



An illustration of the Resurrection from an 18th-century Ethiopian psalter (St Andrews)

Syllabus Content:

- PART I. CLASS OVERVIEW**
 - PART II. COURSE READING**
 - PART III. COURSE SCHEDULE**
 - PART IV. ASSIGNMENTS (WITH SAMPLES)**
 - PART V. ONLINE PARTICIPATION**
 - PART VI. GRADE SCALE & GRADING**
-

PART I. CLASS OVERVIEW

INSTRUCTOR: Denvil Lee | DLee@chapel.org | Office Hours hosted virtually by appointment

DESCRIPTION: This course will provide training & instruction on the effective use of discipleship tools to effect spiritual growth in individuals and multiply leadership within churches/ministries. Students will focus on personal discipleship and develop a framework for multiplying disciples in any cultural context.

LEARNING OUTCOMES: Having successfully completed this course, students will have demonstrated that they:

1. have an introductory knowledge of Kingdom discipleship
2. can identify discipleship topics and themes in the scriptures.
3. can identify culturally relevant tensions in our biblical mandate of 'making disciples'
4. can specify a range of concepts and questions to aid in our personal discipleship
5. have competence in the practice of disciplining peoples of various cultural backgrounds
6. design and format a discipleship plan for a specific context

COURSE FORMAT: This course will be conducted online and aligned with FSOM's academic calendar.

This class has an optional one hour zoom calls bi-weekly.

COURSE ASSIGNMENTS:

- | | | |
|---------------------------|---------------------|-------------------------|
| 1. Video Lecture Response | DUE FRIDAY NIGHTS | (2 Hours) - Bi-Weekly |
| 2. Reading Reflection | DUE FRIDAY NIGHTS | (2 Hours) - Weekly |
| 3. Discipleship blueprint | DUE SUNDAY NIGHTS | (1 hour) - Weekly |
| 4. Final Paper OR Project | DUE TUESDAY 3/26/24 | (4 hours) – Finals Week |

PART II. COURSE READING

REQUIRED READING:

1. Acts Chapter 19
2. The Book of Ephesians
3. Davis, Charles A. *Making Disciples Across Cultures: Missional Principles for a diverse world*: Downers Grove, IL: InterVarsity Press, 2015. [Amazon Price: \$13.99]

RECOMMENDED RESOURCES:

Achtemeier, Paul J., Joel B. and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.

Adeyemo, Tokunboh, et al., eds. *Africa Bible Commentary*. Grand Rapids: Zondervan, 2006.

Blount, Brian K., et al., eds. *True to Our Native Land: An African American New Testament Commentary*. Minneapolis: Fortress, 2007.

Bonhoeffer, Dietrich. 1995. *The Cost of Discipleship*. New York, NY: Pocket Books.

Cohick, Lynn. *Women in the World of the Earliest Christians*. Grand Rapids: Baker Academic, 2009. DeSilva, David A.

Honor, Patronage, Kinship, and Purity: Unlocking New Testament Culture. Downers Grove, IL: InterVarsity, 2000.

Evans, Craig A., and Stanley E. Porter, eds. *Dictionary of New Testament Background*. Downers Grove, IL: InterVarsity, 2000.

Ferguson, Dave, and Warren Bird. *Hero Maker: Five Essential Practices for Leaders to Multiply Leaders*. Zondervan, 2018.

Green, Joel B., and Scot McKnight, eds. *Dictionary of Jesus and the Gospels*. Downers Grove, IL: InterVarsity, 1992.

Gonzalez, Justo L. *Santa Biblia: The Bible Through Hispanic Eyes*. Nashville: Abingdon, 1996.

Hirsch, Alan. *The Forgotten Ways: Reactivating Apostolic Movements*. 2nd ed. Grand Rapids, MI: Brazos Press, 2016.

Hirsch, Alan, Jeff Vanderstelt, and Ed Stetzer. *The Forgotten Ways: Reactivating Apostolic Movements*. Grand Rapids, MI: Brazos Press, 2016.

Ogden, Greg. *Discipleship Essentials*. Downers Grove, IL: InterVarsity Press, 2018

PART III. COURSE SCHEDULE

There are three optional zoom meetings for this class.
Links will be provided in the introduction email and weekly correspondences.

WEEK & DATE	TOPICS & READING	The Tension of Discipleship	ASSIGNMENTS & EVENTS <i>(See Part IV. of this syllabus for instructions and Sample Assignments)</i>
Week 1 January 30	Disciples Let God Lead from the Invisible World Davis; Intro; ch.1-2 Acts 19	Visible/Invisible To what extent do we live within the parameters of the visible world that we can see, touch, hear, smell and feel? To what extent do we live within the parameters of the invisible world and the rule of God over all?	<input type="checkbox"/> <i>Optional Zoom Intro</i> <input type="checkbox"/> Davis - intro, ch.1, ch.2 <i>Reading Response</i> <input type="checkbox"/> Video Lecture 1 <i>Lecture 1 Response</i> <input type="checkbox"/> Blueprint <i>Vision & Values</i>
Week 2 February 6	Disciples Hear and Obey Davis; Ch.3 Acts 19 & Ephesians 1	Knowledge/Behavior In the process of making disciples, how much emphasis do leaders give to knowledge transfer and how much to expectations of behavior change or obedience?	<input type="checkbox"/> <i>Optional Zoom Class 1</i> <input type="checkbox"/> Davis, ch.3 <i>Reading Response</i> <input type="checkbox"/> Blueprint <i>Growth</i>
Week 3 February 13	Disciples Develop Relational Interdependence Davis; Ch.4 Ephesians Chapter 2	Individualism/Collectivism To what extent does the community of believers reflect individualist assumptions? To what extent does it reflect collective assumptions?	<input type="checkbox"/> Video Lecture 2 <i>Lecture Response 2</i> <input type="checkbox"/> Davis, ch.4 <i>Reading Response</i> <input type="checkbox"/> Blueprint <i>Relational Components</i>
Week 4 February 20	Disciples Do What Love Requires Davis; Ch.5 Ephesians Chapter 3	Gospel-Truth/Works-Justice Are gospel and works held in tension? Are truth and justice? Or have we settled for one as primary, to the exclusion of the other?	<input type="checkbox"/> <i>Optional Zoom Class 2</i> <input type="checkbox"/> Davis, ch.5 <i>Reading Response</i> <input type="checkbox"/> Blueprint <i>Whole-life Transformation</i>

<p>Week 5 February 27</p>	<p>Disciples Make Disciples Davis; Ch.6</p> <p>Leaders Equip Disciples for Ministry Davis; ch.7</p> <p>Ephesians Chapter 4</p>	<p>One-Way Delivery/Group Interaction In the process of making disciples, what kind of balance exists between preaching and interaction between disciples?</p> <p>Equippers/Ministers In the community of believers, who is responsible for ministry in the church? Are the leaders actively equipping the people? Or do the people mostly pay and watch others?</p>	<p><input type="checkbox"/> Video Lecture 3 Lecture Response 3</p> <p><input type="checkbox"/> Davis, ch.6-7 <i>Reading Response</i></p> <p><input type="checkbox"/> Blueprint <i>Multiplication Pipeline</i></p>
<p>Week 6 March 5</p>	<p>Disciples Live an Undivided Life Davis; Ch.8</p> <p>Disciples Engage in Personal and Cultural Transformation Davis; Ch.9</p> <p>Ephesians Chapter 5</p>	<p>Public/Private To what extent does the cultural music we are producing reflect a division between public or secular and private or sacred domains? To what extent are these lines blurred, with people "living sacredly"?</p> <p>Personal/Cultural In the community of believers, does the church expect transformation and renewal of individuals only at a personal level? Or does it discern and expect transformation of the surrounding culture?</p>	<p><input type="checkbox"/> <i>Optional Zoom Class 3</i></p> <p><input type="checkbox"/> Davis, ch.8-9 <i>Reading Response</i></p> <p><input type="checkbox"/> Blueprint <i>Personal & Corporate Alignment</i></p>
<p>Week 7 March 12</p>	<p>Disciples Keep the End in Mind Davis; Ch. 10</p> <p>Disciples Organize Flexibly and Purposefully Davis; Ch.11</p> <p>Ephesians Chapter 6</p>	<p>Church/Kingdom How much emphasis is being given to the church gathered, and how much to kingdom or church on mission?</p> <p>Organizational/Relational In the community of believers, how much energy and time go toward organizational demands, and how much</p>	<p><input type="checkbox"/> Video Lecture 4 Lecture Response 4</p> <p><input type="checkbox"/> Davis, ch.10-11 <i>Reading Response</i></p> <p><input type="checkbox"/> Blueprint <i>Adaptability Factors</i></p>
<p>Week 8 March 19</p>	<p>Final assignments are due on Tuesday, March 26, 2024, at 11:59 pm</p>		<p><input type="checkbox"/> <i>Optional Zoom Class 4</i></p> <p><input type="checkbox"/> Final Paper/Project</p>

PART IV. ASSIGNMENTS (WITH SAMPLES)

****LECTURE RESONSE ASSIGNMENT****

You will engage with a video lecture during weeks 1, 3, 5, & 7 of this class.

Weekly Writing Prompt: In a 150-200 word written response OR a 3-4 mins video, engage with the most significant insight from the lecture by summarizing key points, explaining its relevance to your ministry context, and posing an emergent question it raises for your understanding of discipleship.

****READING RESPONSE ASSIGNMENT****

You will submit a total of 7 weekly reading reflections related to the assigned reading.

These reading response will be graded for completion, thoughtful engagement, and quality. Cite the specific page numbers from the assigned readings as evidence for your assertions but avoid long direct quotations. Demonstrate critical reflection of the reading by connecting themes or ideas from weekly lectures and other reading materials. (No measured word counts for this assignment. Please provide clear and thoughtful sentences for each question.)

Week 1 Writing Prompt: – *Davis - intro, ch.1, ch.2*

WRITING PROMPT: "Discuss the core ideas around 'visible/invisible' and how sensitively discerning the invisible spiritual realities could impact disciple-making in your context."

Week 2 Writing Prompt: – *Davis – Ch.3*

"Explain Davis's emphasis on the interplay between knowledge and action in discipleship. How might we apply this integrated understanding in ministry?"

Week 3 Writing Prompt: – *Davis – Ch.4*

"Describe one of the interdependent relational norms for discipleship that intrigued you. Discuss how it could be applied and adapted for your cultural context."

Week 4 Writing Prompt: – *Davis – Ch.5*

"Put yourself among those who could 'successfully befriend someone struggling like Lizabeth.' What empathetic actions would that kind of gospel demonstration require as you balance grace and truth?"

Week 5 Writing Prompt: – *Davis – Ch.6-7*

"Critically compare traditional discipleship approaches to Davis's guidelines for multiplication (p. 118-124). What key differences do you observe? How might it impact or enhance discipleship in your context?"

Week 6 Writing Prompt: – *Davis – Ch.8-9*

"How does Davis's question 'What is my obedience to Christ in this situation?' (p. 151-158) provide a tool for navigating the sacred/secular tension? Give an example. How might we apply this question in ministry?"

Week 7 Writing Prompt: – *Davis – Ch.10-11*

"Respond to the challenge: 'Why do evangelicals do so little for the community?' What changes could help disciple-makers engage their contexts more holistically?"

****DISCIPLESHIP BLUEPRINT ASSIGNMENTS****

Over the course, you will build components of a contextualized discipleship blueprint including vision, values, curriculum, multiplication pipeline, and implementation plan. Each week, an additional element will be developed. **This will culminate in a final Integrative Discipleship Framework for your final paper.**

You will incrementally build key framework components each week, including:

- Vision & Values
- Knowledge & Obedience Priorities
- Relational Components
- Whole-Life Transformation
- Multiplication Pipeline
- Personal & Corporate Alignment
- Adaptability Factors

Week 1 Assignment - Discipleship Vision & Values

Instructions: Draft a discipleship vision statement that will drive and shape your approach to discipleship. Then, identify 3-5 key values that will shape your approach, being attentive to both visible and invisible realities. Explain each value in 2-3 sentences addressing why it is significant in your context and how you will practically foster it.

Assignment Sample #1 - Discipleship in a 1:1 Context

Discipleship Vision: To cultivate ongoing attentiveness to the Spirit's leadership in order to perceive where and how God is actively ruling so that we can join Him.

Key Values:

Spirit-Attentive: Submitting to the Spirit's unpredictable promptings requires dedicated time listening for God's voice through spiritual disciplines like prayer and fasting (Acts 13:2). We will practice daily contemplative prayer times focused on quieting ourselves to tune into the Spirit's subtle nudges he gives to our intuitive sense through peace or unease around decisions.

Worldview-Conscious: Evaluating assumptions on influence and affluence against Jesus' upside-down Kingdom (Luke 16:15) exposes idolatry and affirms countercultural living aligned with eternal values (Rom. 12:2). We will use Davis's visible/invisible slide scale diagnostic on p.12 comparing our heart motivations to transform mindsets.

Discerning: Naming visible fruit and invisible activity from God's presence helps us recognize His rule in expected and unexpected ways. We will share testimonies weekly of evidence of God at work as an exercise in spiritual attentiveness.

Assignment Sample #2 - Discipleship in a Local Church Context

Discipleship Vision: To instill biblical truth and model Spirit-empowered lives for the next generation of church leaders.

Key Values:

Scripture Engagement: Grounding emerging leaders in "the sword of the Spirit" (Eph. 6:17) through study, memorization, and teaching application provides critical tools for illuminating unseen realm dynamics and revelation. We will commit to collective book/passage memorization accompanied by inductive discussion studies.

Spirit-Dependent Living: Modeling discernment practices like prayer and fasting (Acts 13:2) to depend on the Spirit rather than worldly metrics develops leaders who walk by the Spirit (Galatians 5:16). We will teach on sources of godly wisdom and authority versus secular voices that need to be countered by renewed minds.

Leadership Multiplication: Entrusting opportunities for next generation leaders to shepherd others' spiritual growth embodies Jesus' commission to make disciples through hands-on mentoring. We will nurture this reproduction ethos through on-ramp roles like small group apprenticeships stewarding delegated responsibilities.

Week 2 Assignment - Growth Content Outline

Instructions: Draft an outline prioritizing 3-5 essential areas of knowledge and obedience for discipleship growth. Explain each value in 2-3 sentences addressing why it is significant in your context and how you will practically foster it.

- Consider what specific visible outcomes demonstrate maturity in your context.
- Keep in mind the interdependent relationship between information and action
- Consider Davis's emphasis on the goal of applied understanding that bears fruit in Christlike living.
- Include any book/material you may want to use

Assignment Sample #1 – Knowledge & Obedience Priorities in a Marriage Group Context

Scripture as relational guide – Biblical principles applied prevent drifting from vows and protects from cultural currents like individualism twisting vows (Heb 13:4); memorizing sacramental passages provides anchor for wise decisions rather than emotional reactions. We'll use Sacred Marriage by Gary Thomas as a guide to explore what it means to have God at the center as a transformational third cord strand.

Spiritual disciplines reshaping reactions – Replacing instinctive coping behaviors with prayer, service, mourning losses, and gratitude journals retrains reactive patterns over time (Davis p. XX on acquiring Christlike automatic responses). We'll use Celebration of Discipline by Richard Foster.

Assignment Sample #2 - Knowledge & Obedience in an Addiction Recovery Context.

Renewing mind with Truth – Our thoughts control our lives; but we can control our thoughts. Scriptures on identity in Christ break agreements with lies; declaring freedom from past seals it (John 8:36). We'll use The Bondage Breaker by Neil Anderson as a guide.

Reconciling broken trust – Reconciliation is the heart of the Gospel (2 Cor. 5:18). Making amends rebuilds relationships/boundaries damaged by behaviors; receiving forgiveness offers living proof of change. We'll use materials from the Hope for Wholeness Network as needed.

Week 3 Assignment - Relational Components

Instructions: Draft an outline prioritizing 3-5 essential areas of knowledge and obedience for discipleship growth. Describe the key relational elements you will incorporate for discipleship and explain each element in 2-3 sentences addressing why it is significant in your context and how you will practically foster it.

- What structures/formats will you use (one-on-one, triads, groups etc.)?
- What relational norms and dynamics will you aim to foster?
- What spiritual practices might support growth?

Assignment Sample #1 – Relational Components in a Men's Group Context

Intentional spiritual households – As communal hubs emitting influence across domains, these provide 24/7 availability for modeling maturity in high-pressure roles (Davis p. 73 on Relational Components & Spiritual Disciplines). We will commit to households for organic mentoring.

Peer-based triads – Tight triangles allow transparency regarding struggles; intercession and advice offers solutions grounded in biblical truth rather than unhealthy cultural assumptions (Davis p. 85 on triad dynamics). We will meet bi-weekly for sharing, mutual support and encouragement.

Assignment Sample #2 – Relational Components Within a Military Context

Band of brothers small groups – Weekly squad gatherings build trust/support amidst trauma and lack of control over deployed locations (Davis p. 56 on invisible icebergs that can disrupt relationships). We will debrief spiritual/emotional status and intercede for resilience.

One-on-one battle buddies – Partners hold one another accountable to integrity; ask probing questions weekly to avoid compartmentalization of ethical dilemmas from spiritual center (Davis p. 152 on undivided life). Battle rhythm check-ins will enable course correcting in high stress situations rather than reactive choices.

Week 4 Assignment - Whole-life Transformation Plan

Instructions: Outline your plan for fostering holistic transformation across key areas of your disciples' lives including personal, relational, vocational, civic, financial etc. dimensions. In 2-3 sentence per area, consider what key visible outcomes in Christlike living are vital in your context and how you can cultivate those.

Assignment Sample #1 – Whole-Life Transformation in an Athletic Team Context

Excellence of performance and character – Film study equips skills and courage for competition (2 Tim 1:7); pillar lessons on integrity shape reactions under pressure to reflect Christ's virtues. Davis emphasizes activities shaping who we are becoming (p. 96); therefore combining practice striving for excellence with ethical development will allow a unified growth.

Commitment to team and community – Planning service projects creates other-focused hearts (Davis, p. 95) by making space to fulfill our calling to shape the world through compassion, not just develop careers (Eph. 2:10). Partnering with Make A Wish models sacrificing for those in need.

Assignment Sample #2 – Whole-Life Transformation in a Worship Team Context

Giftedness grounded in intimacy – Seeking Spirit sensitivity builds faith that power lies in God's presence more than our talent (2 Cor 3:5), aligning with Davis' emphasis on recognizing visible fruit while also perceiving invisible activity (p. 10). Regular spiritual retreats will remind teams those songs flowing from communion with God's heart carry transforming power.

Consistency across stage and home – Cultivating inward habits of humility that filter self-promotional toxic behavior (Phil 2:3) allows for credible outward demonstrations of generosity/hospitality that mark both community gatherings and daily neighbor interactions. Davis reminds that undivided follower of Jesus display reliable character regardless of setting (p. 152).

Week 5 Assignment – Multiplication Pipeline

Instructions: Detail a plan for identifying, equipping, and empowering disciples to develop as leaders/disciple-makers. In 2-3 sentences per component, describe the reproduction cycle you aim to cultivate at each phase from apprentice to teacher to mentor..

Assignment Sample #1 - Denvil's Spiritual Formation Context

Identify – Consistently observing high-capacity service-oriented congregants, we assess faithfulness, availability, servant-heartedness, and teachability to find those who are a good fit for leadership.

Recruit – Hand-selecting those demonstrating sound character, we champion their calling through personal conversations exploring intensive equipping opportunities into which we invite their willing participation and hear their open questions. We will personally meet to explain the intensive equipping vision and secure their commitment to courageous development.

Train – Inviting leaders into Immersive 6-12 month coaching journeys through modules sharpening facilitations skills, scriptural fluency and practical wisdom sets them up for sustainable service.

Deploy – After earning trust through demonstration of faithfulness, Through low risk apprenticeship on-ramps now steward their own sphere of discipleship influence in ministries suiting their strengths while giving/receiving care from coach partners preventing isolation all while continuing to report challenges/wins to maintain accountability.

Monitor – Establishing 30-60-90 day rhythmic debrief conversations allows us to celebrate growth together and fine-tune approaches in an ongoing reflective learning loop.

Nurture – We continually provided hoc mentoring, resourcing and connections with other field leaders so our disciples sustain vibrancy decade after decade, multiplying legacy.

Assignment Sample #2 – Multiplication Pipeline in a Moms Group Context

Apprenticeship Co-Leads – By rotating through child care co-pilot roles under the wings of experienced moms, trainees receive hands-on equipping in relating with little ones as fellow bearers of God's image deserving of advocate and care (Gen. 1:27); this exposure cultivates a first-among-equals posture aligned with Davis' emphasis on reproducible disciples making disciples (p. 118).

Workshop Assistants – By first observing then collaborating in facilitating topical seminars for community groups, helpers gain confidence in distilling and delivering principles anchored in Scripture and the transformative power of Christ; they grow from recipients to stewards multiplying wisdom.

Week 6 Assignment - Personal and Corporate Alignment

Instructions: Draft a plan for aligning personal discipleship growth with corporate efforts to create mutual strengthening. In 2-3 sentences, describe what structures/rhythms will interweave personal and communal growth.

Assignment Sample #1 – Alignment in a Local Church Congregation

Weekly – We will meet weekly as a discipleship triad to support Scripture application and spiritual goals accountability provide rhythmic community reinforcement in the faith journey.

Monthly – We will check in monthly for open-share times to allow testifying to personal breakthroughs alongside church-wide celebrations fueling the collective through hearing of visible fruit and invisible Kingdom activity (Davis p. 10).

Quarterly – Our quarterly gatherings will be appreciation and celebrations with a time for vision casing, renewal and rededication to core discipleship principles, realigning disciples back to first-things-first through intentional reflection.

Assignment Sample #2 – Alignment in a Family Context

Weekly - Weekly family huddle rhythms provide dedicated space for Scripture meditation, vulnerable sharing, and intercessory prayer in which each voice is heard; this builds relational trust through consistent presence.

Annually - Annual vacation traditions prioritize rest, open dialogue, and reevaluating the health of long-held rituals in light of personal growth stories and changing dynamics; this allows regrouping by recentering.

Milestones - Milestone celebration events honoring transitions to adulthood, new family additions, graduations etc. offer public affirmation of identity anchoring the communal nature of development; surrounding change with wisdom passes the baton.

Week 7 Assignment – Adaptability Factors

Instructions: In 2-3 sentences, identify key areas where flexibility is needed in your context. What aspects of traditional discipleship may need adaptation? What factors might inhibit or accelerate growth?

Assignment Sample #1 – Adaptability Factors in a Military Context

Deployment timelines often disrupt ongoing mentorship community, so on-demand video lessons facilitate consistency amidst turbulence through portable wisdom connecting changing locations.

Entry/re-entry events welcoming transfers seeded from sister bases help smooth hospitality gaps by quickly networking disciples into vibrant spiritual ecosystem despite recurring mobility.

Assignment Sample 2 – Adaptability Factors in a Homeschool Co-op Setting

Blending parenting pedagogy and doctrinal training requires ongoing listening to accommodate diverse interpretations in order to affirm shared identity in Christ across generational disciple-making approaches.

Inviting grandparents/alumni as guest contributors for their specialized experience expands single-parent bandwidth limitations by leveraging the cloud of witnesses cheering generational faithfulness.

****FINAL PAPER/PROJECT****

The goal of the Final assignment is to synthesize a contextualized discipleship system, whether through a written model overview or practical 4–6-week pathway guide, that applies course principles to expand kingdom impact. There are two options to present your final assignment:

OPTION #1: DISCIPLESHIP BLUEPRINT PAPER

In 1000-1500 words, compile all the key components from your weekly Discipleship Blueprint assignments into one integrated framework. Articulate the following elements in a cohesive narrative (2 paragraphs per topic ideal length):

- Discipleship Vision & Values
- Knowledge & Obedience Foundation
- Relational Components & Disciplines
- Whole-Life Transformation Approach
- Leadership Pipeline
- Personal & Corporate Alignment
- Adaptability Factors

Guidelines:

- Include specific details on how each component would be implemented in your ministry context.
- Demonstrate thorough synthesis of course principles, lectures, and Davis reading themes.
- Explain logical connections across framework components aligned to the overarching vision.
- Craft section transitions to show conceptual flow. Don't just present ideas in isolation.
- Conclude with next steps for framework launch in your context.

OPTION#2: DISCIPLESHIP BLUEPRINT PROJECT

Final Project: Apply your learning to design a 4-6 session Discipleship Pathway Framework customized for your ministry context. Articulate the pathway components with rationales grounded in course principles:

- 1. Learning Focus** - Content theme, scripture, key topics/principles
- 2. Spiritual Formation** - Practices, disciplines, activities
- 3. Relational Development** - Formats, interactions, facilitator guides
- 4. Transformational Applications** - Spheres of life, obedience steps
- 5. Leadership Multiplication** - Mentoring, coaching, reproduction cycle

This should be developed to serve as a guide for making disciples in your context!

See Sample Sessions Below

SAMPLE: Discipleship Pathway Framework – Session #1

Overview: This session focuses on embodying the gospel through relinquishing rights and serving others in the pattern of Christ.

Learning Focus:

- Scripture Meditation - Philippians 2:1-18
- Key Topic - The Mind of Christ: Humility & Obedience

Spiritual Formation:

- Spiritual Discipline - Solitude:** Spend extended time reflecting on the humility passage. Prayerfully consider areas of personal surrender.
- Experiential Activity - Visit local nonprofit serving vulnerable population to witness gospel-motivated service.

Relational Development:

- Format - Triad Meeting: Share reflections from solitude time regarding pride, status, and ambition that may need to align more with the mindset of Jesus.
- Coach Guide: Ask probing questions about root motivations and strongholds resisting humility. Explore possible application steps in specific situations.

Transformational Application:

- Personal Obedience Steps - Name one attitude or behavior pridefully asserting your ego, rights, or status that needs realigning to the model of Christ. Confess privately first, then confess to triad and ask them to hold you accountable to demonstrable change.

Leadership Reproduction:

- Mentor coaching - Guide triad members to listen well, ask discerning questions about potential strongholds, and affirm proposed applications as well as accountability offers.
- Reproduction vision - note which emerging leader shows particular spiritual attentiveness and care in

SAMPLE: Discipleship Pathway Framework - Session #2

Overview: This session focuses on responding to the gospel with wholehearted obedience motivated by God's great love shown through Christ.

Learning Focus:

- Scripture Meditation** - John 14:15-24
- Key Topic - Obedience-Based Discipleship

Spiritual Formation:

- Spiritual Disciplines - Take 30 minutes to prayerfully reflect after reading the scripture passage. Ask God to reveal any areas where obedience is lacking.
- Experiential Activity - Fast from a meal or activity relying on your own self-discipline. Reflect on what it reveals about submission vs self-rule.

Relational Development:

- Format - One-on-one mentoring session: Share testimony illustrations of how God has led you into deeper surrender; listen to mentor's journey.
- Coach Guide: Ask targeted questions about root motivations and strongholds resisting full obedience. Don't settle for behavior modification without heart realignment. Challenge excuses but speak grace overgrowth areas.

Transformational Application:

- Personal Obedience Steps - Identify one long-standing area of behavior misalignment with Christ's commands. Admit struggle to mentor; discuss strategies focused on heart change motivation, not just habit change. Offer to circle back with update on transformation progress.

Leadership Reproduction:

- Mentor coaching - Model humble vulnerability sharing personal stories of dying to self and demonstrating God's faithfulness. Gently ask thought-provoking questions about underlying reluctance or mistrust that blocks obedience. Guide mentee toward root issues and kingdom motivations rather than surface solutions.

PART V. ONLINE PARTICIPATION

I am passionate about discipleship and teaching the Bible, and I care deeply about forming the whole person, heart, and mind for the service of the gospel. Together, we will strive to foster a collaborative and just learning community in which each person has significant contributions to make, perspectives to express and consider, and things to learn. I will do my best to create opportunities for critical thinking, close reading, and active listening and support your learning. However, the responsibility for learning falls on you! Learning is a process. You must invest time, energy and focus on developing understanding. Here are guidelines, so you to help you thrive as a learner this quarter:

- Read/Listen to all the assigned reading and lectures before the start of each week (Monday) and take notes. Here are helpful strategies for active reading, listening, and notetaking:
 - [5 Step Note Taking Method](#) (video)
 - [How to take reading notes](#) (detailed breakdown)
 - [How to take notes while reading](#) (short breakdown)
 - [How to take lecture notes](#) (4 different methods)
- Ask questions! Be curious!
- Make connections with other readings, class lectures, and discussions when possible and relevant.
- Receive constructive feedback as an opportunity to think, learn, and grow - not as an attack on your intelligence or faith. Ask questions if you need more clarification.
- Submit your work on time. Late assignments may not receive written feedback from instructors.

PART VI. GRADING

Grading: Students will receive a Pass/Fail status based on 70% successful completion of course assignments. Each assignment will receive a Pass/Fail status based on the basis of clarity of content, argument, formatting, grammar/syntax, and evidence of careful thinking about the texts.

Late Assignments: *In this course, unapproved late assignments may not receive feedback. No written assignments will be received after the last day of class. In the case of a true emergency, however, contact me as soon as possible to discuss assignments. Late posts and papers will receive no written comments from instructor.*

RECORDING NOTICE TO ALL STUDENTS: This course may be audio- or video-recorded as an accommodation under Section 504 of the Rehabilitation Act, but only with prior permission. Students approved for this accommodation may use such recordings only for personal study; no posting or further distribution or use is permitted. **Denvil's Lectures and recordings are for your viewing only. Do not share or repost.**

Disclaimer: This syllabus may be subject to revision throughout the quarter.

This syllabus was updated: January 13, 2024