


**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
Evangel University  
Springfield, Missouri

**PTH 650 Building a Disciple-making Ministry**  
August 21 to December 8, 2017  
AGTS Room ???  
(3 credit hours)

**COURSE SYLLABUS**

<b><u>Instructor:</u></b>	Randy C. Walls, D.Min.	
<b><u>Office:</u></b>	Walls - AGTS Administration, Room 105B	
<b><u>Phones:</u></b>	Walls Office: 417-268-1045 Walls Cell: 417-860-6582	
<b><u>E-mail:</u></b>	<a href="mailto:wallsr@evangel.edu">wallsr@evangel.edu</a>	
<b><u>Office Hours:</u></b>	9:00am – 4:00pm, M – F, or by appointment (see Communications section of Syllabus)	

**MISSION STATEMENTS**

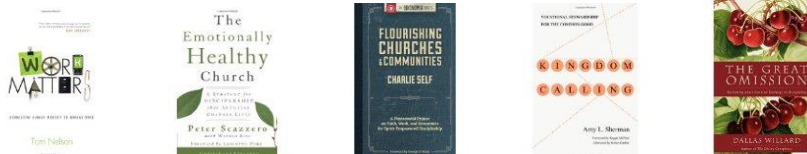
Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

The Assemblies of God Theology Seminary exists to shape servant-leaders with the knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

**COURSE DESCRIPTION**

A thorough study of the process and means involved in developing disciples, based on the model of Jesus and the early Church. This course addresses the hindrances to discipleship in the contemporary church, society, and life of the believer. It considers the motivations and means needed for sustained discipleship. In addition, it provides a holistic examination of the values and actions of a disciple in the areas of spiritual life, daily living, relationships, service, work and mission. Finally, it examines the relationship between personal growth and discipleship.

**TEXTBOOKS**



Nelson, Tom. *Work Matters: Connecting Sunday Worship to Monday Work*. Wheaton, IL: Crossway Books, 2011. (224 pages, paperback, ISBN: 978-1433526671)

Scazzero, Peter. *The Emotionally Healthy Church*. Grand Rapids, MI: Zondervan Publishers, 2010. (240 pages, paperback, ISBN: 978-0310293354)

Self, Charlie. *Flourishing Churches and Communities: A Pentecostal Primer on Faith, Work, and Economics for Spirit-Empowered Discipleship*. Grand Rapids, MI: Christian's Library Press, 2013. (178 pages, paperback, ISBN: 978-1938948169)

Sherman, Amy. *Kingdom Calling*. Downers Grove, IL: InterVarsity Press, 2011. (272 pages, paperback, ISBN: 978-0830838097)

Willard, Dallas. *The Great Omission: Reclaiming Jesus's Essential Teachings on Discipleship*. San Francisco, CA: Harper One, 2006. (256 pages, paperback, ISBN: 978-0062311757)

For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

### Additional Requirements

#### **Article: (Posted to the Course Commons Module)**

Walls, R. "Growing Up and Growing Into the Image of God: The Relationship between Personal Wholeness and Spiritual Growth." Unpublished Chapter in the AGTS Whole-life Discipleship Series, Springfield, MO: AGTS, n.d.

#### **Assessment:**

The Discipleship Dynamics Assessment and online resources found at [www.discipleshipdynamics.com](http://www.discipleshipdynamics.com). **NOTE: This is an online assessment for which the course instructor will provide an access code. Student accounts will be charged a lab fee of \$14.95 for the assessment. If any student needs assistance with this process, or has difficulty completing the transaction, contact the course instructor.**



#### **Book Chapter: (Posted to the Course Commons Module)**

Mostert, J. "Ministry of Mercy and Justice", Chapter in Ma, W., Karkkainen, V-M., and Asamoah-Gyadu, J.K. (Eds.), *Pentecostal Mission and Global Christianity*. Regnum Books International, pp. 169-181, 2014.

#### **Textbook:**

Lim, S. *Transforming Believers into Growing Disciples: Why Churches Don't Disciple and how Yours Can*. Springfield, MO: AGTS, 2012. (296 pages, spiral bound, no ISBN) **NOTE: This textbook cannot be purchased through your student account. Students must submit a check (payable to Discipleship Dynamics) or cash in the amount of \$15 to the course instructor.**



#### **Videos: (Link posted to the Course Commons Module)**

Brooks, Christopher (2015). "Rethinking Urban Poverty" a 15-minute talk presented by the Oikonomia Network.

Self, C. (2015), "Faithful Churches Create Flourishing Communities" a 15-minute talk presented by the Oikonomia Network.

### COURSE OBJECTIVES

Upon completion of this course, the participants should be able to:

1. Distinguish between the various approaches (both historically and currently) that have been used to address the need for discipleship in the church and offer insight on the challenges to effective progress.

2. Evaluate the utility of these approaches for discipleship in the 21st century in the light of a theological perspective that focuses on the *missio dei*.
3. Integrate the elements of spiritual formation emotional and relational health, vocational clarity and economics/work into a model of Whole-Life Discipleship (WLD).
4. Create a discipleship strategy for a local church that addresses the needs of the poor and marginalized and conforms to best practice models and mobilizes all of God's people for mission and community flourishing.
5. Integrate the theological foci of eschatology, ethics and mission into a cohesive vision for empowering kingdom progress.

### **PROGRAM LEARNING OUTCOMES**

The assignments for the course will be utilized by the course instructor, the AGTS Practical Theology Academic Department (PTH), the AGTS Academic Affairs Committee (AAC), and the AGTS Faculty to determine the effectiveness of the PTH 559 course in meeting the following degree program learning outcomes:

1. Master of Divinity:
  - a. Program outcome #7: Construct individual and corporate methods for spiritual and emotional growth.
  - b. Program outcome #9: Apply biblical/ theological foundations and current ministry practices to specific ministry contexts.
2. Master of Arts in Christian Ministries:
  - a. Program outcome #1: Construct individual and corporate methods for spiritual and emotional growth.
  - b. Program outcome #3: Apply biblical/ theological foundations and current ministry practices to specific ministry contexts.

### **FAITH, WORK & ECONOMICS INTEGRATION**

This course specifically relates to the Kern Family Foundation funded integration of Faith, Work & Economics into the overall AGTS curriculum in the following ways:

ON OUTCOME 1: Pastors, Christian leaders and local churches prioritize helping people live integrated lives wholly centered on discipleship to Christ, not limiting "mission" and "ministry" to church activities.

ON OUTCOME 2: Pastors, Christian leaders and local churches prioritize helping people live as stewards of God's world, responsible to work with integrity for its flourishing – individually and collaboratively in communities.

ON OUTCOME 6: Pastors, Christian leaders and local churches prioritize helping people take responsible action, individually and as communities – energetically pursuing justice, mercy and flourishing while recognizing the complex challenges and limitations we face in the present age.

### **COURSE REQUIREMENTS**

The following are policies and requirements for the course in general. Specific content and assignment directions will be given later in the Syllabus.

- All assignments are due on the date and time specified in this syllabus, on the CANVAS Course Calendar, and in the various weekly folders.
- All students are expected to communicate with the teacher any concerns, technical difficulties, and/or questions they may have via the General Q&A Discussion Forum, emails, phone calls, or face-to-face appointment.
- Students are expected to follow the structure and layout of the online course.
- Students are expected to have (and use):
  - Daily computer access
  - Daily internet access
  - Evangel Email
- All assignments need be submitted in .docx or .doc format (MS Word 07/10/13).
  - Microsoft Office 2013 is available on campus in the AGTS computer lab.
  - Google Docs will convert/save documents to the .doc or .docx format, but requires a Google username and password: [Google Docs Sign-in](#)
  - You can also download Open Office for free: [www.openoffice.org](http://www.openoffice.org)
- All students will submit homework as directed:
  - Via CANVAS assignment Dropboxes
  - Post via CANVAS discussion boards
- Suggested web browsers: Internet Explorer, Firefox (*especially for Mac users*)

### **COURSE STRUCTURE**

This course will be offered as a hybrid learning experience, combining 2 ½ days of face-to-face learning near the beginning of the semester with the remaining course materials being engaged online through the Course Commons (Canvas) learning management system (LMS) until the end of the semester. It will include lectures, weekly discussion forums, research, and writing assignments. Topics to be covered include spiritual formation, personal wholeness, healthy relationships, vocational clarity, and the integration of faith, work and economics.

All the course materials including assignments, PowerPoint files, and document files will be available through Canvas under the Course Content link. Course grades will be posted using the Canvas Grade Book (see Course Tools, My Grades).

*How to accomplish each week/module:*

1. Complete the discussion forum postings.
  - a. Discussion forums will have original posts due by the dates noted in the Canvas modules.
    - FYI: You will be required to submit response posts to the original posts of your colleagues in order to extend the conversation about the reading material being covered in the course. Points will be assigned for your original post as well as the response posts.

2. Reading the assigned texts in order to complete the reflection essay on them by the respective due dates.
3. Complete the writing assignments when directed by the course instructor (*specific directions included in the appropriate project activity within CANVAS*)
4. All assignments will be due each date specified in the Canvas module at by 11:59 p.m.

**A. Regular Projects:**

Activities will be assigned in Canvas throughout the course to the end of semester. Students will receive points commensurate with their efforts. Point values for each project will be identified at the time of the assignment. Unless specified otherwise, all exercises will be typed and meet professional standards.

**B. Course Project:**

Students will prepare a fresh strategy (12-15 pages, double spaced, Turabian formatting) for discipleship relevant to their life/ministry contexts. The professor will provide a grading rubric in the F2F class sessions for the content and structure of this work.

**C. Course Discussion Forum (CDF) Postings:**

Students are expected to actively participate in this course by regularly posting to the Canvas discussion forum. Points will be awarded for each posting as described in the course outline and requirements. However, the forums are a great place for interaction among the course participants, providing opportunities for sharing research and critiquing each other's course projects. The course instructor will check the discussion boards regularly and participate in the discussion as needed.

Forum posts will be of two types, the initial post and the response posts. Descriptions of each of these are provided below.

- i. **Initial Post:** A message sent to the class participants that begins the discussion thread specific to a topic. These posts provide the forum for your classmates to respond, so each should contain enough detail as to assist them in doing so. The number of words required (minimum) for each post will be noted in the full course outline below.
- ii. **Response Post:** The response posts are provided for interaction among the class participants. You will have an opportunity to learn more about your classmates, as well as the work that they are doing, making the course a collaborative learning experience for all.
  - a. As you read your classmates initial posts, you should highlight insights gained from them, make additional suggestions from your own research or experience, and note any questions you have that may elicit further feedback. This means the quality of each response message must be well-conceived; demonstrating critical reflection on each posting. In the initial postings that begin to evidence research, responses should be research driven, using your own topical study as an enhancement to your classmates' work. Although personal opinions may be insightful and contribute to the discussion, these should only comprise a small part of the

response posting. The major purpose of the response postings is to extend the ideas presented by your classmates. You can also expect the course instructor to comment in the discussion boards to help guide the class toward desired learning outcomes.

iii. **Discussion Forum Grading:** The quality of your initial posts will be measured by several factors:

- a. quality of reflection on the statements
- b. critical thinking on the various topics presented
- c. well-written and edited postings
- d. submitting at least the minimum number of words required for each post

For each discussion forum assignment, **one of your posts must be an initial post to start a thread.** All other posts will be response posts. Since internet-based sites often have glitches, it is strongly suggested that you compose offline in a word document before pasting your post into the forum.

#### D. Email:

Students should check their Evangel email account on a regular basis during the work week for announcements, course communications, reminders, and answers to specific questions submitted by the course instructor.

- Emails to the professor should contain the course code (PTH 650), and a brief reason for the email in the subject line.

The professor will commit to responding to emails within 24 hours of receipt. Many emails will be responded to more quickly.

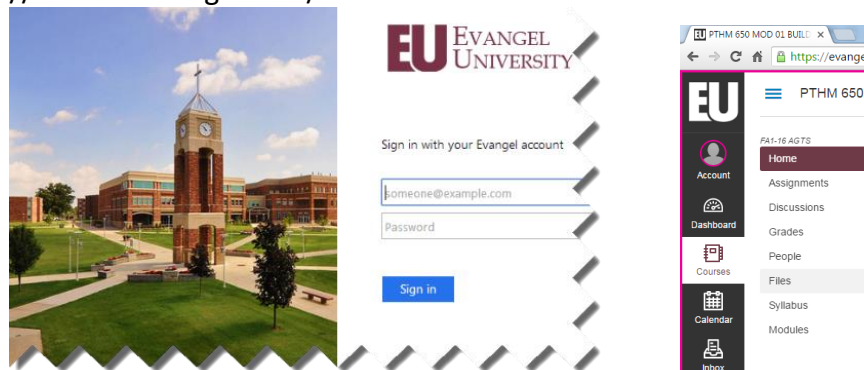
#### E. Rubric:

A rubric specifying the way the course instructor will evaluate the final project will be provided in the face-to-face portion of the course.

#### F. Course Commons

This course will use Evangel's online learning management system, Course Commons, powered by the Canvas Learning Management System.

Login at: <https://courses.evangel.com/>



*Use your Evangel username and password to login.*

To access the course, click Courses  
in the left margin of the page after logging in.

**1. Before the class starts:**

- a. Students will have access to Course Commons and this course seven (7) days before the official beginning of the semester. This does not mean all course content will be ready. Release of course content will be the prerogative of the professor.
- b. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked and all submitted work will be lost.

**2. Course Content:**

- a. All course content (syllabus, modules, course materials, dropboxes, quizzes, exams, discussions, grades, etc.) will be located on the navigation pane on the left hand side of our course. The Navigation pane may differ from course to course.
- b. At the end of a semester, students will have limited access to the course through Course Commons. Only access to already submitted work and grades will be available.

**3. Personal Settings:**

- a. After logging into Course Commons, be sure to go to Settings and adjust your personal profile settings.
- b. Add in a profile picture of yourself (Smile!)
- c. Set your notifications: set how you'll be notified (EU email, personal email, text, Facebook, Twitter, etc.) and how often.
- d. Need help figuring out how to do all that? Be sure to check the Canvas Help Guides or go here: [Navigating Your Canvas Profile](#)

**4. Help:**

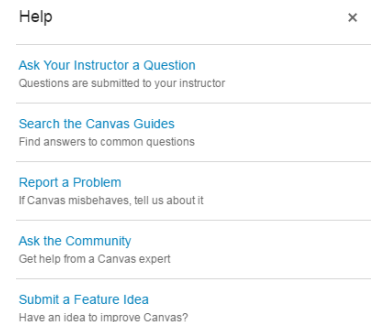
- a. Course Commons Help can be found by clicking the Help button in the lower left corner after logging in. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets are through Canvas.
- b. Be sure to look at the Canvas Student Quickstart Guide: [Canvas Student Quickstart Guide](#)

*By clicking Help, you'll be able to...*

- Submit a question directly to your instructor
- Access Canvas Help Guides
- Submit a Course Commons Helpdesk Ticket
- Direct Link - Canvas Help Website: <https://help.instructure.com/home>

**5. Course Commons Troubleshooting:**

- a. Question about a quiz or course content?  
**Contact your instructor, first!**



The screenshot shows a 'Help' dropdown menu with a close button (x) in the top right corner. The menu items are: 'Ask Your Instructor a Question' (with subtext 'Questions are submitted to your instructor'), 'Search the Canvas Guides' (with subtext 'Find answers to common questions'), 'Report a Problem' (with subtext 'If Canvas misbehaves, tell us about it'), 'Ask the Community' (with subtext 'Get help from a Canvas expert'), and 'Submit a Feature Idea' (with subtext 'Have an idea to improve Canvas?').

- b. Technical question about the Course Commons?  
***Click Help and submit a ticket through Report a Problem.***
- c. Can't access Course Commons?  
***Contact the EU IT Helpdesk: 417-865-2815 x8368 (phone) or [helpdesk@evangel.edu](mailto:helpdesk@evangel.edu) (email) or [help.evangel.edu](http://help.evangel.edu) (web)***

**COURSE OUTLINE (Overview)**

Module	Dates	Lesson	Activity	Due	Points
Module 1	Aug. 21-23, 2017 (In Class Sessions)	Course Overview	Lecture, Discussion & AIS	Sat. Aug. 26 by 11:59PM	
Module 2	Aug. 27-Sept. 2, 2017	Lim Text	Reading, DDA & CDF	Sat., Sept. 2 by 11:59PM	
Module 3	Sept. 3-9, 2017	Lim Text	Reading, Reading Report & CDF	Sat., Sept. 9 by 11:59PM	
Module 4	Sept. 10-16, 2017	Lim, Walls & Willard Texts.	Reading & CDF	Sat., Sept. 16 by 11:59PM	
Module 5	Sept. 17-23, 2017	Willard Text	Reading & CDF	Sat., Sept. 23 by 11:59PM	
Module 6	Sept. 24-30, 2017	Willard Text	Reading, Reading Report & CDF	Sat., Sept. 30 by 11:59PM	
Module 7	Oct. 1-7, 2017	Scazzero Text	Reading & CDF	Sat., Oct. 7 by 11:59PM	
Module 8	Oct. 8-14, 2017	Scazzero Text	Reading, Reading Report & CDF	Sat., Oct. 14 by 11:59PM	
Module 9	Oct. 15-21, 2017	Nelson Text	Reading & CDF	Sat., Oct. 21 by 11:59PM	
Module 10	Oct. 22-28, 2017	Nelson Text	Reading, Reading Report & CDF	Sat., Oct. 28 by 11:59PM	
Module 11	Oct. 29-Nov. 4, 2017	Sherman Text	Reading & CDF	Sat., Nov. 4 by 11:59PM	
Module 12	Nov. 5-11, 2017	Sherman Text	Reading, Reading Report & CDF	Sat., Nov. 11 by 11:59PM	
Module 13	Nov. 12-18, 2017	Self Text	Reading/Video Review, CDF & Reading Report	Sat., Nov. 18 by 11:59PM	
Module 14	Nov. 19-25, 2017	Self Text, Mostert Article, Self & Brooks Videos	Reading, Reading Report & CDF	Sat., Nov. 25 by 11:59PM	
Module 15	Nov. 26-Dec. 2, 2017	Project Outline	Dropboxes Turnitin (optional)	Sat., Dec. 2 by 11:59PM	
Module 16	Dec. 3-8, 2017	Final Project	Dropbox & DDA Assessment	Fri., Dec. 8 by 11:59PM	

**COURSE OUTLINE: (Enhanced Version)**

**Module 1 – 8/21-23: (Seated class sessions, Mon./Tue. - 8am-5pm, Wed. - 8am-Noon)**

**Assignments:**

**a. Attendance**

- Attend all of the seated class sessions



**Module 2 – 8/27-9/2:**

**Assignments: Due by 11:59p.m. on Saturday, September 2, 2017**

**b. Reading**

- Read the Introduction and Chapters 1-4 in the Lim textbook.

**c. Discipleship Dynamics Assessment (DDA)**

- Complete the discipleship dynamics assessment online at [www.discipleshipdynamics.com](http://www.discipleshipdynamics.com). See the **Additional Requirements** section of the syllabus following the **Textbooks** list for instructions on how to access the online assessment.
  - Submit the results pages of your assessment to the dropbox in the Course Commons Module

**d. Course Discussion Forum (CDF) Postings**

- Post a **200-ish word personal introduction** to the Course Commons Module to let your classmates know where you're from, why you came to AGTS, your ideal (dream job) ministry, and something that people may not know about you.
  - Respond to your classmates' posts as desired.
- Post a **200-word reflection** on the assigned reading, identifying the two elements that had the most impact on your life and why.
  - Post a **50-word response to at least two of your classmates** to extend the dialogue about either/both of the elements they selected.

**Module 3 – 9/3-9:**

**Assignments: Due by 11:59 p.m. on Saturday, September 9, 2017.**

**a. Reading**

- Read Chapters 5-8 in the Lim text.

**b. CDF Posting**

- Post a **200-word reflection** on assigned reading, identifying at least two elements from the reading that challenge your understanding and/or practice of Christian discipleship.
  - Post a **50-word response to at least two of your classmates** to extend the dialogue about one of the elements they selected.

**Module 4 – 9/10-16:**

**Assignments: Due by 11:59 p.m. on Saturday, September 16, 2017.**

**a. Reading:**

- Read Chapters 9-10 in the Lim text, the Walls article, and the Introduction and Chapters 1-5 of the Willard text.

**b. Dropbox:**

- Submit a reading report for the Lim text using the document embedded in the Course Module.

**c. CDF Posting:**

- Post a **200-word reflection** on the assigned reading, identifying how the reading impacted your own preferential practices in the spiritual disciplines.

- Post a **50-word response to two other classmates** noting how their insights into the spiritual disciplines have helped inform your own understanding and practice.

**Module 5 – 9/17-23:**

**Assignments: Due by 11:59 p.m. on Saturday, September 23, 2017.**

**a. Reading:**

- Read Chapters 6-11 in the Willard text.

**b. CDF Posting:**

- Post a **200-word reflection** on the assigned reading, noting at least two elements in the reading that enhanced your understanding of spiritual formation.
  - Post a **50-word response to two other classmates** noting how their insights into the spiritual disciplines have helped inform your own understanding and practice.

**Module 6 – 9/24-30:**

**Assignments: Due by 11:59 p.m. on Saturday, September 30, 2017.**

**a. Reading:**

- Read Chapters 12-20 & “A Parting Word” in the Willard text.

**b. CDF Posting:**

- Pick one of the five spiritual authors Willard summarizes in Chapters 16-20 and post a **200-word reflection** on a key ingredient in his summary that was most meaningful to you.
  - Post a **50-word response to two other classmates** noting how their insights into the spiritual authors have helped enhance your own understanding of them.

**Module 7 – 10/1-7:**

**Assignments: Due by 11:59 p.m. on Saturday, October 2, 2017.**

**a. Reading:**

- Read the Forward, Preface, Introduction & Chapters 1-6 in the Scazzero text.

**b. Dropbox:**

- Submit the reading report on the Willard text to the Course Commons Module. A link to the report template is included in the assignment description of the dropbox.

**c. CDF Posting:**

- Post a **200-word autobiographical reflection** on the assigned reading, identifying an issue raised by Scazzero with which you struggle.
  - Post a **100-word response to another classmate** offering words of encouragement on overcoming this obstacle.

**Module 8 – 10/8-14:**

**Assignments: Due by 11:59 p.m. on Saturday, October 14, 2017.**

**a. Reading:**

- Read Chapters 7-12 & the Appendix in the Scazzero text.

**b. CDF Posting:**

- Post another **200-word autobiographical reflection** on the assigned reading, identifying an issue raised by Scazzero with which you struggle.
  - Post a **100-word response** to **another classmate** offering words of encouragement on overcoming this obstacle.

**Module 9 – 10/15-21:**

**Assignments: Due by 11:59 p.m. on Saturday, October 21, 2017.**

**a. Reading:**

- Read the Introduction & Chapters 1-5 in the Nelson text.

**b. Dropbox:**

- Submit the reading report on the Scazzero text to the Course Commons Module. A link to the report template is included in the assignment description of the dropbox.

**c. CDF Posting:**

- Post a **300-word reflection** on the Sunday-Monday Connection and describe how you integrate this into your own life.

**Module 10 – 10/22-28:**

**Assignments: Due by 11:59 p.m. on Saturday, October 28, 2017.**

**a. Reading:**

- Read the Chapters 7-10 in the Nelson text.

**b. CDF Posting:**

- Post a **200-word reflection** on the how assigned reading informed your understanding of the nature and purpose of human work.
  - Post a **50-word response** to **two other classmates** to extend the dialogue they started on this issue.

**Module 11 – 10/29-11/4:**

**Assignments: Due by 11:59 p.m. on Saturday, November 4, 2017.**

**a. Reading:**

- Read the Introduction & Chapters 1-8 in the Sherman text.

**b. Dropbox:**

- Submit the reading report on the Nelson text to the Course Commons Module. A link to the report template is included in the assignment description of the dropbox.

**c. CDF Posting:**

- Post a **150-word reflection** on Sherman's theological foundations in Chapters 1-4.
- Post a **150-word reflection** on Chapters 5-8 identifying at least one strength and one weakness in your own ministry practice related to empowering people in their vocational callings.

**Week 12 – 11/5-11:**

**Assignments: Due by 11:59 p.m. on Saturday, November 11, 2017.**

**a. Reading:**

- Read the Chapters 9-13, the Conclusion, Afterword & Appendix A in the Sherman text.

**b. CDF Posting:**

- Post a **300-word reflection** on ways that your local church is creating or can create pathways for vocational flourishing among the congregants.

**Module 13 – 11/12-18:**

**Assignments: Due by 11:59 p.m. on Saturday, November 18, 2017.**

**a. Reading:**

- Read the Forward, Preface, Introduction & Chapters 1-5 in the Self text.

**b. Dropbox:**

- Submit the reading report on the Sherman text to the Course Commons Module. A link to the report template is included in the assignment description of the dropbox.

**c. CDF Posting:**

- Post a **200-word reflection** on how Self's text further informs your understanding of the results from your DDA assessment.
  - Post a **50-word response to two other classmates** on how/if Pentecostal theology & praxis enhances the discipleship process.

**Module 14 – 11/19-25:**

**Assignments: Due by 11:59 p.m. on Saturday, November 25, 2017.**

**a. Reading/Video Review:**

- Read the Chapters 6-7, the Conclusion & Afterword in the Self text, and the Mostert article posted in the Course Commons Module.
- Review the Brooks & Self videos through the link provided in the Course Commons Module.

**b. Dropbox:**

- Submit the reading report on the Self text to the Course Commons Module. A link to the report template is included in the assignment description of the dropbox.

**c. CDF Posting:**

- Post a **300-word reflection** on how your local church bridges the evangelism and social justice gap.

**Module 15 – 11/26-12/2:**

**Assignments: Due by 11:59 p.m. on Saturday, December 2, 2017.**

**a. Dropbox:**

- Submit an outline of your final project to the Course Commons Module.

**b. Turnitin Dropbox: (Optional)**

- If you wish to do so, you may upload your final project to the Turnitin Dropbx in the Course Commons Module. This software will review your project to protect you against any plagiarism issues, as well as to review your project for spelling, grammar, and formatting errors.

**Module 16 – 12/3-8:**

**Assignments: Due by 11:59 p.m. on Friday, Dec. 8, 2017.**

**a. Dropboxes:**

- Log in to your account in [www.DiscipleshipDynamics.com](http://www.DiscipleshipDynamics.com) and complete Assessment Two in order to determine how the contents of the course and the learning experiences therein have positively or negatively changed the outcomes of your profile since the first assessment. Upload the results pages for Assessment Two to the Course Commons Dropbox.
- c. Submit your final project (12-15 pages) to the Course Commons Dropbox.
  - The project should propose a theologically grounded and contextually relevant strategy for whole-life discipleship in your local church.
  - Papers should be written at a graduate level of critical reflection and analysis and conform to the Turabian 8<sup>th</sup> edition style manual for quality academic writing.
  - The professor will present a grading rubric for the project.

**COURSE METHODOLOGY**

This course is offered in a unique hybrid/intensive format. Students come to AGTS for intensive interaction and introduction to vital concepts, and then complete the reading and writing online. In the course of the class, an online community is created, with students expected to interact with each other and respond to insights concerning the assigned reading.

**COURSE REQUIREMENTS**

1. Be prepared to participate in classroom discussions.
2. Complete all reading and video review assignments on the dates specified in the course outline.
3. Complete the assessment instrument by the date noted in the course outline.
4. Complete all CDF assignments by the dates noted in the course outline.
5. Construct a 12-15 page summative project/paper as prescribed by the professor in the classroom sessions.

**NOTE:** The project/paper should conform to the Turabian style manual 8<sup>th</sup> edition on grammar, style and formatting.

**GRADING PROCEDURE:**

Grades will be based on number of points accumulated by completing assignments. Points accumulated will be divided by the total points available in the class. The grading will be based on the following:

<b>Total Points Possible:</b>		
<b>Category</b>	<b>Points</b>	<b>Percentage</b>
DDA Profiles (25 points each)	50	2.5
Reading Reports (25 points each)	150	15
CDF Postings (25 points each)	325	32.5
Summative Paper/Project	100	50
<b>Total</b>	<b>625</b>	<b>100</b>

**AGTS grading scale**

<b>Percent</b>	<b>Grade</b>	<b>Percent</b>	<b>Grade</b>
100-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63-60%	D-
79-77%	C+	Below 60%	F

**Communications**

*Student (what to do and know):*

- **Email:** Students should daily check their Evangel University email account for announcements, course communications, reminders, and for submitting specific course questions. (If an Email account is needed or there are technical questions, students may contact Evangel’s Information Technology HelpDesk: <http://www.evangel.edu/Info/HelpDesk.asp>).
  - Emails to the professor should contain the following:
    - The subject line of any email should contain the course code, the student’s name, and a brief reason for the email.
    - The body of any email should contain proper grammar, punctuation, and be in complete sentences.
    - Please be descriptive as to the reason for the email.
  - CANVAS email:
    - Students can send email to the course instructor through CANVAS.
- **Discussion forums:** There will be several different discussion forums throughout the course. Content forums will have interaction directions posted within the forums. A general discussion forum will be created to provide students a setting to ask general course questions.
- **Online Chat:** Students may interact with the professor via CANVAS’s online chat capabilities by prior appointment.
- **Phone/Online and Face-to-face Meetings:** Phone and Online conversations and face-to-face meetings may also be pre-arranged by appointment. Please contact the

course professor for available times. If not already available to the student Skype may be downloaded for free at <http://skype.com/>.

- Course Announcements: Course announcements will be posted as needed on the CANVAS homepage. Please check them regularly.

*Professor (what you the student can expect):*

- Emails: All student emails will be answered within 24 hours of receipt.
- Discussions: The professor will interact with student postings as required and needed.
- Online Chat: The professor will be available by appointment through the Canvas online chat.
- Phone/Online and Face-to-face Meetings: The professor will be available for phone/online conversations or face-to-face meetings by prior appointment. Face-to-face meetings will be conducted in the professor's office during regular office hours. After hours meetings will be conducted in a public meeting space by prior arrangement.
- Course Announcements: Announcements will be posted regularly on the course CANVAS homepage. Any change in the course schedule, or assignments, will be posted in the announcements section of the CANVAS course homepage at least 12 hours in advance.

### **Academic Integrity**

While discussion and collaboration is encouraged as part of course interaction, AGTS expects its students to exhibit the highest level of integrity for all course work. All work submitted in an online or hybrid course must be the original work of the individual student (unless an assignment is explicitly designated as a group activity). Any form of dishonesty, plagiarism, or cheating will be grounds for academic discipline.

Plagiarism or cheating (What can and will happen):

- Incidents of academic dishonesty are reported to the Academic Dean by the course instructor. Each case is reviewed on an individual basis for possible disciplinary action. Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment, disciplinary probation; removal from extracurricular activities; and suspension.
- The Seminary's policy on Academic Dishonesty is published in the Student Handbook in the Academic Information Section, p.4, Academic Integrity. The Handbook may also be accessed online on the Seminary website:  
[http://www.agts.edu/community/student\\_handbook/2011studenthandbook.pdf](http://www.agts.edu/community/student_handbook/2011studenthandbook.pdf)  
An academic integrity statement is posted in the appendix of the course syllabus. Students must complete and submit the form to the course instructor by the first day of the course.

### **Technical Support**

CANVAS questions? Your professor is your first level of support. Please contact him via email, chat, or phone.

Technical questions? Please contact the Evangel University Information Technology HelpDesk: <http://www.evangel.edu/Info/HelpDesk.asp> or at 417.865.2815 x8368. Help desk hours are 7:30 a.m. - 10 p.m. Monday-Monday, CST. All calls outside of our hours will be reviewed the next shift.

### **The Use of Computers in the Classroom**

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may only be used for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

### **Non-Discriminatory Language**

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook

At: [http://www.agts.edu/community/student\\_handbook/2010studenthandbook.pdf](http://www.agts.edu/community/student_handbook/2010studenthandbook.pdf)

### **Americans With Disabilities Act (ADA) Statement:**

AGTS is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of Rehabilitation Act of 1973. If you think you may qualify for accommodations, notify your instructor as soon as possible.

CANVAS allows you, the student, to create a profile that describes your particular needs for accessing online course material within the CANVAS environment (font size, font and background colors, screen reader settings, etc.). If necessary, you can access an ACCLIP (Accessibility for Learning Information Profile) and create, save or import other ACCLIP profiles.

### **Final Course Grade and Incompletes**

At the end of the course, students will receive the final grade recorded in the CANVAS gradebook. Students should retain a copy of all work submitted, until they have received a grade for this work.

Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://www.agts.edu/academics/forms.html>. The approved Incomplete request will extend the due date for up to ninety days, may include a grade reduction, and will be assessed a grade change fee. Students may not register for courses in a new term if carrying more than two IP or I grades.



## **SELECTED BIBLIOGRAPHY**

### ***Theology of Discipleship***

Longenecker, Richard N. *Patterns of Discipleship in the New Testament*. Grand Rapids, MI: Eerdmans, 1996. (This is meaty reading. Recommended for the theologically inclined)

Wilkins, Michael J. *Following the Master: Discipleship in the Steps of Jesus*. Grand Rapids, MI: Zondervan Publishing House, 1992.

### ***Hindrances: Flawed Paradigms & Proposals***

Barna, George. *Growing True Disciples: New Strategies for Producing Genuine Followers of Christ*. Colorado Springs, CO: WaterBrook Press, 2001.

Willard, Dallas. *The Great Omission*. Harper San Francisco, 2006.

### ***Hindrances: Cultural Seductions***

Keller, Tim. *Counterfeit Gods: The Empty Promises of Money, Sex, and Power, and the Only Hope that Matters*. Dutton Adult, 2009.

### ***Means: Education***

Silver, Harvey F. et. al. *So Each May Learn: Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

### ***Means: Spiritual Disciplines***

Foster, Richard. *Celebration of Discipline: The Path to Spiritual Growth*. New York: Harper & Row, Publishers, 1978.

### ***Means: Personal Growth***

Cloud, Henry and John Townsend. *Boundaries*. Grand Rapids, MI: Zondervan Publishing House, 1992.

### ***Means: Community***

Crabb, Larry. *Connecting: Healing for Ourselves and Our Relationships*. Nashville: Word, 1997.

Gorman, Julie A. *Community that Is Christian—A Handbook on Small Groups*, 2nd ed. Grand Rapids, MI: Baker Books, 1993, 2002.

## **Specific Areas of Discipleship**

### ***Leisure, Entertainment, & Popular Culture***

Anker, Roy M. *Catching Light: Looking for God in the Movies*. Grand Rapids, MI: William B. Eerdmans Publishing, 2004.

Detweiler, Craig. *Into the Dark: Seeing the Sacred in the Top Films of the 21st Century*. Grand Rapids, MI: Baker Academic, 2008.

McDowell, John C. *The Gospel According to Star Wars: Faith, Hope, & the Force*. Louisville, KY: Westminster John Knox Press, 2007.

Pinsky, Mark I. *The Gospel According to the Simpsons*. Louisville, KY: Westminster John Knox, 2001.

Ryken, Leland. *Redeeming the Time: A Christian Approach to Work and Leisure*. Grand Rapids, MI: Baker Book House, 1995.

### ***Sexuality***

Balswick, Judith K. & Jack O. Balswick. *Authentic Human Sexuality: An Integrated Christian Approach*, 2nd ed. Downers Grove, IL: InterVarsity Academic, 2008.

Hollinger, Dennis P. *The Meaning of Sex: A Framework for the Moral Life*. Grand Rapids, MI: Baker Books, 2009.

**Romantic Love**

Warren, Neil Clark. *Finding the Love of Your Life: Ten Principles for Choosing the Right Marriage Partner*. Colorado Springs, CO: Focus on the Family Publishing, 1992.

**Money & Possessions**

Alcorn, Randy. *Money, Possessions and Eternity, 2nd ed.* Wheaton, IL: Tyndale House Publishers, 2003.

Foster, Richard. *Freedom of Simplicity*. New York: Harper Paperbacks, 1997.

**Servanthood: Relief, Development, and Justice**

Miller, Donald E. & Tetsunao Yamamori. *Global Pentecostalism: The New Face of Christian Social Engagement*. Berkeley, CA: The University of California Press, 2007.

Rusaw, Rick & Eric Swanson. *The Externally Focused Church*. Loveland, CO: Group Publishing, 2004.

Stearns, Richard. *The Hole in the Gospel*. Nashville, TN: Thomas Nelson, 2009, 2010.

**Servanthood: Care of the Environment**

Abbate, Michael. *Gardening Eden: How Creation Care Can Change Your Faith, Your Life, and Our World*. Waterbrook/Multnomah, 2009.

Bouma-Prediger, Steven. *For the Beauty of the Earth, 2nd ed.* Grand Rapids, MI: Baker Academic, 2010.

Toly, Noah & Daniel I. Block. *Keeping God's Earth: The Global Environment in Biblical Perspective*. Downers Grove, IL: InterVarsity Press, 2010.

**Work**

Ryken, Leland. *Redeeming the Time: A Christian Approach to Work and Leisure*. Grand Rapids, MI: Baker Book House, 1995.

Witherington, Ben. *Work: A Kingdom Perspective on Labor*. Grand Rapids, MI: Eerdmans, 2011.

**Success**

Seligman, Martin E.P. *Authentic Happiness*. New York: Free Press, 2002.

Myers, David G. *The Pursuit of Happiness*. New York: Avon Books, 1992.

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**SPECIFIC DATA**

Syllabus prepared by Dr. Randy C. Walls, March 2017.