

**Pastor and People
CL-606**

Mark R. Teasdale
Office Shaffer 734
mark.teasdale@garrett.edu
Phone: 847-866-3954

Purpose of Course

The course builds on theological and ecclesiological foundations for the role of ordained ministers of Word and Sacrament (and Order and Service) within the church community and the wider world. The course will survey the responsibilities, tasks and relationships of the pastor within various contexts. A portion of the course will be devoted to future challenges for the pastoral ministry and the student's vision for engaging these challenges effectively. The course will also offer opportunities to discuss and experience pastoral practices.

This course may involve some local travel depending upon COVID restrictions. When possible, these will be scheduled at the same time as the usual course meetings to minimize disruption.

Course Objectives

Knowing:

1. The students will be challenged to integrate the pastoral role from biblical, ecclesiological and social perspectives into their personal understanding of ministry.
2. The students will survey models of church and their purpose along with the various expectations of pastoral and lay leadership.
3. Students will learn from a variety of sources about specific pastoral duties related to pivotal human experiences.

Being:

1. Students will be invited to "live into" the role as pastor and colleague in the class environment.
2. Students will utilize a text that moves them devotionally into the tasks of pastoral ministry and their spiritual preparation and dispensation.
3. Students will lead the class in devotionals, worship opportunities and other presentations as pastoral colleagues.

Doing:

1. Students will be invited to exercise pastoral skills in class exercises and assignments.
2. Students will experience pastoral settings in field trip exercises.
3. Students will study a variety of pastoral tasks and effective models for leading in the congregation and community.

Structure of Course

This course will include substantial student participation as well as some local travel (pending COVID restrictions).

The course will be divided into four sections. Notice that course participation and student leadership is both expected and counts toward the final grade.

1. Group reflection on John Wesley's journal (led by the professor, but student participation is expected—see assignments below)
2. Discussion of the readings for the week (student led—see assignments below)
3. Lecture on the topic of the week (by the professor)
4. Closing devotional (student led—see assignments below)

Local travel, if possible, will include trips to locations where pastors may be expected to do ministry in the larger community. Participation in these trips is mandatory. Every effort will be made to schedule the trips during the normal class time. Depending on availability, these trips could be to places like a hospital, a funeral home, or a police station. The actual dates, times, and locations of the trips will be confirmed approximately a month before the class goes on them.

Academic Policies

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- **Academic integrity and plagiarism:** (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- **Writing and citations:** The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online here. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- **Writing Support:** The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See [https://www.garrett.edu/student-life/student-services/](https://www.garrett.edu/student-life/student-services/\) "Writing Center" for more detailed information.

Attendance and Class Participation

- **Inclusivity/Diversity:** The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely

discussed....All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)

- **Attendance and lateness policies:** Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- **Extensions:** For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

Course Policies

1. **Excellence in Writing:** Even though this is an UM Studies course, everything you have learned about good writing style still counts! Obtuse or inelegant writing in your essays will be reason for a reduced grade. If you need help with your writing, please contact the instructor.

2. **Intellectual Virtue:** We are striving not only to learn about a subject, but to sharpen our abilities to think critically. To do this, we must practice intellectual virtue by being open-minded, straightforward and thoughtful in our spoken and written work. We show our Christian scholarship not only by considering issues and questions that are central to our faith, but by being careful and respectful in our treatment of the authors of our texts, the ideas we discuss, and the thoughts of our fellow classmates.

3. **Late Work:** Late work is not accepted in this course.

Texts

The Book of Discipline of the United Methodist Church 2016. Nashville: United Methodist Publishing House, 2016. ISBN-13: 9781501833212. \$24.00.

Available free online at:

<https://www.cokesbury.com/forms/DynamicContent.aspx?id=87&pageid=920#9568>.

- **If you are not United Methodist, use your denomination's law book instead.**

Dickens, Charles. *Sunday Under Three Heads*. Project Gutenberg.
http://www.gutenberg.org/ebooks/922?msg=welcome_stranger (free – can be downloaded or read online at this website)

Hall, Heidi. "Hard Job, High Calling," *Leadership Journal* vol 37, no. 1 (Winter 2016).
<http://www.christianitytoday.com/le/2016/winter/hard-job-high-calling.html?paging=off>

Poe, F. Douglas, Jr. and Jasmine Rose Smothers. *Not Safe for Church: Ten Commandments for Reaching New Generations*. Nashville: Abingdon Press, 2015. ISBN-13: 978-1-4267-7576-5. \$16.00.

Potts, S.L. *How Not to Be a Broke Pastor*. Virginia Beach, VA: BrokePastor Press. ISBN-13: 978-0999473740. \$10.

Wesley, John. *The Journal of John Wesley*, intro by Hugh Price Hughes, appreciation of the journal by Augustine Birrell, ed. Percy Livingstone Parker. Chicago: Moody Press, 1951. Free available on Moodle as a pdf.

Wespath articles. <https://www.wespath.org/health-well-being/health-well-being-resources>. Multiple articles, all posted free on Moodle.

Assignments

Students are expected to grow into the identity of pastor through this class. Other class members are colleagues together in this enterprise. Some class exercises will be in group or corporate situations, others will be in personal leadership. Students will be expected to present themselves in a pastoral manner. Students will be expected to commit themselves to a high standard resourcing each other as focusing on the expectations of the professor.

1. Online devotions (15% of grade)

Beginning the second week, each student or a student team will upload an online devotional based on the lectionary readings for the Sunday following. The common lectionary we will use can be found at <https://lectionary.library.vanderbilt.edu/>. Each devotional should last up to 15 minutes (and no more). The devotions should be focused on the work of pastoral development for the members of the class. Appropriate knowledge of colleagues is expected. It is expected that the scripture is a) well exegeted b) there is a clear hermeneutic of interpretation c) there is an awareness of the class context and spiritual progress d) the presenters evidence growth in their pastoral role. The exceptions to lectionary use are the classes before Veteran's Day and Thanksgiving. The expectations are the same, however the context for presentation would be a "public" and "civic" setting.

2. Apprenticeship to John Wesley (35% of grade)

Historically, pastors were trained as apprentices learning a craft, with the young pastor following a veteran pastor for one or more years before being credentialed to serve on their own. While we cannot set up this sort of apprenticeship in real life, you can develop a “paper apprenticeship” in this course. You will read a portion of John Wesley’s Abridged Journal each week as a pdf and annotate it on Moodle. As you annotate it, please review the annotations others have left and interact with them. You do not have to respond to what everyone has written, but each week you should leave a minimum of 2 direct responses to the text and 3 responses to others in the class. More interaction with the text and classmates is welcome!

Your comments on the text should be written as if you are John Wesley’s associate pastor who was accompanying him. What is he teaching you about being a pastor as you journey with him?

Your grade will be based on a) whether you have made at least the minimum number of posts each week, b) the quality of the posts. See the grading rubric for a sense of what a high quality post looks like.

This is an interactive asynchronous assignment meant to take at least one hour per week. It is due by the beginning of class each Tuesday morning.

3. Discussion Leaders (15% of grade)

Beginning the second week of class a student team will lead discussion on the reading assigned for that week. This will begin with a fifteen-minute (and no more) synopsis of the reading for the week along with thoughts as to how the reading relates to the theme for the week. It will then move to a fifteen-minute discussion of the reading with the entire class. Everyone is expected to read all the assigned readings for each week so they can be part of these discussions.

4. Final exercise (35% of grade)

On the second to last week of class, you will be given a three-hour final exercise. In this exercise, you will be given a scenario you must assess and respond to as if you were the pastor of a local congregation. During the first hour, you will work through the case study alone. During the second hour you will share, review, and revise your thoughts in conversation with colleagues in the classroom. During the final hour, the class as a whole will share their ideas with the instructor. Each person in the class must participate in order to receive a grade.

Class Schedule

Session 1: The Pastor and God	Bible; "Hard Job, High Calling"	No Written Assignment
Session 2: The Pastor and Self	Powe & Smothers, intro, ch. 2; Denominational Lawbook (most recent <i>Book of Discipline</i> for UM students) <i>UMBoD</i> 2016 ¶ 120-143 (embody),	Journal Entry: JW, 1-46 (chs. 1-2; Start on p. 1 "Wesley Begins His Work." End when you reach "Wesley Begins Field Preaching.")
Session 3: The Pastor and Family	Wespath Articles	Journal Entry: JW, 46-104 (chs. 3-4; End when you reach "Wesley Refused Sacraments at Epworth")
Session 4: The Pastor and the Denomination	Powe & Smothers, ch. 3; Denominational Lawbook (most recent <i>Book of Discipline</i> for UM students) <i>UMBoD</i> 2016 ¶ 300-310 (esp. 310.1.d, 310.2.d), 324 (esp. 324.9), 328-330 (esp. 330.5), 332-336, 340	Journal Entry: JW, 104-146 (chs. 5-6; End when you reach "Wesley and Faith-Healing")
Session 5: The Pastor and the Congregation: Administration	Powe & Smothers, chs. 1, 6, 10, conc.	Journal Entry: JW, 146-194 (chs. 7-8; End when you reach "Wesley Decides to Marry")
Session 6: The Pastor and the Congregation: Worship and Celebration	Powe & Smothers, ch. 4; Dickens, entire	Journal Entry: JW, 194-239 (chs. 9-10; End when you reach "In Glasgow Cathedral")
Session 7: The Pastor and the Congregation: Pastoral Care and Safety	Powe & Smothers, ch. 8; Book of Job, Luke 13, John 11	Journal Entry: JW, 239-294 (chs. 11-12; End when you reach "Wesley in Aberdeen Again")
Session 8: Field Trip to Hospital/Funeral home?		Journal Entry: JW, 294-344 (chs. 13-14; End when you reach "Wesley's Land-Shark")
Session 9: Field Trip to Hospital/Funeral Home?		Journal Entry: JW, 344-394 (chs. 15-16)

Session 10: Field Trip to Police Station/Jail?		Journal Entry: JW, 394-431 (chs. 17-18; End when you reach “Wesley Arrested in Edinburgh”)
Session 11: The Pastor and the World: Relating to Culture	Powe & Smothers, ch. 5, 7	Journal Entry: JW, 431-485, xxv-xxx (chs. 19-20; After you read “Wesley’s Last Entries,” go back to the beginning and read “Wesley’s Last Hours”)
Session 12: Final Exercise		No Written Assignment
Session 13: The Pastor and the World: Taxes and Finances	Potts, entire	No Written Assignment

How I Grade

The following is a rubric that offers insight into how I grade all the assignments. Please notice that turning in work late or without following the directions provided in the syllabus leads to a failing grade.

Please notice, also, that it takes creative work to receive an “A.” Work that shows a good grasp of material, but that is not creative in a way that looks to construct new pathways of learning and ministry, is worth a “B.”

	Excellent – 100%	Above Average – 85%	Average – 70%	Failing – 0%
Timeliness	The student turned in the assignment by the due date.	N/A	N/A	The assignment was late. (This may cause a failing grade for the entire assignment.)
Writing	The assignment is virtually free of grammatical errors, typos, misspellings, and other writing inelegancies.	The assignment has a few grammatical errors, typos, misspellings, and other writing inelegancies, but they do not impede understanding the text.	The assignment has several grammatical errors, typos, misspellings, and other writing inelegancies, such that they are distracting but do not impede understanding the text.	The assignment has several grammatical errors, typos, misspellings, and they impede understanding the text.

Followed Directions	The student followed all the directions provided by the instructor in the syllabus or online for the assignment (including word counts, content, format, etc.).	The student followed the directions in a way that addressed the core learning objectives, but did not follow the logistical directions (e.g., word counts, outline of assignment).	The student followed the logistical directions but did not address the core learning objectives.	The student failed to follow the logistical and learning objective directions provided by the instructor in the syllabus or online.
Coherence	There is a logical flow throughout the assignment such that it is easily understandable and persuasive in the points it makes.	There is a logical flow throughout the assignment such that it is easily understandable. It may not be persuasive in its presentation, however.	There is an overall logic apparent in the assignment, though it requires some effort to grasp what the logic is.	There is no apparent logic to the assignment. It is obtuse and difficult to understand the points it makes.
Content	The student clearly interacts with the course materials (readings and lectures), demonstrating both comprehension of the material and offering creative and constructive insight for further conversation on the topic at hand.	The student clearly interacts with all the course materials (readings and lectures) appropriate to the topic, demonstrating comprehension of the material.	The student clearly interacts with only some of the materials appertaining to the topic of the assignment, demonstrating comprehension of the material. Alternately, the student uses the appropriate materials, but does not represent them accurately.	The student's assignment either does not refer to any course material or clearly misunderstands the material it does use.
Collegiality	The assignment is academic in tone (or is appropriate to the intended audience), inviting further constructive conversation on the	The assignment is academic in tone (or is appropriate to the intended audience), though can emphasize deconstructive	The assignment is more conversational than academic in tone (or is not entirely appropriate to the intended audience) and/or is defensive about	The assignment is entirely informal (or is inappropriate to the intended audience) and/or may be entirely negative by attacking others and resisting

	topic, even in the case of disagreeing with authors, the instructor, or other students.	interaction more than constructive.	engaging in constructive self-reflection.	reflection on one's own work invited by course material or peer feedback.
Responses (When a response to other students is required)	The student responds to others substantively by finding points to agree with, disagree with, or to nuance based on ideas raised in course materials. The response invites constructive conversation.	The student responds to others substantively by finding points to agree with, disagree with, or to nuance based on course materials.	The student responds to others, but shows little interaction with course materials in the response.	The student responds in a hostile way that seeks to end conversation, or the student's response does not address the issues raised by the other student.