.

Course Policies

Grading Policies

- Assignments are due by the end of the week specified on the schedule.
- Regarding exams, 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 an automatic grade of 0.
- All assignments are to be submitted on Blackboard, either in Discussion Board or in Assignments Upload.

Netiquette: Appropriate Online Behavior

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. 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.

Style

Guidelines for papers submitted in this course are found in current edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, which is available in the bookstore.

Formatting

1. All assignments are to be typed, double-spaced with a 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated.
2. Be sure to include your name, date of submission and the assignment title on the cover page.

Evaluation

Essay	10%
Staple assignments	25%
Book summary	15%
Discipleship Strategy	15%
Synthesis paper	20%
Exams	10%
Class Participation	5%

Selected Bibliography

- Beacham, Billy. *Back to Basics*.
- Beacham, Billy. *Paul/Timothy*. Fort Worth, TX: Student Discipleship Ministries, 2003.
- Biehl, Bobb. *Mentoring: Confidence in Finding a Mentor and Becoming One*. Nashville: Broadman and Holman, 1996.
- Blackaby, Henry and Tom. *The Student God Uses: Transformed For His Purpose*. Nashville: LifeWay Press, 1999.
- Bridges, Jerry. *The Pursuit of Holiness*. Colorado Springs, CO: NavPress, 2003.
- Buckley, Seth, Randy Fields, Tan Flippin, Kristi Garddis and Kevin Hall. *Basic Student Discipleship - Student and Leader*. Nashville: LifeWay Press, 2002.
- Campolo, Tony. *Following Jesus Without Embarassing God*. Dallas: Word Publishing, 1997.
- DiscipleHelps*, revised. Nashville: LifeWay, 2003.
- Dockery, David S. and George Guthrie. *The Holman Guide to Interpreting the Bible*.
- Dun, Richard. *Shaping the Spiritual Life of Students*. Downers Grove, IL: InterVarsity Press, 2001.
- Friesen, Garry. *Decision Making*. Cincinnati: Multnomah Press, 2000.
- Gillham, Bill. *Lifetime Guarantee*. Nashville: LifeWay Press, 2003.
- Hall, R. Clyde, Jr., compiler. *Handbook on Youth Discipleship*. Nashville: LifeWay Press, 1998. (Out-of-print)
- _____, Jim Graham and Allen Jackson, compilers. *It's All About Relationships: Youth Ministry in a Small Church*, 2001.
- Harrison, Andy and Kim. *The Discipling Cycle Series: Become Christlike - Member and Leader*. Nashville: LifeWay Press, 2000.
- Hendrix, John. *Circle Your World With Prayer*. Nashville: LifeWay Press, revised, 2000.
- _____. *How to Discover Your Spiritual Gifts*. Nashville: LifeWay Press, 1996.
- Hughes, Bill. *Living Proof Inside Out*. Nashville: LifeWay Press, 2002.
- Intensive Caring: Practical Ways to Mentor Youth*. Loveland, CO: Group, 1998.
- Keel, Steve with Dan Vorm. *The Quest Begins: TruthQuest Survival Guide*. Nashville: LifeWay Press, 2002.
- Knierim, Neil and Yvonne Burrage. *God's Call: The Cornerstone of Effective Ministry*. Nashville, LifeWay Press.
- Knight, George W. *A Simplified Harmony of the Gospels*. Nashville: Broadman & Holman, 2001.
- Lea, Tommy and Ann Cannon. *A Student's Guide to Studying the Bible*. Nashville: LifeWay Press, 2002.

- Livermore, Dave. *Connecting Your Story with the Story of God: Disciplemaking in Diverse Contexts*. Elburn, IL: SonLife, 2001.
- McDowell, Josh. *Setting You Free to Make Right Choices, Jr. High/Sr. High Edition - Student and Leader*. Nashville: World Bridge Press, 1995.
- Mills, Ed with Eric Stanford. *The Fifth Sense: Touching Students' Lives Through Small Groups*. Littleton: Serendipity House, 2001.
- Moore, Beth. *John The Beloved Disciple*, Student and Leader. Nashville: LifeWay Press, 2003.
- Murray, Andrew. *With Christ in the School of Prayer*.
- Neighbor, Ralph. *Survival Kit for Youth*. Nashville: Convention Press, 1995.
- Payne, David. *True Love Waits Takes a Look at Courting, Dating, and Hanging Out*. Nashville: LifeWay Press.
- Powers, John S. and Phillip Herring. *The BodyLife Journey for Students*. Nashville: LifeWay Press, 2001.
- Ross, Richard, compiler. *The 24 Hour Counselor* CD Rom. Nashville: LifeWay Press.
- _____ and Tony Rankin. *When True Love Doesn't Wait*. Nashville: LifeWay Press.
- Sheldon, Charles M. . *In His Steps*. Nashville, TN: Thomas Nelson Publishers, 1999.
- Simpson, Amy. *Intensive Caring: Practical Ways to Mentor Youth*. Loveland, CO: Group Publishing, 1998.
- Smith, Ed and Gerald L. Young. *Youth Apprenticeship Guide*. Nashville: The Sunday School Board of the Southern Baptist Convention, 1980.
- Sneed, Barry and Edgemon. *Transformational Discipleship*. Nashville: LifeWay Press, 1999.
- Spiritual Transformation: Growing More Like Christ* Booklet. Nashville: LifeWay Christian Resources.
- Stanley, Charles. *Charles Stanley's Handbook for Christian Living: Biblical Answers to Life's Tough Questions*, 1996.
- Wilkes, C. Gene. *My Identity in Christ*. Nashville: LifeWay Press, 2000.
- Willard, Dallas. *The Divine Conspiracy: Rediscovering Our Hidden Life in God*. San Francisco: Harper, 1999.
- Willis, Avery and Kay Moore. *MasterLife - Student and Leader*. Nashville: LifeWay Press, 1998.
- Wynn, Richard R. *Successful Youth Mentoring*. Loveland, CO: Group Publishing, 1998.
- Yeary, Dan. *Make Up Your Mind*. Nashville: LifeWay Press.

A complete youth ministry 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?).