Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: Jeffrey T. Barker, MDiv, STM
Email: jeffrey.barker@enc.edu
Office: (617) 745-3562
Office Hours: by appointment

Catalog Description
The spiritual development of a new to maturing Christian, from God’s call to follow as a disciple through the transitions of life, will be described. Course includes a study of the church’s ministry in accepting newcomers and shaping faithful followers and a practicum.

Course Narrative & Rationale
What happens after a new believer in Jesus comes out of the baptismal waters? What practices ought to become a part of a new believer’s life so that she or he might live “Christianly” in the world? How does this new believer begin to live as a member of God’s church and participate ever more fully in the missio dei? Such questions demand serious theological reflection.

This course is designed to help students articulate the implicit theological anthropology undergirding any strategy for nurturing new Christians in the Christian narrative and practices of the Church. Such an approach invites students to explore theories of person and change in light of biblical and theological understandings. Thus, each student will be encouraged to give consideration to the importance of Christian practices in the local congregational context as a means of nurturing the Holy People of God (throughout the human lifespan). Practices such as hospitality, forgiveness, healing, discernment, and Sabbath-keeping will be explored in light of an articulated theological anthropology as expressed in the context of a Wesleyan ecclesiology.
**Degree Objectives**
This course focuses primarily on Objectives #1 and #6 of the MDiv program at NTS. Degree Program Objectives can be found in the current catalog.

**Objective #1:** Mature knowledge of God and self, attained through practices of Christian formation and personal discipline, exhibited in the following outcomes; the student will:
- Engage in ongoing Christian formation through practices grounded in the corporate life of the Church.
- Draw broadly from the Christian tradition’s personal and communal formation practices.
- Articulate self-knowledge of personality characteristics, strengths and weaknesses
- Engage in individual traits for growth in personal devotion, relationships of integrity, and ministry effectiveness
- Renew continually into the image of Christ and participate as a vital part of the Body of Christ.

**Objective #6:** Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God, exhibited in the following outcomes; the student will:
- Articulate the missional nature of the church
- Exegete the congregation
- Exegete aspects of society including ethnicity and culture
- Navigate the complexities of globalization expressed through pluralism, world religions, and other issues
- Participate in the stewardship of creation

**Course Outcomes**
By the end of this course the student will be able:
1. To conceive and articulate a theological anthropology in the context of Wesleyan ecclesiology. (Assignments 1, 3, 4, 5, 6, 9)
2. To conceive and articulate a theology of Christian formation and to develop strategic plans to create space for the formation of Christian disciples in an ecclesial context. (Assignments 1, 3, 4, 5, 6, 7, 8, 9)
3. To enhance congregational understanding and appreciation for classic Christian practices as a means of forming Christian disciples and to understand the discipleship project as an integrative, complex divine/human encounter. (Assignments 2, 3, 6, 8, 9)
4. To illustrate how conversion (metanoia) is an important feature of the new believer’s life in Christ. (Assignments 1, 2, 3, 4, 6, 8)

**Required Texts & Course Materials**


**Course Outline**

**Monday, March 11, 2013** (Room: ENC OC206)
1:00-5:00 pm  
**Course Introduction**  
*Considering Christian Discipleship in light of a Wesleyan theological anthropology and ecclesiology*  
Discussion of Maddox and Harrison texts

**Tuesday, March 12, 2013** (Room: ENC OC206)
8:00am-12:00pm (Room: ENC OC206)  
Congregational Study Presentations

1:00-5:00pm  
*Christian Discipleship – Narrative and Practices*  
*Nurturing Holy Communities* – Guest Lecturer – Dr. Phil LaFountain  
Discussion of Bass and Taylor

**Wednesday, March 13, 2013** (Room: ENC OC206)
8:00am-12:00pm (Room: ENC OC206)  
*Reconsidering Evangelism*  
Discussion of Stone text

1:00-5:00pm  
Congregational Visits

**Thursday, March 14, 2013** (Room: ENC OC206)
8:00am-12:00pm  
*Wesleyan Ecclesiology*  
Discussion of Kimbrough, Jr.

1:00-5:00pm  
*Congregations shaping Christian Disciples*  
Discussion of Bonhoeffer and Watson
Friday, March 15, 2013 (Room: ENC OC206)
8:00am-12:00pm
Course review and synthesis
Discussion of Post-Module assignments

Course Assignments & Requirements

Pre-Module

1) **Text reading** – it is expected the student will read all texts according to the course calendar.  
   (Outcomes 1, 2, 4)

2) **Stone Reaction Paper** – Each student will submit a four (4) page reaction to the Stone reading. 
   This paper invites the student to identify how the text challenges/affirms his/her present understanding(s) of evangelism and church. The student should identify felt responses to the reading (what troubled you?; what surprised you?; what excites you?)  
   (Outcomes 2, 4)

3) **Comparison/Contrast Papers**: Each student will write three papers comparing and contrasting two authors on a specific topic. Each paper is to be four (4) pages in length, double-space and in twelve (12) point font.  
   (Outcomes 1, 2, 3, 4) 
   a. Maddox and Harrison – theological anthropology (God, humanity, sin/salvation, etc.)
   b. Bonhoeffer and Watson – Description of Christian (ecclesial) community
   c. Bass and Taylor – Role of Christian practices in the formation of the People of God.

   Allow the following questions to guide the paper:
   a. What is the author’s thesis?
   b. What underlying assumptions guide each author in the defense of his/her thesis?
   c. What contributions are made by the author to the questions of Christian discipleship?
   d. In what ways does the author’s thesis resonate with your understanding of Christian discipleship?
   e. In what ways does the author’s thesis create dissonance between you and your present context?

4) **Congregational Study** – The question of Christian discipleship must reside in the context of lived experience. Each student will present their ministry context. The intention of this project is to push theoretical questions and conversations back into ecclesial life. PowerPoint presentations are appropriate. Each student will have 20-30 minutes to present his/her congregational context.
   The following criteria should guide the presentation. (Outcomes 1, 2, 4) 
   a. Brief historical context – how did the church come to be in this context?
   b. Demographic profile – who are the people in the congregation and neighborhood/community?
   c. Ecclesial entry points – where do people enter the life of this congregation?
   d. Discipleship Practices – how are disciples nurtured and formed? (Identify both formal and informal discipleship practices)
   e. Discipleship Support – how is the current discipleship process organized and support?

5) **Kimbrough Reading and report** – Each student will complete the assigned Kimbrough reading in preparation for the classroom discussion. A reading report will be due at the end of the semester to evidence the completion of this assignment. (Outcomes 1, 2)
Module
6) **Class Participation** – Because theological education assumes that learning takes place through interactive dialogue, attendance and participation in the daily classroom discussions is critical. *(Outcomes 1, 2, 3, 4)*

7) **Presentation of Congregational Study** – Each student will present her/his congregational study during the Module. *(Outcome 2)*

Post-Module
8) **Theology of Christian Discipleship** – Each student will submit an eight (8) page paper outlining the student’s theology of Christian Discipleship. This paper should include statements about God, humanity, sin/salvation, church, etc. The paper should answer a basic question: *how do people become Christian and live Christianly in the world?* *(Outcomes 1, 2, 3)*

9) **Congregational Discipleship Strategy Project** – Each student will submit a project illustrating the integration of the course readings and discussions. This project should utilize the *Congregational Study Presentation* as starting point for the project. A rubric will be distributed and discussed prior to the end of the Module week at ENC. This project is to be seven (7) pages in length. *(Outcomes 2, 3, 4)*

10) **Completion of Course Evaluation** – The course evaluation will be made available in the final two or three weeks of the class in Moodle. The evaluation will be linked to a course assignment when available by the Dean’s Office.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th></th>
<th>pre-module hours</th>
<th>module hours</th>
<th>post-module hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td></td>
<td>32</td>
<td></td>
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<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>55</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Writing</td>
<td>23</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>78</strong></td>
<td><strong>32</strong></td>
<td><strong>31</strong></td>
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</table>

**Method for Submitting Assignments**
This course requires internet access to NTS Moodle for instructional information about assignments and electronic assignment submission. Unless otherwise instructed, do not send assignments to the professor via email. Your electronic submissions will automatically be linked to the “Grades” area of Moodle to which you have access for view your grades. Contact support@nts.edu with technical questions or for assistance.
Form and Style Expectations
All formal written documents are to be carefully proof-read for correct spelling and grammar before submission; it is the responsibility of the student to ensure “clean” copy, even if it means securing assistance. All research-based written documents are to utilize complete in-text source citation with accompanying bibliography or reference list, according to Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers, 7th edition*, Revised by Wayne C. Booth, et. Al. (Chicago: University of Chicago Press, 2007).

Inclusive Language
NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams
All written work is to be submitted electronically (via Moodle) by 23:55pm (11:55pm – Central Time) on the due date given. Late work will be marked down by 10% for every week (or portion thereof) that it is late. Late work will be accepted until the end of the third week after the due date (reduction of 30%).

Course Grading
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Course Grade</th>
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<tbody>
<tr>
<td>Stone Reaction Paper</td>
<td>15% of course grade</td>
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<tr>
<td>Compare/Contrast Paper #1</td>
<td>10% of course grade</td>
</tr>
<tr>
<td>Compare/Contrast Paper #2</td>
<td>10% of course grade</td>
</tr>
<tr>
<td>Compare/Contrast Paper #3</td>
<td>10% of course grade</td>
</tr>
<tr>
<td>Congregational Study</td>
<td>15% of course grade</td>
</tr>
<tr>
<td>Theology of Christian Discipleship Paper</td>
<td>20% of course grade</td>
</tr>
<tr>
<td>Discipleship Strategy Project</td>
<td>20% of course grade</td>
</tr>
</tbody>
</table>

Grade Standards:
“A” (90%) – EXECPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)
“B” (80%) – GOOD WORK (strong, significant achievement of course objectives)
“C” (70%) – ACCEPTABLE WORK (basic, essential achievement of course objectives)
“D” (60%) – MARGINAL WORK (inadequate, minimal achievement of course objectives)
“F” (<60%) – UNACCEPTABLE WORK (failure to achieve course objectives)

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance
Attendance at classes is essential for realizing the maximum benefit of your education. Given the highly interactive nature of this course, full participation is crucial. If you must be absent because of extenuating
circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent for 8 hrs of a one week module or is absent four or more weeks of the pre/post module, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td>Jan. 28</td>
<td>1</td>
<td><strong>Pre-Module Begins</strong></td>
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<tr>
<td></td>
<td></td>
<td>Read Maddox, p. 48-118, 157-215</td>
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<td></td>
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<td>Read Harrison, p. 1-194</td>
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<td>Feb. 04</td>
<td>2</td>
<td><strong>Submit Compare/Contrast Paper #1 Due 02/08/13</strong></td>
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<td>Feb. 11</td>
<td>3</td>
<td>Read Bonhoeffer and Watson (entire texts)</td>
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<td><strong>Submit Compare/Contrast Paper #2 Due 02/15/13</strong></td>
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<td>Feb. 18</td>
<td>4</td>
<td>Read Stone text (entire text)</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>5</td>
<td><strong>Stone Response Due 03/01/13</strong></td>
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<tr>
<td>Mar. 04</td>
<td>6</td>
<td>Read Bass and Brown-Taylor (entire texts)</td>
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<td></td>
<td><strong>Submit Compare/Contrast Paper #3 Due 03/08/13</strong></td>
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<tr>
<td>Mar. 11</td>
<td>7</td>
<td><strong>Module Face to Face Begins</strong></td>
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<td>In class sessions at ENC Monday, March 11 – Friday, March 15, 2013</td>
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<tr>
<td></td>
<td></td>
<td>Congregational Study Presentation Due</td>
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<tr>
<td>Mar. 18</td>
<td>8</td>
<td><strong>Reading and Research Week</strong></td>
</tr>
<tr>
<td>Mar. 25</td>
<td>9</td>
<td><strong>Post-Module Begins</strong></td>
</tr>
<tr>
<td>April 01</td>
<td>10</td>
<td>Kimbrough Reading report Due 04/05/13</td>
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<tr>
<td>April 08</td>
<td>11</td>
<td><strong>A Theology of Christian Discipleship Due 04/12/13</strong></td>
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<td>April 15</td>
<td>12</td>
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<tr>
<td>April 22</td>
<td>13</td>
<td><strong>Course Evaluations (approximate release time by the Dean’s Office)</strong></td>
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<tr>
<td>April 29</td>
<td>14</td>
<td><strong>Congregational Discipleship Strategy Paper Due 05/03/13</strong></td>
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