



REL352-1 MINISTRY OF DISCIPLESHIP

FALL SEMESTER 2020

I. INSTRUCTOR

Dr. Jon Korkidakis

Contact Information: jon@korkidakis.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"> The student will develop a commitment to fulfilling the Great Commission. 	<ul style="list-style-type: none"> This will be reflected in the student’s assessment of her/his practice of discipleship in the term.
Skills-Based Outcomes: The student will . . .	
<ul style="list-style-type: none"> The student will formulate an approach to discipleship that can be implemented in her/his 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 . . .	
<p>The student will</p> <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 	<p>The student will:</p> <ul style="list-style-type: none"> Develop an annotated bibliography of 10 books on the theme of discipleship ministries in the local church. Do a reflection on two books—one will be <i>Transformational Discipleship</i> and the other will be chosen from their bibliography—that will include identifying five key principles from each that can be included in their own approach to discipleship.

V. WRITING STYLE AND MARKING SCHEMA

1. Spelling, syntax and grammar may account for up to 10% of the grade for any written assignment.
2. 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.
3. Papers must be formatted in accordance with Turabian writing style. Heritage guidelines in the publication “Survivor’s Secrets” 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 font such as Times New Roman or Arial, with Footnotes set in a font smaller than the main body of the paper but no smaller than 10 point. 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 penalised 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 the weekly assignments, papers, and journals. They can be posted to myHeritage and due at the beginning of class on the assigned day. All electronic submissions must be in PDF format.

COURSE ASSIGNMENTS

1. READING

Due Date: Dec. 14, 2020
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 and use the Reading Log form attached to this syllabus in Appendix 1.

2. ANNOTATED BIBLIOGRAPHY

Due Date: Nov. 2, 2020
Percentage of overall mark: 15%

Description: The student will become familiar with some of the literature available on the subject of discipleship in ministry. Select seven (7) of these works and provide a brief annotation that identifies the main them of the book and to whom the book is addressed. The format for the bibliography will be in accordance with the College's style sheet.

Example: In *Transformational Discipleship*, Geiger, Kelley and Nation endeavor to provide a framework for church leaders to use as they fulfill the great commission to bring about real change in people's lives. Through their research among churches and in scripture, they conclude that this framework will include an important truth

component, an important attitudinal posture, and finally the right people to do what needs doing. They conclude, “The Transformational sweet spot occurs when healthy leaders, give truth to a disciple who is in a vulnerable posture.”

3. READING SUMMARY AND REFLECTION

Due Date: Nov 23, 2020

Percentage of overall mark: 15%

Description: The student will provide a summary and reflection on the textbook **Transformational Discipleship** and **one other book** taken from the bibliography. This assignment will involve writing a brief summary of the key ideas of in the book (2 pages) and providing five key ideas that impressed the student as vital for discipleship ministry (2-3 pages). Overall 4-5 pages in length.

4. PERSONAL DISCIPLESHIP EXPERIENCE

Due: Dec 7, 2020

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 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 5-8-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 which still maintains physical distancing and masks as required by school and government authorities.

5. A PERSONAL DISCIPLESHIP MODEL

Due Date: Dec 14, 2020

Percentage of Mark: 35%

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. 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"> • Bibliography – 5 hours • Book Summaries – 10 hours • Personal Discipling – 12-15 hours • Personal Discipleship Model – 20 hours

IX. FINAL GRADING SCHEME

Reading	5%
Annotated Bibliography	15%
Summary and Reflection	15%
Personal Discipleship Experience	30%
Personal Discipleship Model	35%
	100%

X. CLASS SCHEDULE

Date	Lecture	Class / Topic	Readings	Assignments Due
Sept 14	1	Course Requirements and Procedures and Course Introduction	Geiger, et al – Pgs. 5-46 Hull – Pgs. 15-49 Fryling – Pgs. 51-67	
Sept 21	2	The Old Testament Picture of Discipleship	Geiger, et al – Pgs. 47-92 Hull – Pgs. 51-64 Fryling – Pgs. 71-100	
Sept 28	3	Models for Discipleship: Gospels and Acts	Geiger, et al – Pgs. 93-132 Hull – Pgs. 65-72 Fryling – Pgs. 101-112	
Oct 5	4	Discipleship the Jesus Way	Geiger, et al – Pgs. 133-174 Hull – Pgs. 73-111 Fryling – Pgs. 113-126	
Oct 12		Thanksgiving – No Class		
Oct 19		Reading Week – No Class	Geiger, et al – Pgs. 175-225 Hull – Pgs. 113-152 Fryling – Pgs. 127-138	
Oct 26	5	Discipleship: Epistles and Church History	Hull – Pgs. 153-207 Fryling – Pgs. 139-189	
Nov 2	6	The Church's Discipleship Tension	Hull – Pgs. 209-225	Annotated Bibliography Project
Nov 9	7	One to Another	Hull – Pgs. 227-250	
Nov 16	8	Corporate Models: Small Groups	Hull – Pgs. 251-277	
Nov 23	9	Corporate Models: Sermon Based	Hull – Pgs. 279-301	Reading Summary
Nov 30	10	The Virtual Reality: Part 1	Hull – Pgs. 303-311	
Dec 7	11	The Virtual Reality: Part 2		Personal Discipleship Experience
Dec 14	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 14, 2020).

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>		