

Course of Study School of Ohio
COS123 Formation and Discipleship

Spring 2021 April 16-17 and May 14-15 (synchronous Zoom meeting days)

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 Course Format:

This course involves 20 hours of instructional time (the time traditionally spent in a classroom) not counting time for required reading and completion of assignments. The instructional time is distributed as follows:

12 hours of class meeting via Zoom at these times:

Friday April 16

6:00-8:00 p.m.

Saturday April 17

9:00-11:00 a.m.

1:00-3:00 p.m.

Friday May 14

6:00-8:00 p.m.

Saturday May 15

9:00-11:00 a.m.

1:00-3:00 p.m.

NOTE: Zoom sessions will be discussion oriented since most course content is provided through online presentations and readings

6 hours of instructor video presentations (4 hours) and responses on discussion board (2 hours) on Populi

2 hours exploring online resources (instructor & student provided) and discussion board on Populi

20 hours total of instructional time

An optional orientation to the course will be held via Zoom on Thursday March 18th 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, 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 April 1st under “Syllabus” and after April 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 Friday April 23, 2021 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 before noon Friday May 14, 2021 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. **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. 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 May 21, 2021.** Submit your lesson plan on the COS123 course site in Populi under “Assignments” then under “Lesson Plan.”

3. **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 your lesson plan by May 21, 2021.** Submit your congregational plan on the COS123 course site in Populi under “Assignments” then under “Congregational Learning and Formation Plan.”

Evaluation and Percentages

Roots and Routes Reflection paper	30%
Lesson Plan (full plan and assessment reflection)	35%
Congregational Learning and Formation plan	25%
Class citizenship	<u>10%</u>
Total	100%

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.

Course Calendar

Thursday March 18 at 7:00-8:00 p.m. — Optional orientation to the course via Zoom

➔ **March 28 – April 4 Palm Sunday, Holy Week, and Easter** ← FYI...plan ahead your course work!!!

April 1 through April 16 — Work through reading & online lessons, completing them by April 17 (all course resources available on Populi starting April 1st)

Reading — 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 April 1st under “Syllabus” and after April 1st under “Lessons” then under “Soul Stories”)

Online Learning — View the presentations and contribute to online discussions in each of these lessons

- Lesson 1: Roots and Routes
- Lesson 2: Thinking educationally
- Lesson 3: Sacramental Teaching
- Lesson 4: Faith Development
- Lesson 5: Teaching and Learning
- Lesson 6: Multiple Intelligences
- Lesson 7: Dr. Trad Nogueira-Godsey (Writing Instructor) Presentation

Friday April 16 6:00-8:00 p.m. — Zoom class session

- Our class as a learning community
- Understanding faith journeys and faith development
- Vocation and discipleship as goals of formation

Saturday April 17 9:00-11:00 a.m. — Zoom class session

- Approaches to teaching, learning, and formation
- Ways people learn

Saturday April 17 1:00-3:00 p.m. — Zoom class session

- Ways people learn
- Planning for learning

April 19 through May 13 — Work through reading & online lessons, *completing them by May 14*

Reading—Be prepared to discuss Matthaëi’s *Formation in Faith* (textbook)

Online Learning—

- Lesson 8: Congregational Context
- Lesson 9: Religious Leadership and Education
- Lesson 10: Practices
- Lesson 11: Eventful Education
- Lesson 12: Lesson Planning
- Lesson 13: Online Resources

Submit first assignment before noon Friday May 14th

Friday May 14 6:00-8:00 p.m. — Zoom class session

- Congregations as formative systems
- Understanding how practices form faith

Saturday May 15 9:00-11:00 a.m. — Zoom class session

- Equipping for vocation and discipleship

Saturday May 15 1:00-3:00 p.m. — Zoom class session

- Congregational planning
 - Interconnection of leadership and teaching
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Friday May 17 — **ALL assignments submitted**