

# ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

## *PTH 650 Building the Disciple-Making Ministry*

Dr. Steve Lim

Fall 2009

### COURSE SYLLABUS

#### **COURSE DESCRIPTION**

A thorough study of the process and means for 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, and servanthood and mission. Finally, it examines the relationship between personal growth and discipleship.

#### **COURSE OBJECTIVES**

To satisfactorily complete this course, the student will achieve these objectives:

1. Develop an understanding of how Jesus and the early church made disciples.
2. Identify the personal, organizational, and cultural hindrances to discipleship.
3. Discover the motivations for and means of discipleship.
4. Be aware of various contemporary models of discipleship in churches and parachurch organizations.
5. Identify the actions and attitudes of a disciple in the major areas of life.
6. Appreciate the relationship between personal growth and discipleship.

#### **REQUIRED TEXTBOOKS**

*If you have previously read any of these books, please substitute another of your choice from the list of recommended readings.*

Cloud, Henry and John Townsend. *How People Grow—What the Bible Reveals about Personal Growth*. Grand Rapids, MI: Zondervan, 2001.

Lim, Steve. *Transforming Believers into Growing Disciples* (Alternative title: *Why Churches Don't Disciple & How Yours Can*). Manuscript in progress: **Available at the AGTS bookstore August 1, 2009**)

Scazzero, Peter. *The Emotionally Healthy Church: A Strategy for Discipleship that Actually Changes Lives*. Grand Rapids, MI: Zondervan Publishing, 2003

### **RECOMMENDED READING**

Barna, George. *Growing True Disciples*. Colorado Springs, CO: Waterbrook Press, 2001. **State of discipleship in the U.S. and proposals for improvement**

Crabb, Larry. *Connecting: Healing for Ourselves & Our Relationships*. Nashville, TN: Word Publishing, 1997. **Authentic relationships as a means**

Gorman, Julie. *Community that is Christian: A Handbook of Small Groups, 2<sup>nd</sup> ed.* Grand Rapids, MI: Baker Books, 2002. **Small groups as a means**

Sider, Ronald J. *The Scandal of the Evangelical Conscience: Why Are Christian Living Just Like the Rest of the World?* Grand Rapids, MI: Baker Books, 2005. **Servanthood as a goal**

Willard, Dallas, *The Great Omission*. HarperSan Francisco, 2006. **Need and means**

### **COURSE OUTLINE**

#### **I. BIBLICAL MODEL OF DISCIPLESHIP**

1. Jesus
2. Early Church

#### **II. HINDRANCES TO DISCIPLESHIP**

1. Ministry weaknesses: inferior goals and approaches
2. Cultural subversion: seductions and misbeliefs
3. Personal issues: misplaced priorities and intrapersonal deficiencies

#### **III. THE PROCESS AND MEANS OF DISCIPLESHIP**

1. Activity and enabling of God's Spirit
2. Motivating factors
3. Understanding and applying of God's Word
4. Spiritual disciplines
5. Community—modeling, prayer, support, vulnerability, accountability, shared experiences
6. Life circumstances
7. Disciplers and potential disciples

#### IV. CONTEMPORARY MODELS OF DISCIPLESHIP

1. Church models
2. Para-church models

#### V. DISCIPLESHIP IN SPIRITUAL LIFE

1. Passion for God
2. Prayer life
3. Knowledge of and obedience to God's Word
4. Trust in God's provision
5. Minimizing the old nature, dealing with temptation and sin
6. Character of Jesus
7. Sensitivity and obedience to God's Spirit
8. Fullness of God's Spirit
9. Development of spiritual gifts for service
10. Commitment to life stewardship and mission
11. Decision-making and God's will
12. Spiritual warfare
13. Ongoing renewal and growth

#### VI. DISCIPLESHIP IN DAILY LIVING

1. Work
2. Success
3. Money and possessions
4. Time issues—busyness, stress, priorities
5. Values and integrity
6. Personal improvement
7. Recreation and entertainment

#### VII. DISCIPLESHIP IN RELATIONSHIPS

1. Family
2. Church
3. Opposite sex: dating, romantic love, sexual morality
4. Authority and government
5. Spiritually lost
6. Needy people

#### VIII. DISCIPLESHIP IN SERVANTHOOD

1. Concern for a lost world
2. Compassion for the needy: relief and development
3. Concern for social and economic justice

4. Care for the environment

## IX. DISCIPLESHIP AND PERSONAL GROWTH

1. Overcoming low emotional intelligence
2. Overcoming low self-esteem
3. Overcoming emotional pain
4. Overcoming evasions of truth
5. Overcoming compulsive behaviors

## METHODOLOGY

Class and small group discussions, brief student presentations, class notes, select readings, and lectures will facilitate learning. Papers will be assigned to enhance knowledge in a specific area of discipleship selected by each student.

## COURSE REQUIREMENTS

1. Attend on time and participate in all **class sessions**. Bring textbooks to class on the first day and on other days as specified.
2. Read each of the **textbooks** and prepare a two page “Reading Analysis” for each. Cite useful insights, other benefits, limitations, and its overall value to you. Do **not** simply summarize the content, rather give your **evaluation** of specific material. Be concise, so that you can include more insights. These are **due at the beginning of class** on:
 

<i>Transforming Believers into Growing Disciples</i>	September 25
<i>How People Grow</i>	October 23
<i>Emotionally Healthy Church</i>	November 20
3. From the list provided in class, choose a reading on which to do a **report for class**. Make a 5 minute presentation, including your evaluation of it. Share one or two insights most valuable to you. Provide each student with a one to two page outline or summary of the contents and essential points.
4. Take a **final examination**.
5. Write a **strategy** or **research paper**. Due: **Friday, December 11, 2009**. If convenient, submit hard copy to Norma Simmons; otherwise, send by email attachment.

### Option A

**Design strategies for developing or enhancing disciple-making in a specific ministry context.** This may be a church or ministry in which you had past or have present involvement, or it may be an anticipated ministry in your future. This project should **integrate insights gained** from your reading, class participation, and experiences in making disciples (*documented by footnotes or endnotes*).

- a. Begin with a brief description of your ministry context in terms of demographics, culture, worldviews, and other applicable features. Elaborate on the issues and factors to which you would need to be especially sensitive. Describe what the ministry is presently doing to make disciples. (Approximately 1-2 pages)
- b. The body of the paper deals with the proposed developments or enhancements you would make, explaining why you are including some strategies and excluding others. ***These proposals must be relevant to your context of ministry.*** Also, ***they should be substantiated*** by references to the literature and to insights from class notes and content, rather than merely expressing your opinion. (Approximately 7 to 9 pages)
- c. The paper should conclude with a brief description of a realistic time sequence for accomplishing these goals (1-2 pages), appreciating the time needed to change paradigms or culture, to develop or procure the necessary resources and/or personnel, and to adequately teach and train.

### Option B

Choose a topic from the following options, and prepare a **research paper** of 10-12 pages. Instead of trying to cover the entire topic, ***focus on one aspect.*** For example, instead of trying to cover the entire topic of compassionate servanthood, you may choose to write on “Christian influence on the abolition of slavery in the United States” or “the revival of social concern in contemporary American Evangelicalism” or “fighting human trafficking in the 21<sup>st</sup> century.” This enables you to provide the ***depth needed*** for a graduate paper. Include a minimum of 10 references from appropriate sources through footnotes or endnotes. If you use footnotes, increase the minimum page requirement to 11 pages. ***Limit the citations from the class notes to one or two.***

Subtle Cultural Misbeliefs which Hinder Discipleship

Personal Issues which Hinder Discipleship

Motivation for Discipleship

Circumstantial Means of Growth

Connecting Spiritual and Personal Growth

Work

Success

Money and Possessions

Time Issues—busyness, stress, priorities

Values and Integrity

Recreation and Entertainment

Sex

Compassionate Servanthood

Social and/or Economic Justice

Care for the Environment

In graduate papers, do **not** simply summarize content or quote from sources, but **analyze, evaluate, and synthesize** your research. Summaries and lists which exceed one-quarter of a page should be placed in appendices. Be sure to cite your sources through an attached bibliography and endnotes/footnotes. The purpose of this paper is to help you **understand and develop** material on topics of interest to you. **Be concise**, so that you can include more insights; this will have significant bearing on your grade. A minimum of 6 sources should be meaningfully utilized in your research and incorporated into your paper.

**Format:** Use Times-New Roman font, 12 point type. Make all margins 1” and place page numbers in the upper right hand corner. Quotes longer than two lines should be single-spaced and indented as a block quote.

**Recommendations for Papers.** Strive to write at a graduate level, realizing that what may have been acceptable in undergraduate work may not be for Master’s degree papers. While the quality of your content is the most important, the use of poor grammar, punctuation, spelling, and style detracts. Deficiencies in these areas will result in a lower grade. (After graduation, they will reflect poorly on your ministry.) If possible, ask several people knowledgeable in English and writing to thoroughly critique your work before submission. Recognize, as all good writers do, that extensive rewriting is a normal part of writing well. Allow time for the process of revision, which may require several drafts.

**GRADING PROCEDURE**

Reading analysis: Lim	10 points	4%
Reading analysis: Cloud & Townsend	10 points	4%
Reading Analysis: Scazzero	10 points	4%
Class participation	20 points	8%
Examination	100 points	40%
Paper	100 points	40%
<b>TOTAL</b>	<b>250 points</b>	<b>100%</b>

**Penalties for late submission**

Reading analysis: 2 points per day or fraction thereof  
 Examination: 4 points per day or fraction thereof, up to a maximum of one week  
 Paper: 4 points per day or fraction thereof, up to a maximum of one week.

**SELECT BIBLIOGRAPHY:** This will be distributed during the course  
**SPECIFIC DATA:** Syllabus revised by Steve Lim, July 2009