All pre-course assignments should be emailed to amy.elizabeth.walker@emory.edu by June 1, 2016.

Course Description and Outcomes
This course forms the student’s identity as pastoral leader and change agent in congregations, The United Methodist Church, and the world.

Students will be able to:
1. Identify and understand the attributes of good leaders, biblically and theologically.
2. Evaluate and strengthen their own identities and skills as pastoral leaders.
3. Explain and reflect on the nature of change in the local congregation and wider society.
4. Implement visioning, strategizing, and planning processes in their local congregations.

Required Textbooks

Supplemental Readings
Pre-Course Assignments

1. Read the required textbooks in their entirety. Pay attention to leadership similarities and distinctions between clergy leaders and lay leaders.
   o From Birch and Parks, write three (3) pages that include the following:
     ▪ The biblical text that explains and/or inspired your call to ministry?
     ▪ What are two principles that make a strong clergy leader? What are two principles that make a strong lay leader? Why? Are there differences between the two? If so, what are they? If not, why not?
   o From O’Brian, write a three (3) page paper delineating each of the advantages of the strategically small church from his perspective. Clearly cite (1) where you agree with O’Brian and (2) where you disagree with O’Brian.

2. Write two papers:
   o Write a two (2) page paper on the clergy person who most impressed you. Share three traits that make this person a strong leadership model for you.
   o Write a one (1) page paper on the leader from any discipline (politics, military, clergy) who least impressed you. Share three traits that make this person a weak leadership model for you.

3. Write a two (2) page paper from Carlyle Fielding Stewart’s Reclaiming What Was Lost, detailing what is the fundamental loss to the church from his perspective. How, in your opinion, can that be regained in any context? (Ecclesiastical)

4. Write a two (2) page paper on Escobito and Rasmu, Chapter Four. What does the edge mean for your leadership in the connectional church? How can you be the creative pastoral leader in this age? (Creativity)

5. Write three (3) pages from Cleaver explaining what each of his five essentials means to you. Which of these is your strong point? Which is your weak point?

6. Joseph W. Daniels writes of a mentor/mentee relationship in The Power of Real. In two (2) pages, write about how this shows transformative leadership through relationship (Connection).
   Include: (1) How a mentor challenged you to grow (2) a leader trait where you are strong (3) a leader trait where you are challenged. (Connectional/Relational)
**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 Pre-Course Assignments

SEND TO – Email your pre-course assignments to: amy.elizabeth.walker@emory.edu
  • You are encouraged to email the instructor with questions about the assignments, but do not email your pre-course assignments to them.

DEADLINE – Email must be received no later than 11:59p.m. EST on June 1, 2016.
Pre-course work received after the deadline will be subject to the late penalty schedule below:
• Pre-course work received between June 2-30 will receive a two-letter grade deduction.
• Students who have not turned in pre-course work by June 30 will be dropped from the class.

EMAIL SUBJECT LINE – The subject of your email should be “Pre-Course Work – COS 124”

THE EMAIL – Your full name, phone number, and email address should be included at the beginning of your email. Pre-course work must be sent as an attachment and not in the body of the email.
  a. Only Microsoft Word and .pdf documents will be accepted.
  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.

PLAGIARISM – The “Plagiarism Policy” and “Plagiarism Defined” paragraphs below (in red) must be included in the body of your email, not within your pre-course 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.

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.

You will receive a confirmation of receipt within 24 hours of submitting your pre-course work.