

Course of Study School of Ohio COS123 Formation and Discipleship

Winter 2020 February 14-15 and March 13-14

Course Instructor: Dr. Randy G. Litchfield

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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 takes advantage of the Populi website for COS123. Grace Wallace (gwallace@mtso.edu) will open student access to Populi for students in this class in mid-November; if you'd like access before then, please email her. Once you login to Populi, click "My Courses" near the top left then click on "123: Formation & Discipleship" to get to the course page.

Prior to February 1st the resources needed for the first weekend are available under "Info."

Course of Study at MTSO

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123: Formation & Discipleship 2019-2020: 2020 Winter

Clone from another course | Import Common Cartridge | Finalize course

Information

Term	2020 Winter
Course	123
Start/End	Feb 14, 2020 - Mar 21, 2020 Open to students from Feb 1, 2020 to Mar 31, 2020
Add/Drop	Dec 17, 2019 12:00am
Name	Formation & Discipleship
Section	1
Description	This course grounds the student in the theology and core practices of p 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 congrega 3. Educate and resource a congregation in the disciplines Christian formation. 4. Organize congregations to help people discern their callings and gifts for ministry.
Delivery Method	MTSO
Pass/Fail	No

Links

- o Part 1--Faith Development Presentation
- o Part 2--Faith Development Presentation
- o Part 3--Faith Development Presentation
- o Part 4--Faith Development/Transforming Times Presentation
- o Writing Instructor presentation on 1st assignment

Reading List

Required Books

- o Formation in Faith: The Congregational Ministry of Making Disciples
- o Roots and Routes: Calling, Ministry, and the Power of Place

Files

- o faith_development_handout.pdf
- o routes and roots reflection guide w...
- o Wimberly--Soul Stories pp 1-35.pdf

Annotations:

- Links to videos for 1st weekend
- Hard copy of faith development presentation slides
- Guideline for 1st assignment
- One of the readings for 1st weekend

On February 1st you will find the following:

- A copy of the syllabus
- Under the “Lessons” tab on the left of the website, the following lessons which contain info about prepping for weekends, videos, templates, assignment guidelines, and assignment samples:
 - Syllabus
 - Prep for February 14-15 Weekend
 - Prep for March 13-14 Weekend
 - Doing the Routes and Roots Reflection Paper Assignment
 - Doing the Lesson Plan Assignment
 - Doing the Learning and Formation Plan for Your Congregation Assignment
- Under the “Assignment” tab on the left of the website, places for you to submit and receive instructor evaluation of assignments

Preparation and Assignments

FOR THE FEBRUARY 14-15 CLASS MEETING

1. **Reading preparation**—Read and be prepared to discuss:
 - Litchfield’s *Roots and Routes: Calling, Ministry and the Power of Place* (textbook)
 - Pages 1-35 from Anne Streaty Wimberly’s *Soul Stories: African American Christian Education* (scanned and available on the COS123 course site in Populi—prior to February 1st under “Info” and after February 1st under “Lessons” then under “For February 14-15 Weekend”)
2. **View online presentations**—View faith development presentation by Dr. Litchfield and the presentation on doing the first assignment by Dr. Trad Nogueira-Godsey, Writing Instructor. You can find these on the COS123 course site in Populi—prior to February 1st under “Info” and after February 1st under “Lessons” then under “For February 14-15 Weekend.”
3. **Assignment—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, read *Roots and Routes*, view the online presentation about faith development, review the detailed assignment guideline, and the online presentation about writing the assignment by Dr. Trad Nogueira-Godsey, Writing Instructor. You can find these on the COS123 course site in Populi—prior to February 1st under “Info” and after February 1st under “Lessons” then under “Doing the Routes and Roots Reflection Paper Assignment.”

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 Tuesday February 4, 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 February 14, 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."

FOR THE MARCH 13-14 CLASS MEETING

1. **Reading preparation**—Read and be prepared to discuss the Matthaëi’s *Formation in Faith* (textbook).
2. **View online presentations**—These are available online at link above:
 - Lesson planning using the assignment template
 - Congregational Culture
 You can find these on the COS123 course site in Populi under "Lessons" then under "For March 13-14 Weekend."
3. **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 your lesson plan by class time on March 13, 2020.** Submit your lesson plan on the COS123 course site in Populi under "Assignments" then under "Lesson Plan."
4. **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 Matthaëi 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 your lesson plan by class time on March 13, 2020.** 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 at link above.

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%

General Schedule

Weekend 1

Friday Afternoon 3:30-6:00 February 14

- Our class as a learning community
- Understanding faith journeys and faith development (based on online presentation)

Friday Evening 7:00-9:00 February 14

- Understanding who we are as teachers and formative leaders
- Vocation (Litchfield reading)
- Approaches to teaching, learning, and formation (Litchfield and Wimberly reading)

Saturday Morning 8:00-11:20 February 15 (in class presentation and discussion)

- Educational ministries and resources
- Ways people learn

Saturday Afternoon 1:00-3:15 February 15 (in class presentation, discussion, demonstration)

- Ways people learn
- Planning for learning
- Curricular resources

Weekend 2

Friday Evening 3:30-6:00 March 13

- Discussion of learning plans
- Understanding how practices form faith (in class presentation and discussion)

Friday Evening 7:00-9:00 March 13 (Matthaei reading)

- Equipping for vocation and discipleship

Saturday Morning 8:00-11:20 March 14 (Matthaei reading)

- Equipping for vocation and discipleship

Saturday Afternoon 1:00-3:15 March 14

- Discussion of congregational plans to foster learning, vocation, and discipleship

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.