

DSRE610
TEACHING FOR DISCIPLESHIP
Summer 2019

Elim López Cifuentes—DMin



Andrews
University
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DSER610 TEACHING FOR DISCIPLESHIP SUMMER 2019

GENERAL CLASS INFORMATION

Class location: Andrews University, MI Chan Shun Hall Salon 108
Date: June 02-06, 2019
Class time/day: Sunday 6-9:30 pm. Monday-Thursday 8am to 6pm—1 Hour noon break
Credits offered: 03 credits

INSTRUCTOR CONTACT

Instructor: Elim López Cifuentes (DMin)
Telephone: (617) 7179108
Email: Elimlopez@gmail.com

COURSE DESCRIPTION

Educational strategies based on current research in learning theory and human development, enhancing skills in planning learning events for church, community, and school. Instruction and assessment focused on transformational behavior and values, taking into account the teaching and discipling mandate

COURSE MATERIALS

Required Reading(30 hours from these two books)

- Knowles, M.; Holton III, E.; and Swanson, R. (6th ed.). (2005). *The adult learner: The definitive classic in adult education and human resource development*. San Diego, CA: Elsevier Butterworth Heinemann.
- Hull, Bill (2006). *The Complete Book of Discipleship: On Being and Making Followers of Christ*. Colorado Springs: NavPress Publications. (Traducido al español).

Recommended Reading

- Lefever, Marlene D. (2003). *Estilos de aprendizaje: Cómo enseñar a cada uno de los que Dios nos confió*. Miami, Florida: Editorial Patmos.
- Merriam, S.; Caffarella, R.; and Baumgartner, L. (3rd ed). (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: John Wiley and Sons.

REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

OUTCOMES

Program Learning Outcomes (PO)

MA in Pastoral Ministry (MAPMin) English & Spanish Program Outcomes

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological and missional development of the Adventist Church.
4. Trains church members for evangelism.
5. Empowers church members for leadership.
6. Capable of reaching specific social groups.

Student Learning Outcomes (SLO #4) The student should be able to...

1. Understand the theory and practice of human development and how adults learn
 2. Teach church members how to make disciples.
 3. Empower members to make disciples among Hispanics in their communities.
- PO #s 4 and 6.

TOPICS AND ASSIGNMENTS

Month	Date	Class Topic	Assignments Due
January 2019 to June 2, 2019		Complete <i>30 hours of reading</i> from the Required and Recommended list of books, above	<i>Jun. 2, 2019</i> <ul style="list-style-type: none"> • First day of class • Late reports—6 points deduction
June 2019	2	<ul style="list-style-type: none"> • Verify electronic class registration—Registration should be done prior to 30 days from the beginning of the course • Review course requirements • Devotional and group presentation schedule • Course introduction 	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
	3	Discipleship: Meaning and Nature <ul style="list-style-type: none"> • The universal call to discipleship • The church as a discipleship school • Biblical modes of discipleship • The role of the Holy Spirit in discipleship 	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject
		Teaching and human development <ul style="list-style-type: none"> • Philosophical approaches to learning • Assumptions about learning • Learning theories • Types and stages of learning • Andragogy • Pedagogy 	<i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject

	4	<p>Teaching adults: Key principles and insights</p> <ul style="list-style-type: none"> • Teaching principles and theories of learning • Teaching adults principles 	<p><i>Devotional.</i> Daily small group discussion and collaborative learning sessions on the subject</p>
	5-6	<p>Practical insights for teaching and discipleship</p> <ul style="list-style-type: none"> • Bloom’s taxonomy • Effective adult learning programs • Learning principles • Group presentations 	<p><i>Devotional.</i> Daily small group discussion and collaborative learning. Small group presentations based on collaborative learning during the week. Presentations are graded by peers from a 1-10 point scale. (10 points of the final grade).</p>
September	5		<p>Final project is due today (September 5, 2019). By midnight, this day, students should post in the <i>Learning Huban</i> electronic MSW document with final project. Project will be graded according to the rubric included in this syllabus.</p>
October	3		<p>Late final-assignment submission receives no more than a B by midnight on this day (October 3, 2019).</p>
November	10		<p>Late final-assignment submission receives no more than a C by midnight on this day (Nov 10, 2019).</p>
November	29		<p><i>172 days from the first day of class.</i> Students who have not completed all intensive requirements by November 29, 2019 will receive an F and will need to repeat the class.</p>

GRADING AND ASSESSMENT

Credit-Hour Definitions

A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments:

- Class Lectures and guided studies: 45 hours
- Pre Intensive Reading Report: 30 hours
- Post-Intensive Project Report: 60 hours
- **Total: 135 hours**

Criteria for Grades

A. *Punctual attendance* at all classes is required

- Students exceeding 10% of total course appointments will need a written excuse from the dean's office.
- Absences not due to illness also need written approval from the dean's office.

B. *Reading report—30 points*

- Students need to invest a minimum of 30 hours reading from two or more books from required books (see list above). A one-page report should be submitted with the following information: (a) the name of the student, (b) the author and titles of the books read, and (c) the number of hours read.
- This report is due on **June 6, 2019**. The report must be posted electronically on the Learning Hub **before 6 pm**.
- There is a **6-point deduction for submitting this report late**.

C. *Group presentation—10 points*

- This course fosters collective learning. The first day of class, students will be divided into small groups to research, during the intensive, on a topic collectively chosen by course participants.
- Selected topics will be associated with ministerial challenges in preparing church members for teaching and discipleship.
- Each group will prepare and present a 30 minute Power Point presentation during the last day of class (June 13). The PPP must be share with peers in the classroom.
- The presentations will be evaluated by peers on a 1-10 grading scale, considering contents, quality of slides, and practical usability of the presentation.

D. *Final report—60 points*

- Write a **20-page final report** based on an outline approved by the professor during the intensive. Student should bring to the professor an outline of the final report before the end of the intensive (*June 06, 2019*).
- The project must be written in prose under coherent subhead levels.
- The project’s topic should be: Development of a project to teach church on teaching adults or on discipleship. The project will be instructional and contextualized to the culture and needs of the congregation. The project will be reported in a 20 page paper with the following sections: **1)** Title page. **2)** Table of Contents. **3)** Introduction—explains purpose and nature of paper. **4)** Foundations for teaching or discipleship—content should be biblical/theological and should integrate current literature on the subjects—Minimum of 15 recent sources *plus* Bible and EGW. **5)** Description of the project—including implementation plans or implementation narrative—if the project is implemented. **6)** Conclusion. **7)** Bibliography—a minimum of 15 sources published in the past 10 years. EGW counts as one source. **8)** Appendixes (only for projects that were implemented) may include promotional materials and Power Point slides (6 slides per page).
- This report should follow *AU Standards for Written work*: (<http://www.andrews.edu/GRAD/style.html>).
- This report is **due on September 5, 2019** by midnight. Late submission of this report will be penalized according to the submission dates specified in the Topics and Assignments table, above.
- **Note:** The final report must be submitted through our Learning Hub in **ONE MSW file**.

Criteria for Grades—Summary

- | | |
|--|-------------------|
| • Pre-Intensive Reading Report | 30 Points |
| • During the intensive sermon presentation | 10 points |
| • Post Intensive Project Report (20 pages) | 60 Points |
| • Total: | 100 Points |

Grading Scale

A (95-100%)	B (83-86%)	C (73-76%)
A— (90-94%)	B— (80-82%)	C— (70-72%)
B+ (87-89%)	C+ (77-79%)	D (60-69%)

Rubric for Assessing Research Projects

Student						
Criteria	(5) Exceptional	(4) Proficient	(3) Satisfactory	(2) Emerging	(1) Unsatisfactory	Score
Title Page	Includes: 1) institution's name, 2) title, 3) name of the course, 4) course period, 5) name of the student, 6) date submitted, 7) follows AU Standards for Written work (AUSWW). Shows 0 errors	Misses 1 of the 7 components	Misses 2 of the 7 components	Misses 3 components	Misses more than 3 components	
Introduction	The introduction is engaging, states the main topic and purpose of the paper, and previews the structure of the paper	Introduction states the main topic and purpose of the paper and previews its structure	States the main topic and purpose of the paper but does not adequately previews its structure	The introduction states the main topic but lack a purpose and a preview of its structure	There is no clear introduction or main topic and the structure of the paper is missing	
Content	Content is focused, ideas are well developed and transitions are used to enhance ideas. Each paragraph has thoughtful supporting sentences. Meets paper length requirements. Uses recently published sources and exceeds the use of sources and number of pages recommended	Content is focused. Good transitions. Paragraph development is present. Meets paper length requirements. Uses a minimum of 15 sources published in the past 10 years	Content is focused. Transitions are deficient. Paragraph development is present but not perfected. Meets paper length requirements	Content is not well focused. Transitions and paragraphs are weak. Does not meet paper length requirements	The paper is written and completely out of focus	
Project Description	Project is described in detail. Protocols to be followed are presented. Specific aspects of the organization, implementation, and evaluation are offered. Meets paper length requirements	Project is well described. Some details regarding protocols, organization, implementation, and evaluation of the project are missing. Meets length	Project is satisfactorily described and meets paper length	Project is poorly describes and does not meet number of pages.	The report misses entire sections of the project description. Does not meet paper length.	
Organization	Report provides a table of contents, and is organized using different subhead levels, following AUSWW. Subheadings are exceptionally well-worded and reflect upon the main subject. Exceeds all organizational specifications stated in the syllabus	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflect upon the subject but wording need can be improved.	Paper provides a table of contents and is organized using different subheading level. However, do not follow AU standards of written work	Paper provides first level headings but headings do not clearly reflect upon the subject. No table of contents. Does not follow all specifications stated in the syllabus and AUSWW	Does not provide a table of contents and is not divided under headings and subheadings. Does not follow organizational specifications stated in the syllabus and AUSWW	

Format/Style	All text and reference following specification from AUSWW. Syntax and semantics are outstanding. Models language and style. No errors in errors in punctuation, spelling, and sentence formation	Follows consistently AUSWW with minor flaws. Syntax and semantics is very good. No major errors in style	Follows consistently all format AUSWW. Syntax and semantics are good. Few errors in style	Follows inconsistently some AUSWW. Syntax and semantics is poor	Does not follow AUSWW. Syntax and semantics are deficient	
Conclusion	Conclusion is engaging and provides an outstanding overview of the project and personal reflections on projected implementation. Exceeds expectations	Conclusion restates the purpose, gives a good summary, and provides personal opinions about the outcome	Conclusion restates the purpose and satisfactorily summarizes results Lacks personal reflection on projected implementation	Conclusion attempts to summarize the trust of the project but is ambiguous. Lacks personal reflection	Conclusion fails to summarize and to express personal reflection on the project	

CLASS POLICIES

Classroom Seating

In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise.

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission

All late assignments incur the penalties specified under the heading Grading and Assessment.

Additional Policies

During the preaching practicum, when students preach a sermon before their peer, the classroom door will be closed to avoid distractions to the preacher. Once closed, students will not be allowed into the classroom until the sermon ends.

Examinations

"Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time".

AU Bulletin

Class Attendance

"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

AU Bulletin

Teacher Tardiness

"Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean".

AU Bulletin

Class Absences

"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension,

and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

AU

Bulletin

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

AU Bulletin

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

AU Bulletin

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

Elim Lopez is an ordain minister of SDA Church and actually he works as distrital pastor at Kentucky Tennessee Conference. Additionally, he directs the Institute EPOCA a lay training school operating in KYTN Conference and the Institute ADELANTE focuses in support the community of Lexington to grow professionally. Originally from Guatemala. He holds a DMin from Andrew University and another doctoral degree in practical theology from the Adventist Seminary Latin American of Theology.

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