

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	CURRICULUM DESIGN FOR LEARNING AND DISCIPLESHIP CHED 0652
Date and Time	SEPT. 25-26; OCT. 16-17; NOV. 6-7 (One hour livestream sessions on these days, see below)
Instructor	YAU MAN SIEW, PhD Telephone number: 416 226 6620 ext. 6750 Email: ysiew@tyndale.ca
Class Information	This course will adopt a hybrid model involving one 1-hour livestream class meeting on Fridays (6:45-7:45 PM), and twice on Saturdays (9-10 AM & 1-2 PM), with pre-recorded lectures and asynchronous forums. Virtual Office Hours: Weekly, Wednesdays, 2 PM
Course Material	Access course material at classes.tyndale.ca Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Churches often emphasize evangelism and church planting without giving sufficient attention to Christian nurture. Yet, strong churches are the result of teaching and discipleship whether in small groups or larger settings. How do we systematically pass on a faith tradition? How do we select appropriate curricula to meet the needs of learners? What content, outcomes and teaching strategies are appropriate? How do we assess for learning and growth? How do some of the leading churches in the GTA structure and organize their teaching and discipleship ministries? This course answers these critical questions. The purpose of this course is to equip pastors and discipleship leaders with curriculum theory so they can strategize for discipleship and faith formation in the church.

This course seeks to meet the Master of Divinity learning outcome #4: “To develop & hone skills for theologically reflective ministry practice in its various forms.”

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Outline the central concepts of curriculum theory and their implications in the design and assessment of discipleship ministries in a church context.
2. Acquire a richer self-understanding of one’s development as a “teacher-discipler” through the use of a “chronicle of learning and discipleship.”
3. Reflect upon classical forms of church life (proclamation, teaching, prayer/worship, fellowship, service) and make appropriate curricular judgments for discipleship and faith formation.
4. Assess an educational/discipleship program with greater precision and understanding.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Harris, Maria. (1989). [*Fashion Me a People: Curriculum in the Church*](#). Louisville, KY: Westminster John Knox Press.

Tyler, Ralph W. (2013). *Basic Principles of Curriculum and Instruction*. Revised edition. Chicago: The University of Chicago Press.

Stott, John. (2010 print or 2012 Kindle version). [*The Radical Disciple: Some Neglected Aspects of Our Calling*](#). Downers Grove, IL: InterVarsity.

Tyler (first published, 1949) and Harris are “classics” in curriculum theory in university and Christian higher education. Other required readings will be taken from chapters in books listed in Supplementary Reading and Tools (below). There will also be some journal articles (from Selected Bibliography), making a total of about 200 pages.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Ornstein, Allan C. and Hunkins, Francis P. (2017). *Curriculum: Foundations, Principles, and Issues*. 7th Edition. Pearson.

Das, Rupen. (2015). [*Connecting Curriculum with Context: A Handbook for Context Relevant Curriculum Development in Theological Education*](#). Carlisle, Cumbria, UN: Langham Partnership.

Caffarella, Rosemary S. and Daffron, Sandra Radcliff. (2013). [*Planning Programs for Adult Learners: A Practical Guide*](#). 3rd Edition. San Francisco: Jossey-Bass.

This is available as eBook at the Tyndale Library.

Estep, James, White, Roger, and Estep, Karen. (2012). *Mapping Out Curriculum in your Church: Cartography for Christian Pilgrims*. Nashville, TN: B&H Publishing Group.

Eisner, Elliott W. (2002). *The Educational Imagination*, 3rd edition. Upper Saddle River, NJ: Merrill Prentice Hall.

Connelly, F. Michael & Clandinin, D. Jean. (1988). *Teachers as Curriculum Planners: Narratives of Experience*. OISE and Teachers College Columbia University.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

1. Chronicle of Learning & Discipleship, 15 % of final grade

This assignment is related to learning outcome #2.

Michael Connelly and Jean Clandinin (1988), noted scholars in curriculum theory, insightfully emphasized that “the teacher is the curriculum” and encourage teachers to reflect on their unique “teacher chronicle” to gain insight into the “teacher values” that shaped how they learn

and teach.¹ James Smith, speaks of “reforming the formers,” and reminds pastoral leaders that “if we are going to be formative teachers, we need to reflect critically on our own formation as teachers.”² This assignment helps you to reflect on your development as “learner-teacher” and “disciple-mentor.”

Draw a time-line of your development as a “learner” and “disciple.” Recall critical moments and people who impacted you and shaped your values in these two areas. Some questions for reflection:

(1) Who were the teachers who impacted you? What was it about the way they taught their subjects? How did they structure the learning space? How did they relate to students/you? How have these people shaped you as learner, and now as teacher?

(2) What critical moments and significant people impacted your growth as disciple? What were the significant lessons? How have these incidents and people shaped your discipleship, and now influenced the way you disciple others?

Using this time-line as framework, develop a 12 mins. MS PowerPoint (ppt.) presentation (include photos and/or graphics) dealing with these questions. Your final slide should be a “summary of important values” that influenced the way you now teach and mentor/disciple others. This ppt. will be submitted for grading (no written assignment needed). You will email your presentation to the instructor one day before the presentation (10 PM).

You will do your presentation during our 1-hour livestream class meetings using Zoom, which the instructor will set up. Zoom has a “share screen” feature for you to share you ppt. during presentation.

Due: Presentations will be during the scheduled livestream class meetings. A roster will be developed for the class. You have a grace period of 2 extra minutes (after 12 mins.) for the presentation. Above this, a penalty of 1-point deduction for every minute of overtime will be imposed.

Evaluation criteria: Outline of people, critical moments, and learning experiences that shaped you as “learner” and “disciple.” Clarify values that influenced the way you now teach and disciple others, with a clear “summary of important values” as final slide.

2. Reading Responses to Harris (1989) and Stott (2010 or 2012) to Forums; 8 X 5 % = 40 % of grade

This assignment is related to learning outcomes #1 and #3.

¹ F. Michael Connelly and D. Jean Clandinin, *Teachers as Curriculum Planners* (OISE and Teachers College, Columbia University, 1998), 10.

² James K.A. Smith, *You Are What You Love* (Grand Rapids, MI: Brazos Press, 2016), p. 159.

Reading responses provide opportunity to read, assimilate and reflect on central ideas in these texts. This assignment is in lieu of book reviews.

You will write a response to one question in Harris and one question in Stott, which will be posted in a forum on Moodle. Your response should include the following: main ideas from the authors (supported with direct referenced quotations), critical engagement (affirmation, question or critique), and one thoughtful application to your context. The word count for your response to each author will be about 250 words (total of 500 words per forum).

Penalty for late work:

“Late posts” will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for this “forum assignment” would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there are specific reasons for late posts (as stated in “Late Papers and Extension Policy,” Seminary Academic Calendar), the student is to email the instructor directly.

Due: Posts due by 12 midnight on these days.

Forum #1: Tuesday, Sept. 29

Forum #3: Tuesday, Oct. 20

Forum #5: Tuesday, Oct. 27

Forum #7: Friday, Nov. 13

Forum #2: Friday, Oct. 2

Forum #4: Friday, Oct. 23

Forum #6: Tuesday, Nov. 10

Forum #8: Tuesday, Nov. 17

Evaluation criteria: Clear and concise post (within word limit), which engaged all aspects of the questions with outline of main ideas from authors (supported with direct quotations), critical engagement (either question, affirmation or critique), and one thoughtful application to your context.

3. Major Project, 45 % of grade

Option A: Mentoring for Learning³

This assignment is related to learning outcomes #1 and #3.

- “Mentoring for Learning” (MFL) provides opportunity to summarize and discuss principles and practices of curriculum and discipleship and learn from another person’s perspectives.

³ Idea adapted from Annette Ford’s course, CHED 0670: Strategic Leadership for Children and Family Ministry. If social distancing measures persist, mentoring sessions should be done through video conferencing tools, e.g. MS Teams, Zoom, or others.

- For this assignment you will need to find a mentee⁴ (e.g. small group leader, ministry leader, pastor) open to meet with you three times for a MFL relationship.⁵ In this relationship, you will share with this person what you learned in the course and seek to learn from his/her perspectives. To do this you will prepare a detailed presentation and meet with your mentee as follows:
 - MFL #1: Discuss sessions in Weekend 1
 - MFL #2: Discuss sessions in Weekend 2
 - MFL #3: Discuss sessions in Weekend 3
- In the MFL meetings you will
 - Share and discuss what you learned in the course readings and class sessions
 - Apply it to the mentee's life and ministry experiences
 - Learn from the mentee's perspectives
- Throughout the MFL experience, you will seek to understand your mentee and communicate care.
- Instructions for MFL Presentation and Reflections
 1. Before each MFL meeting you will reflect on what you learned about curriculum and discipleship in the classes/readings for that week and summarize the learning
 2. Consider how to present your lessons/concepts in a way your mentee will best understand it. Prepare a detailed summary of the salient points in a visual manner (e.g. video, ppt. presentation, graphic organizer, etc.)
 3. Use your prepared visual to share the concepts with your mentee. Reflect and discuss together how these insights can better inform the curriculum and discipleship process in your mentee's ministry. It would not be surprising that along with major ideas in curriculum theory, insights from Harris would be more meaningful to a pastor and insights from Stott more relevant to a small group or ministry leader.
 4. After each meeting, upload a copy of your visual to Moodle and post a 500-600 words reflection on:
 - a. What impacted you most from the course (clear references to lectures, with direct referenced quotations to readings)
 - b. What insights on curriculum and discipleship were important to your mentee's context? What issues or questions were raised?
 - c. What you learned in the discussion

Due:

Visual and Reflection from MFL #1, Tuesday, Oct. 6, 2020 at 12 midnight.

⁴ Although a mentee (e.g. pastor) may be more experienced in ministry, you are the "mentor" in that you are teaching material from this course. Learning would of course be mutual in such a relationship.

⁵ If social distancing measures persist, this meeting should be done using video conferencing tools (e.g. Zoom, MS Teams, etc.)

Visual and Reflection from MFL #2, Thursday, Oct. 29, 2020 at 12 midnight.

Visual and Reflection from MFL #3, Thursday, Nov. 19, 2020 at 12 midnight.

Evaluation criteria: as in instruction #4 (above)

Option #B: Assessment of a Discipleship Program

This assignment is related to learning outcomes #1 and #4.

This project involves an assessment of a teaching/discipleship program in a children, youth/young adults, men/women or family-life ministry or small group at your church. You need to talk to the leader of the ministry about various aspects of the program and do an “assessment.”⁶ Assure the ministry leader that the aim is celebrate what is done well (not point to weakness/shortcomings), and mutual exploration of what can be enhanced.

This “assessment” should include the following elements, the theory of which is covered in the course:

- a) General description of the historical, social-cultural, theological contexts of learners
- b) Needs assessment of learners (how was this done? What are the needs?)
- c) Purpose statement and learning outcomes (how are these stated?)
- d) Outline of learning strategies for achieving outcomes (one observation)⁷
- e) Learners’ experience (one focus group interview of 3-4 people, about 45 minutes)⁸

Due: Dec. 1, 2020 at 12 midnight.

Length: 7-8 pages, single-spaced.

Evaluation criteria:

All the elements (above) to be addressed. Project demonstrates a clear grasp of the theory, evidenced by direct referenced quotations to readings (texts and articles) and class lectures.

Note: I use the “review and track changes” feature in MS Word to grade all papers and find it easier when assignments are in single-spaced documents. Tyndale has an institutional licence for MS Office, and all students can have a complementary copy (contact IT office). Please submit all your work in MS Word.

⁶ If social distancing measures persist, a phone or video conferencing interview (45-60 mins.) will suffice.

⁷ If social distancing measures persist, no observation is needed. However, a clear description of learning strategies as described by the leader is needed.

⁸ If social distancing measures persist, this focus group interview should be done using video conferencing tools (e.g. Zoom, MS Teams, etc.)

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Chronicle of Learning & Discipleship (presentation)	15 %
Reading Responses to Harris & Stott (8 X 5 %) 8 forums	40 %
Major Project	45 %
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Other than Assignments #1 and #2, all other written work are to be submitted via Moodle by midnight on the due date. Late papers will be penalized with the reduction of 1 mark for each day late, inclusive of Saturdays and Sundays. Late work will be graded but will not receive any comments from the instructor. All assignments will adopt the Turabian (footnotes) or APA style (see [Tip Sheets](#)).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

This class will be interactive and you are expected to integrate lectures and readings. You are expected to attend class, read all materials and complete reading assignments prior to class, and come prepared to integrate readings/concepts into class discussion, forums, and other learning activities.

Pre-reading and completion of "reading responses" is expected prior to start of class each Thursday (except Sept. 24) and Saturday (see due dates in Assignment #2). Late registrants are responsible for the consequences of partial preparation.

Day	Topic	Readings & Assignments Due
September 25 - 26 (Weekend 1)		
Friday evening	<ul style="list-style-type: none">• Introductions, Course & assignments	<ul style="list-style-type: none">• Siew (2006)• Harris 1 (chapter)• Estep et al. (2012), ch. 1

	<ul style="list-style-type: none"> • Covenant, community & culture of learning • Chronicle (Siew, livestream) 	
Saturday morning	<ul style="list-style-type: none"> • Concept of curriculum • Chronicles (livestream) 	<ul style="list-style-type: none"> • Harris 2 • Stott 1 • Reading responses for Harris & Stott to Forum #1 due Tuesday, Sept. 29 • Ornstein & Hunkins (2017), ch. 1
Saturday afternoon	<ul style="list-style-type: none"> • Elements in curriculum cycle • Contextual Reflection • Chronicles (livestream) 	<ul style="list-style-type: none"> • Harris 3 • Stott 2 • Reading responses for Harris & Stott to Forum #2, due Friday, Oct. 2. • Rupen Das (2016), article
October 16 - 17 (Weekend 2)		
Friday evening	<ul style="list-style-type: none"> • Needs assessment • Chronicles (livestream) 	<ul style="list-style-type: none"> • Harris 4 • Stott 3 • Reading responses for Harris 4 & Stott 3 to Forum #3, due Tuesday, Oct. 20 • Tyler 1-2 • Caffarella (2013), ch. 4
Saturday morning	<ul style="list-style-type: none"> • Purpose & objectives • Chronicles (livestream) 	<ul style="list-style-type: none"> • Harris 5 • Stott 4 • Reading responses to Harris 5 & Stott 4 to Forum #4, due Friday, Oct. 23 • Tyler 3 • Lunenburg (2011); Pembroke (2018) articles
Saturday afternoon	<ul style="list-style-type: none"> • A Curriculum for Adult Faith Formation • Chronicles (livestream) 	<ul style="list-style-type: none"> • Harris 6 • Stott 5 • Reading responses to Harris 6 & Stott 5 to Forum #5, due Tuesday, Oct. 27 • Parrett & Kang (2005), ch. 5

November 6 - 7 (Weekend 3)		
Friday evening	<ul style="list-style-type: none"> • Educational philosophies (overview) • Paul's curriculum model (Acts 20) • Chronicles (livestream) 	<ul style="list-style-type: none"> • Harris 7 • Stott 6 • Reading responses to Harris 7 & Stott 6 to Forum #6, due Tuesday, Nov. 10 • Eisner 3 • Gutek (2004), pp. 273-77; 287-92
Saturday morning	<ul style="list-style-type: none"> • Assessment • Organization & structure • Chronicles (livestream) 	<ul style="list-style-type: none"> • Harris 8 • Stott 7 • Reading responses to Harris 8 & Stott 7 to Forum #7, due Friday, Nov. 13 • Tyler 4-5 • Karen Tye (2000), ch. 7 (e-book, Library) • Siew & Perluso-Verdend (2005), pp. 1-17 • Sally Brown (2004-5), pp. 81-89
Saturday afternoon	<ul style="list-style-type: none"> • Guest (livestream) • Chronicles (livestream) 	<ul style="list-style-type: none"> • Harris 9 • Stott 8 • Reading responses to Harris 9 & Stott 8 to Forum #8, due Tuesday, Nov. 17

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Arranged by year of publication (in Chicago Style).

Curriculum (Books)

2017. Ornstein, Allan C. & Hunkins, Francis P.. *Curriculum: Foundations, Principles, and Issues*. 7th Edition. Pearson.

2015. Das, Rupen. *Connecting Curriculum with Context: A Handbook for Context Relevant Curriculum Development in Theological Education*. Carlisle, Cumbria, UN: Langham Partnership.

2013. Caffarella, Rosemary S. & Daffron, Sandra Radcliff. [Planning Programs for Adult Learners: A Practical Guide](#). 3rd Edition. San Francisco: Jossey-Bass.
2012. Estep, James, White, Roger & Estep, Karen. *Mapping Out Curriculum in your Church: Cartography for Christian Pilgrims*. Nashville, TN: B&H Publishing Group.
2002. Eisner, Elliott W. *The Educational Imagination*, 3rd edition. Merrill Prentice Hall.
1996. John P. Miller. *The Holistic Curriculum*, revised and expanded. Toronto, ON: OISE Press.
1989. Harris, Maria. *Fashion Me a People: Curriculum in the Church*. Louisville, KY: Westminster John Knox Press.
1988. Connelly, F. Michael and Clandinin, D. Jean. *Teachers as Curriculum Planners: Narratives of Experience*. OISE and Teachers College Columbia University.
1949. Tyler, Ralph W. *Basic Principles of Curriculum and Instruction*. Chicago: The University of Chicago Press.

Curriculum (Articles/chapters)

2018. Boyko-Head. "Reciprocal Learning and Learners: (Re)framing the Post-Secondary Learning Experience to meet a Complex Future." *Transformative Dialogues: Teaching & Learning Journal*, 11(2), 1–10.
2017. Egbedokun, A. O., Oteyola, T. A., Akinlabi, A. O., Adejumo, M. & Ayodele, P. "The essentials of instructional design process in a digital age." *Journal of Education and Training*, 4(2), 27-39.
2017. Marunda-Piki, C. "Rethinking Learning Space and Pedagogy in Africa." *International Educator*, 32(2), 23.
2017. Seel, N. M., Lehmann, T., Blumschein, P. & Podolskiy, O. A. "What is instructional design?" In *Instructional design for learning*. Rotterdam, The Netherlands: Sense Publishers, pp. 1-17.
2016. Das, Rupen. "Relevance and Faithfulness: Challenges in Contextualizing Theological Education." *InSights Journal for Global Theological Education*, 1(2), 17-29.
2015. Ugur, H., Constantinescu, P. M., & Stevens, M. J. "Self-Awareness and Personal Growth: Theory and Application of Bloom's Taxonomy." *Eurasian Journal of Educational Research (EJER)*, (60), 89–110.

2010. Parks, D. "Lest We Forget Our Past: A Leader in Curriculum Development-Ralph Winfred Tyler." *The Educational Forum*, 75 (1), 80-86.
2009. Duncan, R. G. & Hmelo-Silver, C. E. "Learning Progressions: Aligning Curriculum, Instruction, and Assessment." *Journal of Research in Science Teaching*, 46 (6), 606-609.
2009. Meyers, N. M. & Nulty, D. D. "How to Use (Five) Curriculum Design Principles to Align Authentic Learning Environments, Assessment, Students' Approaches to Thinking and Learning Outcomes." *Assessment & Evaluation in Higher Education*, 34 (5), 565-577.
2009. Schubert, W. "What is Worthwhile: From Knowing and Needing to Being and Sharing." *Journal of Curriculum and Pedagogy*, 6 (1), 22-40.
2009. Dillion, J. "The Questions of Curriculum." *Journal of Curriculum Studies*, 41 (3), 343-359.
2006. Cary, L. J. "From *Currere* To Curriculum Spaces: Bringing together Curriculum Theory and Educational Research." *Journal of Curriculum & Pedagogy*, 3(2), 148-167.
2005. Cleveland-Innes, M. & Emes, C. "Principles of Learner-Centered Curriculum: Responding to the Call for Change in Higher Education." *The Canadian Journal of Higher Education*, 35 (4), 85-100.
2004. Ahwee et al. "The Hidden and Null Curriculums: An Experiment in Collective Educational Biography." *Educational Studies* (American Educational Studies Association), 35 (1), 25-43.
2003. Egan, K. "What is Curriculum?" *Journal of the Canadian Association of Curriculum Studies*, 1 (1), 9-16.
2003. Kincheloe, J. "Critical Ontology: Visions of Selfhood and Curriculum." *Journal of Curriculum Theorizing*. Spring, 47-64.
2000. Applefield, J., Huber, R. & Moallem, M. "Constructivism in Theory and Practice: Toward a Better Understanding (Theory of Learning)". *High School Journal*, 84 (2), 35-54.
- 1996, 2000. Smith, M.K. "Curriculum Theory and Practice," *The Encyclopedia of Informal Education*. <http://www.infed.org/biblio/bcurric.htm>
1999. Terwel, J. "Constructivism and Its Implications for Curriculum Theory and Practice." *Journal of Curriculum Studies*, 31 (2), 195-199.

Discipleship (Books)

2019. Fernando, Ajith. *Discipling in a Multicultural World*. Wheaton, IL: Crossway Book, 2019.
2016. Smith, James K.A. *You Are What You Love*. Grand Rapids, MI: Brazos Press.

2015. Alison Morgan, *Following Jesus: The Plural of Disciple is Church*. Somerset, UK: ReSource.
2013. Chalk, Jack. *Making Disciples in Africa*. Langham Global Library.
2013. Cray, Graham. *Making Disciples in Fresh Expressions of Church*. Fresh Expression.
2013. Stott, John. *The Radical Disciple: Some Neglected Aspects of Our Calling*. Downers Grove, IL: InterVarsity.
2011. Rainer, Thom S. & Geiger, Eric. *Simple Church: Returning to God's Process of Making Disciples*. Nashville, TN: B&H Publishing.
2011. Scandrette, Mark. *Practicing the Way of Jesus*. Downers Grove: InterVarsity Press.
2010. Cray, Graham. *Who's Shaping You? – 21st Century Disciples*. Herts, UK: Cell UK Ministries.
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2007. Sanneh, Lamin. *Disciples of All Nations*. Oxford: Oxford University Press.
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2006. Willard, Dallas. *The Divine Conspiracy: Rediscovering Our Hidden Life in God*. San Francisco, CA: HarperCollins.
2006. Willard, Dallas. *The Great Omission: Reclaiming Jesus' Essential Teachings on Discipleship*. Mansfield, TX: Monarch.
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2001. Bonhoeffer, Dietrich. *The Cost of Discipleship*, new edition. London: SCM Press.
1992. Wilkins, Michael. *Following the Master: A Biblical Theology of Discipleship*. Grand Rapids, MI: Zondervan.