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 of 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/](http://owl.english.purdue.edu/owl/resource/685/02/) and read about the different types of academic writing. After you have written your pre-class 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.
Pre-Class Assignments
Pre-Class Assignments A, B & C should be emailed to amy.elizabeth.walker@emory.edu by June 1 in one Word document with each assignment clearly marked within the document.

Pre-Class Assignment A
Submit a reading interaction of 4 pages on each of the required readings. A sample reading interaction template is provided for your notekeeping 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 evangelism?
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?

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 or discipline?
   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?
Pre-Class 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>
<td></td>
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<td></td>
</tr>
<tr>
<td>Where do you see the need for these things in your congregation?</td>
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<td></td>
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<tr>
<td>How could you create these things in your congregation?</td>
<td></td>
<td></td>
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</tbody>
</table>

Pre-Class Assignment C
Thompson, Marjorie J. *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.

How Your Final Course Grade Is Determined
20% Pre-Class Assignment A
20% Pre-Class Assignment B
20% Pre-Class Assignment C
20% Class Participation
20% Final Exam

COS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>65-66</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
</tr>
</tbody>
</table>
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.
Directions to Email Pre-Class Assignments

DEADLINE – Email must be received no later than 11:59p.m. EST on June 1, 2017. Pre-class work received after the deadline will be subject to the late penalty schedule below:

- Pre-class work received between June 2-8 will receive a one-letter grade deduction.
- Pre-class work received between June 9-15 will receive a two-letter grade deduction.
- Students who have not turned in pre-class work by June 15 will be dropped from the class.

EMAIL SUBJECT LINE – The subject of your email should be “Pre-Class Work – COS 123”

THE EMAIL – Your full name, phone number, and email address should be included at the beginning of your email. Pre-class work must be sent as an attachment and not in the body of the email.

a. Only Microsoft Word documents will be accepted.
b. All assignments for each class must be in one document. You should send only one attachment with all class 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-class 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 72 hours of submitting your pre-class work.