

Wesley Theological Seminary Course of Study School
Winter Hybrid Session
January on-line and February 23-24, 2018

CS 124: Transformative Leadership

Dr. Ann A. Michel, Instructor
amichel@wesleyseminary.edu

Course Objectives

This course seeks to form the student's identity as a pastoral leader and change agent within congregations, the United Methodist Church, and the world by helping students:

1. Identify and understand the attributes of good leaders, biblically and theologically
2. Learn how discerning and communicating a vision and narrative leadership are essential to effectuating change in congregations
3. Understand the dynamics of change in congregational life
4. See leadership as an interactive, collaborative process that inherently involves group processes and forms others as leaders

Text Books

Church Leadership: Vision, Team, Culture, Integrity, Revised Edition (Abingdon Press, 2010) by Lovett H. Weems, Jr.

Ducking Spears, Dancing Madly: A Biblical Model of Church Leadership (Abingdon Press, 2004) by Lewis A. Parks and Bruce C. Birch.

Finding our Story: Narrative Leadership and Congregational Change (Alban Institute, 2010) Larry Goleman, Editor.

Texts can be purchased through www.amazon.com.

Assignments for January Online Session

Read *Ducking Spears Dancing Madly* by Lewis Parks and Bruce Birch and Read *Finding our Story: Narrative Leadership and Congregational Change*, Larry Goleman, Editor in preparation for the Online Session.

On BlackBoard are three, relatively brief written assignments to be done in conjunction with the online work. One is due January 15, the second January 17, and the third January 29. Each of these assignments is worth 20 points toward your final grade. You are also required to participate in online discussions during specified time.

Assignments for the On-Campus Session, February 23 - 24

Read *Church Leadership: Vision, Team, Culture, Integrity*, Revised Edition by Lovett H. Weems, Jr. Based on your reading of this book, discuss in turn each of the four key elements of leadership highlighted in this book. Describe why each is critical to effective leadership. Then discuss specific clues or strategies you might use to deploy this aspect of leadership more effectively in your current ministry context. This assignment should be ten pages, doubled spaced and is due the first day of the On-Campus session, Friday, February 23. This paper is worth 40 points toward your final grade.

Attendance

Attendance is mandatory for the on-campus session.

Instructions on Writing

If you have questions about an assignment, ASK. Please don't assume!

Good papers will show evidence that you have both read and understood the assignments, and for the history research paper, did research beyond the required readings. It is also important that your papers stay focused on the assigned topic.

You are strongly advised to use online source material with extreme caution, since many online sources do not meet scholarly standards. While high-quality scholarship is available online, and the internet can be a powerful research tool, Googling is not a synonym for research. Lack of research or use of poor source material will adversely affect the grade.

All deadlines must be honored, and failure to do so will adversely affect the grade.

All papers should be typed, double-spaced in Times New Roman, 12 point font, with one-inch margins. Please number all pages. Be sure your name is on the paper. Papers should be the assigned length, plus or minus one-half page; the required bibliography is not included in the page count.

Citations & Bibliography

Proper citation is critical. Ideas, concepts, or information derived from other sources or persons other than your own thinking must be acknowledged through footnotes. Any quotation of three words in length or greater must be footnoted.

Use any academically acceptable "notes-bibliography" style for footnotes and citations. A helpful style is "Turabian."

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Each paper must have a bibliography, citing all the resources you used in preparing the paper – even if you use only one and it is the assigned reading!

Failure to meet these formatting requirements will adversely affect a grade. Plagiarism is theft, and may result in a failing grade.

Grading:

The instructor assumes that everyone in the class is capable of the work required to receive a "B" grade for each assignment. The following interpretations of the meaning of each grade have been developed to help class members review their work to identify strengths and problems.

A "B" means that the basic elements of the assignment have been faithfully included, the argument is internally coherent, and clearly articulated.

A "B+" means the assignment is also well crafted.

An "A-" means that the assignment is not only well crafted, but it also probes the issues with considerable insight.

An "A" means the assignment is well crafted, reveals considerable insight, and moves beyond the range of the student's prior knowledge to begin to construct new perspectives and meanings for the subject. In other words, it shows the student's imagination at work; it has a creative edge.

A "C+" means that the assignment lacks clarity or focus, tends to reveal more the writer's opinions than the results of the writer's analysis, and lacks reflective insight into the issues being discussed.

A "C" means that the assignment does not move beyond the reporting of information from readings and/or class discussions to engaging them with issues being discussed; it may indicate inappropriate or misuse of data and readings.

A "C-" means that despite some moments of focused discussion and insight, major gaps exist in the development of the argument or discussion.

An "F" means the individual needs to see me immediately.

Grades will be reduced a step (e.g. from B to a B-) for assignments handed in after the start of class, and a full letter grade for any assignments 24 hours past due. Assignments over 48 hours past due will be lowered two letter grades. We need to talk if an assignment is over 72 hours past due. Please note only two unexcused absences are allowed before grade is lowered one step.

Final course grades are mailed to the student, GBHEM in Nashville and the student's conference representative **one month after the end of the course.** Grades are not posted on-line.

Inclusive Language

In both oral and written contributions to the course, students are expected to be conscious of the power of language in theology. Inclusive language respects both gender and racial diversity, and students should demonstrate awareness that language about persons and God expresses values and impacts theological ideas in the details of race and gender connotations. Both gender and race are socially-constructed categories, and changing language is part of bringing justice to theological discourse.

Academic Policies

Attendance: Students are expected to attend all classes in their entirety. Faculty member have the authority to set attendance policies for particular courses and those policies will be included in the course syllabus. Deviation from the attendance policy may result in reduction of grade or loss of credit for the course.

Plagiarism: Plagiarism is regarded as a serious offense and will result in substantial penalties, including the possibility of academic dismissal. The faculty regards the following as form of plagiarism or dishonesty:

- Copying from another student's paper
- Giving or receiving unauthorized assistance to or from another student during an examination
- Using unauthorized material during an examination
- Borrowing or presenting as one's own (i.e. without proper attribution) the composition or ideas of another.