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 – Bring all books with you to class

A Note About the Hybrid Format
This course is offered in a hybrid format. That means that 15 of the 20 contact hours for class will be in person and the remaining 5 contact hours will be online. Accordingly, there are three major phases of classwork: Pre-Class, In-Class, and Post-Class.

If at any point you have trouble with the technology aspects of this class, please contact Amy Walker in the COS office. Phone: (404) 727-4587 or Amy.Elizabeth.Walker@emory.edu
Pre-Class Assignments
If you complete these assignments in order, it will make your life a lot easier!

Pre-class work must be received no later than 11:59p.m. EST on September 18, 2017. This includes all Discussion Board posts and Written Assignments.

Pre-Class Assignment #1
1) View “Video 1” found in the Echo ALP section of Canvas.
2) Answer the question posted in “Discussion Board 1a (Introductions)” found in the Discussions section of Canvas.
3) Answer the question posted in “Discussion Board 1b (Godly Leaders)” found in the Discussions section of Canvas.

Pre-Class Assignment #2
1) View “Video 2” found in the Echo ALP section of Canvas.
2) Complete MissionInsite tool here: http://www.flumc.org/missioninsite
3) Complete the short questionnaire on this website: https://form.jotformpro.com/71694945984982
4) Answer the questions posted in “Discussion Board 2 (Mosaic Groups)” found in the Discussions section of Canvas.

Pre-Class Assignment #3
1) View “Video 3” found in the Echo ALP section of Canvas.
2) Take the Myers-Briggs assessment found here: https://www.16personalities.com/
3) Read Introduction to Type by Isabel Myers Briggs.
4) Write 2 pages (double-spaced) reacting to your highest score type. Do you agree with the assessment? What seems to ring true for you? What challenges are also in play due to this type? Submit this assignment through Canvas in the Assignments section.
5) Answer the questions posted in “Discussion Board 3 (Myers-Briggs)” found in the Discussions section of Canvas.

Pre-Class Assignment #4
1) Read Finding Our Story: Narrative Leadership and Congregational Change
2) View “Video 4” found in the Echo ALP section of Canvas.
3) Write 2 pages on the narrative approaches in play at your church. How does your congregation tell their story and how might you leverage it for casting a vision? Submit this assignment through Canvas in the Assignments section.

Pre-Class Assignment #5
1) Read Ducking Spears, Dancing Madly: A Biblical Model of Church Leadership
2) View “Video 5” found in the Echo ALP section of Canvas.
3) Answer the questions posted in “Discussion Board 5 (David’s Leadership)” found in the Discussions section of Canvas.
Pre-Class Assignment #6
1) Read The Strategically Small Church
2) View “Video 6” found in the Echo ALP section of Canvas.
3) Answer the question posted in “Discussion Board 6 (Intergenerational Interactions)” found in the Discussions section of Canvas.

Pre-Class Assignment #7
1) Read Church Leadership: Vision, Team, Culture, and Integrity.
2) View “Video 7” found in the Echo ALP section of Canvas.
3) In no more than 6 pages, paint a picture of your church. In the first 4 pages, describe qualities of your church that are positive and unique that you hope will never change. Then describe new things you long to see in your church. In the last 2 pages, look at the gap between the present and the hoped for. What are the new things that you would like to see in your church? What are the opportunities and challenges? What needs to happen to close that gap? What are the leadership tasks that need to be accomplished? What are the tools and people resources that would be part of the success? Submit this assignment through Canvas in the Assignments section.

Pre-Class Assignment #8
1) Watch “Video 8” in Canvas found in the Echo ALP section of Canvas.
2) Develop a Big Hairy Audacious Goal for your church. Use 6 pages to think of a strategic step forward that would really show new approaches for your church family.
   - What would be necessary steps to advance to this big idea?
   - What are the leadership and other resources that are required?
   - What are the obstacles?
   - Detail the steps and approaches you would like to take.
3) Submit this assignment through Canvas in the Assignments section and come prepared to share this idea in class.

Pre-Class Assignment #9
1) Watch “Video 9” in Canvas found in the Echo ALP section of Canvas.
2) Read the New York Times’ article discussed in the video. Also try a couple of the guided meditations that are posted there. Here’s the link: https://www.nytimes.com/well/guides/how-to-meditate
3) Answer the question posted in “Discussion Board 9 (Mindfulness)” found in the Discussions section of Canvas.

Post-Class Assignment
This post-class assignment must be uploaded to Canvas no later than October 23, 2017.
Take the input from classmates and refine your Pre-Class Assignment #8. Put more integrated thinking into this Big Hairy Audacious Goal for your church. What have you come to see as the important steps for you to take in order to move this goal forward? The finished document should be approximately 8 pages.
How Your Discussion Board Posts Will Be Graded

4 points awarded when student’s post:
Demonstrates excellence in grasping key concepts. Ideas are expressed clearly, concisely; with appropriate vocabulary/grammar; and uses appropriate citation. Response to others is polite and constructively critiques work of others; stimulates discussion; and readily offers new interpretations of discussion material.

3 points awarded when student’s post:
Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression is evident.

2 points awarded when student’s post:
Shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language use garbles much of the message; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and a redundancy with words and commentary; paragraphs often appear unrelated to each other.

0 points awarded when student’s post:
A minimal posting of material. Shows no significant understanding of material. Language is mostly incoherent.

COS Grading Scale
A+ 97-100  B+ 87-89  C+ 77-79  D+ 67-69
A  93-96   B  83-86   C  73-76   D  65-66
A-  90-92  B-  80-82  C-  70-72  F  0-64

How Your Final Course Grade is Determined
20% Discussion Board Assignments (for Pre-Class Assignments 1, 2, 3, 5, 6, 9)
24% Written Assignments (for Pre-Class Assignments 3 & 4)
36% Written Assignments (for Pre-Class Assignments 7 & 8)
These are best done as a final part of your work before class.
Try to draw from input and the other texts in the class.
12% Attend and actively participate in class discussions and come prepared to share your written assignment for Video 8.
8% Post-Class Assignment

Grade Deduction Policy
Pre-class work must be received no later than 11:59p.m. EST on September 18, 2017. This includes all Discussion Board posts and Written Assignments.
Pre-class work received after the deadline will be subject to the late penalty schedule below:
- Pre-class work received between September 19-25 will receive a one-letter grade deduction.
- Pre-class work received between September 26-29 will receive a two-letter grade deduction.
- Students who have not turned in pre-class work by September 29 will be dropped from the class.
Guidelines for Written Assignments

- All papers should be typed, double-spaced, and on 8.5x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- Note the question you are answering at the beginning of each new section or page.
- All papers must be properly cited. Please use MLA formatting. This is the best website for learning more about MLA format: https://owl.english.purdue.edu/owl/resource/747/1/

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 participation 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.