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 can be found on the “Library Course Reserves” section of Canvas)

Supplemental Readings
Pre-Class Assignments

Pre-Class Assignments should be posted in the “Assignments” section of the class’ Canvas site no later than June 1.

PRE-CLASS ASSIGNMENT #1:
- Read O’Brien’s *The Strategically Small Church: Intimate, Nimble, Authentic, and Effective.*
- Write 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 #2:
- Read Cleaver’s *Pastor on Track: Reclaiming Our True Role.*
- Write 3 pages explaining what each of his five essentials means to you. Which of these is your strong point? Which is your weak point? (Pastoral Focus)

PRE-CLASS ASSIGNMENT #3:
- Read Birch & Parks’ *Ducking Spears, Dancing Madly: A Biblical Model of Church Leadership.*
- Birch & Parks move us to see biblical characters who were called by God. Write 2 pages that include the following:
  1. The biblical text that explains and/or inspired your call to ministry
  2. What are two principles that make for strong clergy leaders? What are two principles that make for strong lay leaders? Are there differences in what makes a strong lay leader from what makes a strong clergy leader? If so, what are they? If not, why not? (Call of Transformative Leaders)

PRE-CLASS ASSIGNMENT #4:
- Read chapter one from Daniels’ *Walking with Nehemiah: Your Community Is Your Congregation.*
- He writes of the community as congregation. In 2 pages, write about:
  1. What breaks your heart in your community? Why is that important?
  2. How can church leaders become inspired to better know the community?
  3. How does this text challenge you to know your community better? (Connectional/Relational)

PRE-CLASS ASSIGNMENT #5:
- Read Part One from Dawn’s *Keeping the Sabbath Wholly: Ceasing, Resting, Embracing, Feasting.*
- In 2 pages, explain how the Sabbath can impact the life of a leader and congregation spiritually. Cite agreements and disagreements. (Ecclesiastical)

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

Grade Deduction Policy
Pre-class work must be received no later than 11:59p.m. EST on June 1, 2018.
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 submitted pre-class work by June 15 will be dropped from the class.

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.