



ML506

Discipleship in Community

SYLLABUS

Professor: Andrew D. Rowell

Term: Spring 2015

Delivery: Fully Online

Dates: Feb 02, 2015 - May 22, 2015

Optional online sessions (approximately every other week):

- (1) Wednesday, Feb 11. 8:30-9:30 pm Central Time*
- (2) Wednesday, Feb 25 8:30-9:30 pm Central Time*
- (3) Wednesday, Mar 25 8:30-9:30 pm Central Time*
- (4) Wednesday, Apr 8 8:30-9:30 pm Central Time*
- (5) Wednesday, Apr 22 8:30-9:30 pm Central Time*
- (6) Wednesday, Apr 29 8:30-9:30 pm Central Time*
- (7) Wednesday, May 13 8:30-9:30 pm Central Time*

Course credits: 1.5

Enrolled: 17 students

BETHEL SEMINARY

Bethel University

3900 Bethel Drive

St. Paul, MN 55112

Description

This course introduces the biblical-theological foundations underlying approaches to discipleship within a congregational context. The role of Christian community for personal spiritual growth, Christian education, and congregational health is studied. Methods and ministry approaches for accomplishing discipleship in community, for various contexts and in different age groups, will be analyzed and discussed.

Learning Outcomes: General MDiv outcomes followed by course-specific iterations

Upon completing this course, students will be able to:

- Demonstrate confidence in the trustworthiness and transforming power of Scripture
 - Demonstrate a willingness to be formed by the Spirit through Scripture
- Communicate God's word effectively
 - Communicate the Bible effectively in a variety of settings.
- Explain and differentiate various approaches to management and administration in ministry
 - Explain and differentiate various approaches to education and formation in ministry
- Demonstrate the ability to contextualize the gospel in ways that respectively engage with realities of human diversity (e.g., culture, economy, gender)
 - Demonstrate the ability to contextualize the gospel in ways that respectively engage with the realities of human diversity (e.g., age, culture, economy, gender)
- Evaluate the effectiveness of organizational structures to promote social justice built upon Scriptural truth
 - Evaluate the effectiveness of organizational structures in making disciples of Jesus Christ.

Instructor Information

Professor Andrew D. Rowell (“Andy”)

Instructor of Ministry Leadership

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SAINT PAUL MN 55112

Bethel Office phone: 651.638.6226 (This voicemail does not get checked regularly. Email is preferable).

Bethel Seminary Office: A201

Facebook: My current policy is not to be Facebook friends with students. I only use it to occasionally post family photos so you are not missing anything.

Twitter: <https://twitter.com/AndyRowell> I sometimes post links to things I’m reading here but there is no need to watch this. Any resources for this class, I will share with you through Moodle.

Blog: <http://www.andyrowell.net/> I almost never blog anymore.

Teaching Assistant:

T. Aaron Hoffman <aah75358@bethel.edu>

You can call him “Aaron.” He will be assisting me with the course. Aaron took this course with me last year online and received one of the highest grades in the class. He is personable and professional.

Course communication:

In Moodle, I have chosen the option “forced subscription” for the “General Discussion Forum” so that you receive emails when I “add a new discussion topic” there as a class announcement. It is my way of emailing the class. You can also “reply” in case something needs clarification. Another student may be able to “reply” and help you or I will. These replies send an email to everyone since this is a “forced subscription.” If you have a question or resource that all of us might benefit from, you can also post a “discussion topic” in the General Discussion Forum and everyone will be emailed. It is a way for you to email the whole class. If your question is more personal and does not need to be sent to the whole class, please feel free to use my email address: a-rowell@bethel.edu

- I will return email messages within 24 hours—usually within a few hours.
- Grading turn-around times: We will plan to return assignments within one week.

Required Resources:

Bonhoeffer, Dietrich. *Life Together; Prayerbook of the Bible*. Vol. 5. Dietrich Bonhoeffer Works.

Minneapolis: Augsburg Fortress, 1996. 9780800683252. You may use a different translation of *Life Together* instead. There is also an unabridged (3 hrs 37 mins) audiobook (CD or downloadable) available. <http://christianaudio.com/life-together-dietrich-bonhoeffer-audiobook-download> or <http://www.amazon.com/Life-Together-Classic-Exploration-Community/dp/1596444339/> or <http://www.audible.com/pd/Religion-Spirituality/Life-Together-Audiobook/B002V8MQG0/> It may also be available through some libraries: https://www.worldcat.org/title/life-together-the-classic-exploration-of-faith-in-community/oclc/123240668&referer=brief_results eBook also available. If you have already read Bonhoeffer's *Life Together*, please substitute: Peterson, Eugene H. *Under the Unpredictable Plant: An Exploration in Vocational Holiness*. Grand Rapids, Mich.: W.B. Eerdmans, 1992.

Frazee, Randy. *The Connecting Church 2.0: Beyond Small Groups to Authentic Community*. Grand Rapids: Zondervan, 2013. 978-0310494355. Please read the 2.0 version from 2013 NOT the 2001 version. Frazee learned a lot in 12 years. eBook also available.

Parrett, Gary A., and S. Steve Kang. *Teaching the Faith, Forming the Faithful: A Biblical Vision for Education in the Church*. Downers Grove, Ill.: IVP Academic, 2009. 9780830825878. eBook also available.

General Activity Guidelines

Total hours: 60

Reading (22.5 hours)

Online session attendance (10.5 hours) Participate in all seven (1 hour) class sessions online through Adobe Connect.

If you miss a session, you will write a 133 word (1/2 page) response to the recording of the session. These should be completed 48 hours after the online class concludes. Put this response as an extra forum discussion post for that week (in addition to your main one). Points will be removed from your grade for that module if you do not attend the online session and do not do a response to the recording. The idea is that in the way you will still contribute to and receive from the richness of the class discussion even if you are missing the online session.

I am allocating 2 additional hours to this component: either adding 15 minutes of flex time on both sides of a course session (for travel and technology preparation) so you can be there on time and stay after occasionally. Or if you are missing the sessions, thirty minutes to write your ½ page response.

Assignments (27 hours)

1. The forum discussions for modules 1, 2, 3, 4, 5 are to be 398-530 words (1.5-2 pages). (2 hours X 5 modules = 10 hours allotted). They are due 30 minutes before the online class session begins. I do not ask students to inform me how much they have read. I expect that students may need to skim or omit reading under the pressure of time. The forum discussions will give some demonstration about the degree of the student's engagement with the reading.
2. For the last module, manuscript an interactive 795-1060 words (3-4 pages) 20-minute **lesson plan** using Thomas Groome's Shared Praxis (five movements model). The topic should be one paragraph of Scripture. (Likely one chapter is too much and 1-2 verses is too little). Please script in your paper exactly what you will say under each of the five movements. Movements 1, 2, 4, and 5 will be interactive. Movement 3 will be more didactic or presentation oriented of the biblical material and will take up 5-10 minutes of your presentation. You must teach your lesson plan to at least one person. It can be anyone (your spouse, friends, small group, etc.). It does not have to be someone in the class but you are

welcome to do that either online or get together in person at Bethel, etc.. You can prepare the lesson plan and presentation for any audience (children, high school students, etc.) and your listener can pretend to be that audience. Hopefully this is material you can use in the future. Please include a report of two things your listener thought were very effective about your presentation and one suggestion they have for you to think about when you teach this lesson plan again in the future. (Just have them tell you orally and then you can write them down at the end of your lesson plan you turn in to me). Note: I always appreciate getting feedback from someone who has taught themselves because they are sympathetic with how hard it is and they tend to be gentle in their criticism! (12.5 hours allotted).

3. Forum discussion replies. Please also do 3 replies on the posts of other students (.75 hours X 6 modules = 4.5 hours). The replies will be included as part of your discussion post grade. Your three replies are due 30 minutes prior to the online session.

Course Schedule

Date	Topic	Reading Due	Assignment Due
Online session: Wednesday, Feb 11. 8:30-9:30 pm Central Time <i>1.5 allocated hours for online session = 1.5 hours</i>	Introduction to the course		
Online session: Wednesday, Feb 25 8:30-9:30 pm Central Time (Work due 30 minutes before) <i>3.5 hours reading + 2 hours writing + .75 hours replies +</i>	Why discipleship?	<p>PDF Barth¹ = 16 pages (1 hour)</p> <p>PDF Willard² = 40 pages (1.5 hours)</p> <p>PDF Gladwell³ = 33 pages (1 hour) You may also listen to the audiobook version of this chapter instead of reading it. You may also listen to the audiobook version of this chapter instead of reading it. Link to the audiobook version of that chapter: https://drive.google.com/folderview?id=0B9sm4alri386YXNUbnZSQIF2Z1E&usp=sharing You will have to listen for a minute until chapter 1 finishes. Some of chapter 3 is included. It is about 50 minutes.</p> <p><i>= 3.5 hours</i></p>	<p>According to Barth, how is the non-Christian world affected by the discipleship of the church?</p> <p>According to Willard, why is discipleship important?</p> <p>According to Gladwell, how do one's habits lead to results? So, why is</p>

¹ Karl Barth, *Church Dogmatics*, 4 vols. in 13 parts vols. (Edinburgh, New York: T&T Clark, 1956-1969, 1975, 2009), IV/3.2, 693-696, 769-780.

² Dallas Willard, *The Divine Conspiracy: Rediscovering Our Hidden Life in God* (San Francisco: HarperSanFrancisco, 1998), xiii-xviii, 1-33.

³ Malcolm Gladwell, *Outliers: The Story of Success* (New York: Little, Brown and Co., 2008), 35-68.

1.5 hours online session = 7.75 hours			<p>discipleship important for Christians?</p> <p>Extra question: Do you see why discipleship—something that is usually sober and inward focused—is good news for the world? That is, do you see why discipleship is ultimately for evangelism?</p> <p>= 2 hours writing + .75 hours replies</p>
Online session: Wednesday, Mar 25 8:30-9:30 pm Central Time (Work due 30 minutes before)	Classic examples of planning discipleship in community.	<p>Read <i>Life Together</i> by Bonhoeffer⁴ = 94 pages You don't have to read introductory material or <i>Prayerbook of the Bible</i>. (4 hours)</p> <p>PDF Baxter⁵ = 22 pages (1 hour)</p> <p>PDF Wesley⁶ = 11 pages (.5 hour)</p> <p>PDF Yoder⁷ = 15 pages (.5 hour)</p> <p>= 6 hours</p>	<p>You read about four approaches to discipleship:</p> <p>(1) Richard Baxter in the 17th century—pastoring rural Anglican churches in England; (2) John Wesley in 18th century</p>

⁴ Dietrich Bonhoeffer, *Life Together; Prayerbook of the Bible*, trans., Daniel W. Bloesch and James H. Burtress, Dietrich Bonhoeffer Works, vol. 5 (Minneapolis: Augsburg Fortress, 1996), 25-118.

⁵ Richard Baxter, *The Reformed Pastor: A Pattern for Personal Growth and Ministry* (Portland, Ore.: Multnomah Press, 1982), ii-12, 105-117.

⁶ John Wesley, *The Methodist Societies: History, Nature, and Design*, The Works of John Wesley, vol. 9 (Nashville: Abingdon Press, 1989), 67-79.

⁷ John Howard Yoder, "Sacrament as Social Process: Christ the Transformer of Culture," in *The Royal Priesthood: Essays Ecclesiological and Ecumenical*, ed. Michael G. Cartwright (Grand Rapids, Mich.: Eerdmans, 1994; reprint, Herald Press), 359-373.

<p>6 hours reading + 2 hours writing + .75 hours replies + 1.5 hours online session = 10.25 hours</p>			<p>London, England—reforming Anglican churches and beginning the Methodist movement; (3) Dietrich Bonhoeffer in 1930's Nazi Germany—training pastors for the German Lutheran Church; (4) John Howard Yoder in the 1990's United States Mennonite church—advocating certain biblical church practices. What is similar and what is different in their approaches (as far as the role of mentors, community, and practices) to discipleship? Extra question: Which of the approaches do you</p>
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			<p>resonate with? Which of them turn you off? Do you see how serious discipleship can look quite differently?</p> <p><i>= 2 hours writing + .75 hours replies</i></p>
<p>Online session: Wednesday, Apr 8 8:30-9:30 pm Central Time</p> <p>(Work due 30 minutes before)</p> <p><i>5.5 hours reading + 2 hours writing + .75 hours replies + 1.5 hours online session =</i></p> <p>9.75 hours</p>	<p>Theoretical considerations for planning discipleship in community .</p>	<p>Parrett and Kang chapters 5, 9-10, 13-14⁸ = 160 pages (5.5 hours)</p> <p><i>= 5.5 hours</i></p>	<p>According to Parrett and Kang, what is the main content and processes of an intentional discipleship (or spiritual formation or Christian education) program? How might a more comprehensive approach such as this be implemented in your setting? Extra question: Do you see how the thoroughness of Parrett and Kang's approach is</p>

⁸ Gary A. Parrett and S. Steve Kang, *Teaching the Faith, Forming the Faithful: A Biblical Vision for Education in the Church* (Downers Grove, Ill.: IVP Academic, 2009), 124-146, 236-305, 361-429.

			<p>worth comparing to “Bible study” or “small groups” or “personal devotions”—the typical approaches to discipleship?</p> <p>= 2 hours writing + .75 hours replies</p>
<p>Online session: Wednesday, Apr 22 8:30-9:30 pm Central Time</p> <p>(Work due 30 minutes before)</p> <p>4.5 hours reading + 2 hours writing + .75 hours replies + 1.5 hours online session = 8.75 hours</p>	<p>Contemporary examples of planning discipleship in community .</p>	<p>Frazee, chapters 11, 13-16.⁹ = 66 pages (2.5 hours)</p> <p>PDF Breen and Cockram¹⁰ = 46 pages (2 hours)</p> <p>= 4.5 hours</p>	<p>According to Frazee, why does proximity to other people matter for discipleship? (Why does he recommend geographic groupings for discipleship?) What curriculum content does Frazee recommend and how does that intersect with what Parrett and Kang recommend? What kind of content, intentionality,</p>

⁹ Randy Frazee, *The Connecting Church 2.0: Beyond Small Groups to Authentic Community* (Grand Rapids: Zondervan, 2013), chapters 11, 13-16.

¹⁰ Mike Breen and Steve Cockram, *Building a Discipling Culture: How to Release a Missional Movement by Discipling People Like Jesus Did* (Pawleys Island, SC: 3 Dimension Ministries, 2011), 43-62, 203-230.

			<p>and process do Breen and Cockram recommend for discipling people?</p> <p>Extra question: Do you think that isolation and loneliness are more difficult to address in our culture or instilling biblical content?</p> <p>What do you like or dislike about the contemporary models of Frazee and Breen?</p> <p><i>= 2 hours writing + .75 hours replies</i></p>
<p>Online session: Wednesday, Apr 29 8:30-9:30 pm Central Time</p> <p>(Work due 30 minutes before)</p>	<p>A model for effective teaching</p>	<p>PDF Groome¹¹ = 76 pages (3 hours)</p> <p><i>= 3 hours</i></p>	<p>Describe Thomas Groome's five movements of Shared Christian Praxis approach to teaching. What benefits or concerns do you see with this approach?</p>

¹¹ Thomas H. Groome, *Will There Be Faith?: A New Vision for Educating and Growing Disciples* (New York: HarperOne, 2011), 261-337.

3 hours reading + 2 hours writing + .75 hours replies + 1.5 hours online session = 7.25 hours			= 2 hours writing + .75 hours replies
Online session: Wednesday, May 13 8:30-9:30 pm Central Time (Work due 30 minutes before) <i>0 hours reading + 12.5 hours writing + .75 hours replies + 1.5 hours online session = 14.75 hours</i>	Practicing a model for effective teaching		Lesson plan assignment due. = 12.5 hours writing + .75 hours replies
60 hours total	10.5 hours in sessions	22.5 hours reading	27 hours assignments

Grading

Assessed Activity Weighting

Assignments

Why discipleship	15%
Historical foundations	20%
Theoretical foundations	15%
Contemporary examples	15%
Teaching the Scriptures	15%
Lesson plan	20%
Total	100%

Final Grade Breakdown

Percentage	Point Range	Letter Grade
95.00%	95-100	A
90.00%	90-94	A-
87.00%	87-89	B+
84.00%	84-86	B
80.00%	80-83	B-
77.00%	77-79	C+
72.00%	72-76	C
70.00%	70-71	C-

Late Work Policy

Late work will be accepted up to one week with a 2-letter grade deduction (A to C, etc.). This severe penalty is to encourage the student to get their discussion in on time—for the sake of the whole class. Work that is submitted less than one week late may be accepted for less deduction at the instructor's discretion. Due date extensions with no penalty will only be granted due to the most extreme circumstances and at the discretion of the instructor.

Diversity of resources and assignments:

Providing a variety of perspectives and giving students relevant assignments is very important to me as a teacher. I desire to give students resources from diverse sources: male and female, different parts of the world, different church and denominational traditions (Lutheran, Mennonite, Baptist, Reformed, etc.), difference social classes, ethnicities, races, large and small church, and city and rural settings. Therefore I am willing to consider substituting required course readings and assignments with other comparable ones if a student would benefit from this. This may also involve the student doing some research in identifying such resources.

Rubric: forum, replies, and attendance

Breadth of reading: Demonstrates synthesis of all the required course readings by referring to all required course readings and answering all forum questions or the questions that should have been asked.

Outstanding <i>10points</i>	Excellent <i>9.5points</i>	Very good <i>9points</i>	Good <i>8.5points</i>	Engagement present <i>8points</i>	Could be improved <i>7.5points</i>	Missing elements <i>7points</i>	No discussion post <i>0points</i>
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Comprehension of reading: Demonstrates understanding of nuances of the arguments of the authors read.

Outstanding <i>10points</i>	Excellent <i>9.5points</i>	Very good <i>9points</i>	Good. <i>8.5points</i>	Engagement present <i>8points</i>	Could be improved <i>7.5points</i>	Missing elements <i>7points</i>	No discussion post <i>0points</i>
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Theological analysis and critical thinking: The analysis considers matters of consistency, logic, relevant biblical material, and real life implications but is careful and fair in its questioning and affirming where it can be.

Outstanding <i>10points</i>	Excellent <i>9.5points</i>	Very good <i>9points</i>	Good <i>8.5points</i>	Engagement present <i>8points</i>	Could be improved <i>7.5points</i>	Missing elements <i>7points</i>	No discussion post <i>0points</i>
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Content-rich while adhering to word limits: Rich and succinct while adhering to word count limits.

Outstanding <i>10points</i>	Excellent <i>9.5points</i>	Very good <i>9points</i>	Good <i>8.5points</i>	Engagement present <i>8points</i>	Could be improved <i>7.5points</i>	Missing elements <i>7points</i>	No discussion post <i>0points</i>
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References and citation: Clarifies and supports observations and comments by referring to paraphrased ideas with appropriate citation and may also utilize relevant brief quotations with citations. Students may use footnotes or in text citation such as (Newbigin, 134).

Outstanding <i>10points</i>	Excellent <i>9.5points</i>	Very good <i>9points</i>	Good <i>8.5points</i>	Engagement present <i>8points</i>	Could be improved <i>7.5points</i>	Missing elements <i>7points</i>	No discussion post <i>0points</i>
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Clarity and style of writing: Contributes to discussion with clear, concise writing formatted in an easy to read style that is free of grammatical or spelling errors.

Outstanding <i>10points</i>	Excellent <i>9.5points</i>	Very good <i>9points</i>	Good <i>8.5points</i>	Engagement present <i>8points</i>	Could be improved <i>7.5points</i>	Missing elements <i>7points</i>	No discussion post <i>0points</i>
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Three replies: Enthusiastic engagement with course material and other students.

3 outstanding replies 20points	3 excellent replies 19points	3 very good replies 18points	3 good replies 17points	2 great replies 14points	2 good replies 13points	1 reply 7points	0 replies 0points
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Attendance at online session or 133 word response (extra discussion post).

Outstanding 10points	Excellent 9.5points	Very good 9points	Good 8.5points	Engagement present 8points	Could be improved 7.5points	Missing elements 7points	No attendance and no response 0points
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Timeliness: Submits assignments before the deadline.

On time 10points	1 minute late 9points	15 minutes late 7points	31 minutes late. 4points	Day late 3points	Days late 2points	No post. 0points
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Other comments on forum discussion grading:

In some courses the forum discussions are less significant because they are not graded and the assigned papers are what is graded. People are free to interact casually in the forums. But in this course, I wanted everyone to learn from each other so I did not want to have long assigned papers that only the professor reads so the forum discussions in this course are more like "papers."

I would just say for this course all of the initial discussions should be thought of as a "paper." I would encourage people to write these discussions in Microsoft Word and make sure they are without grammatical errors and spelling errors so that they are clear. And I would encourage people to reinforce their points or assertions with either a very short quote (that captures exactly their point or question) with a citation/reference with page number or when they are commenting on a larger theme just put the citation/reference with page number without the quote.

An A forum discussion demonstrates that the person has read, understood, and either summarized, applied, asked a question, or connected an idea to each of the required resources. So on the one hand, I am looking for interaction with all of the required resources but I am also looking for whether they have drawn connections among the ideas presented in the required resources—that they have understood and wrestled with the main theme and its implications. If they have a question or concern, they attempt to suggest an answer by citing a different required resource or they show they have really tried to hear carefully the writer they are questioning.

An A- forum discussion does most of the above and is almost an A but their discussion may only cite half of the resources so it is not clear they have digested all of the materials.

A B+ forum discussion probably does not demonstrate thorough interaction with almost all of the course materials and there are indications that the reader did not understand key ideas or identify the main themes—often because the readings and lecture were difficult and unclear and there was not sufficient time to work through them. Their questions may not be linked to specific statements or passages and they have not looked to other of the required resources for an alternative answer.

A B forum discussion appears rushed and the person probably did not interact with all of the materials.

A B- forum discussion is short, rambling, without much serious thought. But at least the person was able to get it done! That is good. The greatest danger is falling behind in a course like this. I assume life crowded out the course during this period and the person had to rush or scramble.

C / D / F. The person is not doing the work on time or is acting in a way that is unprofessional and inappropriate.

The course has been designed so that students can pass and get a lot out of the course even if they do not read or watch everything but still do their forum discussions. In other words, the forum discussions are required but students could coast or skim and still get quite a bit out of this course if their schedules do not allow for as much engagement with the course material as they would like.

Selections from the following works will be available as PDF documents on Moodle:

- Barth, Karl. *Church Dogmatics*. 4 vols. in 13 parts vols. Edited by G. W. Bromiley and T. F. Torrance. Edinburgh, New York: T&T Clark, 1956-1969, 1975, 2009.
- Baxter, Richard. *The Reformed Pastor: A Pattern for Personal Growth and Ministry*. Edited by James M. Houston. Portland, Ore.: Multnomah Press, 1982.
- Bonhoeffer, Dietrich. *Life Together; Prayerbook of the Bible*. Translated by Daniel W. Bloesch and James H. Burtness. Vol. 5. Dietrich Bonhoeffer Works. Edited by Gerhard Müller, Albrecht Schönherr and Geoffrey B. Kelly. Minneapolis: Augsburg Fortress, 1996.
- Breen, Mike, and Steve Cockram. *Building a Discipling Culture: How to Release a Missional Movement by Discipling People Like Jesus Did*. Pawleys Island, SC: 3 Dimension Ministries, 2011.
- Frazee, Randy. *The Connecting Church 2.0: Beyond Small Groups to Authentic Community*. Grand Rapids: Zondervan, 2013.
- Gladwell, Malcolm. *Outliers: The Story of Success*. New York: Little, Brown and Co., 2008.
- Groome, Thomas H. *Will There Be Faith?: A New Vision for Educating and Growing Disciples*. New York: HarperOne, 2011.
- Parrett, Gary A., and S. Steve Kang. *Teaching the Faith, Forming the Faithful: A Biblical Vision for Education in the Church*. Downers Grove, Ill.: IVP Academic, 2009.
- Peterson, Eugene H. *Under the Unpredictable Plant: An Exploration in Vocational Holiness*. Grand Rapids, Mich.: W.B. Eerdmans, 1992.
- Wesley, John. *The Methodist Societies: History, Nature, and Design*. Vol. 9. The Works of John Wesley. Edited by Rupert E. Davies. Nashville: Abingdon Press, 1989.
- Willard, Dallas. *The Divine Conspiracy: Rediscovering Our Hidden Life in God*. San Francisco: HarperSanFrancisco, 1998.
- Yoder, John Howard. "Sacrament as Social Process: Christ the Transformer of Culture." In *The Royal Priesthood: Essays Ecclesiological and Ecumenical*, edited by Michael G. Cartwright, 359-373. Grand Rapids, Mich.: Eerdmans, 1994. Reprint, Herald Press.