**Course Description and Outcomes**

This course covers the significant individuals, decisive events, and theology of the Methodist movement. Utilizing categories of grace, faith, and holiness, the student will appropriate the Wesleyan heritage.

*Students will be able to:*

1. Understand and reflect on the movements, major figures, and events that led to the eighteenth century revivals, especially the lives and ministries of John and Charles Wesley.
2. Understand and articulate the vision of holiness and the theology of grace as it shaped the Wesleys, and the structures of the Methodist movement.
3. Identify and discuss significant theological and historical developments in American Methodism, including ordination and episcopacy.
4. Reflect theologically on their Wesleyan heritage and identity.

**Required Textbooks**

  - READING ASSIGNMENT: Read The Entire Book
  - READING ASSIGNMENT: Pages 1-146, 242-248, and 285-292

**Supplementary Textbooks**

- Materials and resources found online at the blog "Wesley World" at [www.cos422.blogspot.com](http://www.cos422.blogspot.com)
Required Online Readings

Read the following selected John Wesley sermons found online
http://www.umcmission.org/Find-Resources/John-Wesley-Sermons:

- "Witness of the Spirit II, The" (Sermon 11)
- "Repentance of Believers" (Sermon 14)
- "Catholic Spirit" (Sermon 39)
- "Christian Perfection" (Sermon 40)
- "The Scripture Way to Salvation" (Sermon 43)
- "The Use of Money" (Sermon 50)
- "The Duty of Constant Communion" (Sermon 101)

Read the following selected John Wesley writings found online:

  http://www.godrules.net/library/wesley/274wesley_h7.htm
- "Treatise on Baptism"

NOTE: Rather than type all the online links above in your internet browser “by hand,” you may choose to visit the instructor’s blog “Wesley World” at www.cos422.blogspot.com and open the “Class Readings” link at the bottom of the blog page to find up-to-date links taking your directly to the assigned readings. In addition, if you access the readings from the precourse assignments on the web or save the document to your desktop the hyperlinks will remain active as long as you have internet service.

Precourse Assignments

Read the assigned pages in each book. Then, follow the instructions below in writing your answers. Write in your own words, except to quote from one of the books. If you do need to quote sparingly, be sure to indicate the page number(s) and book from which the quote came in your answer (For example: Maddox, p. 10). Answers should be typed and double-spaced.

I. Use the online Wesley writings and the Maddox and Heitzenrater books to complete the following:
   1. Write a half-page explanation of John Wesley's meaning for each of the following terms (2 pages total):
      (A) “catholic spirit”
      (B) "the use of money"
      (C) The Methodist Discipline (be sure to discuss Methodism's “General Rules”)
      (D) Societies, Classes, and Bands
      (E) the “Means of Grace” (or “ordinances of God”)
   2. Using your pre-course readings as source material, write TWO sermons (i.e., a 2-sermon series) that could be preached in your church/ministry context describing the process of (#1) becoming and (#2) growing as a Christian based on John Wesley's stages of spiritual development identified in your readings. In each sermon, be sure to cover the stages and concepts requested below, and show how
each builds on the one before it and after it.

*Be thorough* -- the stages/concepts covered in each sermon should result in a preached sermon approximately 25 minutes long (Note: this may be longer than you usually preach -- that is intentional; please aim for this length for this assignment). Remember that the goal of this two-part sermon series is to help your congregants better understand the nature of salvation from a Wesleyan Christian perspective. You may creatively name/title your sermon series and/or individual sermons if you like.

(A) In sermon #1 describing the process of **becoming** a Christian, be sure to cover the stages and concepts listed below:

1. the "Image of God"
2. Humanity's "Natural" state
3. Prevenient ("Preventing") grace
4. Conviction and Repentance before Justification
5. Justification (Justifying grace)
6. Regeneration ("New Birth")

(B) In sermon #2 describing the process of **growing/maturing** as a Christian, be sure to cover the stages and concepts listed below:

1. Repentance after Justification ("Repentance of Believers")
2. Assurance ("Witness of the Spirit")
3. Sanctification (Sanctifying grace)
4. "Christian Perfection" ("Entire Sanctification")

II. Use the Richey and Heitzenrater books on American Methodism to complete the following assignments on various aspects of the history of American Methodism:

1. Write a 25-30-minute **class teaching/lesson** on the beginnings and rise of Methodism in America that can be shared either with adults or Confirmation-aged youth. This teaching should *not* cover the Wesleys’ time in Georgia, but *should* include a discussion of the following...

   (A) the story and role of Lay Preachers in the formation of early American Methodist societies in America
   (B) the role and impact of Wesley’s Itinerant/Missionary Preachers (be sure to highlight the role and influence of Francis Asbury)
   (C) the "Sacramental Controversy": what was it? what caused it? and how Wesley's understanding of ordination helped to resolve it?
   (D) the "Christmas Conference" of 1784 and its results.

   By way of accountability, please submit to your instructor: a copy of your lecture/lesson notes; any charts, or handouts that you prepared for the lesson.

2. Write a 2-page **essay** describing the history and contribution of the Evangelical United Brethren tradition to our heritage. Be sure to include discussions of...
(A) How and why both the United Brethren and the Evangelical Association began?
(B) The role and impact of William Otterbein, Martin Boehm, and Jacob Albright on these traditions.

3. Write a 6-page essay addressing the following topics in the development of American Methodism:
   (A) What divisions and unifications occurred in American Methodism, and why?
   Be sure to include discussions of the events of 1830, 1939, & 1968.
   (B) How has race been an issue in American Methodism throughout its history?
   Include discussions on Richard Allen, the events of 1844, and the Central Jurisdiction.
   (C) What has been the developing role of women in American Methodism?
   Be sure to include key figures, dates, and events.

III. REMINDER: Be sure you have read the entirety of the Chilcote book and have read Wesley’s sermon/writings on Baptism and Holy Communion before you arrive for the first day of class. You will have in-class assignments due which will be based on these.

IV. Print out and bring to class a copy of the “COS 422 Resource Packet” provided on the “Precourse Assignment” link of the Course of Study website (www.candler.emory.edu/programs/cos/precourse-summer.cfm), OR also available in our class site on Emory’s Blackboard system, OR also from Dr. Germano’s COS422 blog “Wesley World” (www.cos422.blogspot.com). This 50+ page packet includes the course syllabus, as well as helpful outlines, diagrams, and other pertinent material that the instructor will refer to during class lectures.

**Guidelines for Written Assignments**

- All papers should be typed, double-spaced, on 8½” 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 [courseofstudy@emory.edu](mailto:courseofstudy@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 June 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 June 1st at 11:59pm will be subject to a late penalty.
      • Precourse work received between June 2 – June 30 is 2 letter grade deductions.
      • You will be drop from any course for which precourse work has not been received after June 30th. 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 223
   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. If you have five paper assignments for one class, combine all assignments into one paper before sending. You should send only one attachment per-class with all course assignments; emails sent with multiple documents will not be accepted.

5. Your FULL name, phone number, and email address should be included in the body of your email.

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

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.