COURSE DESCRIPTION
Designed for ACOS students, this course focuses on the recurring phenomenon of revitalization and renewal in the church as key aspects of a biblical and contemporary ecclesiology. It seeks to develop a biblical, historical, relevant, and contemporary understanding of the work of the Holy Spirit in renewing and revitalizing the life and mission of the church. Primarily student led, the professor will direct and encourage the students to assimilate some of the classical text in renewal and revitalization. Application will be made especially to the life of the local congregation.

COURSE OBJECTIVES
- To help students appreciate how God has worked historically in renewing and revitalizing the church;
- To impart hope for congregational vitality today, notably for small and medium sized churches;
- To provide practical insights into the dynamics of congregational health;
- To provide a forum for discussion of issues of church renewal and revitalization movements;
- To introduce students to important resources on church renewal;
- To help students develop a biblical and practical ecclesiology;
- To help students develop into leaders in church renewal.

REQUIREMENTS AND ASSIGNMENTS
The instructor expects the student to accept responsibility for her/his own learning. This responsibility will normally be exercised through:

1. Regular and involved class attendance and participation. Attendance will be taken for each class session. Unexcused absences could lower your grade.

2. Thorough reading of assignments and collateral literature. It is expected that you will carefully read the assigned texts, and as much of the recommended reading as you have time for. Submit two reading report (one by June 20th and one by August 8th), using the forms provided in this syllabus. Make extra copies as needed. Please note that a minimum reading requirement of 800 pages must be fulfilled to receive credit for the course.

3. Submitting a reading interaction or a critique report of approximately 4 pages on each of the two textbooks marked with an asterisk. An additional reading interaction or a
critique report on the textbook marked with double asterisks must be turned in on the August 8th. See more instructions on pages 5 and 6. Use the forms provided in this syllabus; make extra copies as needed.

4. Planning and leading one sessions of class discussion on the readings of the respective class session.

5. Evaluating a local church using the S.L.A.M.E.C. and E.P.A.I. analyses, and presenting the assessment to the entire class. The analysis should describe and evaluate the visible practices of ministry of a local congregation, preferably the congregation with which the student affiliates and/or is appointed. To be done individually or in pairs.

6. Seminar: To be done individually. Seminar presentations (1) must be creative and facilitate the involvement of the class participants, and (2) will be evaluated based on understanding, creativity, and involvement of the class. You are free to choose a topic to be presented, but it must be related to the subject of the class. Some suggested topics:
   - Biblical principles of church renewal
   - Analysis of a particular renewal movement
   - Comparative analysis of two or more movements
   - Study of a contemporary church or movement
   - Planning for congregational renewal
   - Beginning or strengthening small groups in the congregation
   - Identifying and using spiritual gifts
   - Analysis of a particular factor in renewal, viewed biblically and/or historically
   - Preaching/teaching for renewal
   - Theology of renewal
   - Strategies for renewal
   - Biblical models for renewal
   - Music as a factor in renewal
   - A plan for building community in the church

7. Interactive Written Work: Each student will propose a major interactive project to be completed as a requirement for the course. This may be a research paper, case study, church renewal project, strategy plan, or other form of project related to the subject of this course.

   You will first write an initial proposal (1 page only) including a description of the project, what you hope to learn, the approach or methodology to be used, and an initial bibliography or list of sources. 

   Format of project report: 10-15 page paper (double-spaced). Length will vary, depending on the type of project. Research papers will tend to be longer; reports on projects in ministry will tend to be shorter, but will fully document the project. Include reference notes (footnotes or endnotes) as appropriate, and bibliography. A permissible alternative is to submit the project in video or audiocassette form.

**GUIDELINES FOR INTERACTIVE WRITTEN WORK (Major Project):**

1. You may use either the anthropological style or the Chicago/Turabian style (footnotes, with bibliography)—but be consistent. The paper must be computer-printed, and should include appropriate documentation of sources cited or consulted.
2. Attach a title page giving the paper’s title, your name, course name and number, and date. Staple in upper left-hand corner. Please use the appropriate cover or binder. (I may later request a second clean copy of your paper for my files.)
3. The paper should be at least 10 pages (double-spaced, 10 or 12 pt. font), and not more than 15 pages, as noted above. The grade will depend on the content, development and clarity of presentation, and evidence of excellent research or project execution, not length. For more details, see “Criteria for Grading Papers” below.

**Criteria For Grading Papers***

1. **Understanding** – Does your paper discuss sources in an accurate and fair manner? Do you identify central themes?
2. **Coherence** – Does your paper “pull together”? Is there inconsistency or lack of clarity?
3. **Insight** – Do you engage the sources? Do you raise important critical questions or raise significant issues?
4. **Creativity** – Can you articulate your own view, using sources as dialogue partners? Do you offer new ideas, or apply sources in a creative way?

**Schedule of Classes**

July 14-25, 7:30am-10:05am

**Due Dates**

- Reading interaction or a critique report (pre-course work): **June 20**
- Proposal for seminar presentation due (pre-course work): **June 20**
- Proposal for Interactive Written Work due: **July 18**
- Reading Reports Due (includes precourse work): (1st) **June 20 & (2nd) August 8th**
- Interactive Written Work due: **August 8th**

**Evaluation**

There will be no final examination. In grading, the course components will be weighted approximately as follows: Class participation (5%), readings (20%), interactions (20%), planning and leading a 30-minute session of class discussion (5%), seminars (20%), and major project (30%).

**Structure of the Course**

Paulo Freire’s pedagogy will be applied in all sessions. We will follow the topics as listed on the schedule, interweaving biblical, historical, contemporary, and practical perspectives. Readings are assigned to cover material that, for the most part, we won’t have time to deal with fully in class. Classes will be a combination of lecture and discussion, with occasional videos.

**Course Outline and Areas of Study**

Though it is subject to modification, we will do the best to follow the topics as listed on the schedule, below, interweaving biblical, historical, and contemporary perspectives. Readings will be assigned to cover material which, for the most part, we won’t have time to deal with fully in class. Class sessions will vary in their manner of presentation and discussion combined with occasional videos. While a few sessions will feature some version of the traditional lecture with the participation of both students and professor, most sessions will be devoted to
processing readings or case studies, group discussion, and seminar presentations led by students.

- Introductory issues
- Models of the Church and Church Renewal
- Renewal and Revitalization: Biblical Perspectives
- The New Testament Church
- The Church as Living Organism
- Church Renewal Movements
- Leadership for Renewal and Revitalization
- The Ecology of Congregational Life
- The Gifted, Ministering Community
- Some Contemporary Models of Revitalization
- Revitalization Movements
- Structuring for Renewal and Revitalization
- Renewal, Revitalization and the Reign of God
- Revision and reflection

**PRE-COURSE WORK**

Advance preparation is required of all students, as follows:

1. Submit a **reading interaction** or a **critique report** of approximately 4 pages on *each* of the two textbooks marked with an asterisk (Allan Hirsch’s *The Forgotten Ways: Reactivating the Missional Church*, and Howard Snyder’s *Signs of the Spirit: How God Reshapes the Church*). The first two reading interactions and critique reports are due the first day of class. If you choose to do a reading interaction (recommended), you should write a brief summary (try to limit yourself between three and four paragraphs), in your own words, about the contents of the text you read, and respond to the following questions:
   a. What are the three most significant lessons that you derived from the material?
   b. What are some theological and/or pastoral implications of this text to the ministry of evangelism?
   c. What are some subjects and themes mentioned by the text that cause some concerns and/or bring up questions for future studies and reflections on the text?

   **Please note:** There will be no exceptions to this requirement! If you do not read the books and write the reports prior to the beginning of the classes, you should drop the course.

2. Write and submit a 1-page initial **seminar presentation proposal** by **June 20** including:
   a. The topic and a description of the seminar presentation,
   b. What you hope your colleagues to learn,
   c. The approach or methodology to be used, including the elements of creativity to be employed, and
   d. An initial bibliography or a preliminary list of sources.

   Seminar instructions and suggested topics:
   - Seminars must be done individually;
   - You will have from 60 to 90 minutes to make your respective presentation, including time for discussion, depending on the size of the group and the day of presentation;
Seminar presentations must be creative and facilitate the involvement of the class participants;
Evaluations will be based on (1) understanding, (2) creativity, (3) participation, and (4) involvement of the class.

**POST COURSE WORK**
An additional reading interaction or a critique report on the textbook marked with double asterisks (R. Paul Stevens’ *The Other Six Days*) must be turned in on the August 8, 2014.

**REQUIRED TEXTBOOKS** (See Bibliography for full information on readings):
The following are required texts:

The following books are highly recommended:

Care will be given in all lectures and classroom presentations to insure that the material presented as well as the manner of presentation encourages the fostering of the inclusive community that the gospel of Christ calls us to be. Moreover, it is my desire to make every reasonable effort to facilitate the learning of students capable of graduate level seminary work. Therefore, any student who has a condition that may prevent full demonstration of her/his abilities (e.g., difficulty seeing or hearing, dyslexia or other learning difficulties) should contact me personally. This will give us a chance to discuss learning needs, alternatives that have worked for the student in the past, and mutually acceptable accommodations to ensure the student’s full participation.

To help you optimize your development and identify the areas where you need improvement, sometimes an evaluation graphic will go together with your grades and my comments on your papers. See the following samples:

Student’s name:
You have written an excellent summary and critique of F & M’s book. Based on the “Criteria For Grading Papers,” I identified the following things on your work:

Understanding
• Source discussed in an accurate and fair manner +++
• Identified central themes +++
Coherence
• Paper “hangs together” +++
• Consistency and clarity +++
Insight
• Engaged the source +++
• Raised important critical questions or raised significant issues +++
Creativity
• Articulated your own view, using sources as dialogue partners, offered new ideas, or apply sources in a creative way +++
Your grade for this paper: A

L. Wesley de Souza

Student’s name:
You have written a good summary and critique of Hunter’s book. Based on the “Criteria For Grading Papers,” I identified the following things on your work:

Understanding
• Source discussed in an accurate and fair manner ++
• Identified central themes ++
Coherence
• Paper “hangs together” +++
• Consistency and clarity ++
Insight
• Engaged the source ++
• Raised important critical questions or raised significant issues ++
Creativity
• Articulated your own view, using sources as dialogue partners, offered new ideas, or apply sources in a creative way +
Your grade for this paper: C+

L. Wesley de Souza
Reading Interaction # ___

Book, chapter or article title: __________________________________________ 
Author’s name: ___________________________________________ Rating (1-10): ____

I. Write a brief summary, in your own words, about the contents of the text you read. Try to limit yourself between four and six lines.

II. What are the three most significant lessons that you derived from the material?
   (1)
   (2)
   (3)

III. What are some theological and/or pastoral implications of this text to the renewal and revitalization of the church?
   (1)
   (2)
   (3)

IV. What are some subjects and themes mentioned by the text that cause some concerns and/or bring up questions for future studies and reflections on the text?
Name: __________________________________________________________ Date: ___/___/____

Readings completed this first half of the semester:

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What issues emerged in your reading which have relevance for the vitality of the church, or your own ministry of evangelism?
EV511 RENEWAL AND REVITALIZATION OF THE CHURCH
READING REPORT # 2 – DUE BY AUGUST 8, 2014

Name: __________________________________________ Date: ___/___/_____

Readings completed this first half of the semester:

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Total Pages: __________________________

What issues emerged in your reading which have relevance for the vitality of the church, or your own ministry of evangelism?
Guidelines for Written Assignments

- All papers should be typed, double-spaced, on 8 ½” by 11” paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
- All papers must include a page number and the last name of the student in either the header or footer of every page.
- You should note the question you are answering at the beginning of each new section of materials.
- All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.
- Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.
- All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.

Inclusive Language Covenant

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.
Directions to Email Precourse Assignments

Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resend your assignments.

1. Email only michelle.levan@emory.edu, do not email instructors precourse assignments.
2. Email must be received no later than 11:59pm on the deadline of June 20th.
   1. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   2. You will be drop from any course for which precourse work has not been received after June 20th deadline. No precourse work will be accepted at check-in.
3. The course number and the phrase “precourse work” should be the subject of your email:
   Example - Precourse Work 113
   1. You will need to send a separate email for each course you are registered to attend.
4. Precourse work must be sent as an attached document and not in the body of the email.
   1. Any version of Microsoft Word will be accepted; PDF and Mac-Pages documents will not be accepted.
   2. All assignments for each course must be in one document, multiple documents are not acceptable. You should send on
   ly one attachment with all course assignments.
5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email. See Example
6. Plagiarism Policy and Plagiarism Defined
   The plagiarism Policy and Defined paragraphs below must be included in the body of your email (both are below), not within your precourse work. The inclusion of the policy and definition in the body of the email, verifies that you agree to it and your email will represent your signature (which is a requirement). If the email does not include the plagiarism policy and definition it will not be accepted. Your email, with the plagiarism policy and definition will be printed and used as the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.
   **Plagiarism Policy** - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.
   **Plagiarism Defined**: “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research, Second Edition*. Chicago, IL: University of Chicago Press, 2003.

7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED!