

Course of Study
Wesley Theological Seminary
July 23 – August 2, 2018
1:30pm-3:45pm

COS 123: Formation and Discipleship
Instructor: Lakisha R. Lockhart
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OBJECTIVE:

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

GOALS:

1. Articulate a theological basis for the Wesleyan emphasis on spiritual disciplines and practice them as means of grace.
2. Explain and implement the Congregational assessments, evaluations and the practices of small groups in a congregation.
3. Educate and resource a congregation in the disciplines Christian formation.
4. Organize congregations to help people discern their callings and gifts for ministry.

COURSE MATERIALS:

To obtain textbooks or view the list go to **My Wesley** on the website (<https://www.wesleyseminary.edu/MyWesley>) and click on the button that says “Textbooks” From there select your program (Course of Study Summer Intensive), then select your course number. You may order books on-line directly from our e-store.

You may also order your books from Cokesbury or any other bookseller or borrow from friends.

Required Texts

1. Matthaei, Sondra Higgins. *Formation in the Faith: The Congregational Ministry of Making Disciples*. Nashville: Abingdon Press, 2008.
2. Thompson, Marjorie J. *Soul Feast: An Invitation to the Christian Spiritual Life*. Louisville: Westminster John Knox Press, 1995.

Supplemental Texts

1. Everist, Norma Cook. *Church as Learning Community: A Comprehensive Guide to Christian Education*. Nashville: Abingdon Press, 2002.
2. Isham, Linda R. *Embracing the Future: A Guide for Reshaping Your Church's Teaching Ministry*. Valley Forge: Judson Press, 1999.
3. Seymour, Jack. *Teaching the Way of Jesus: Educating Christians for Faithful Living*. Nashville: Abingdon Press, 2014.
4. Wimberly, Anne Streaty and Evelyn L. Parker. In *Search of Wisdom: Faith Formation in the Black Church*. Nashville: Abingdon Press, 2002.

ONLINE ASSIGNMENTS:

Due by: Friday, June 1st by 11:59pm

1. Introductions: (pages 1-2)

- A. In 1-2 pages tell us who you are, your vocation/call story, your ministry setting etc. Give us an idea of who you are and where you are so that we can all be in community together and better understand your future comments and posts.
- B. Post a picture of yourself, your church, or the area where you will be working from prior to coming to campus. You can post one picture or many. We are building community, so whatever you feel inclined to share is welcomed.
- C. At the very end of your introduction give two points or values that are important to you for engaging in a classroom community discussion. (Ex: respect for everyone's opinion, listening without interrupting, etc.)
- D. Submit in discussion forum under "Class Introductions."

2. Initial Congregational Assessment: (4 pages)

- A. With your congregation in mind answer questions from *Formation in the Faith* pg 109-116- (4 Appendix Sections: Appendix I -Purpose and Goals, Appendix II – Assessment of Congregational Life, Appendix III- Servant Mentors, Appendix IV – Relationships, Structures, and Practices for Forming Faith.)
- B. Submit in assignments under "Initial Congregational Assessment."

2. Philosophy of Faith Formation & Discipleship: (6 pages)

- A. Write a paper articulating your philosophy of Faith Formation & Discipleship. This is a theoretical and philosophical document – write this using appropriate rationale from things you have read, experienced, viewed or witnessed to support your claims and cite your sources. Based on your philosophical, biblical, and spiritual perspectives and in dialogue with key voices in the field, what are your commitments and leanings with regard to formation and discipleship? Answer the questions: How do you educate in faith? How do you view formation and discipleship?
- B. See document entitled: Philosophy of Faith Formation & Disciple Paper Guidelines for assistance.
- C. Submit in assignments under "Philosophy of Faith Formation & Discipleship."

Due by: Monday, July 23rd by 11:59pm

1. Selected Chapter Summary & Presentation (2 pages)

- A. Select one chapter from one of the four supplemental texts.
- B. Read the chapter
- C. Write a 2-page summary of the chapter with 3 follow up questions that allow for thinking and reflecting, for the class
- D. Submit in discussion forum under "Selected Chapter Summary"

2. Cajita Sagrada (sacred box)

- A. Read pages 76-80 in Laura Rendon's work (on blackboard) about Cajita Sagradas (sacred boxes) and create one of your own based on your congregation.
- B. This will be presented in class, but needs to be done prior to coming to campus
- C. See handout: Cajita Sagrada Guidelines

3. Ministry Proposal (8-10 pages)

- A. Based on the readings, Initial congregational Assessment, Philosophy of Faith formation and Discipleship, and Cajita Sagrada, make a proposal that addresses a specific need in your congregation.
- B. See handout: Ministry Proposal Guidelines
- C. Submit in assignments under “Ministry Proposal”
- D. A description of each of the components necessary can be found in the supplemental text *Embracing The Future*.

COURSE SCHEDULE

ONLINE

Friday, June 1st by 11:59pm

- Introduction
- Initial Congregational Assessment
- Philosophy of Faith Formation & Discipleship

Monday, July 23rd by 11:59pm

- Selected Chapter Summary
- Cajita Sagrada
- Ministry Proposal

IN CLASS:

Day 1- Tuesday, July 24 – Relationship & Meaning

Before Class: Read *Formation in Faith* (FIF) Introduction & Ch. 1

In Class: Discussion class covenant, inclusive language, relationship & meaning

After Class/Home Work: Read FIF Ch.2

Day 2- Wednesday, July 25 – Forming Faith & Servant Leaders

Before Class: Read FIF Ch.2 & Ch. 3

In Class Work: Discussion about faith formation and servant leaders

After Class/homework: Read FIF Ch.4

Day 3- Thursday, July 26 – Christian Faith Formation

Before Class: Read FIF Ch. 4

In Class Work: Discussion about Christian Faith Formation & Philosophies of Faith Formation & Discipleship

After Class/homework: Read FIF Ch.5

Day 4- Friday, July 27 –Becoming Bread

Before Class: Read FIF Ch.4

In Class Work: Discussion about congregational assessments and becoming bread

After Class/homework: Read *Soul Feast* Intro & Ch. 1-2

Day 5 – Monday, July 30 – Exploring Practices

Before Class: Soul Feast Intro & Ch. 1-2

In Class: Engaging & Participating in Different Practices

After Class/Homework: Soul Feast Ch. 3-5

Day 6 – Tuesday, July 31 – Selected Chapter Presentations

Before Class: Soul Feast Ch. 3-5 and your personal chapter from one of the three supplemental texts

In Class: Selected Chapter Presentations & Practices

After Class/Homework: Soul Feast Ch. 6-9

Day 7 – Wednesday, August 1 – Cajita Sagrada Presentations

Before Class: Soul Feast Ch. 6-9

In Class: Cajita Sagrada Presentation & Meal Sharing

After Class/Homework: Reflect on the last two weeks

Day 8 – Thursday, August 2 – Gathering Wisdom

Before Class: Reflect on the last two weeks

In Class: Gathering Congregational Wisdom, Ministry Proposals & Evaluations

CHECK GRADING:

Check+ This indicates 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.

Check This indicated that the basic elements of the assignment have been faithfully included and the argument is internally coherent and clearly articulated.

Check- This indicates that the assignment was not turned in on time, lacks clarity or focus and lacks reflective insight into the issues being discussed.

FULL 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.

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

"B+" means the assignment is also well crafted

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

"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.

"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.

“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.

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

“D” means the individual needs to contact me.

“F” means the individual needs to contact me immediately.

REQUIRMENTS & EVALUATION

Introduction	5%
Participation	15%
Initial Congregational Assessment	15%
Philosophy of Faith Formation & Discipleship	15%
Selected Chapter Presentation	15%
Cajita Sagrada	15%
Ministry Proposal	20%

COURSE POLICIES & REQUESTS

Absences

Students are expected to attend all classes and to arrive promptly, both in person and online. Please communicate with the instructor about anticipated and unforeseen absences. Unexcused absences will affect the Participation grade.

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 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.

Late Assignments

At the discretion of the instructor, assignments turned in after the deadline will be subject to a five point penalty, equivalent to half a grade.

Paper Formatting

1. Entire Document
 - Double spaced
 - 12 point font –Times New Roman
 - 1.25 inch margins on left and right sides of page, 1 inch top and bottom margins
 - black ink
2. On the First Page
 - Your name, date, and course title
 - Title of the assignment
3. References
 - Use footnotes or in text citations according to Chicago format:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Plagiarism

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

- Copying from another person's or 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

Please refer to your Wesley Student Handbook (on-line) for more information about Wesley's academic policies or contact Course of Study office 202-885-8688.