

**Forming Disciples for Faith and Work**  
Reformed Theological Seminary  
**January 11-15, 2021**

**I. Course Description**

This course explores the process of forming disciples for faith and work integration. Building on a robust theology of faith and work, the class will emphasize the crucial role of pastors and church leaders in cultivating a theological vision of congregational mission, a congregational culture that fuels disciples for all of their callings, and pastoral practices that encourage the congregation in their vocational vision. Integral to the class is each participant's engagement in a process for assessing and strengthening the theological foundations, ministry culture, and ministry practice of their current congregation, in the area of forming disciples for faith and work.

**II. Course Objectives**

- To articulate a biblical theology of work and its importance in discipleship.
- To identify key theological concepts for faith and work discipleship.
- To identify challenges to whole-life discipleship.
- To engage principles for cultivating a congregational culture of faith and work discipleship.
- To identify pastoral obstacles and fears to faith and work discipleship in their congregations.
- To cultivate a deep, personal conviction concerning the biblical vision of vocation, wherein God gifts and calls His people into other-centered service.
- To cultivate an ongoing commitment to the comprehensive scope of God's mission in the world in our discipleship and the discipleship of our sheep.
- To explore pastoral practices that encourage congregants in their vocational vision.
- To explore relevant adult education theory that informs discipleship of adults.
- To articulate, assess, and advance your congregation or ministry vision, culture, constructs, and pathways for faith and work discipleship.

**III. Method of Instruction**

This course is a highly interactive workshop consisting of lecture, discussion, and small group activities. Participants are expected to teach and to learn from other participants as part of their learning experience and class participation.

**IV. Course Reading**

1. Allen, Michael. 2018. *Grounded in heaven: recentering Christian hope and life on God*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company.
2. Ashford, Bruce Riley, and Heath Thomas. 2019. *The Gospel of our king: Bible, worldview, and the mission of every Christian*. Grand Rapids: Baker Publishing Group.
3. Badcock, Gary D. 1998. *The way of life: a theology of Christian vocation*. Grand Rapids, Mich: W.B. Eerdmans.

4. Garber, Steven. 2014. *Visions of vocation: common grace for the common good*. Downers Grove, Illinois: IVP Books, an imprint of InterVarsity Press.
5. Hudson, David Neil. 2012. *Imagine church: releasing whole-life disciples*. Nottingham: InterVarsity Press.
6. Merriam, Sharan B., and Laura L. Bierema. 2014. *Adult learning: linking theory and practice*. First edition. The Jossey-Bass Higher and Adult Education Series. San Francisco, CA: Jossey-Bass, a Wiley brand.
7. Miller, David W. 2007. *God at work: the history and promise of the Faith at Work movement*. Oxford ; New York: Oxford University Press.
8. Sherman, Amy L. 2011. *Kingdom calling: vocational stewardship for the common good*. Downers Grove, IL: IVP Books.
9. Williams, Paul S. 2020. *Exiles on mission: how Christians can thrive in a post-Christian world*. Grand Rapids: Brazos Press, a division of Baker Publishing Group.

## V. Course Requirements

### A. Participation (30% of Grade)

Please attend all classes. Class lectures, discussions, and exercises will be based on the assumption that you have completed all of the assigned readings by the start of our intensive class. Class will begin promptly at 1:00pm. Please make every effort to arrive on time and participate fully. Our time together will be greatly enriched by all of us teaching one another and learning from one another, based on our varied experiences.

- **In class Presentation**

On the first day of class, every student will give an introductory presentation. Presentation will include: (1) Personal Introduction (including family, interests etc.) (2) Description of your current ministry. (3) A summary of your findings in your church member interviews (see below) (4) A description of what you hope to take away from the class.

- **In class Participation**

It is important that all students participate in the class by engaging in class discussions and group activities.

### B. Reading Log and Reflection Papers

- **Reading Log (Due First Day of Class)**

For every assigned text above, keep a reading log with 3 key take-aways from each chapter. You will need to upload a single document on Canvas by the first day of class that includes your take-aways from every book. Organize the document by book and then chapter. Take-aways can simply be direct quotes from the chapter, or you can succinctly summarize a concept from the chapter that was meaningful.

- **Reflection Papers**

For assigned reading **3,5, and 9 above only**, write a 4-page reflection paper. Below are a number of important details to consider as you write your paper.

- All papers should be written in Times New Roman, 12-point font (or equivalent) and one-inch margins.
- Your papers should have double spacing and should be 4 pages long. Write in the first person singular (not plural) so as to avoid making broad generalizations that keep you from interacting personally with the content.
- Make sure that you include the percentage of the book that you read at the top of your paper.
- Remember that these are not book reports. Please do not use a lot of space reviewing and summarizing the material.
- You should be seeking to interact with and personally apply the material read. It may be helpful to think of these assignments more as journals rather than papers. Insights are good, but apply them to your everyday life.
- Ask yourself questions like the following: How has this book challenged or convicted me? What are some specific areas of my life that this book speaks to? What are some specific areas of my ministry that this book speaks to? What things do I need to change as a result of reading this book? How will things mentioned in this book affect my future ministry?
- It is okay if you want to focus on just two or three areas from the book with which you wish to engage at more length. However it is important that I see that you have read and thought about the entire book, not just one brief section of it.
- Do not criticize these books. Every book you will read for this class is imperfect, but your assignment is to interact positively with the material, not to criticize it. There are many things in each book that we should be able to benefit from and with which we ought to be able to interact as humble learners.

### **C. Church Member Interviews (Complete Before First Day of Class)**

Prior to the class, you will conduct 3-4 interviews with people of your choice from your congregation or ministry. The purpose of the interview is to explore their experience of faith and work integration. The interview should last 45-60min. Think of it as a conversation guided by the questions below. In other words, be engaged, listen to what they are saying, be curious, ask follow up questions, and take notes. You will present your findings and reflections on these interviews in your class presentation (see above).

When you ask these folks for an interview, make sure to inform them that this is for a class assignment and that in any report of the interview you will keep their names completely anonymous. This step is important.

Interview Questions:

1. Tell me about what you do in a typical day in your work.
2. On a scale of 1-10 how would you rate your current understanding of how your work matters to God?
3. How has the local church help equipped you for being on mission with God in your work?
4. How can I pray for you in you and your work?

### **D. Discipleship Faith and Work Integration Plan (10-12 pages) DUE April 30, 2021**

The purpose of this assignment is to assess and strengthen your congregation or ministry's (1) Theological Vision for faith and work discipleship (2) Culture of discipleship for faith and work (3) Pastoral practices for discipleship in faith and work (4) Ministry initiatives for discipleship in faith and work.

The completed assignment will provide you with a written plan for implementing faith and work discipleship in your ministry.

There will be more specific information and guidelines given the first day of class.

**VI. Grading**

In Class Participation	30%
Reading and Reflection Papers	30%
Personal Letter (Final Paper)	40%

**VII. Schedule**

Schedule for the week will be uploaded on Canvas one week prior to class.

**VIII. Professor's Contact Information**

Dr. Damein Schitter, PhD | Email: [dschitter@newcityorlando.com](mailto:dschitter@newcityorlando.com)



### Course Objectives Related to SLOs Chart

Course: Forming Disciples for Faith and Work

Professor: Dr. Damein Schitter, PhD

Campus: Orlando

Date: January 11-15, 2021

<b>DMin* Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<p><i>In order to measure the success of the DMin curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the DMin outcomes.</i></p> <p><i>NOTE: DMin Emphases are:</i></p> <ol style="list-style-type: none"> <li>1. <i>Reformed Expository Preaching (REP), and</i></li> <li>2. <i>Reformed Theology and Ministry (RTM)</i></li> </ol>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Biblical/Theological Foundations:</b>	<p>Significant knowledge of biblical and theological foundations for pastoral ministry. (This includes interaction with Biblical texts, as well as awareness of Reformed Theology.)</p> <p><i>For meets: REP= Significant</i> <i>For meets: RTM= Significant</i></p>	STRONG	Students will explore key biblical and theological truths regarding God's mission, vocation, discipleship, and pastoral ministry.
<b>Historical/Contemporary Practices:</b>	<p>Significant knowledge of historical and contemporary practices of pastoral ministry.</p> <p><i>For meets: REP= Minimal</i> <i>For meets: RTM= Significant</i></p>	STRONG	Students will deeply engage and apply various pastoral ministry practices regarding forming and equipping people in all of life.
<b>Integration:</b>	<p>Ability to reflect upon and integrate theology and practice, as well as implementation in a contemporary pastoral setting.</p>	STRONG	A key aspect of this class is to equip and encourage students to integrate the class material and apply it specifically and critically to their current ministry setting.
<b>Sanctification:</b>	<p>Demonstrates a love for the Triune God that aids in the student's sanctification.</p>	MODERATE	Students will engage daily in spiritual formation practices and will be encouraged in personal and pastoral wholeness.
<b>Hermeneutical/</b>	<p>Demonstrates ability to interpret a text and apply homiletical principles to the text.</p>		Students will be asked to apply class material to preaching and

<b>Homiletical Analysis</b>	<i>For meets: REP= Significant</i> <i>For meets: RTM= Minimal</i>	MINIMAL	leading liturgy.
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