

Course of Study School of Ohio
COS123 Formation and Discipleship

Spring 2019 April 5-6 and May 3-4

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:

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

Seymour, Jack L. *Teaching the Way of Jesus: Educating Christians for Faithful Living*. Nashville: Abingdon Press, 2014.

Recommended but not required:

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

Online Resources:

Background presentations and resources for assignments and ministry are available online. Copy and paste this address into your browser:

<https://sway.office.com/dNJ5QVFsYAXQ2Gg5?ref=Link>

(password=> COS123rgl)

Preparation and Assignments

FOR THE APRIL 5-6 CLASS MEETING

1. **Reading preparation**—Read and be prepared to discuss:
 - Seymour's *Teaching the Way of Jesus* (textbook)
 - Pages 1-35 from Anne Streaty Wimberly's *Soul Stories: African American Christian Education* (scanned and available online at link above)
 - Chapter 1 from Randy Litchfield's *Roots and Routes: Calling, Ministry and the Power of Place* (available online at link above)
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 (available online at link above).
3. **Assignment—Faith, Place, and Learning Journey paper**. This paper is a reflection on your religious learning, **and** vocational experiences. This exercise will help your awareness of how your journey shapes your approach to teaching/discipling as well as bring attention to factors in teaching and learning. The paper should be approximately 1,500 words in length.

Before writing the paper, view the online presentation about faith development and the online presentation about writing the assignment by Dr. Trad Nogueira-Godsey, Writing Instructor. The presentation by Dr. Nogueira-Godsey about writing assignments is available online at the link above.

Submit the paper via email to Dr. Trad Nogueira-Godsey, Writing Instructor (tgodsey@mtso.edu), by Friday March 22, 2019. 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 the final version of the paper for Dr. Randy Litchfield, COS123 Instructor (rlitchfield@mtso.edu), by Thursday April 4, 2019. This paper will be graded by Dr. Litchfield.

The questions below will help you in your reflection. You do not need to answer every question in your essay. Instead, focus your description and reflection on significant features of your journey of faith and learning.

- How do you define faith?
- What have been the most significant events in your life and how have they influenced your faith?
- Who have been the most significant people in the formation of your faith? Why?
- How has your membership in congregation(s) and groups, religious and non-religious, been a part of your faith journey?
- What are the important places, symbols, and stories in your faith journey? Why?
- How has the way you think about God and your relationship with God changed over the years?
- How have spiritual practices such as bible study, prayer, etc. contributed to the development of your faith? What do you think helps faith grow?
- What have been important times of learning for you? Were they in formal (e.g. school or training) or informal learning settings? What made these times educational for you?
- Who have been significant teachers in your life? What made them great teachers for you?
- How have you been in vocation (in partnership with God's work in the world) in various places and times in your life?
- What roles do teaching and learning play in your calling?

FOR THE MAY 3-4 CLASS MEETING

1. **Reading preparation**—Read and be prepared to discuss the Matthaei's *Formation in Faith* (textbook).
2. **View online presentations**—These are available online at link above:
 - Lesson planning using the assignment template
 - Congregational education and formation planning
 - Congregational Culture
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. **Email to course instructor in Word or PDF format by May 3, 2019.** Templates, resources and examples available online at link above.

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 Seymour and Matthaëi textbooks, other class readings, class presentations, and class discussion. The assignment integrates class learnings and provides a usable plan for a congregation. **Email to course instructor in Word or PDF format by May 3, 2019.** Guidelines and examples available online at link above.

Evaluation and Percentages

Faith, Place, and Learning Journey paper	30%
Lesson Plan (full plan and assessment reflection)	40%
Congregational Learning and Formation plan	20%
Class citizenship	<u>10%</u>
Total	100%

General Schedule

Weekend 1

Friday Afternoon 3:30-6:00 April 5

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

Friday Evening 7:00-9:00 April 5

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

Saturday Morning 8:00-11:20 April 6 (in class presentation and discussion)

- Educational ministries and resources
- Ways people learn

Saturday Afternoon 1:00-3:15 April 6 (in class presentation, discussion, demonstration)

- Ways people learn
- Planning for learning
- Curricular resources

Weekend 2

Friday Evening 3:30-6:00 May 3

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

Friday Evening 7:00-9:00 May 3 (Matthaëi reading)

- Equipping for vocation and discipleship

Saturday Morning 8:00-11:20 May 4 (Matthaëi reading)

- Equipping for vocation and discipleship

Saturday Afternoon 1:00-3:15 May 4

- 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.