Course Description and Outcomes
This course grounds the student in the theology and core practices of personal and congregational formation and discipleship.

Students will be able to:
1. Articulate a theological basis for the Wesleyan emphasis on spiritual disciplines and practice them as means of grace.
2. Explain and implement the General Rules and the practices of small groups in a congregation.
3. Educate and resource a congregation in the disciplines Christian formation.
4. Organize congregations to help people discern their callings and gifts for ministry.

Required Textbooks

Supplementary Textbooks

IMPORTANT INFORMATION TO READ PRIOR TO WRITING YOUR ASSIGNMENTS:
- Please go to: http://owl.english.purdue.edu/owl/resource/685/02/, read about the different types of academic writing. After you have written your pre-course assignments, please go back over your work and edit with the academic writing guidelines in mind.
- Your written works are not sermons. Please do not use declarative, truncated or persuasive language.
**Precourse Assignments**

**Assignment A**
Submit a reading interaction of 4 pages on each of the required readings. (A sample reading interaction template is provided for your note keeping as you read.) 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:

1. What are the three most significant lessons that you derived from the material?
2. What are some theological and/or pastoral implications of this text to the ministry of spiritual formation and discipleship?
3. 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?

**Assignment B**

Under the heading *Your Church and Its Community*, pages 16-17 of this text, Matthaei asks you to assess your congregational life by answering the following questions in the grid. Please respond to the questions. (4-5 sentences for each tab)

<table>
<thead>
<tr>
<th></th>
<th>AUTHENTIC RELATIONSHIP</th>
<th>FAITHFUL COMMUNITY</th>
<th>DEEPER MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you find these things in your congregation?</td>
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<tr>
<td>Where do you see the need for these things in your congregation?</td>
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<td>How could you create these things in your congregation?</td>
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**Assignment C**

*Marjorie J. Thompson - Soul Feast: An Invitation to the Christian Spiritual Life.* Starting on page 145 of her text, Thompson includes an Appendix A, Group Study Guide. Choose one of the chapter study guides and explore at least two of the questions in the study guide for that chapter. Your responses to the two questions should be 4 pages in length.

**Course Grading**
Your grade on your submitted work will reflect the guidelines on the COS website:
[http://www.candler.emory.edu/programs/cos/policiesandprocedures.cfm#grading](http://www.candler.emory.edu/programs/cos/policiesandprocedures.cfm#grading)

| Assignment A | 20%  |
| Assignment B | 20%  |
| Assignment C | 20%  |
| Class participation | 20%  |
| Final Exam | 20%  |
READING INTERACTION TEMPLATE

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 (or 3-4 paragraphs in your final written submission).

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 ministry of spiritual formation and discipleship?
(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?
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 your precourse assignments, do not email assignments to the instructors. You are encouraged to email the instructors questions about the assignments.

2. Email must be received no later than 11:59pm on the deadline of May 1st.
   a. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   b. Any precourse work received after May 1st at 11:59pm will be subject to a late penalty.
      • Precourse work received between May 2 – June 1 is 1 letter grade deduction.
      • Precourse work received between June 2 – June 20 is 2 letter grade deductions.
      • You will be drop from any course for which precourse work has not been received after June 20th. 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
   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.