All precourse assignments should be emailed to the Course of Study Office by June 20, 2014. If you are attending the two/four week summer school session then the precourse work for this course is due May 1st with all other precourse assignments. If you are only attending the weekend session then your precourse work is due June 20th, and no precourse work will be accepted after June 20th.

Course Description
This course emphasizes the integration of the role of the practicing pastor with the church’s theological heritage and its particular Wesleyan expression. The course also stresses theology as an ongoing task of critical reflection for the purpose of action. Consideration is given to issues, events, and institutions that form the context within which the pastor is required to think, speak, and act with theological clarity.

Course Objectives
- Continued growth of the pastor’s identity as theologian and the development of his or her own credo (a written statement of the pastor’s own understanding of Christian doctrine)
- Focus upon thinking theologically about everyday activities and contemporary events in the political, economic, and social areas of life
- Reflection upon a variety of theological perspectives in order to apply a faithful critique to persons who claim to be God’s voices in our time
- Integration of the pastor’s theological understanding in the practice and evaluation of ministry
- Encouragement of lifelong theological reading, reflection, and growth

Required Textbooks
- Bible

Supplemental Textbooks
- The Book of Resolutions of the United Methodist Church 2012 (ISBN 9781426757877)
Precurse Assignment: Please submit assignment #1 to the COS Office by June 20th!

1. **Read** Scott Jones book *United Methodist Doctrine: The Extreme Center* in its entirety.

2. **Write a 2 page (typed, double spaced, 12 pt font) summary** of Jones major points and premise of the book from your reading of the Introduction. Use your own words. **Avoid long quotes.** Cite your reference pages.

3. **Short essays: 2 pages per chapter, (typed, double spaced, 12 pt font)**
   a. **Chapters 1** discuss, in your own words, what Jones calls the “shape of United Methodist Doctrine” and the authoritative text that inform UM doctrine. **Chapter 2** – discuss the **Nature** of United Methodist doctrine.
   b. **Chapters 3-9** - summarize the doctrinal teachings of the United Methodist Church using scripture and other supporting text discussed by Jones that inform your theological understand. Engage each doctrine- 2 pages per chapter as instructed above.
   c. **Chapter 10** – Discuss the **goal** of doctrine particularly for ministry that enables and nurtures Christian life.

4. **Peruse Cobb’s text, select 2 issues that are relevant to your ministry or are currently confronting the church (2 different chapters) and prepare for in-class discussion:** A 2 page (per issue) engagement of 2-3 of the **Discussion questions** found at the end of the chapter or you may pose your own guiding questions for theological engagement. **Use scripture and other authoritative UM text to discuss your response.** Document (cite) the paragraph, page, or reference number for your references in the various text. This paper will be submitted for a grade. (Make 2 copies, 1 for yourself and one to be turned in).

**Guidelines for Written Assignments**

- All papers should be typed, double-spaced, on 8½” by 11” paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
- All papers must include a page number and the last name of the student in either the header or footer of every page.
- You should note the question you are answering at the beginning of each new section of materials.
- All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.
- Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.
- All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.
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 partnership 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 Precourse Assignments

Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resend your assignments.

1. Email only michelle.levan@emory.edu, do not email instructors precourse assignments.
2. Email must be received no later than 11:59pm on the deadline of June 20, 2014.
   1. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   2. You will be drop from any course for which precourse work has not been received by the June 20th deadline. No precourse work will be accepted at check-in.
3. The course number and the phrase “precourse work” should be the subject of your email: Example - Precourse Work 113
   1. You will need to send a separate email for each course you are registered to attend.
4. Precourse work must be sent as an attached document and not in the body of the email.
   1. Any version of Microsoft Word will be accepted; PDF and Mac-Pages documents will not be accepted.
   2. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments.
5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email. See Example
6. Plagiarism Policy and Plagiarism Defined
   The plagiarism Policy and Defined paragraphs below must be included in the body of your email (both are below), not within your precourse 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. Your email, with the plagiarism policy and definition will be printed and used as the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.

   **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.

7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED!