



THE **wesleyan** CHURCH

Education & Clergy Development

Course: Pastoral Ministry

Class Meets: Mondays 6:00pm- 10:00 pm

May 7, 14, 21, June 4, 14, 11, (Break for Memorial Day)

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Course Description

This course examines the nature of pastoral ministry from the perspective of the pastor as a person and the pastor as minister. As a result of this class, the student will have a better understanding of the pastor as a person: his or her own call to ministry, strengths, weaknesses, and spiritual gifts. Second, as a result of this class, the student will have a better understanding of the pastor as minister: the nature of ministry, how one's own gifts, strengths, weaknesses, etc. influence, shape and inform his or her philosophy of ministry and how that relates to approaching discipleship, leadership, change, strategic planning and laity development, etc.

In short,

- What is pastoral ministry
- Defining your call to ministry
- Pastor's personal life, strengths, weaknesses, gifts, etc.
- Understanding your community & mobilizing the laity
- Strategic planning – creating a vision and mission
- The role of leadership and bringing about change

Course Objectives & Learning Outcomes

During this class, the student will...

- Develop an overview pastoral ministry
- Better understand their personal call and philosophy of ministry
- Wrestle with life-long personal and professional development.
- Understand how #1 & #2 influence the way they approach ministry (e.g. change, strategic planning, leadership, laity development, etc.)

Class Schedule

- May 7, 14, 21 and June 4, 11, 18
- 6 pm-10pm EST

Zoom Training & Technical Requirements

All students are required to complete a zoom training. If you have done this for a previous online Zoom class, you have already met this requirement. For information on available Zoom training opportunities and technical requirements, please go to www.wesleyan.org/FLAME or email Michelle Wood at woodm@wesleyan.org

Required Textbooks

Required

- Peterson, E. H. (2011). *The pastor: A memoir*. New York: HarperOne.
- Toler, S. (2011). *Stan Toler's practical guide for pastoral ministry*. Indianapolis, Ind: Wesleyan Pub. House.
- Select ONE
 - Borden, P. D. (2012). *Make or break your church in 365 days: A daily guide to leading effective change*. Nashville: Abingdon Press.

- Daman, G. (2002). *Shepherding the small church: A leadership guide for the majority of today's churches*. Grand Rapids, MI: Kregel Academic & Professional.
- Deymaz, M et al. *The Multi-Ethnic Christian Life Primer*. Available here: <http://www.mosaix.info/workbooks/the-multi-ethnic-christian-life-primer-workbook>
- Fisher, D. (1996). *The 21st century pastor: A vision based on the ministry of Paul*. Grand Rapids, Mich: Zondervan.
- Hybels, B. (2002). *Courageous leadership*. Grand Rapids, Mich: Zondervan.
- Stanley, A. (1999). *Visioneering*. Sisters, Or: Multnomah Publishers.
- Warren, R. (2013). *The purpose driven church: Every church is big in God's eyes*. Grand Rapids, Mich: Zondervan Pub.

Before Class

The following assignment should be completed prior to our first day of Class on Monday, May 7th.

***Read The Pastor: A Memoir* and write your own 3-4 page memoir, sharing at least your 1) call to ministry, 2) a story highlighting a ministry strength, 3) a story highlighting a ministry weakness 4) a story highlight a spiritual gift. (100 points)**

ALL class work is DUE BY 11:59pm EST on Friday, June 25th.

Grades

Interviews	(100 Points / 10%)
Memoir	(100 Points / 10%)
Reading	(100 Points / 10%)
<i>Participation</i> , Discussion in the class, Other Assignments	(500 Points / 50%)
Personal Development Process & Plan	(300 Points / 20%)

Policies & Requirements

Attendance

Students are required to attend all class sessions. Failure to attend at least 80% of the minimum required seat time (24 hours) will result in automatic failure of the course. Any and all absences within that 20% window must be approved by the professor prior to the course in writing (e.g. email). Do not ask for permission to be excused during the class or after the absence has already occurred.

Grading Scale

100-97 A
96-94 A-
93-91 B+
90-88 B
87-85 B-
84-81 C+
80-76 C
75-71 C-
70-68 D
67 or below F

Students must get a “C” or above to pass the course and receive credit for ordination.

Due Date

All assignments are due on the date indicated in the syllabus or verbally communicated by the instructor. Professors are required to submit grades to Education and Clergy Development at a maximum of 4 weeks after the last day of class. Assignments may not be submitted to the professor any later than 1 week after the last day of class. Assignments not submitted by the due date will result in an automatic “0” for the assignment.

Extensions

Extensions may be (but are not guaranteed) granted for sickness, serious injury, or death in the student’s immediate family or for similar extenuating circumstances. *When in doubt, please contact the professor.* Also, no assigned work will be accepted after the final due date, unless an extension has been granted in writing (e.g. email) from the professor. Communication is the key! Professors may reduce a student’s grade by 20% for each week past the due date (even in the event of approved extensions). Education and Clergy Development reserves the right to refuse extension and override the professor as it deems necessary.

Papers

All written papers must be typed. Papers should be double spaced on 8.5x11 paper using 12 point font in a normal, easy to read type style (Arial, Cambria, Times New Roman, etc.). Margins should be 1” on all sides. Each paper should include at least: student’s

full name, course title, and date. It is advisable to include your name on each page of the paper.

Ordination Deadline

If the student is a candidate for ordination in a given year, coursework must be completed as follows: the final grade submission deadline (12 weeks after the last day of class) must be at least 40 days before the student's district conference. Professors are not required to fulfill any requests for grade submission prior to this deadline.

Plagiarism

Ministerial students in The Wesleyan Church are expected to exhibit honesty and integrity in their personal, professional and academic life and work. As Christians, we are called to a high standard of honesty. As such, students in our ministerial training courses are required to adhere to strict academic guidelines.

The following is borrowed from the Oklahoma Wesleyan University *University Undergraduate Catalog 2015-2016 Traditional Studies*:

Plagiarism — This is defined as offering the work of another as one's own. It is an attempt to deceive by implying that one has done work that was actually done by another. Faculty and students are honor bound to show that ideas and words match with the sources used and thus demonstrate that honest research has been done. Examples of plagiarism include (but are not limited to) the following:

1. Copying all or part of a theme, examination, paper, library reading report, or other written work from another person's production
2. Submitting as one's own work that which was wholly or partially done by another so as to appear to one's professor to be more accurate or skilled in one's work than one actually is
3. Quoting material from any source without proper documentation
4. Summarizing or paraphrasing from any source without proper documentation
5. Misrepresentation of documentation or resources
6. Using in collateral reports or book reviews the opinion of a professional literary critic or of a campus friend as though it were one's own original thought
7. Submitting workbook answers copied from another person or working in a group and submitting an identical set of answers for each member of the group without explicit permission from the professor

Cheating — Examples of cheating include (but are not limited to) the following:

1. Use of unauthorized prepared materials (cheat sheets) for answering test questions
2. Giving aid to another student during a test or quiz
3. Gaining answers to test questions from others during testing periods
4. Signing another person's name to the attendance record
5. Claiming to have done laboratory work or outside reading that was not done
6. Submitting the same work for more than one course without the prior approval of the professors involved

Education and Clergy Development policy for all students receiving credit through non-accredited ministry training programs (e.g. FLAME, FLAMA, Correspondence Courses, Cross Training, District Extension Classes, Equipping for Ministry, etc.):

- 1) Any instance of plagiarism (whether intentional or not) will result in an automatic “F” for the particular assignment and may also result in an automatic failing of the course.
- 2) A repeat offense will result in an automatic failing of the course.
- 3) A third offense will result in an automatic withdrawal from a credentialing track in The Wesleyan Church.

Other Course Documents

READING REPORT FOR THE PASTOR: A MEMOIR

Quantity: This is to certify that I, _____, have read...

Book: THE PASTOR: A MEMOIR

Quantity of Reading Report: Choose one of the following options and complete:

1. _____ I read all (100%) of the assigned reading.
2. _____ I read approximately _____% of the assigned readings. (*Write a percentage indicating approximately how much of the assignment you completed. E.g. 30 %, 75%, 90%*).
3. _____ I read none of the assigned readings.

Quality of Reading Report: If you checked option one or two, describe the *quality* of your reading:

_____ **Thorough/Informed reading** – I read every word and every page *or* while I didn't read every word on every page, I did read from each paragraph looking for key sentences and concepts. Either way, I believe I found the meaning of the text. (100%)

_____ **Main Idea Scanned reading** – I skipped over paragraphs and pages trying to find key ideas in each chapter. I understand the flow, but not the details of the reading. (70%)

_____ **Minimal engagement reading** – I looked at pictures, read captions and highlighted texts, some paragraphs here and there, but did not seriously engage the text. (25%)

READING REPORT FOR PERSONAL SELECTION

Quantity: This is to certify that I, _____, have read...

Book: *YOUR ADDITIONAL SELECTED TEXT*

Quantity of Reading Report: Choose one of the following options and complete:

1. _____ I read all (100%) of the assigned reading.
4. _____ I read approximately _____% of the assigned readings. (*Write a percentage indicating approximately how much of the assignment you completed. E.g. 30 %, 75%, 90%*).
5. _____ I read none of the assigned readings.

Quality of Reading Report: If you checked option one or two, describe the *quality* of your reading:

_____ **Thorough/Informed reading** – I read every word and every page *or* while I didn't read every word on every page, I did read from each paragraph looking for key sentences and concepts. Either way, I believe I found the meaning of the text. (100%)

_____ **Main Idea Scanned reading** – I skipped over paragraphs and pages trying to find key ideas in each chapter. I understand the flow, but not the details of the reading. (70%)

_____ **Minimal engagement reading** – I looked at pictures, read captions and highlighted texts, some paragraphs here and there, but did not seriously engage the text. (25%)

Appendix B: Assignments

This course will utilize the following assignments in addition to class activities and prep-work. These are key aspects to the educational journey.

DO NOT WORK ON THESE PRIOR TO THE FIRST DAY OF CLASS. WE WILL REVIEW & ASSIGN AS WE PROGRESS THROUGH THE COURSE>

- a) Read Stan Toler's Practical Guide for Pastoral Ministry; Real Help for Real Pastors and your own additional textbook selection from the list above. Write your philosophy of ministry. This should be more formal than your memoir (don't share stories). This should include your view of the role of the pastor and the role of laity. You should address your own strengths and weaknesses, spiritual gifts and graces and how those integrate into your particular role as a pastor. Your paper should demonstrate that you have wrestled with the concepts in your textbooks as well as a biblical framework for pastoral ministry. (100 points)
- b) Interview 2 persons you regard as model pastors in order to discover how they view pastoral ministry, their role and the role of laity. Focus as well on how they grow personally and professionally as a pastor and as a person in light of their strengths, weaknesses, gifts, graces, and call to ministry. Write a one-page summary of each interview and come to class prepared to discuss key insights you gleaned from these interviews. (100 points)
- c) Schedule a meeting with two laity. These should be people in your church that you know well and who know you well and with whom you have some degree of trust and likeability! You need to have this meeting set up in order to complete your post-course assignment on time.
- d) Personal Assessment and Growth Plan. This assignment has multiple steps and you will need to work and plan ahead or you will not be able to fully engage the process. Grade Value: 500 Points or 50% of grade
- e) REVIEW: Review the various materials and resources at Wesleyan.org/thrivingclergy related to physical, emotional, relational, spiritual, intellectual, and financial well-being.
- f) PLAN IDEAS: Identify three domains that you would like to continue to grow in for your own personal and professional well-being. For each of these three, come up with 2 preliminary ideas for each domain for growth. You'll have two ideas for each of the three you choose. These ideas could be things like: going on a retreat, reading a book, attending an online seminar, engaging in a Sabbath, going to a leadership conference, etc. Clearly and succinctly outline these ideas in a half page bullet-point format. You do not need great detail but rather just a simple idea. For example, if you choose the domain of spiritual, one of your ideas may be "Spiritual: Attend a 24 hour prayer retreat sometime in the next 30 days. These ideas should be fairly simple and able to be accomplished in the next 4-6 weeks.
- g) INITIAL LAY TEAM MEETING: Identify two lay people in your church that you know well and who know you well. Schedule a meeting with them in

- a) a group. Review your plan with them and get input from them. As a group and based on their feedback and conversation, choose just two of your ideas (each one should be from a different domain, e.g. don't choose two spiritual ideas). You will actually execute this plan. During this meeting, schedule a meeting with the same two laity in 3 weeks to review.
- b) **FINALIZE PLAN:** Either on your own or in conjunction with your lay-group, flesh out any details you might need to actually accomplish these plan. This doesn't need to be much longer than half a page: just basic details of what you are planning on doing.
- c) **DO PLAN:** Execute your ideas: you have 2-3 weeks to execute these ideas- actually do them. You will need to do this in time to write a reflection on this before the assignment submission deadline.
- d) **LAY TEAM FOLLOW-UP:** Once you have executed your plan, meet again with your laity in the follow-up meeting you scheduled in your initial meeting. Simply review with them how the plan went, what you learned, what went well, what didn't. Get any feedback or insight from them regarding this process.
- e) **SUBMIT:**
 - i) The original half-page Plan Ideas from step (b) above
 - ii) The Final Plan from step (d) above
 - iii) A Final reflection paper: write up a 2 page reflection that encapsulates: 1) What you did for your plan, 2) a reflection on executing the plan: how did it go, what went well, what didn't, what did you learn about yourself? Your ministry? 3) incorporate feedback from your lay team from both the initial and follow-up meeting. 4) a reflection on this process of research, plan idea development, initial lay team meeting, finalizing a plan, executing a plan, reviewing the plan with the lay team, etc. How was the process helpful? If you were do this again in a year with two laity, what would you change?