Ministry in the Rural Context | CM-154-OL
Summer 2021

Course Information

Instructor Information
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Office Hours: Tuesdays 12-2pm ET on Zoom, Tuesdays 6-8pm on Zoom (Unless Noted)
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I attempt to respond to all emails within 24 hrs. However, I do not usually check email from noon on Fridays until Monday morning.

Course Description
This course will focus on the distinctive realities of rural communities and explore contextual approaches to discipleship, leadership, pastoral care, and other areas of ministry. Special attention will be given to issues of race, gender, class, and place.

Wesley Curricular Objectives

Area	Religious Heritage			Cultural Context			Ministerial and Public Leadership			Personal and Spiritual Formation		
Goal	(I) Students will cultivate deep roots in the foundational biblical and theological traditions of the Christian faith			(II) Students will engage diverse cultural contexts sensitively, critically and constructively			(III) Students will hone their own skills for ministry and enable the ministry and leadership of others			(IV) Students will strive toward deeper integration intellectually, morally, emotionally and spiritually		
Objectives	IA	IB	IC	IIA	IIB	IIC	IIIA	IIIB	IIIC	IVA	IVB	IVC
Course Goal or Objective	X		X	X	X	X	X	X	X		X	X
Course Component	Lectures and Readings		Lectures, Readings, and Weekly Blogs	Readings and Lectures	Community Assessment	Weekly Postings	Weekly Blog, Final Plan	Final Plan	Whole of Course		Curated Curriculum	Weekly Blog

Course Objectives

+ Participants will explore and reflect the complexities and nuances of rural life and faith through throughout the course in order to develop a framework for understanding rural communities and ministry.

+Participants will develop a collections of resources related to rural life in ministry in order to increase their preparedness in serving in rural settings.

+Participants will form a sense of connection with rural people, places, and cultures as they explore the course in order to better serve in these settings.

Required Text Books and Course Materials

All prices listed are new paperback unless noted. Digital or Print are both acceptable.

David L. Brown & Kai L. Schafft. *Rural People in the 21st Century: Resilience and Transformation,* Second Edition. Medford, MA: Polity Press, 2019. Amazon: $29.95.

Allen T. Stanton. *Reclaiming Rural: Building Thriving Rural Congregations.* Lanham: MD, Rowman and Littlefield, 2021. Amazon: $24.00

Norah Shalloway Carpenter. *Rural Voices: 15 Authors Challenging Assumptions About Small Town America.* Somerville, MA: Candlewick Press, 2020. Amazon: $11.89 HARDCOVER

Other articles and resources will be provided by the instructor.

Recommended Readings

Kevin Ruffcorn. *Rural Evangelism: Catching the Vision.* Minneapolis, MN: Fortress Press, 1994. Amazon: $16.00.

Cornelia Butler Flora, Jan L. Flora, & Stephen P. Gasteyer, *Rural Communities Legacy and Change,* Fifth Edition. New York: Routledge, 2015. Amazon: $51.55.

Kai A. Schafft & Alicia Youngblood Jackson (editors). *Rural Education for the Twenty-First Century: Identity, Place, and Community in a Globalizing World.* University Park, PA: University of Pennsylvania Press, 2011. Amazon: $29.95.

Craig B. Howley, Aimee Howley, and Jerry B. Johnson (editors). *Dynamics of Social Class, Race, and Place in Rural Education.* Charlotte, NC: Information Age Publishing, 2014. Amazon: $45.99.

Glenn Daman. *The Forgotten Church: Why Rural Ministry Matters for Every Church in America.* Chicago, IL: Moody Publishers, 2018. Amazon: $8.00.

Connor Bailey, Leif Jensen, Elizabeth Ransom (editors). *Rural America in a Globalizing World: Problems and Prospects for the 2010s.* Morgantown, WV: West Virginia University Press, 2014. Amazon: $48.49.

Technical Requirements

Microsoft Windows 7 or Higher
- Windows 7, Windows 8, 8.1, or 10
- Intel i3 or faster, CPU and at least 4 GB RAM
- Up-to-date version of any PDF reader (Adobe or FoxIt)
- Up-to-date version of Adobe Flash Player
- Up-to-date version of Microsoft Windows Media Player (or other software that can play videos)
- Microsoft Office 2013 or higher (sign up free for students here https://products.office.com/en-us/student/office-in-education)

Mac OS/X

- Mac OS X 10.11 or newer
- Intel processor and at least 4 GB of RAM
- Up-to-date version of any PDF reader (Adobe or FoxIt)
- Up-to-date version of Adobe Flash Player   (or see VLC below to play Adobe Flash FLV/F4V files)
- Up-to-date word processor and presentation package (Mac Office 2016 – sign up to get free here https://products.office.com/en-us/student/office-in-education)
- One of the following media players
    - VideoLAN VLC media player
    - Up To Date Quick Time

Student Learning Outcomes/Goals

+ Participants will engage in a community and ministry assessment by utilizing the tools of the course and/or community connection.

+Participants will compare connect with one another sharing stories, insights, and experiences.

+Participants will create a ministry plan for a rural ministry setting which provides which utilizes their learning from the course and their own research and experiences.

+Participants will build a collection of resources related to rural life and ministry through the features of the Learning Management System.

Course Schedule

The course week runs from Monday to Sunday. Due dates are solid, with a six hour grace period for computer issues. (6am the day following the due date is the final submission time without penalty, the professor is not checking blackboard before this time anyway).

Week	Topic	Assignments
1 – June 21st-June 27th	**Heritage and Place:** Defining and describing rural communities	Schafft and Brown, Parts I-II Rural Voices: Roe, Costello, and Bowles Weekly Resource Post Weekly Reflection
2 – June 28th-July 4th	**Spirit and Specter:** Rural resources and reservations	Schafft and Brown, Part III-IV Bybee, Carpenter, and Cosby No Resource Post Weekly Reflection
3 – July 5th-July 11th	**Possibilities and Perspectives:** Diversity, opportunities, and connections	Schafft and Brown, Part V Stanton, Intro-Chapt 2 Peréz, Mendéz, and DuBurke Weekly Resource Post Weekly Reflection
4 – July 12th-July 18th	**Faith and Ministry:** Theological, ministerial, and spirit thoughts	Stanton, Chapter 3-4 Price, Gill, and Hopson Weekly Resource Post Weekly Reflection Community Assessment Due July 16th
5 – July 19th- July 25th	**Creativity and Hope:** Beyond devastation and despair	Stanton, Chapter 5-6 Carys, Bybee, Bruchac, Laure Weekly Resource Post Weekly Reflection

6 – July 26th- July 31st	**Now and Not Net:** The Kingdom of God and a seasonal eschatology	No Readings Final Resource Post Final Reflection (No Comments Required) Final Due August 10th

Course Requirements

Attendance & Participation
Attendance and Participation is measured based on engagment in online discussion and turning in assignments.

You must complete each week's discussion and postin requirements.

Assigments

1. Weekly Reflection Blog (20% of Final Grade)

Each week of the course, you are required to post a 200-300 word reflection in the discussion board. This discussion must include reading from core and curated curriculum (Explained on Blackboard) and it must provide thoughtful insight into how this week matters to your ministry. You are expected to comment on other posts and respond to comments on yours.

Requirements:
1 – This will be typed in text, not an uploaded document.
2 – You will post by Friday of the week of the course.
3 – You will comment at least twice a week on two other students' posts
4 – You will respond to any comments and questions on your posts.
5 – Grading is as follows:
      15% of Final Blog and Reflection Grade is posting each week. Points will be deducted
      for each missing week. Late postings will lose 10 points per week for that week.
      5% of Final Discussion Grade requires at least to comments per week (assessed by date) and
      responding to any comments on your post within one week.
      Failure to comment on a particular week's posting within two weeks of the due date for the
      original posting will results in point deductions.

2. Wiki Resources List Contributions (20% of Final Grade)

A Wiki is a community project in which people work on a resource together. Each Week you will be required to post a resource from the course or your own research that you find useful for rural life and ministry. This could be a song, a tool, an article, a podcast, a book, etc.

Requirements:
1. This is due on Sunday of each week (this is last day of the course week) - .
2. This will take the form of an annotated bibliography
3. The course utilizes Turabian citation models, please use this format for this method.
4. Your annotation will be no less than 75 words and no more than 200 words after the citation.
5. A link to the resources will posted YouTube is acceptable for songs and webseries, IMDB for films and TV, publisher (NOT AMAZON) for books, website for any web related tools and resources, and the journal for academic articles.
6. This can be a course provided resource OR a resources you have found.
7. Duplicates are not acceptable, please check the Wiki.
8. Sign your work, at the bottom of your annotation, please type your name and the date.
9. Grading is as follows:
> Each week is a portion of your grade. For a 100, you must spell, cite, and phrase things correctly. Links must be active.
> Duplicates will default to the original poster, any duplicates will receive an opportunity to update. This will be a one week extension.
> Late postings will be lose 10 points per week.

3. Community Assessment for Ministry Potential (25% of Final Grade)

This community assessment is a research paper that focuses on the democraphic, historic, cultural, and faith based realities of the community being researched. It should provide an introduction with an introduction to the community including a thesis statement regarding the ministry needs and potentials for the community. The body of the text should not simply present but analyze the data found. The conclusion should offer potential insights for future ministry opportunities.

Grading is as follows:
> A detailed rubric will be provided on Blackboard
> Turabian citation (notes format) is required for all sources used along with a full Bibliography.
> Format the Paper in Turabian as well
> 1000-1500 words
> Late Papers will receive a 5 point deduction per day of lateness

4. Final Ministry Plan (35%)

This assignment is a detailed plan for ministry in one particular area of your church/community setting (this might be: youth ministry, leadership, missions, or worship). This may (and will likely) use your community assessment assignment as well as many of the resources from the course. This paper will begin with an introduction that names the issue/goal with a thesis statement that explains the goal of the project. The body will include resource assessment, plans for implementation, biblical and theological reasoning, and potential hindrances. The conclusion will summarize the main points, and indicate a vision for the future.

Grading is as follows:
> A detailed rubric will be provided on Blackboard
> Turabian citation (notes format) is required for all sources used along with a full Bibliography.
> Format the Paper in Turabian as well
> 2000-2500 words
> Late Papers will not be accepted without prior approval

Late work Policy
Late work will only be accepted with prior approval from instructor or due to emergency circumstances. Otherwise points will be deducted as described in the assignments section.

Viewing grades
Assignment grades will be on Blackboard and can be accessed by clicking MyGrades in the course menu.

Grades should be returned within one week, but extenuating circumstances may prevent this. Look for an email from the professor.

Grade schema
93 – 100 = A (Excellent/Outstanding)
90 – 92 = A- (Outstanding)
88 – 89 = B+ (Very Good)
83 – 87 = B (Good)
80 – 82 = B- (Adequate)
78 – 79 = C+ (Adequate)
73 – 77 = C (Adequate)
70 – 72 = C- (Substandard)

Course Policies

- students are expected to learn how to navigate in Blackboard Learn
- students are expected to address technical problems immediately
- students are expected to keep abreast of course announcements
- students are expected to keep instructor informed of class related problems, or problems that may prevent the student from full participation
- students are expected to observe course etiquette at all times
- This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Inclusive Language Policy

Bearing in mind that language reflects, reinforces, and creates social reality, the Seminary expects class conversation and written work to employ language that respects the equal dignity and worth of all human beings. In particular, linguistic sexism and racism are to be avoided. (from student handbook)

Accommodations/Disability Support

Once admitted to Wesley, students needing accommodations must communicate with the Associate Dean for Community Life. Students will submit to the Office of Community Life relevant, current documentation from a qualified professional, which will be evaluated by a consultant with a degree in special education. All accommodations for classes are made by the Office of Community life on behalf of the student. Please see our page on Disability Accommodations for more information.

Academic Honesty & Integrity

Wesley Theological Seminary considers plagiarism as a serious offense which will result in substantial penalties, including the possibility of academic dismissal. Students are expected to comply with all standards for academic honesty and integrity, both of the seminary and of the classes in which students are enrolled. The seminary regards the following as forms of plagiarism or academic dishonesty:

- copying from another student's work;
- giving or receiving unauthorized assistance to or from another student during an examination;
- using unauthorized material during an examination;
- presenting as one's own (i.e., without proper attribution) the composition or ideas of another;
- copying material from any sources, whether print or online.

All work submitted must be the work of the student submitting. Work from other sources must be thoroughly paraphrased or indicated as a direct quotation. In either case, the source of the material must be cited. Students are referred to the most current edition of Kate Turabian's *Manual for Writers of Research Papers* for instructions on source citations.

Furthermore, the mutilation, defacement, or stealing of library materials are also considered forms of academic dishonesty and a violation of the seminary's *Covenant of Professional Ethics and Behavior* (see "Use of Property") and are also subject to disciplinary action.

In questions of academic dishonesty, the professor will report the circumstances of the case to the Dean. In first instances of proven plagiarism or dishonesty, the student will receive a "Fail" grade for the course. Second instances will result in automatic separation from the Seminary. Please see the Wesley Theological Seminary Catalog for further details.

SafeAssign

You may be asked to submit one or more of your writing assignments to Blackboard's SafeAssign plagiarism prevention service. Assignment content will be checked against Internet sources, academic journal articles, and the papers of other Wesley Theological Seminary students for common or borrowed content. SafeAssign generates a report that highlights any potentially unoriginal text in the submitted paper. The report may be submitted directly to the instructor or the instructor may elect to have students submit initial drafts through SafeAssign so that you will receive the report allowing the opportunity to adjust and ensure that all source material has been properly cited.

Blackboard Administration

Blackboard Learn automatically records all student and faculty activities including: the first and last access to the course, the pages accessed, the number of discussion messages read and sent, chat room discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify participants having difficulty, or to verify academic honesty.

Courses will be unavailable to students two months after the course has ended. Please be sure to save any course material, content, or readings prior to the course completion. If you need the course after it has become unavailable, you must contact the instructor.

Technical Support

Students must attempt to solve technical problems and contact their instructor when technical problems do arise.
If you experience technical problems, please exercise one or all of the following options:

- Blackboard Training Materials
- Call Blackboard Support at (202) 885-6091
- Email Blackboard Support at edtech@wesleyseminary.edu

If you have lost your password, or have a problem that is not specifically Blackboard related, please contact Solutionworx at support@solutionworx.com or by phone at (703) 961-1840

Resources

Resources related to Student Services, the Writing Center, and library may be found at https://www.wesleyseminary.edu/my-wesley/