



**MB** BIBLICAL  
SEMINARY

## **Missional Discipleship DSC 510 OL**

*The mission of MB Seminary is to educate and equip men and women to help lead the church in reaching Canada and beyond with the Good News of Jesus Christ.*

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Credit Hours: 3  
Prerequisites: None  
Course Term: August 29 - October 22, 2022

### **Course Description**

What practices does your church use to introduce people to Jesus and equip them to be disciples? Do you want your church to be a missional, disciple-making church, but aren't sure how to get there? In this course, we will explore how we can live missionally—to live and share Jesus wherever we go, whether that is with unbelieving family and friends, neighbours, coworkers, or classmates. We will also look at how we can grow 11 essential elements that will move our churches toward greater disciple-making effectiveness.

### **Objectives**

This course will help you:

- Analyze current trends in Canada that influence the ways in which you can effectively contextualize the Gospel and make disciples in the Canadian context
- Reinforce an incarnational lifestyle by engaging in and reflecting on missional activities regularly
- Formulate a theology of discipleship that focuses on helping people grow in their faith
- Appreciate the importance of making disciple-making a central part of church life, so that you can more effectively develop and multiply disciples (and churches)
- Grapple with various theological issues related to evangelism and spiritual formation
- Compare various approaches to evangelism and spiritual formation, and assess which ones may be most appropriate for your context or a future context in another culture
- Evaluate your church's disciple-making approach and devise a plan for making it stronger

## Course Textbooks

Boren, Scott M. *Missional Small Groups: Becoming a Community that Makes a Difference in the World*. Grand Rapids, MI: Baker Books, 2010. 186 pages.

Moon, W. Jay. *Intercultural Discipleship: Learning from Global Approaches to Spiritual Formation*. Grand Rapids, MI: Baker Academic, 2017. 320 pages.

Vanderstelt, Jeff. *Saturate: Being Disciples of Jesus in the Everyday Stuff of Life*. Wheaton, IL: Crossway, 2015. 256 pages.

Webb, Keith. *The COACH Model for Christian Leaders: Powerful Leadership Skills for Solving Problems, Reaching Goals and Developing Others*. Active Results LLC, 2012. 171 pages

Total reading equals 933 pages.

## Course Instructional Content

You are required to watch and/or read the course instructional content and interact about the content in the online forums. The full instructional script along with links to the videos will be posted in Populi.

## Course Assignments

The assignments for this course include ministry experience reflections, forum participation, mentoring analysis, discipleship approach, and the course evaluation.

Assignments are due by 11:59 pm (Pacific Time) on the day they are due. I would ask that you submit your assignments in Populi. When you go to Populi, you will see where you can upload your assignments. Once I have marked your assignment, I will put it in your grade book in the online classroom where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book). Please note that I will typically deduct 5% of an assignment's total possible value if the assignment is submitted within a week of the due date (assignments submitted more than one week after the due date may not receive a grade). Having said that, if you find that you are unable to complete an assignment on time, I will grant one extension of up to one week for one assignment during the course (without penalty) when you inform me of your need for an extension before the due date for that particular assignment. I will also consider extensions in exceptional circumstances such as a medical emergency (when a doctor's note accompanies the request). For the times when I allow a student to rewrite an assignment, I will generally take off 20% of the assignment's value before assigning a grade to the rewritten assignment.

Here is an overview of all the assignments followed by a detailed description of them:

### Overview of Assignments

Week	Due Date	Assignments	Percentage of Final Grade	Cumulative Percentage
Week 1	Aug. 29 – Sept. 3	Week 1 Forum on instructional videos and <i>The COACH Model for Christian Leaders and Saturate</i>	5%	5%
Week 2	Sept. 5 - 10	Mentor Discussion #1 (date to be determined by student and mentor)		
Week 3	Sept. 12 - 17	Week 3 Forum on instructional videos and <i>Missional Small Groups</i>	5%	10%
Week 4	Sept. 19 - 24	Mentor Discussion #2 (date to be determined by student and mentor)		
Week 5	Sept. 26 – Oct. 1	Week 5 Forum on instructional videos and <i>Intercultural Discipleship</i>	5%	15%
Week 6	Oct. 3 - 8	Mentor Discussion #3 (date to be determined by student and mentor)		
Week 7	Oct. 15	Mentoring and Mentoring Analysis Paper	10%	25%
Week 8	Oct. 22	Ministry Experience Reflections	30%	55%
Week 8	Oct. 22	Discipleship Approach	45%	100%
Week 8	Oct. 22	Course Evaluation	-----	-----

#### Ministry Experience Reflections (30% of the final grade)

In keeping with some of the major emphases of this course, I would ask that you engage in the following three specific areas of ministry throughout the semester:

### Ministry Area #1 – Small Groups (worth 30% of this assignment's value)

For this assignment, you will participate in at least three small group meetings (with at least three people in attendance at each meeting). For at least one of the meetings, you should be the one who leads/facilitates the discussion. These could be Bible studies, accountability group sessions, Alpha table group discussions, Freedom Session meetings, etc. Virtual small group sessions are fine. At the end of the three sessions, take up to three pages to reflect on your experience in the small group. To what extent did the group carry out the four strategies for growing a small group (from the *Robust Small Groups* video)? How does the group align or not align with the principles in *Missional Small Groups*, *Saturate* and *Intercultural Discipleship*? What would you suggest to improve the functioning of this small group?

### Ministry Area #2 – Coaching (worth 30% of this assignment's value)

Using the COACH Model described in *The COACH Model for Christian Leaders* textbook, meet with a non-family member for three one-hour coaching sessions (virtual or telephone coaching sessions are fine). The coachee must be aware that you will be using the COACH Model, so that they know what to expect (you can always tell them you're doing it for this course 😊). Your role as the coach in these meetings is to use the principles and practices you learned from the book to help them take next steps in their personal growth. In up to three pages, describe your leadership coaching approach with this person. In addition, reflect on what worked well and what you could improve as you coach people in the future (most of your reflection should focus on these coaching strengths and growth areas).

### Ministry Area #3 – Evangelism (worth 40% of this assignment's value)

For this part of the assignment, I am looking for three meaningful engagements per week with people who are not yet followers of Jesus. A meaningful engagement might be a conversation with a neighbour, an act of kindness toward a co-worker, an email or Facebook message, helping with an outreach ministry, etc. (of course, there are many other ways to engage with unsaved people). At least one of these engagements should be a Gospel interaction where you share your faith in some way (e.g. asking the person if you could pray for them, sharing your testimony, linking something they say with God or with something in the Bible, sending an email to an unsaved family member or friend where you express your faith in some way). I would ask that you engage with unsaved people (three times a week) for six weeks between August 29 – October 22 (this is an eight-week period, so you can choose six of the weeks when you will record your engagement with unbelievers). Record each engagement by week including a brief note as to why you thought it was meaningful. The total length of this third ministry area reflection is three pages. I realize that this assignment may seem rather forced and mechanical. However, the intent is to provide some support and accountability for growing (or maintaining) a missional lifestyle. If you think of a different approach that might work better for you, I am totally willing to hear your proposal before the end of the second week of the course.

Please submit your reflections on your small group experience, coaching and evangelism activities as one paper (maximum nine pages). The paper is due October 22.

### Forums (15% of the final grade)

For three weeks during the semester, you will have the opportunity to participate in the online forums in Populi (each week is worth 5% of your final grade). This will give you a chance to share your insights related to the course textbooks and instructional content and respond to the reflections of others. Please make sure that you do the prescribed reading and watch the instructional videos (or access the instructional content in other ways) for each forum week, so that you can participate fully in the forum discussions.

Here is a schedule of the forum weeks that shows the required readings for each week:

- Week 1 – *The Coach Model for Christian Leaders and Saturate*
- Week 3 – *Missional Small Groups*
- Week 5 - *Intercultural Discipleship*

Students are expected to contribute to the forum discussions by posting a minimum of four conversational (worth up to 10 points each) and three substantive contributions (worth up to 20 points each) per forum week. Each forum week has three sets of forum questions that correspond to the readings and instructional content. The first substantive post for the first forum is due on the Tuesday, the second substantive post for the second forum is due on the Wednesday, and the third substantive post for the third forum is due on the Thursday.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said).

By substantive responses, I mean responses that show a deep processing of relevant ideas (200 or more words). We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

- ❖ Providing and developing a new thought, idea, or perspective.
- ❖ Citing an experience or example of what we are learning and showing how it applies.
- ❖ Adding a new twist on a perspective.
- ❖ Critically reflecting on an idea/concept.
- ❖ Questioning or challenging a principle/perspective and giving reasons for your questioning.
- ❖ Integrating Scripture and other sources in a meaningful way

What Substantive Participation is NOT:

- ❖ Very basic comments such as "I agree" or "I disagree."
- ❖ Restating what someone has said (*unless there is a direct purpose in doing so*).
- ❖ Disrespectfully disagreeing.

- ❖ Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others' thinking:

- ❖ What would happen if...
- ❖ Other times it may be helpful to...
- ❖ It is my understanding...what is your experience with this?
- ❖ You might approach this from...
- ❖ Is it possible that...
- ❖ Would you consider...
- ❖ Maybe...
- ❖ Possibly...
- ❖ Sometimes...
- ❖ I'm wondering if...
- ❖ Do you think...

Have fun!

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

### **Mentoring and the Mentoring Analysis Paper (10% of the final grade)**

During Weeks 2, 4 and 6, you will meet with a mentor and any other students in the class from your church in a church-based mentoring group for 60 minutes to discuss the questions you addressed in the previous week's forum, explore other related topics, and contextualize ideas to your ministry setting. The mentor should be a leader in your church (e.g. pastor, elder, ministry leader) who can speak meaningfully into the course ideas and how they could apply within the church. In addition, you should consider the following criteria when selecting a mentor:

- Mentor and you must be one in Christ
- The mentor is considerably more experienced in leadership
- You respect the mentor (i.e. if you turned out just like your mentor, you would be happy with that outcome)
- The mentor is willing to invest meaningful time into your life

For the mentoring analysis paper, include the name of your mentor, your mentor's role in the church, the dates you met, and the length of each session. Please also state if others from your church attended the sessions. The bulk of the paper should focus on your analysis of the mentoring conversations. How did the discussions with your mentor support, challenge and/or add to the key principles that emerged in the instructional content and through the readings for the course (be specific about these connections and include citations that clearly show the sources of the ideas)? What are the some of the blessings and challenges you experienced during your times with your mentor? How did you grow? You will want at least half of your paper to be a rigorous interaction with specific ideas from Scripture and the course (with citations).

The maximum length of the mentoring analysis paper is 1,500 words and is due October 15.

Note: It is your responsibility to make sure that you and your mentor meet the required number of times. If, for some reason, this is not likely to happen, please contact me to discuss alternative strategies.

### **Discipleship Approach (worth 45% of your final grade)**

This assignment has two major parts:

#### Part 1: Theology of Discipleship (80% of assignment mark)

In this part, develop a theology of discipleship that includes both evangelism and faith formation. Your theology should include an assessment of Jesus' approach to disciple-making in the Gospels, other Scriptures, the course texts, instructional content, forum discussions, your own experience and at least five other sources (you can check out the [Bibliography on Discipleship in Appendix A](#) for a sample list of books and articles on discipleship and related topics – feel free to use other sources that you think would be helpful). It is important to compare and contrast ideas from these sources and in the process come up with new ideas and/or applications of existing ideas. In addition, your theology of discipleship should be culturally and contextually appropriate for your current or anticipated ministry context. Your paper should answer questions like:

- What is a disciple of Jesus?
- How did Jesus develop his disciples?
- What is a biblical process for making growing disciples of Jesus who make other growing disciples of Jesus?

The maximum length of this part is 2,400 words.

#### Part 2: Your Church's Discipleship Approach (20% of assignment mark)

For part two, assess your church's discipleship approach in light of your theology of discipleship from part one. What is your church doing well in the areas of evangelism and faith formation? Where could it improve?

To assist with this assessment, I would ask that you and at least five others from your church do the Church Discipleship Assessment ([www.ministrylift.ca/church-discipleship-assessment](http://www.ministrylift.ca/church-discipleship-assessment)) that measures effectiveness in the 11 disciple-making elements we have explored in this course. Ask your group members to forward the summary email they receive after doing the assessment to you, so that you can analyze the results.

Based on your assessment, what are five recommendations that you could present to the church leadership team about how the church could strengthen its discipleship approach?

As a final part to this assignment, create a one-page summary of these recommendations and your rationale for making them and either submit the summary to a member of your leadership team or meet with someone from the team (or the whole team) and discuss the recommendations. I would encourage you to communicate that you are making these recommendations as part of an assignment for this course, so they understand why you are suggesting them. Include a note in the assignment that you have communicated your recommendations as directed for this assignment. In addition, attach the one-page summary as an appendix for the assignment.

For part two of this assignment, it is totally fine to team up with others in your church who are taking this course for graduate credit. The assessment process would be the same, except that you would recruit five people to do the Church Discipleship Assessment for each person in your group (e.g. if three of you are working together, you would ask 15 people to do the assessment). You would then need to decide on five recommendations together. When you submit your paper, please include a note if part two was a team effort and who was in your group.

The maximum length for part two is 1,200 words.

The total length of this assignment should not exceed 3,600 words. The assignment is due October 22.

### Course Evaluation

Because your feedback is very important to me (I will often change future offerings of a course based on the feedback I receive from students), I have made the course evaluation a required part of the course. You will find the course evaluation available in Populi during week 8.

### Grading Scale

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of



				references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

### Assignment Assessment

When I assess written assignments and presentations, I tend to look for the following:

- Appropriateness – The content matches the requirements of the assignments.
- Substantiveness – The content reveals deeper level thinking. This may take the form of critiquing existing ideas and proposing new ones. It may involve applying ideas from the readings and class discussions in deeply personal ways. It could also include a novel integration of ideas from various sources. As you think about substantiveness, I would also ask you to go beyond “left brain” thinking that focuses on systematic and logical thinking. Add “right brain” analysis that views concepts in intuitive and more holistic ways. This may involve viewing assignment topics from creative vantage points by using word pictures, analogies, metaphors, pictures, diagrams, drama, poetry, music, and other creative devices that can often enrich conceptual meaning and make it more personal. In order to get an A on an assignment, **you really need to present your ideas in an integrative and creative way.** Go beyond the stated expectations of an assignment (not in terms of length ☺). Surprise me with a novel combination and/or expression of ideas.
- Coherence – The content flows in a consistent and meaningful way.
- Engaging – The writing style does not distract from the content (e.g. grammatical mistakes), but rather engages the reader’s attention. By the way, I love creative title

pages that introduce a theme or multiple themes from your assignment in an engaging way.

### **Assignment Grade Appeals**

Students can appeal their grade to me by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the MB Seminary registrar.

**Web Support-Student Portal** — <https://mbseminary.populiweb.com>

All students at MBS will receive a MBS-Populi username and password. This is determined at the time of an online application. If you have any difficulty with your password or your login credentials, please contact Keith Reed, Director of Ministry Support, ([keithreed@mbseminary.ca](mailto:keithreed@mbseminary.ca)).

### **Course Intensive/Campus Closure**

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to your church host and contact.

### **Paper Formatting**

Students are required to adhere to the Turabian Notes (Bibliography) format for all papers. Consider the [Purdue Owl](#) website for information or,

Turabian, Kate, L. *A Manual for Writers of Research Papers, Thesis, and Dissertations*, 9th ed. Chicago, IL: The University of Chicago Press, 2018.

### **Academic Integrity and Avoiding Plagiarism**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire MB Seminary community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at MBS.

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the MB Seminary Director of Student Development ([briancooper@mbseminary.ca](mailto:briancooper@mbseminary.ca)) of that fact **before the beginning of a course** so that necessary arrangements may be made to facilitate the student's learning experience.

**Appendix A: Bibliography on Discipleship**

- Adsit, Christopher B. *Personal Disciplemaking: A Step-by-Step Guide for Leading a Christian from New Birth to Maturity*. San Bernardino, CA: Intergrated Resources, 1996.
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