Course Description and Outcomes
This course is the capstone to the student’s basic course of study. Its focus is the integration of the biblical, theological, and practical aspects of ministry.

Students will be able to:
1. Articulate a Trinitarian theology for the practice of ministry.
2. State clearly the nature and mission of the Church and its relation to pastoral ministry.
3. Demonstrate the ability to reflect theologically.
4. Develop a plan for lifelong theological reading, reflection, and growth.

Required Textbooks
- *Book of Discipline*
- *By Water and the Spirit: A United Methodist Understanding of Baptism*  
  (you can download this for free from the class Canvas site under the “Files” section)
- Cahalan, Kathleen. *Introducing the Practice of Ministry.*  
- Robinson, Elaine A. *Introduction to Theology for Ministry.*  
- *This Holy Mystery: A United Methodist Understanding of Holy Communion*  
  (you can download this for free from the class Canvas site under the “Files” section)
- Willimon, William H. *Pastor: The Theology and Practice of Ordained Ministry.*  
Supplemental Textbooks


A Note about the Hybrid Format
This course is offered in a hybrid format. That means that 15 of the 20 contact hours will occur in class and 5 hours will occur online. If you have any problems with the technology aspect of this course, please call Amy Walker at 404.727.4587. She’s here to help!

There are three phases in the class:

- The **PRE-CLASS PHASE** is meant to set the foundation for our time together in person. In advance of class, students will view the online video lectures, complete quizzes based on the video lectures, write on discussion boards, and read selections from required textbooks.

- The **IN-CLASS PHASE** will be devoted to digging into the course material through lecture and discussion.

- The **POST-CLASS PHASE** will allow you to evaluate what you have learned throughout the class by completing a final project.

Pre-Class Assignments

**Pre-Class Assignments #2-6 should be uploaded to the class Canvas site in the “Assignments” section no later than April 9.**

PRE-CLASS ASSIGNMENT #1:
Watch the video titled “Introduction” and then go to the discussion board and take a few minutes to introduce yourself to your colleagues.
PRE-CLASS ASSIGNMENT #2
Construct your spiritual autobiography by doing the following (you may use your own creativity in how you present this):

a) Draw a timeline
b) List the major events of your life on the timeline (birth, siblings, moves, graduation(s), accomplishment(s), marriage, divorce, children, career, life events, awards, family/friend deaths, etc.).
c) Record religious events, affiliations, ceremonies (church attendance/membership), call to ministry, etc.
d) Identify any significant spiritual events in your life.

Answer the following questions:
1) As you look at the various periods of your life, what was God doing?
2) What was your response? (One page for timeline and one page for answers to the two questions)

PRE-CLASS ASSIGNMENT #3
Read Elaine Robinson’s Introduction to Theology for Ministry and answer the following:
   Chapter 1. What is Theology? (one paragraph)
   Chapter 2. How Did Theology Develop? (one paragraph)
   Chapter 3. How Do We Do Theology? (one paragraph)
   Chapter 4. What Do We Believe? (one paragraph)

PRE-CLASS ASSIGNMENT #4
Using Kathleen Cahalan’s book Introducing the Practice of Ministry, reflect on the following:
   a) According to Calahan, what is the nature of discipleship? (one paragraph)
   b) Explain how Calahan understands vocation. (one paragraph)
   c) Using direct quotes from the book, put together Calahan’s understanding of the doctrine of the Trinity. (one paragraph)

PRE-CLASS ASSIGNMENT #5
After reading Willimon’s The Theology and Practice of Ordained Ministry, answer the following:
   a) According to Willimon, what is ministry? (one page)
   b) Willimon introduces the following 11 roles of a pastoral leader: The pastor as Priest, Priest as Pastor, Interpreter of Scripture, Preacher, Servant of the Word, Counselor, Teacher, Evangelist, Prophet, Leader, Character, Disciplined Christian.
      1) Define each in keeping with Willimon’s description with a sentence long definition.
      2) From this list, choose five of the practices that are closest to your own understanding and practice of ministry, and write a paragraph telling how this is like or unlike your understanding and practice of ministry (one paragraph for each).
PRE-CLASS ASSIGNMENT #6
After reading Charles Wood and Ellen Blue’s *Attentive to God: Thinking Theologically in Ministry*, write a summary of the following from Part One-Becoming Theological: *(one paragraph each)*

I. An Understanding of Theology
II. The Shaping of Attentiveness
III. Elements of Theological Judgment
IV. Vision and Discernment
V. Cultivating Discernment in Ministry

PRE-CLASS ASSIGNMENT #7

- Go to the “Discussions” section of Canvas to answer the discussion board questions. Discussion board posts must be completed no later than April 9.
- Go to the “Quizzes” section of Canvas to take the quizzes. Quizzes must be completed by April 9.

Watch the 8 online video lectures found in the Echo ALP section of the class Canvas site. For each video, there will be a discussion board question you need to answer or a quiz you need to take. In each video, there will be a slide telling you what to do.

PRE-CLASS ASSIGNMENT #8

*Pre-Class Assignment #8 should be brought with you to the first day of class.*

In preparation for the weekend of class, please bring a 5-minute sermon that you will preach to the class on Saturday.

POST-CLASS ASSIGNMENT: FINAL PROJECT

A final project will be assigned at a later date, and will be due May 28, 2018.

How Your Final Course Grade Is Determined

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>25%</td>
<td>Pre-Class Assignments #2-6</td>
</tr>
<tr>
<td>15%</td>
<td>Discussion Boards <em>(3 discussion boards at 5 points each)</em></td>
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<tr>
<td>15%</td>
<td>Quizzes <em>(5 quizzes at 3 points each)</em></td>
</tr>
<tr>
<td>10%</td>
<td>Participation</td>
</tr>
<tr>
<td>10%</td>
<td>Pre-Class Assignment #8 (Sermon)</td>
</tr>
<tr>
<td>25%</td>
<td>Post-Class Assignment: Final Project</td>
</tr>
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Grade Deduction Policy

- Pre-Class Assignments must be submitted no later than 11:59p.m. EST on April 9, 2018.
- If the Pre-Class Assignments are submitted after the deadline, they will be subject to the late penalty schedule below:
  - Received between April 10-16 will receive a one-letter grade deduction.
  - Received between April 17-20 will receive a two-letter grade deduction.
  - Students who have not submitted these assignments by midnight on April 20 will be dropped from the class.

COS Grading Scale

<table>
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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
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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.

Guidelines for Written Assignments

- All papers should be typed, double-spaced, and on 8.5”x11” 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.
- All papers must be properly cited. You can see how to properly cite your quotes in the “Files” section of your Canvas site under “Writing Tips.”

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.