



## **DISC6300 Lifespan Discipleship**

New Orleans Baptist Theological Seminary

Church Ministry Division

Spring 2021

Thursday 2:00-4:50am (Bunyan 102) NOLA2U Flex

### **David Odom, PhD**

Associate Professor of Student Ministry  
Director of Youth Ministry Institute

dodom@nobts.edu

504.816.8103

Dodd 203

### **Ree Reinhardt, BSW, MDiv, ThM**

Teaching Assistant/Grader

odom.grader@gmail.com

### **Maci Duncan, BS**

Administrative Assistant

ymi@nobts.edu

504.816.8107

### **Mission Statement**

The mission of New Orleans Baptist Theological Seminary and Leavell College is to prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

### **Course Description**

Students will examine discipleship through the lens of developmental stages across the lifespan—birth through older adult. Methodology will involve course readings, class discussion, and related course assignments. Emphasis is given to application in the local church context. There are no prerequisites for this course, though it is recommended the student first complete CEEF6306 Lifespan Development.

### **Student Learning Outcomes**

Upon completion of the course, the student will be able to:

Cognitive:

- Understand the cognitive, social, physical, moral, and spiritual development of each stage of the lifespan.
- Identify basic components of a discipleship ministry.

Affective:

- Appreciate the need to implement a sound discipleship program that ministers to each age group in the local church.

Psychomotor:

- Design a discipleship curriculum for a specific local church ministry reflecting age-appropriate content and learning activities.

### **Textbook:**

See “Assigned Reading” in *Course Schedule*. All assigned reading for the course is available via .pdf on Blackboard.

## **Course Methodology**

The course will involve the following methodologies: reading assignments, classroom lecture and discussion, and individual learning assignments.

## **Format**

This course is taught on campus in the classroom and available via streaming video.

## **Embedded Assignment**

This course has been identified as a core course and therefore an embedded assignment exists for this course.

## **Course Requirements**

All assignments must be submitted electronically on Blackboard. Unless otherwise noted, all assignments are due before midnight on the due date.

### **1. Reading Assignments: (10%)**

**See Course Schedule for Due Dates**

All reading assignments should be completed prior to the deadline so you can actively engage and process all class materials. The assigned reading for each unit appears in the “Course Schedule” section of the syllabus. Reading is extremely important as the content covered in this class is based on the required reading, and online Blackboard discussion (NOLA2U Flex) also shows the level to which you are grasping and applying the course content. A minimum of one to two hours of reading and studying is needed to prepare for each unit. **Each student will be asked to report a percentage of the reading you have completed at the end of the course.** *This assignment is related to the Cognitive Student Learning Outcome.*

### **2. Class Participation (15%)**

**Due: Weekly**

Each student is expected to participate fully throughout the course. Each student begins with a grade of 100. The class participation grade will be reduced one point for each tardy and two points for absence. Participation in class discussions will also be evaluated by the professor. The professor will record attendance each class period. As indicated in the Academic Catalogue, eight absences during the semester results in failure of the course. *This assignment is related to Student Learning Outcomes #1 and #4.*

### **3. Unit Quizzes: (2% each, Total = 20%)**

**See Course Schedule for Due Dates**

Each student is expected to take all quizzes at the scheduled times. Unless otherwise indicated, exams are open book/open note. Unit quizzes will cover the content found in the unit’s assigned reading. Unit quizzes will consist of objective questions (true/false, multiple choice, fill-in-the-blank, etc.) and subjective questions (essay questions and short answer questions).

**Make-up unit quizzes are approved at the discretion of the professor.** *These assignments are related to the Cognitive Student Learning Outcome.*

### **4. Journal Article Review (10%)**

**Due: March 11**

Locate an academic (peer-reviewed) journal article concerning one aspect of development (physical, cognitive, social, moral/spiritual) of one age group (infancy through senior adulthood)

of the lifespan. Write a 3-4 page review of the research summarizing the conclusions and suggesting application in the local church. For assistance with this assignment, watch the video “How to Search for Journal Articles at NOBTS” on Blackboard and refer to the **Peer-Reviewed Journal section** of this syllabus.

The review should include:

1. A full bibliographic reference
2. The author’s primary point(s)
3. At least one identified strength
4. At least one identified weakness
5. A summary of the conclusions and suggested application in the local church

Note: Strengths and weaknesses are not likes or dislikes, but an academic evaluation that should be supported by the course texts or content.

*This assignment is related to the Cognitive and Psychomotor Student Learning Outcomes.*

**5. EMBEDDED ASSIGNMENT: Lifespan Discipleship Design (35%) Due: April 29**

Each student will design and submit a one-year discipleship program as a document for ALL of the age segments in a local church (preschool, children, youth, young adults, middle adults, AND senior adults). Assume a church large enough to sustain teachers and budget for each age group. Success in this assignment is a comprehensive plan, presented in paragraph and chart form including the a) biblical rationale, b) development and discipleship knowledge, c) curriculum utilized (or written), d) time frame for the units, and e) resources needed (human, space, financial). **The paper must be 18-20 pages in length.** A rubric is provided in the syllabus. *This assignment is related to the Affective Student Learning Outcome.*

**6. Discipleship Design Presentation (10%) Due: May 6**

Prepare a presentation (PowerPoint or something similar) of your 12-month discipleship program for ONE of the age segments (preschool, children, youth, young adult, middle adult, OR senior adult). Your presentation should be created as if you were presenting to the volunteers at your church. Your presentation should be 5-8 minutes in length. Your presentation is to be submitted on Blackboard before midnight on May 6. You will present in class on May 6. A sign-up sheet will become available for you to enlist a presentation time. (NOLA2U Flex students post a video recording of presentation to Blackboard Discussion Board before midnight on Wed. May 6)

**Evaluation of Grade**

The student's grade will be computed as follows:

Reading Assignments	10%
Classroom Participation	15%
Unit Quizzes (10 at 2% each)	20%
Journal Article Review	10%
Lifespan Discipleship Design	35%
Discipleship Design Presentation	10%

**Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

### **Course Policies**

Students are responsible for completing all reading assignments.

Please arrive on time.

Turn off or silence mobile phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

### **Professor's Policy on Late Assignments**

All work is due on the assigned date and time in the syllabus. Assignments are due before midnight on the day they are due. Late assignments will be penalized an initial 10 percent penalty and one percent for each day after the due date. No assignments will be accepted more than two weeks after the original due date. Submit all assignments electronically on Blackboard. Do not send files as attachments via email to the professor.

### **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided using the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

### **Style and Formatting**

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

### **Help for Writing Papers at "The Write Stuff"**

This is the official NOBTS Writing Center online help site for writing academic papers and essays.

<http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian helps and guidelines.

In addition, the website Grammarly ([www.grammarly.com](http://www.grammarly.com)) will help you become a better writer. Eazypaper ([www.eazypaper.com](http://www.eazypaper.com)) will help you automatically format your sources.

### **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.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook [http://www.nobts.edu/\\_resources/pdf/student-services/NOBTSHandbook.pdf](http://www.nobts.edu/_resources/pdf/student-services/NOBTSHandbook.pdf) where the definition, penalties and policies associated with plagiarism are clearly defined.

### **Academic Policies**

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

### **Grading Scale**

Each student's final grade will be based on your total accumulation of points as indicated under the Assignments and Evaluation Criteria section of this syllabus, according to the grading scale in the NOBTS catalog.

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

### **Extra Credit**

The policy for extra credit in this course is students can submit an additional Journal Article Review for extra credit. The extra journal article review will not substitute or replace any course assignment. The extra credit assignment is worth up to three points on the final grade.

### **Academic Policies**

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current graduate online catalog: [http://www.nobts.edu/\\_resources/pdf/academics/GraduateCatalog.pdf](http://www.nobts.edu/_resources/pdf/academics/GraduateCatalog.pdf)

If you are taking this course as a NOLA2U Flex student, please note the following attendance policies:

1. You are required to be in class either through viewing the lectures live or viewing the recorded lectures on Blackboard. When you view the recorded lecture, you will be considered present for that class. Regardless of if you watch the class live or recorded, you are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See page 184 in the graduate catalog: [https://www.nobts.edu/\\_resources/pdf/academics/GraduateCatalog.pdf](https://www.nobts.edu/_resources/pdf/academics/GraduateCatalog.pdf)).

2. You will be asked to certify that you have been present for the live session or have viewed the recorded session. This certification will be conducted via Blackboard after having watched the class live or viewing the recorded session.
3. All video lectures are available for 7 days after the video is posted. If you are unable to view the video within that time frame, you will be considered absent for that class session.
4. Technical issues will not be considered a valid reason for missing a lecture.

### **Policy for Graduating Seniors**

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00pm) on the Wednesday prior to commencement exercises.

### **Special Needs**

If you need an accommodation for any type of disability, please email me to discuss any modifications you may need.

### **Withdrawal from the Course**

The administration has set deadlines for withdrawal. These dates and times are published on the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. You must complete the proper paperwork to ensure you will not receive a final grade of “F” in the course if you choose not to engage in the online class once you are enrolled.

### **Hurricane/Severe Weather Evacuation**

For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- [www.nobts.edu](http://www.nobts.edu)

### **Mandatory Evacuation**

Hurricane season lasts from June 1 to November 30. If the Mayor of New Orleans or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called, everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

### **Optional Texts**

Geiger, Eric, Michael Kelly, and Philip Nation, *Transformational Discipleship: How People Really Grow*. Nashville, TN: B&H Publishing 2012.

Holibaugh, Anne Lincoln, “How to Talk to Your Children about Baptism and Communion.”  
<http://www.thevillagechurch.net/the-village-blog/how-to-talk-with-your-children-about-baptism-and-communion/>

Michael, David and Sally Michael. "Children & Prayer," [http://www.brookhills.org/pdfs/preschool/children\\_and\\_prayer.pdf](http://www.brookhills.org/pdfs/preschool/children_and_prayer.pdf) (all articles on this page)

Ogden, Greg, *Discipleship Essentials: A Guide to Building Your Life in Christ*. Downer's Grove, IL: InterVarsity Press, 1998.

Setran David P. and Chris A. Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry*. Grand Rapids, MI: Baker Publishing, 2013.

Spooner, Bernie, Ed. *Preschool Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Spooner, Bernie, Ed. *Children's Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Spooner, Bernie, Ed. *Youth /Collegiate Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Spooner, Bernie, Ed. *Adult Christian Education*. Coppell, TX: Christian Leadership Publishing, 2015.

Stetzer, Ed. "Discipleship, Young Adults, and Deeper Teaching." Presentations at the D6 Conference, Frisco, TX, September 2012.

### **Selected Bibliography**

Arnett, Jeffrey J. *Adolescence and Emerging Adulthood: A Cultural Approach*, 5th ed. Boston: Pearson, 2013.

Baugh, Ken and Rich Hurst. *The Quest for Christ: Discipling Today's Young Adults*. Loveland, CO: Group, 2002.

Castor, Ken and Katie Edwards. *The Skinny on Discipleship: A Big Youth Ministry Topic in a Single Little Book*. Loveland, CO: Simply Youth Ministry, 2015.

Craker, Lorilee and Fleming H. Revell. *The Wide-eyed Wonder Years: A Mommy Guide to the Preschool Daze*. Ada, MI: Revell, 2006.

Dunn, Richard and Jana L. Sundene. *Shaping the Journey of Emerging Adults: Life-Giving Rhythms for Spiritual Transformation*. Westmont, IL: InterVarsity Press, 2012.

Eastman, Brett, Dee Eastman, Todd Wendorff, Denise Wendorff, and Karen Lee-Thorp. *Growing to Be Like Christ: Six Sessions on Discipleship*. Grand Rapids, MI: Zondervan, 2002.

Goodwin, Debbie Salter. *Raising Kids to Extraordinary Faith: Helping Parents and Teachers*  
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- Disciple the Next Generation*. Kansas City, MO: Beacon Hill Press, 2008.
- Main, Bruce. *If Jesus Were a Sophomore: Discipleship for College Students*. Louisville, KY: Westminster John Knox Press, 2002.
- Manyara, Daniel. *Adult Discipleship*. Saarbrücken, Germany: LAP Lambert Academic Publishing, 2014.
- Naylor, Beth and Sheila Seifert. *Talking with God*. Colorado Springs, CO: David C. Cook, 2006.
- Shafer, Barry. *Unleashing God's Word in Youth Ministry*. Grand Rapids, MI: Zondervan/Youth Specialties, 2009.
- Rolph, Thana. *God's Mirror Discipleship for Overcomers*. Dunamas Publishing, 2010.
- Spear, Kevin. *What's a Bathtub Doing in My Church?: Fifteen Questions Kids Ask about Baptism, Salvation and Snorkels*. Anderson, IN: Warner Press Publishers, 2006.
- Turner, Rachel. *Parenting Children for a Life of Faith: Helping Children to Meet and Know God*. Oxford, UK: Bible Reading Fellowship, 2010.
- Wilson, Christopher W. *Passage Into Discipleship: Guide to Baptism*. Atlanta, GA: Chalice Press, 2009.
- Wilson, Valerie. *Welcome to the Family*. Schaumburg, IL: Regular Baptist Press.

### **Peer-Reviewed Journals**

*Adolescence* – available online at EBSCO

*Adolescent & Family Health* – published by the Institute for Youth Development

*Brown University Child & Adolescent Behavior Letter* – available online at EBSCO

*Child & Adolescent Social Work Journal* – published by Chicago State University

*European Child & Adolescent Psychiatry* – available online at EBSCO

*Journal of Adolescence* – published by the Association in Professional Services for Adolescents

*Journal of Adolescent Health* – published by The Society for Adolescent Health and Medicine

*Journal of Adolescent Research* – available online at EBSCO

*Journal of Child & Adolescent Psychiatric Nursing* – available online at EBSCO

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*Journal of Child & Adolescent Substance Abuse* – published by Routledge

*Journal of Early Adolescence* – available online at EBSCO

*Journal of Research on Adolescence* – published by Society for Research on Adolescence

*Journal of Youth and Adolescence* – published by Springer

*Journal of Youth Ministry* – published by the Association of Youth Ministry Educators

*Journal of Youth and Theology* – published by the International Association for the Study of Youth Ministry

*Developmental Psychology* – a journal published by the American Psychological Association

*Psychology and Aging* - a journal published by the American Psychological Association

## Evaluation Rubric for Embedded Assignment: Lifespan Discipleship Design

Age Segment Chosen: \_\_\_\_\_ Student Name: \_\_\_\_\_

Biblical Rationale (0-7)	Development and Discipleship Knowledge (0-10)	Curriculum Utilized, or Written (0-6)	Time frame for the Discipleship Units (0-6)	Resources Needed Identified (0-6)	TOTAL POINTS (35 possible)
<b>Point Value: 0-1</b> No mention of biblical rationale	<b>Point Value: 0-4</b> Does not appear to demonstrate basic knowledge, attitude, or skill throughout the discipleship design; Little knowledge of development and discipleship	<b>Point Value: 0</b> No mention of curriculum in the discipleship design	<b>Point Value: 0</b> No inclusion of a time frame for the proposed discipleship units in the discipleship design	<b>Point Value: 0</b> No mention of human, space, or financial resources required for the proposed discipleship design	
<b>Point Value: 2-3</b> Biblical rationale present but weak, not well defined	<b>Point Value: 5-6</b> Demonstrates basic knowledge, attitude, skills of discipleship yet does not utilize information presented throughout the semester	<b>Point Value: 1-2</b> Curriculum does not support the 12-month length of the discipleship design	<b>Point Value: 1-2</b> Time frame presented is shorter than the required one-year/12-month time frame	<b>Point Value: 1-2</b> Partial mention of resources required, but not complete	
<b>Point Value: 4-5</b> Biblical rationale present and well explained, clear connection with the overall discipleship design	<b>Point Value: 7-8</b> Good demonstration of discipleship knowledge, attitude, or skill, utilizes information presented throughout the semester, adequate consideration of development stages in discipleship design	<b>Point Value: 3-4</b> Curriculum adequately supports the 12-month discipleship design, comprehensive flow apparent among the units over the 12 months	<b>Point Value: 3-4</b> Time frame presented meets the 12-month/one-year requirement, and includes presentation of strategic dates and calendar considerations	<b>Point Value: 3-4</b> Adequately addresses all resources needed: human, space, and financial	
<b>Point Value 6-7</b> Biblical rationale present and compelling, exceeds expectations in regard to the need for a discipleship design for the selected age segment	<b>Point Value: 9-10</b> Exceeds expectations, excellent application of information presented throughout the semester, demonstrates understanding of discipleship knowledge, attitude, or skills for the selected age segment	<b>Point Value: 5-6</b> Curriculum thoughtfully constructed to support the 12-month discipleship design	<b>Point Value: 5-6</b> Creative & thoughtful implementation of discipleship during the 12-month calendar including specific calendar events, exceeds expectations in presentation of the time frame	<b>Point Value: 5-6</b> Additional attention given to required resources to support and sustain the discipleship design (human, space, financial), logical expectations for resources needed	
				<b>TOTAL</b>	

# DISC6300 Lifespan Discipleship

## Course Schedule

The professor reserves the right to make changes to the schedule as needed  
You are responsible for all assigned readings. All readings may not be covered in class

Due Date	Topic	Reading	Assignment Due
<b>Unit One: Overview of Development and Discipleship</b>			
1/28	Review Syllabus Introduction to the Course Spiritual Development Across the Lifespan	“Introduction to Lifespan Development” (.pdf in Unit 1 Session 1 on Blackboard)	Quiz 1 on Blackboard (due before midnight on Thursday, Jan. 28)
2/4	What is Discipleship?	“A Discipleship Primer” (read all the .pdf files in Unit 1 Session 2); Watch Video “Why is Discipleship Important?”	Quiz 2 on Blackboard (due before midnight on Thursday, Feb. 4)
<b>Unit Two: Discipleship for Preschoolers</b>			
2/11	Spiritual Development of Preschoolers  Preschool Ministry in the Local Church	Transcript from <i>Five View on Infant &amp; Children in the Church</i> (.pdf in Unit 2 Session 1)	Quiz 3 on Blackboard (due before midnight on Thursday, Feb. 11)
<b>Unit Three: Discipleship for Children</b>			
2/18	Spiritual Development of Children  Children’s Ministry in the Local Church	“A Vision for Child & Youth Discipleship” by Sally & David Michael (.pdf in Unit 3 Session 1) Watch Video “Children’s Ministry Statistics” in Session 1; Watch Video “Leading Your Best Kids Discipleship Group” in Session 2	Quiz 4 on Blackboard (due before midnight on Thursday, Feb. 18)
<b>Unit Four: Discipleship for Youth</b>			
2/25	Spiritual Development of Youth  Youth Discipleship in the Local Church	“Discipling Youth” by David Odom  “What Should I Do When My Kid Says, ‘I’m Not Going To Church’?” by Griffin	Quiz 5 on Blackboard (due before midnight on Thursday, Feb. 25)

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
3/4	Library Day (no class)		
<b>Unit Five: Discipleship for Young Adults (Emerging Adulthood)</b>			
3/11	Spiritual Development of Young Adults  Young Adult Discipleship in the Local Church	“Narrative Discipleship” by Byrd  Watch Video “Is Church Passé for 18-35 Yr. Olds?”	Quiz 6 on Blackboard (due before midnight on Thursday, Mar. 11)  <b>Journal Article Review Due</b>
3/18	Spring Break (no class)		
<b>Unit Six: Discipleship for Middle Adults</b>			
3/25	Spiritual Development of Middle Adults  Middle Adult Discipleship in the Local Church	“Implications for an Adult Religious Education for Spiritual Development”  Watch Video: “How Do We Disciple Our Own Families”	Quiz 7 on Blackboard (due before midnight on Thursday, Mar. 25)
<b>Unit Seven: Discipleship for Senior Adults</b>			
4/1	Spiritual Development of Senior Adults  Senior Adult Discipleship in the Local Church	“Becoming Family” by Bozeman “Churches Responding to the Age Wave”  Watch Video “Ellie and Carl: Married Life”	Quiz 8 on Blackboard (due before midnight on Thursday, April 1)
<b>Unit Eight: Facilitating Discipleship in the Local Church</b>			
4/8	Scripture Memory		Quiz 9 (Scripture Memory) on Blackboard (due before midnight on Thursday, Apr. 8)
4/15	Testimony: Sharing Your Story Missons		
4/22	Evangelism: Sharing the Story of Jesus Disciple Making		Quiz 10 (Personal Testimony) in class or on Blackboard (due before midnight on Thursday, Apr. 22)
4/29	Fasting & Prayer Choosing Curriculum Role of Parents		<b>Lifespan Discipleship Design Paper Due</b>
5/6	Discipleship Presentations		<b>Lifespan Discipleship Presentation Due</b>