DSRE610
TEACHING FOR DISCIPLESHIP
Spring 2015

Ricado Norton (DMin; PhD)

Andrews

Andrews University

DSRE610
TEACHING FOR DISCIPLESHIP
SPRING 2015

515 Harley Lester Lane

Apopka, FL 32703-6129

GENERAL CLASS INFORMATION

Class date   Feb 1-6, 2015
Class location: Southern Union—Forest Lake SDA Church (*515 Harley Lester Lane, Apopka, FL, 32703-6129*)
Class time/day: Sunday: 6-9:00 pm—*3 periods of 50 minutes* with a 10-minute break
                      Monday-Thursday: 8-12 am 1:00-6:00 pm—*42 periods of 50 minutes* with a 10-minute break in midmornings and midafternoons
Credits offered: 3 credits

INSTRUCTOR CONTACT

Instructor: Ricardo Norton
Telephone: (269) 471-8318
Email: ricardo@andrews.edu
Office hours: Write or call for questions regarding the course

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COURSE DESCRIPTION

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

Prerequisites:

1. *Reading report*—500 pages (30 hours minimum) from the books below. Submit a two-page report indicating the number of hours and pages you read and key concepts on public evangelism you found on the required reading. The report should be submitted electronically to the professor's email above in a MSWord document by the *first day of class*.
2. *Discipleship model report*. Prepare a two-page report on the best discipleship model you know. It does not have to be a discipleship model that you have created or that you have implemented. It has to be the best model to make disciples for the church setting that you know. The students will have to present this model during the course before their peers. This assignment is due the first day of class.
3. *Late submission penalties*. Pre-intensive assignments are due the first day of calls (February 1, 2015. Late submission of these assignments are penalized with a 5 point deduction, each.

During the intensive requirements:

1. ***Class attendance***. Students will need to spend 45 fifty minute periods during the intensive with the professor. Participants who miss four class periods without a written consent from the seminary Dean (Dr. Jiri Moskala), will have to repeat the course.
2. ***Pre-intensive report presentation***. Students will have time to present before their peers a report on the most successful discipleship model they know. Time will be allowed for peers to ask questions about the model.
3. ***Collective learning***. During the intensive, students will have time to work with peers in small groups to prepare 30 minute presentations on related course topics collectively selected by the participants. The presentation will be prepared on Power Point and shared electronically to all participants. Presentations will be graded by students and will account for 10 % of the final grade.

Post-Intensive Requirements

1. *Final project*. A 20-page final project entitled: "Development of a Discipleship Seminar for Church Members." This project is due 90 days after the first day of class—*May 5, 2015*. The project will be graded based on the Project Rubric at the end of this document and should have the following parts: **1)** *Title page*. **2)** *Table of Contents*. **3)** *Introduction*—importance and a description on how the paper is organized. **4)** *Chapter 1*: *Theological Foundations for Discipleship*—an analysis of biblical and EGW teachings on the subject—minimum of 15 different sources. EGW counts as one source. **5)** *Chapter 2*: *Description of the Seminar*—duration, recruitment of participants, teaching venue, topic, rational why topics are selected, rational on the order of topic presentation. **6)** *Chapter 3, Implementation of the seminar*. When, where, and how the seminar will be presented. Description of the seminar modules, duration, mode of delivery, etc. The seminar does not need to be implemented. If implemented students only need a 15-page paper, with an Appendix with the Power Point slides (six page). The **7)** *Chapter 4, Conclusion*—a synopsis of the investigation and an explanation on how the outcome of the seminar will be evaluated.
2. The final project paper must be submitted electronically in a MSWord document following the *Andrews University Standards for Written Work*. Available at the following site: http://www.andrews.edu/grad/documents/andrews-university-standards-for-written-work-as-of-october-2011.pdf
3. This final assignment is due on *May 5, 2015*, before midnight.
4. Late submission of this assignment is penalized with a 10-point deduction.

COURSE MATERIALS

Required Reading:

1. Craig, Grace J. (20012). *Understanding Human Development* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
2. Spalding, Dan (2014). *How to Teach Adults: Plan Your Class, Teach Your Students, Change the World.* San Francisco, CA: Jossey-Bass
3. Hull, Bill (2006). *The Complete Book of Discipleship: On Being and Making Followers of Christ.* Colorado Springs: NavPress Publications.
4. Knowles, M.; Holton III, E.; and Swanson, R. (7th ed.). (2014).*The adult learner: The definitive classic in adult education and human resource development*. San Diego, CA: Elsevier Butterworth Heinemann.
5. Chan, Francis & Platt, David (2012). *Multiply: Disciples Making Disciple*. Colorado Springs, CO: David C. Cook.
6. Breen, Mike (2014). *Building a Discipleship Culture*. Edmond, OK Crowdscribed LLC.

Recommended:

1. Merriam, S.; Caffarella, R.; and Baumgartner, L. (3rd ed). (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: John Wiley and Sons.
2. Burden, Paul R. & Byrd, David M. (2012). *Methods for Effective Teaching: Meeting the Needs of All Students* (6th Edition). Boston: Pearson.
3. Borich, Gary D. (2013). *Effective Teaching Methods: Research-Based Practice* (8th ed.). Boston: Pearson.

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)

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) The student will:

1. Be able to teach church members how to make disciples from a biblical perspective.
2. Study discipleship models from the Bible.
3. Be able to empower members to disciples among Hispanics in their communities.
4. PO #s 4, and 6.

Month	Day	Class Topic	Assignments Due Dates
Feb 2015	**1**	Registration, syllabus review, and course introduction	*Reading report and guided study report*—Report on current teaching methods students are currently using to make disciples (**SLO 1**).
	2	Discipleship: Meaning and Nature Teaching and human development	*End of the week group project*—Small group discussion and collaborative learning sessions. (**SLO 1**).
	3	Teaching Principles and Concepts	*End of the week group project*—Small group discussion and collaborative learning sessions. (**SLO 1**).
	4	Teaching adults: Key principles and insights	*End of the week group project*—Small group discussion and collaborative learning sessions. (**SLO 1 & 2**)
	5	Teaching for discipleship: Theological and Practical insights	*Small group presentations* before peers. Power Point presentations will be share with peers (**SLO 2**)
May	**5**		**Final project is due today (May 5)**. Email an electronic MSW document before midnight to: ricardo@andrews.edu

June	**5**		Late assignments receive no more than a **B** by midnight on this day (**June 5**).
July	**5**		Late assignments receive no more than a **C** by midnight this day (**July 5**).
July	**26**		*172 days from the first day of class*, Students who have not completed all intensive requirements by **July 26, 2015** will receive a DN and will need to repeat the class.

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 and guided studies (45 hrs.), reading and other written assignments:

- Class Lectures—Blended learning: 45 hours
- Pre Intensive Assignments: 35 hours (Due first day of class)
- Post Intensive Project Report: 55 hours (Due 172 days after first day of class
- **Total**:   **135 hours**

Criteria for Grades

- Pre-Intensive Reading Report   30 Points
- Pre-Intensive discipleship report   10 Points
- During the intensive group presentation   10 Points
- Post Intensive Project Report   50 Points
- **Total**:   **100 Points**

Passing Grades

Passing grades should be C or above, based on the following percentages:

A	=	95- 100%	B-	=	80-82%	D+	=	67-69%
A-	=	90 - 94%	C+	=	77-79%	D	=	60-66%
B+	=	87- 89%	C	=	73-76%	F	=	Less than 60%
B	=	83- 86%	C-	=	70-72%			

Assignment Submission and Penalties

- Pre intensive—Due first day of class (5 points deduction)
- Report on teaching method used by student—Due first day of class (5 points deduction)
- Post-Intensive project (See explanation of deductions under "Due Date" in the "Topics and Assignments" Table).

ASSESSMENT GUIDELINES

Rubric for Assessing Project Plans

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 o 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	
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	Table of contents and subheading levels follow AUSWW Standards. Subtitles reflects 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	

	specifications stated in the syllabus					
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	

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 will penalized according to the specification stated in the table under Topics and Assignments.

Additional Policies
Students whose application is in process are welcome to stay as listeners under the understanding that the class will not be registered to his name, even if he receives an acceptance letter, after the intensive is finished.

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. *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 taking the class for credit 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*

Language and Grammar
There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

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

Ricardo Norton—Professor at the Seventh-Day Adventist Theologica Seminary since 1996. Program directos and founder the Seminario Adventista Laico (SAL). An intenational lay training school.