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

Required Readings
(These readings are available for free on the class’ Canvas site under “Library Course Reserves”)
- Daniels, Jr., Joseph W. *Walking with Nehemiah: Your Community Is Your Congregation.* Nashville: Abingdon Press, 2014. (Chapter 1)

Supplemental Readings
Pre-Class Assignments

Pre-Class Assignments #2-8 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 #1:
Read both of the required textbooks in their entirety (The Strategically Small Church and Pastor on Track).

PRE-CLASS ASSIGNMENT #2:
From O’Brien, write three (3) pages delineating each of the advantages of the strategically small church from his perspective. Clearly cite:
   (1) Where you agree with O’Brien
   (2) Where you disagree with O’Brien

PRE-CLASS ASSIGNMENT #3:
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?

PRE-CLASS ASSIGNMENT #4:
Write a two (2) page paper on the clergy person who most impressed you. Share three traits that make this person a strong leadership role model for you.

PRE-CLASS ASSIGNMENT #5:
Write a one (1) page paper on the leader from any discipline (politics, business, military, clergy) who least impressed you. Share three traits that make this person a weak leadership role model for you.

PRE-CLASS ASSIGNMENT #6:
Read chapter one of Walking with Nehemiah: Your Community Is Your Congregation. Daniels writes of the community as congregation. In two (2) pages, write about:
   (1) What he says about the importance of knowing what breaks your heart in your community
   (2) How church leaders can inspire local churches to better know the community
   (3) How this text challenges you to know your community better.

PRE-CLASS ASSIGNMENT #7:
After reading Part I of Keeping the Sabbath Wholly: Ceasing, Resting, Embracing, Feasting, write a two (2) page paper explaining how the Sabbath can impact the life of a leader and congregation spiritually. Cite agreements and disagreements.
PRE-CLASS ASSIGNMENT #8:
Read chapter one of Ducking Spears, Dancing Madly: A Biblical Model of Church Leadership. Parks and Birch write, “Each generation will reinterpret church leadership for itself by accepting, adapting, or adding to the previous generation’s language” and “The second thing that is clear from the New Testament’s diverse witness to ministry is how much of it resonates with our contemporary preoccupation with the particular ministry function of leadership.”

What does “accepting, adapting, or adding to the previous generation’s language” mean for ministry in general? What does it mean for your ministry? What is our “contemporary preoccupation with the particular ministry function of leadership” according to the writers? Do you agree with these? Why or why not?

In-Class Assignments
Students will write two (separate) one-page responses to lecture-based questions during class time.

How Your Final Course Grade Is Determined
40% Pre-Class Work
40% Final Exam
15% In-Class Assignments (two assignments, each worth 7.5%)
5% Class Participation & Attendance

COS Grading Scale

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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/](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 124”

**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.