This course grounds the student in the theology and core practices of personal and congregational formation and discipleship and utilizes the approved curriculum of the Division of Ordained Ministry of the United Methodist Church.

OBJECTIVES of the course, by the Division of Ordained Ministry, will enable students to:

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

TEXTBOOKS
Required:

John M. Bracke and Karen B. Tye – *Teaching the Bible in the Church*

Kevin M. Watson – *The Class Meeting: Reclaiming a Forgotten (and Essential) Small Group Experience*

Marjorie J Thompson – *Soul Feast: An Invitation to the Christian Spiritual Life*

Adele Ahlberg Calhoun – *Spiritual Disciplines Handbook: Practices That Transform Us*

Supplementary:
Anne Wimberly & Evelyn Park *In Search of Wisdom: Faith Formation in the Black Church*

Grading: Grades are assigned in the traditional academic format: A, B, C, D, F.

INSTRUCTOR’S INFORMATION If you have any questions, I can be reached at the following: tracey@trinitylafayette.org; 3500 Mulberry Drive, Lafayette, IN 47905; Phone: 219-742-6596

1. Over the six-week course, select one practice per week from the Spiritual Disciplines Handbook. Engage with the practice at least five days of the week and write a 1-page reflection on your experience with the practice on day six. Write your one-page reflection (as a Word document). Upload the paper to the course shell.

2. Over the first three weeks of the course, read the book, *The Class Meeting*, and respond to three reflection questions for each week. Two responses should be uploaded as a Word document to the course shell on Friday of each week. One response will take place via the
discussion forum on the course shell.

3. During weeks four and five of the course, read *Teaching the Bible in the Church*. At the conclusion of week 5, write a one-page single-spaced response to each of the following questions:
   a. Write a reflection on someone whose teaching impacted you, addressing specific questions in light of the reading
   b. Discuss a gospel story whose interpretation was shaped by *your cultural context*.
   c. Discuss an encounter with literalism among your congregants

4. Read the book *Soul Feast*.
   a. We will engage with the practices described in the book, during class and on your own. Keep a journal (to be submitted at end of course) to record your experience with the practice and how the book changed your understanding of and/or experience with the practice.
   b. Utilize the resources of the book to craft your own Rule of Life (described in the final chapter) that you can live by during this season of your life.

COS 123 Formation and Discipleship
Because of the COVID situation, we are still awaiting final decisions from GBHEM regarding how to adjust face to face requirements. Therefore, there is not a breakdown of what will be covered in the beginning and concluding sessions. Generally, session one will focus on the Watson, and Bracke & Ty texts, focusing on Christian discipleship, its goal and methods. Session two will focus on the Calhoun and Thompson texts and spiritual practices in our lives and congregations.

FINAL PROJECT:
Select one spiritual practice from the Thompson book. Develop a two-part study to be used in your congregation of the practice you select. Your written study should incorporate what you have learned in relation to religious teaching and spiritual formation from the course readings and discussions.
As you compose this study, bear in mind how the practice or practices and/or disciplines are means of grace, communicating God’s grace and love.

GRADING:
Submission of Personal Rule of Life 10%
Soul Feast Journal 15%
Weekly Spiritual Discipline Reflection Papers 20%
Weekly Reflection Responses and Forum Postings 35%
Final Project 20%

PLAGIARISM:
Below is an excerpt from the student handbook relating to writing and plagiarism.
Policies Guiding Student Writing and Research:
As a rule of thumb the Chicago Manual of Style shall be followed in writing papers however an instructor may choose to use a different writing style for their course.
An excellent resource is the Purdue Online Writing Lab (AKA: the Purdue OWL). This provides tools for writing a paper and instructions in several different writing styles such as The Chicago Manual of Style (CMS or Turabian); The Modern Language Association (MLA); and American Psychological Association (APA). It also provides resources on writing in general as well as how to
do research and how to avoid plagiarism (taking someone else’s ideas or words and not giving them credit or passing them off as one’s own work).

Visit the Purdue OWL here:
https://owl.purdue.edu/owl/purdue_owl.html

Best Practices for writing:

Students must do their own work, not submit the work of others as their own. To submit the work of someone else as the student’s own work is dishonest and a form of stealing - stealing the intellectual property and writing skill of a source and claiming that it is your own. It also defeats the purpose of a course and education in general since the student does not learn either the subject matter at hand nor the skill in organizing ideas and expressing them in writing. In addition, of course, it is unfair to those who correctly absorb the subject matter and write their own papers for credit in a course.

It is normal, indeed expected, that one consult relevant sources on a topic when preparing a paper for a course. The way that the student uses those sources, however, becomes crucial. The student should read, absorb the subject matter, but then organize the ideas and material in the student’s own way. One should not simply follow a series of ideas – the thinking – of the source.

One can quote from a source, of course, but then that quoting must be exact, not changing a word or so here and there. The rule is: three consecutive words or more constitutes a quote. A quotation from a source must be indicated as a quotation (enclosed in quotation marks) and the exact source of the quotation must be given so that the reader can go to that source and find it without difficulty. Quoting from a text requires quotation marks before and after the quote and the source (including page numbers) must be clearly identified at the end of each usage. Generally quotations should not be more than a sentence or two in length.

The student should state the ideas and material in the student’s own words and structure of sentences. A student writer should not use the sentence structure of the source, merely changing some words in the text. Such a practice does not constitute one’s own work but uses the work of others. Such practice is plagiarism, the chief academic sin.

The student should be scrupulous in identifying the work of others in writing a paper. Honesty and personal integrity demand it. It is better to over-document one’s sources than to under-document them and leave doubt in the mind of the reader as to the use of sources.

In order to be fair to the students who do their own work and fairly earn a good or superior grade, other students should not be allowed to cheapen the value of a good grade by unfairly receiving a better grade than the student earns, especially if the student employs some form of cheating and/or plagiarism.

The appearance of plagiarism in a paper is unacceptable. An assignment may have to be done over or may simply be rejected. An “F” grade in a course is warranted, especially in egregious or repeated instances of plagiarism. Students are encouraged to work with their instructors on expectations for written work and to use one of the writing resources and style manuals identified.

Writing Resources and Style Manuals:

The Purdue OWL site at: https://owl.purdue.edu/owl/purdue_owl.html

Helps to recognize and avoid plagiarism:

These are links to some websites that may help you to cite appropriately and use your own words more.

https://writing.wisc.edu/handbook/assignments/quotingsources/
https://cehe.instructure.com/courses/20915
https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html
https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/index.html

Academic Integrity Policy:

The Indiana Extension Course of Study requires that all material submitted by a student in fulfilling academic requirements must be the original work of the student. Violations of academic integrity
include any action by a student indicating lack of integrity in academic ethics. Violations include, but are not limited to, cheating and plagiarism. Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination. Plagiarism is the act of presenting the published or unpublished words or ideas of another [including online resources] as if it were one’s own work. A writer’s work should be regarded as his or her own property. Any person who knowingly (whether intentionally or unintentionally) uses a writer’s distinctive work without proper acknowledgement is guilty of plagiarism. A student found guilty of a violation of the academic integrity policy, after a review of the case, may be subject to one or more of the following actions:

- warning
- probation
- a reduced or failing grade for the assignment or the course
- suspension for the remainder of the course
- expulsion from the Course of Study
- notification of one or more persons, organizations, or committees:
  - Student’s Conference/District Superintendent
  - Student’s District Committee on Ordained Ministry
  - The Regional COS director
  - The General Board of Higher Education and Ministry

Decisions relating to the above consequences shall be decided by the professor and the director of the Extension COS, and be based on the following factors, including but not limited to:

- Severity of the offence: What percentage of the assignment was plagiarized?
- Previous instances of plagiarism
- Intent: In as much as can be determined how well did the student understand she or he was plagiarizing?

Revised 4-1-20