

Course of Study School of Ohio
COS123 Formation and Discipleship

Summer 2020 August 3-7 and 10-13

Course Instructor: Dr. Randy G. Litchfield

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Embedded Writing Instructor: Dr. Trad Nogueira-Godsey (tgodsey@mtso.edu)

Description of Course

This course grounds the student in the theology and core practices of personal and congregational formation and discipleship.

Course Objectives

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.

Textbooks and Resources

Required:

Litchfield, Randy G. *Roots and Routes: Calling, Ministry and the Power of Place*. Nashville: Abingdon Press, 2019.

Matthaei, Sondra. *Formation in Faith: Congregational Ministry of Making Disciples*. Nashville: Abingdon Press: 2008.

Recommended but not required:

Wimberly, Anne E. Streaty. *Soul Stories: African American Christian Education*. Nashville: Abingdon Press, 2005.

Online Resources:

This course is fully online using a combination of real-time video conferencing (Zoom) and online resources posting on Populi (learning management system). Prior to August 1st some preliminary resources for the course are available under the “Syllabus” tab in Populi.

An *optional* orientation to the course will be held via Zoom on Wednesday July 8th at 7:00. This will be a one-hour check in to make sure everyone understands the online format, tools, and resources. The session will be recorded and available online if you are not able to attend.

Assignments

1. **Roots and Routes Reflection Paper.** Students need to engage the ways their faith and vocational imaginations have been shaped and are in the process of being shaped. The assignment traces one’s journey through various places in life, the interplay of faith and vocation with those places, and formative theological assumptions.

Before writing the paper view the online presentation about writing the assignment by Dr. Trad Nogueira-Godsey, Writing Instructor. You can find this on the COS123 course site in Populi under the syllabus tab,

NOTE: Whenever dealing with the events and places of our lives, there is always the potential for stirring up difficult and painful memories. In completing this assignment, you need not disclose such experiences—you do not have to go there. If you do include them, do not disclose more than you feel comfortable doing—maintain the integrity of your boundaries. If you are unsure about this matter, check with the instructor. **This assignment is NOT shared with other students.**

Sections of the Paper (This is a 4-page single-spaced paper)

- **Introduction.** Present a brief description of significant places you have experienced in chronological order. The purpose of this section is to provide an overview of places within your life journey that sets a context for deeper description and reflection on specific places in the rest of the paper. This is more than a listing of places but neither is it a detailed description of each place. Certainly the various locations you have lived should be included but you can include other kinds of places as well (e.g. a house, school, museum, memorial, service trip, etc.). Note places that were particularly important to your faith and identity.
- **Reflection on two places.** Describe and reflect on two places you have experienced, one prior to age 19 and one including or after age 19. Choose places that had a significant part to play in your identity, vocation, or faith. The boundaries of these places can vary from a town, neighborhood, institution, landscape, or spot such as a memorial marker. For each place:
 - Richly describe the location, any historical significance, physical aspects, socio-cultural aspects, and natural aspects.
 - Describe what you brought into the experience of this place that contributed to the place being significant. How did you shape this place?
 - Describe what this place evoked in you cognitively, emotionally, behaviorally, spiritually.
 - Explain what made this place significant for your identity, faith, and vocation, whether positively or negatively, and how this is part of you now.
- **Reflection on the interplay of place, identity, and vocation in your life journey.** Share your reflections on how the places of your life journey, which can include the present ones, shape the trajectory of your vocation and identity. Summarize what you have learned through this exercise about the interplay of place, identity, faith, and vocation.

Submit the paper by Friday July 24, 2020 for Dr. Trad Nogueira-Godsey, Writing Instructor, to review. He will review your paper and return it in time for you to address any writing issues identified before submitting the final version of the paper. This process does not include any grading. Submit your draft on the COS123 course site in Populi under “Assignments” then under “DRAFT--Roots and Routes Reflection Paper.”

Submit the final version of the paper by Friday August 7, 2020 for Dr. Randy Litchfield, COS123 Instructor, to grade. Submit your final paper on the COS123 course site in Populi under “Assignments” then under “FINAL--Roots and Routes Reflection Paper.”

2. **Assignment—Lesson Plan.** Drawing upon the reading and information from class sessions, develop a full learning plan for a creative study in your congregation. In the case of a Bible Study, this will include a written exegesis of the biblical passage (student’s choice) being studied. Teach this lesson and ask for feedback from participants. Submit the learning plan with a reflection on the effectiveness of your teaching. The assignment is based on a lesson-planning template and specific guidelines provided during the first weekend of class. A presentation on how to do the assignment, lesson

planning templates, resources, and examples are available under “Lessons” then under “Doing the Lesson Plan Assignment.” **Submit a draft of your lesson plan by class time on Wednesday August 12, 2020 and the final version to be graded on Tuesday August 18th.**

3. **Assignment—Learning and Formation Plan for Your Congregation.** Draft a learning and formation plan for your congregation. The development of the plan will draw upon the Litchfield and Matthaehi textbooks, other class readings, class presentations, and class discussion. The assignment integrates class learnings and provides a usable plan for a congregation. Resources for how to do the assignment and examples are available under “Lessons” then under “Doing the Learning and Formation Plan for Your Congregation Assignment.” **Submit a draft of your lesson plan by class time on Wednesday August 12, 2020 and the final version to be graded on Tuesday August 18th.** Submit your congregational plan on the COS123 course site in Populi under “Assignments” then under “Congregational Learning and Formation Plan.” Guidelines and examples available online.

Evaluation and Percentages

Roots and Routes Reflection paper	20%
Lesson Plan (full plan and assessment reflection)	35%
Congregational Learning and Formation plan	35%
Class citizenship	<u>10%</u>
Total	100%

Class Schedule

Wednesday July 8th at 7:00 — Optional Class Orientation Zoom meeting

Week 1

Monday August 3rd – Zoom meeting 1:00-3:15

Topics:

- Our class as a learning community
- Vocation as well as discipleship as goals of Christian formation
- Interplay of place and vocation

Prep for Class:

- Read *Roots and Routes* chapters 1-5 and reflect on questions at end of chapters

Tuesday August 4th – Zoom meeting 1:00-3:15

Topics:

- Engaging place and empowering vocation of all persons
- Approaches to teaching, learning, and formation

Prep for Class:

- Read *Roots and Routes* chapters 6-8 and reflect on questions at end of chapters
- Read two scanned chapters from Wimberly’s *Soul Stories* posted in Populi
- View “Thinking Educationally” presentation posted in Populi

Wednesday August 5th – Zoom meeting 1:00-3:15

Topics:

- Understanding faith journeys and faith development
- Ways people learn

Prep for Class:

- View four-part video presentation on faith development...links posted on Populi
- Read scanned chapter from Armstrong's *Multiple Intelligences in the Classroom* posted in Populi

Thursday August 6th – Zoom meeting 1:00-3:15

Topics:

- Lesson planning

Prep for Class:

- View presentation on lesson planning Prezi (we will go through this presentation in class so viewing the presentation can be done as prep for class or later review)

Friday August 7th – Zoom meeting 1:00-3:15

Roots and Routes Reflection Paper Due – submit via Assignment tab in Populi

Topics:

- Congregational culture
- Understanding how practices form faith

Prep for Class:

- Work on paper assignment

Week 2

Monday August 10th – Zoom meeting 1:00-3:15

Topics:

- Discuss learnings from Roots and Routes Reflection Paper
- Planning for congregational learning and formation

Prep for Class:

- Think about your congregation's culture, it's calendar, it's activities, and hopes you have for it
- Read *Formation in Faith* chapters 1-3

Tuesday August 11th – Zoom meeting 1:00-3:15

Topics:

- Equipping for vocation and discipleship

Prep for Class:

- Read *Formation in Faith* chapters 4 – Appendix IV

Wednesday August 12th – Zoom meeting 1:00-3:15

Drafts of Lesson Plan and Learning and Formation Plan for Your Congregation due

Topics:

- Equipping for vocation and discipleship

Prep for Class:

- Work on assignment draft

Thursday August 13th – Zoom meeting 1:00-3:15

- Discussion of congregational plans to foster learning, vocation, and discipleship
- Integrate learnings and loose ends from course
- Course assessment

Tuesday August 18th

Lesson and congregational plan due – submit via Assignment tab in Populi

Academic Honor

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling his or her academic requirements be the original work of the student.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one's own.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting as one's own work with the work of another whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who knowingly uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions: (1) warning; (2) probation; (3) suspension for the remainder of the course; (4) dismissal from the Course of Study School of Ohio; (5) grade of Fail for the course. Regardless of the outcome, a letter will be sent to the student's District Superintendent and Board of Ordained Ministry representative.