



REL352-1 MINISTRY OF DISCIPLESHIP
FALL SEMESTER 2022

I. INSTRUCTOR

Dr. Jon Korkidakis

Contact Information: jdmjkork@gmail.com

Preferred mode of communication is email. My policy is to respond to a student within 24 hours.

All course syllabi, notes, PowerPoints, and other resources will be available on the school website myHeritage (heritage.populi.web.com). They will also be available on my personal website, jkorkidakis.com. If you go to my website to the Academics tab you will find the resources under Ministry of Discipleship.

II. COURSE DESCRIPTION

The term “spiritual direction” describes the dynamic process of assisting growth and change in people’s spiritual development. This course will explore the nature of promoting individual and corporate spiritual formation, as well as the relationship of spiritual direction to other aspects of ministry within the church.

III. COURSE TEXTS

Hull, Bill. *The Complete Book of Discipleship: On Being and Making Followers of Christ*. Colorado Springs: NavPress, 2006.

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

Fryling, Alice, et. al. *Disciplemakers’ Handbook Helping People Grow in Christ*. Downers Grove: IV Press, 1989.

IV. COURSE OBJECTIVES

In support of the general educational objectives of Heritage, this course will specifically address the following objectives:

Outcome	Assessment Methods
Character and Attitude-Based Outcomes: The student will . . .	
<ul style="list-style-type: none"> Develop a commitment to fulfilling the Great Commission. 	<ul style="list-style-type: none"> This will be reflected in the student’s assessment of their practice of discipleship in the term.
Skills-Based Outcomes: The student will . . .	
<ul style="list-style-type: none"> Formulate an approach to discipleship that can be implemented in their particular areas of service 	<ul style="list-style-type: none"> The plan will be written in a formal research project.
Knowledge-Based Outcomes: The student will . . .	
<ul style="list-style-type: none"> Demonstrate an understanding of the biblical and historical basis of and patterns for discipleship as found in the Scriptures and in the practice of the church. Gain an acquaintance with the various models of discipleship that the church has used in the past and is using in the present 	<ul style="list-style-type: none"> Produce a paper on discipleship essentials. Do a reflection on a book chosen from the bibliography—that will include identifying five key principles that can be included in their own approach to discipleship.

V. WRITING STYLE AND MARKING SCHEMA

- Spelling, syntax, and grammar may account for up to 10% of the grade for any written assignment.
- All Heritage guidelines regarding plagiarism and other forms of academic misconduct will be followed. Please familiarize yourself with the Heritage pamphlet on Academic Misconduct for more information. Note that papers may be submitted to a plagiarism review service.
- Papers must be formatted in accordance with Turabian writing style. Heritage guidelines in the publication “Heritage Manual of Style” are to be followed as an initial guide. The Heritage library has a reference section that will provide you with additional information about style requirements. Improper use of the required style may result in a grade reduction of up to 10%.

4. Papers are to be double-spaced, in 12-point Times New Roman font, with Footnotes set in 10-point Times New Roman font. If submitting a hard copy, the paper must be printed on plain paper.

VI. CONFIDENTIALITY AND RECORDS

1. At times students may elect to speak of personal matters of a confidential nature within the context of a class session. All students within that class are to maintain the confidentiality of such information. Breach of this condition may result in dismissal from the class with resultant failure.
2. Copies of selected samples of student work may be retained for the purposes of institutional assessment. The use of such material will be restricted to documented institutional assessment processes.
3. Any recordings (audio, visual, distance ed.) taken or distributed in the class or course are for the sole purpose of the student enrolled in the course and are not to be distributed or shared in public or private forum without the express consent of the school.

VII. COURSE REQUIREMENTS

ATTENDANCE

1. Monitoring: Attendance may be taken by having the student sign a sheet of paper, or by the professor, and will be recorded on myHeritage. Students can track their attendance there.
2. Absences:
 - a. Attendance will be monitored according to college policies which indicate, for this class, 75% required attendance. Although class attendance will be taken daily, you are responsible for keeping track of your total absences. More than 25% absences will normally result in an automatic failing grade for the course.
 - b. Instructors may assign additional work in order to cover lost time and content.
 - c. Instructors may designate special attendance requirements surrounding specific classes within the schedule or outside-of-class activities that form part of an assignment for the course.
 - d. Students must be aware that they may be subject to additional requirements set by any government assistance plan (such as OSAP) in which they participate.
3. Coming Late/Leaving Early: Class begins promptly at the subscribed time and a late arrival may be counted as a 1/3 of an absence. This includes coming in late from breaks.

ASSIGNMENT SUBMISSIONS

1. **Due Dates:** Assignments are due by midnight of the assigned day. Late written assignments will be penalized at the rate of 10% per 24-hour period. The penalty begins from the time the paper is originally due. Late papers will be accepted up to 7 days from when originally due. Papers may be date and time stamped by the General Office or through electronic submission to the instructor. See note below for weekly assignments.
2. **Accepted Media:** Papers are to be submitted through accepted programs such as Word, Pages, Open Office, Scrivener, etc. Papers produced in basic text edit formats will not be deemed compatible with course expectations and will be rejected. See below for further instruction on electronic submissions.
3. **Electronic Submission:** Electronic submissions are allowed and actually preferred for assignments and papers. They can be posted to myHeritage on the assigned day. All electronic submissions must be in PDF format.

COURSE ASSIGNMENTS

1. **READING**

Due Date: Dec. 12, 2022

Percentage of overall mark: 5%

Description: Each student is expected to complete all assigned readings in their entirety. Students will be asked to declare their reading at the end of the semester. You can submit your reading percentage through a note on myHeritage or by using the Reading Log form attached to this syllabus in Appendix 1.

2. **DISCIPLESHIP ESSENTIALS**

Due Date: Oct. 17, 2022

Percentage of overall mark: 20%

Description: The student will write a paper focusing on the following question.

What are the key elements of discipleship? In other words, what would you consider to be the non-negotiables for developing a person into a faithful follower of Christ?

Some of the things to consider are the following:

- What are the core truths a disciple would need to embrace?
- What role does community play in discipleship formation?
- What spiritual disciplines are critical for growth?

- What character qualities demonstrate evidence of spiritual growth?

The paper must have scriptural references in support of the points. Overall length of paper is 7-10 pages. If students use other resources then footnotes and bibliography are required. Biblical texts can be added in line with text and need not be footnoted. If a single version of the Bible is used throughout the paper then a general statement of the version used at the beginning of the paper will suffice.

3. READING SUMMARY AND REFLECTION

Due Date: Nov 14, 2022

Percentage of overall mark: 15%

Description: The student will provide a summary and reflection on a book taken from the course bibliography. (The book cannot be one of the books assigned to this course).

This assignment will involve writing a brief summary and synopsis of the key ideas found in the book. Your summary must include at least 5 key points. Overall length of paper is 4-5 pages in total.

4. PERSONAL DISCIPLESHIP EXPERIENCE

Due: Dec 5, 2022

Percentage of overall mark: 30%

The student will choose a tool for enabling growth in a seeker or believer and prayerfully ask someone to spend time with them working with this material. They will arrange at least 6 sessions with that person over the course of the semester to share that resource or tool with them.

Each session should not exceed 60 minutes and should include some time to nurture personal relationships, review and discuss the material and then conclude with some prayer for one another. At the end the student will write a 7-10-page reflection on their experience including what they learned from it about material to use in this kind of discipleship, what to avoid, and what to include.

This project can be adapted as a virtual exercise or as an in-person one.

5. A PERSONAL DISCIPLESHIP MODEL

Due Date: Dec 12, 2022

Percentage of Mark: 30%

Description: The student will prepare a “strategy for discipleship” that is a practical and usable model that a church can adopt. The paper will include a biblical basis for discipleship (3 pages), complete with a workable model for implementing discipleship within a church/ministry setting. It can be a whole church program or something that can be implemented within a ministry of the church.

The strategy must include **both a physical and a virtual strategy** for growing people in their faith. There is no length allocation for this paper but is still considered a research project, therefore, having all the expectations of stated resources and research formatting.

VIII. ANTICIPATED WORKLOAD

The expected workload for a course is approximately 2 hrs. for every in-class assigned hour. That means that for a student to anticipate a normal grade in a course which presents no unusual difficulties then he or she should prepare to spend approximately 70-80 hrs. in additional work outside of the classroom per course in order to achieve an average grade.

<i>Note: The following times listed are approximate and will vary by student.</i>	
Readings	Assignments
<ul style="list-style-type: none"> • Approximately 20 hours 	<ul style="list-style-type: none"> • Discipleship Essentials – 5 hours • Book Summary – 10 hours • Personal Discipling – 20 hours • Personal Discipleship Model – 15 hours

IX. FINAL GRADING SCHEME

Reading	5%
Discipleship Essentials	20%
Summary and Reflection	15%
Personal Discipleship Experience	30%
Personal Discipleship Model	30%
	100%

X. CLASS SCHEDULE NOTE: READINGS ARE DUE ON THE DATE THEY APPEAR ON THE SCHEDULE.

Date	Lecture	Class / Topic	Readings	Assignments Due
Sept 12	1	Course Requirements and Procedures and Course Introduction		
Sept 19	2	The Old Testament Picture of Discipleship	Geiger, et al – Pgs. 5-46 Hull – Pgs. 15-49 Fryling – Pgs. 51-67	
Sept 26	3	Models for Discipleship: Gospels and Acts	Geiger, et al – Pgs. 47-92 Hull – Pgs. 51-64 Fryling – Pgs. 71-100	
Oct 3	4	Discipleship the Jesus Way	Geiger, et al – Pgs. 93-132 Hull – Pgs. 65-72 Fryling – Pgs. 101-112	
Oct 10		Thanksgiving – No Class		
Oct 17	5	Discipleship: Epistles and Church History	Geiger, et al – Pgs. 133-174 Hull – Pgs. 73-111 Fryling – Pgs. 113-126	Discipleship Essentials
Oct 24		Reading Week – No Class	Geiger, et al – Pgs. 175-225 Hull – Pgs. 113-152 Fryling – Pgs. 127-138	
Oct 31	6	The Church's Discipleship Tension	Hull – Pgs. 153-207 Fryling – Pgs. 139-189	
Nov 7	7	One to Another	Hull – Pgs. 209-225	
Nov 14	8	Corporate Models: Small Groups	Hull – Pgs. 227-250	Reading Summary
Nov 21	9	Corporate Models: Sermon Based	Hull – Pgs. 251-277	
Nov 28	10	The Virtual Reality: Part 1	Hull – Pgs. 279-301	
Dec 5	11	The Virtual Reality: Part 2	Hull – Pgs. 303-311	Personal Discipleship Experience
Dec 12	12	Walking with Jesus in a Hostile World		A Personal Discipleship Model Reading Log

XI. EXTENDED GRADING RUBRIC

THE GRADE OF “A”

An A in this course implies excellence in thinking and performance. A level work is not only clear, precise and well-reasoned, but also insightful and interesting. A clear understanding and proper utilization of basic terms, distinctions, concepts and principles is evident throughout work that is subject to evaluation. The A level student has internalized the basic intellectual standards appropriate to the assessment of his/her work. Such a student often raises important questions and issues, analyses key questions and problems clearly and precisely, identifies questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, frequently identifies competing points of view, demonstrates a commitment to reason carefully from clearly stated premises, and shows a marked sensitivity to important implications and consequences. In short, A level work consistently displays superior reasoning and problem-solving skills within the context of the appropriate academic discipline.

THE GRADE OF “B”

A grade of B implies sound thought and performance. On the whole, B level work is clear, precise, and well-reasoned, but does not have depth of insight. Basic terms and distinctions are learned at a level, which shows comprehension of basic concepts and principles. The B student has internalized some of the intellectual standards appropriate to the assessment his/her work. Such work often raises questions and issues, analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies key concepts competently, typically uses language in keeping with educated usage, sometimes identifies relevant competing points of view, demonstrates the beginnings of a commitment to reason carefully from clearly stated premises, and shows some sensitivity to important implications and consequences. B level work displays sound reasoning and problem-solving skills.

THE GRADE OF “C”

The grade of C implies mixed thinking and performance. While the C student demonstrates some of the needed thinking and analytical skills, the clarity, precision and reasoning of such work is inconsistent. Moreover, C level work does not display depth of insight or consistent competence. Basic terms, distinctions, concepts and principles are not applied appropriately or consistently. Sensitivity to questionable assumptions, competing points of view, clear reasoning or important implications and consequences is significantly deficient. C level work is, at best, a competent level of intellectual performance.

THE GRADE OF “D”

The grade of “D” implies poor thinking and performance. Such a student confuses memorization with comprehension and understanding. Consequently, the student does not demonstrate the development of critical thinking skills and understanding, which are requisite to comprehending the course content. “D” work represents thinking that is typically unclear, imprecise and/or illogical. The student is achieving competence on the lowest order of performance. Basic terms and distinctions are often incorrectly used and reflect a superficial or mistaken comprehension of fundamental concepts and principles. The “D” level student has not internalized the basic intellectual standards appropriate to the assessment of his/her work. Rarely does such a student raise germane questions and issues, analyze questions and problems sufficiently, recognize assumptions, discuss competing points of view, clarify concepts, use

proper educated language or reason carefully from clearly stated premises. The “D” level student is insensitive to important implications and consequences.

THE GRADE OF “F”

The grade of F implies a failure in thinking and performance. Such a student is not developing critical thinking skills and understanding that are requisite to understanding the course content. F level work is unclear, imprecise and/or illogical. The student is clearly not achieving competence in his/her work. Basic terms and distinctions are regularly incorrectly used and reflect a mistaken comprehension of basic principles and concepts. Also, the student has not internalized basic intellectual standards appropriate to the assessment of his/her work. The F level student does not raise questions or issues, does not analyze questions and problems, does not recognize assumptions, does not clarify concepts, does use language in keeping with educated usage, confuses his/her point of view with the TRUTH, and shows no understanding of the need to reason carefully from clearly stated premises. The F level student is oblivious to important implications and consequences. F level work displays incompetent reasoning, poor problem-solving and consistently poor intellectual performance.

APPENDIX 1

This Reading Log is to be submitted on the last day of class (December 12, 2022).

NOTE: If you have not completed the readings in their entirety, please indicate what percentage you did complete.

Name: _____.

Textbook	Percentage Read	Initials
Geiger, Eric, Michael Kelley and Philip Nation. <i>Transformational Discipleship: How People Really Grow.</i>		
Hull, Bill. <i>The Complete Book of Discipleship: On Being and Making Followers of Christ.</i>		
Fryling, Alice, et. al. <i>Disciplemakers' Handbook Helping People Grow in Christ.</i>		