All precourse assignments should be emailed to the Course of Study office by September 21, 2015.

Course Description and Outcomes
This course focuses on developing the student’s competency as an administrator in a United Methodist congregation.

Students will be able to:
1. Articulate a biblical and theological understanding of polity.
2. Understand and explain the polity of The United Methodist Church, including conferencing, oversight, and discipline.
3. Articulate the nature of stewardship biblically and theologically.
4. Identify techniques and develop skills as effective administrators of local churches, including financial management.

Required Textbooks
Read all three textbooks prior to October 3, and bring all five required textbooks to each class session.


Reference Textbooks

Recommended Textbooks
Precourse Assignments and Course Information

Summary of Components for Final Course Grade:

- Assignment 1: 30% (Method and Mission reflection papers)
- Assignment 2: 20% (Leadership in the Wesleyan Spirit reflection papers)
- Assignment 3: 10% (Case study)
- Assignment 4: 25% (Stewardship Sermon)
- Participation: 15%* (Class participation)

* Class participation will be graded based on your participation and leadership in the overall collaborative learning experience. This aspect is intended to model and cultivate the pastor’s role of leading and managing group process. There are times when the pastor speaks and contributes his or her insights; and ideally, there are more times when the pastor invites and encourages others around the table to share their insights and gifts. *In other words, he or she who speaks the most will not be awarded a higher percentage of “participation” points.* The instructor will be looking for a balance of speaking, listening, inviting, deferring, complimenting, pushing back in love, and synthesizing insights shared within the group that lead to greater learning for all involved.

IMPORTANT INFORMATION TO READ PRIOR TO WRITING YOUR ASSIGNMENTS:

- It is important that your papers reflect your familiarity with the textbook. Also, remember the Emory Course of Study School grading rubric, which places increasing grade values for content that reflects superior comprehension and the ability express learning that contributes to the growth of all involved in the class.
- All papers should be typed, double-spaced, on 8½” by 11” paper. Font should be Times New Roman or Arial, and no larger than size 12 font. 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 in-text citations such as: (Weems, 95). Include a Bibliography at the end of the document if you are using sources that are not listed in our course list.
- Punctuation should be consistent. Clarity of meaning is the primary purpose of punctuation. Good grammar is expected. Edit material as needed and check spelling in a standard dictionary.
- Students should eliminate discriminatory language in all written and oral communications—for example: racism, ageism, sexism, classism, and prejudicial language concerning handicapping conditions.
Precourse Assignment 1. Due September 21 by email to the COS Office.

Reflection Papers
Present this assignment as one document named Assignment 1. Use headers to include your name and assignment number.

Read and reflect on The Method of our Mission written by Laceye C. Warner, and then write a 2-to-3 page essays on each of the following topics:

• How are The Church’s practices of administration and polity theological expressions? End your paper with a paragraph or two suggesting how pastors might make this theological connection evident to members of the church.

• Warner refers frequently to the term “means of grace” in reference to the various aspects of “The Church” (see chapter 1, for an example). How is God’s grace expressed through our ecclesiology and polity? How have you seen this made evident in your local church?

• How is “the body of Christ” described in 1 Corinthians 12 reflected in the Wesleyan ideal and practice of “connection?” Make the link between all levels of the church (global, agencies, conferences, and local churches.) You may integrate Chapter 9 in Weems’ book, Leadership in the Wesleyan Spirit, in this essay. Be sure to cite your references clearly using approved style.

Each essay will be worth 10% of final grade (total 30%).

Assignment 2. Due October 17 at beginning of class.

Reflection Papers
Present this assignment as one document named Assignment 2. Use headers to include your name and assignment number.

Read Leadership in the Wesleyan Spirit by Lovett Weems. In the light of your reading, write 2-to-3 page essays on each of the following topics:

• Describe the similarities, differences and overlaps between “leadership” and “administration” as it relates to the pastoral role. (Please use other sources to research biblical meanings for the spiritual gifts of administration and leadership. Use common citation practices expected for all COS work.)

• Select one of the topics below and write an essay on what points from Weems’ book:
  A. Gave you new insight that will influence your ministry? Give specifics of how you will seek to incorporate this learning in your ministry.
  B. Challenged your current approach to leadership and/or administration? Give specifics of your current approach and how you will seek to modify or gain new competencies.

Both essays will be worth 10% of final grade (total 20%).
Assignment 3: Presented during October 17, class session.

Case Study
Each student will present a brief case study based on a real-life situation in his or her local church. The case study will be based around one of these administrative matters:

- Managing a personnel matter, whether paid staff or volunteer leaders.
- Managing a financial matter,
- Managing a physical property or legal matter.
- Managing a programmatic matter.
- Managing a general administrative matter.

Ideally, the case study will begin with a description of a “presenting problem or challenge.” This description should be 2-3 pages at the most.

- If the matter has already been dealt with describe: what options were considered, what people were consulted or engaged to manage the “problem/challenge,” what steps were taken to address the “problem/challenge,” and what resulted from the action taken.

- If the matter is a current, ongoing challenge describe: the problem as you see it, the players involved, the church family dynamics at work, the people with whom you have or should consult, the other information needed to get a better solution, and the possible solutions as you see them at this time.

Each student will distribute a typed copy of his or her case study to the class participants. Each student will be given time to present his or her case study, receive feedback from the class, and express a learning or a next step of action he/she will consider as a result of what our conversation has stirred up within him or her.

This assignment will be graded based the student’s depth of awareness about the multi-layered factors involved in the “presenting problem or challenge,” the depth of reflection about possible solutions, and the level of openness around receiving feedback from the class.
Assignment 4: Due November 7 at the beginning of class.

Preaching Stewardship Assignment
  • Prepare a biblical sermon aligned with one of the principles of Christian stewardship explored in class on October 3. The sermon will be delivered on November 7, in front of the class. NOTE: Read Satterlee’s book prior to the October 3 class session, and bring your copy with you to class for a significant work session.

Accompanying the sermon should be the following introductory document:
  • Manuscript of sermon (1 copy for Instructor)
  • Handouts for Instructor and all class members containing the following:
    • Scripture Lesson
    • Goal of Sermon
    • What stewardship principle(s) are you emphasizing?
    • Why was this scripture passage selected?
    • What opportunity is provided for congregational response?
    • How does this sermon fit into your overall stewardship plan?
    • Brief description of congregation
    • Number of church members
    • Average worship attendance
    • Setting: station or circuit; urban, suburb, county seat, rural, etc.
    • Any other information that you would like to share?

The sermon should be prepared for a 10-12 minute time frame.

The sermon will be evaluated on the following:
  • Biblical integrity,
  • Theological soundness,
  • Stewardship principles clarity,
  • Internal logic, and
  • Delivery.

This assignment will be worth 25% of the final grade.
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 September 21, 2015.
   1. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   2. Any precourse work received after September 21st at 11:59pm will be subject to a late penalty.
      • Precourse work received between September 22 – September 27 is 1 letter grade deduction.
      • Precourse work received between September 28 – October 3 is 2 letter grade deductions.
3. The course number and the phrase “precourse work” should be the subject of your email:
   Example - Precourse Work 113
   a. 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.
   a. Any version of Microsoft Word will be accepted; PDF, Word Perfect, and Mac-Pages documents will not be accepted. If you are using another type of word processing program please convert your document to a version of Microsoft Word before sending.
   b. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments; emails sent with multiple documents will not be accepted.
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! You will receive a confirmation of receipt within 24 hours or notice to resubmit following the process.

FALL SATURDAY PRECOURSE ASSIGNMENTS, DUE SEPTEMBER 21, 2015 7