



BETHEL SEMINARY

ML615

Organizational Leadership and Church Governance

SYLLABUS

Professor: Andrew D. Rowell

Term: Spring 2018

Delivery: Fully Online

Dates: Jan 29, 2018 - May 18, 2018

Course credits: 3.0

Enrolled: 7 students

BETHEL SEMINARY

Bethel University

3900 Bethel Drive

St. Paul, MN 55112

Description

This course is designed to address the role of organizational leaders in congregational and ministry settings. Attention is given to both the pastoral and governance dimensions of leadership, with special focus on relevant strategies and approaches for guiding congregations and ministry communities. This course will focus on the leader's role in working with a church staff and board, understanding diverse congregational polities, effectively communicating as a leader, fostering a healthy organizational culture, and navigating conflict and change that may arise in these churches and ministry organizations.

Learning Outcomes

Upon completing this course, students will be able to:

- 1) Examine the importance of personal and spiritual formation for leading congregations
- 2) Examine various approaches to conflict management and peacemaking
- 3) Apply Scriptural messages appropriately to contemporary contexts
- 4) Engage and evaluate models and approaches to transformational leadership
- 5) Explain and differentiate various approaches to management and administration in ministry
- 6) Integrate key course concepts into professional practice
- 7) Develop an awareness of the organizational leader's role in leadership communication
- 8) Identify principles for developing and collaborating with church leaders
- 9) Differentiate models of church governance and the biblical and theological foundations underlying diverse models
- 10) Evaluate the essential elements in the development and fostering of a healthy organizational culture
- 11) Examine models and principles for leading organizational change

Instructor Information

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Bethel Office phone: 651.638.6226 (This voicemail does not get checked regularly. Email is preferable).
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Facebook: My current policy is not to be Facebook friends with students. I only use it to occasionally post family photos so you are not missing anything.

Twitter: <https://twitter.com/AndyRowell> I sometimes post links to things I’m reading here but there is no need to watch this. Any resources for this class, I will share with you through Moodle.

Blog: <http://www.andyrowell.net/> which I also only rarely use.

Teaching Assistant

TBA

Course communication

In Moodle, I have chosen the option “forced subscription” for the "General Discussion Forum" so that you receive emails when I “add a new discussion topic” there as a class announcement. It is my way of emailing the class. You can also “reply” in case something needs clarification. Another student may be able to “reply” and help you or I will. These replies send an email to everyone since this is a “forced subscription.” If you have a question or resource that all of us might benefit from, you can also post a “discussion topic” in the General Discussion Forum and everyone will be emailed. It is a way for you to email the whole class. If your question is more personal and does not need to be sent to the whole class, please feel free to use my email address: a-rowell@bethel.edu

- I will return email messages within 24 hours—usually within a few hours.
- Grading turn-around times: We will plan to return assignments within one week.

Required Resources

- Collins, Jim, and Morten T. Hansen. *Great by Choice: Uncertainty, Chaos, and Luck--Why Some Thrive Despite Them All*. New York: HarperCollins Publishers, 2011.¹ ISBN-13: 978-0062120991 eBook available. 320 pages. *Great By Choice* is available via audiobook in case some of you commute and like listening to audiobooks. Listening Length: 8 hours and 45 minutes. Buy the audiobook: Downloadable http://www.amazon.com/Great-by-Choice/dp/B005UJSI7I/ref=tmm_aud_swatch_0?encoding=UTF8&sr=&qid Order via library on CD: http://bethellibraries.worldcat.org/title/great-by-choice/oclc/740630764&referer=brief_results. This is the latest from Jim Collins who wrote *Good to Great*. He has spoken regularly at Willow Creek's Global Leadership Summit. It is a business book but is applicable to churches. The syllabus schedule is loosely organized by Collins's 2014 twelve questions which organizes the totality of Collins's corpus of work: <http://www.jimcollins.com/tools/TwelveQuestions.pdf>
- Cowan, Steven B., ed. *Who Runs the Church? 4 Views on Church Government*. Grand Rapids, MI.: Zondervan, 2004.² ISBN-13: 978-0310246077. 320 pages. This is also available via audiobook: <http://www.amazon.com/Who-Runs-Church-Views-Government/dp/B002WPTSV8/> Listening Length: 11 hours and 10 minutes. It gives 4 different views of church polity or church government structure. We are only reading the initial description of each view and not all of the responses but if you have time, read it all.
- Sande, Ken. *The Peacemaker: A Biblical Guide to Resolving Personal Conflict*. 3rd ed., Grand Rapids, MI Baker Books, 2004.³ ISBN-13: 978-0801064852. 318 pages. This is the classic book on biblical approaches to conflict resolution. (The 4.8 hour audiobook http://www.amazon.com/Peacemaker-Biblical-Resolving-Personal-Conflict/dp/B003F7R9PE/ref=mt_audio_download is "abridged" so does not include the whole book but would suffice if you were pressed). His last name is pronounced "Sandy."
- Fee, Gordon D. *The First Epistle to the Corinthians*. Revised ed. New International Commentary on the New Testament. Grand Rapids, MI.: Eerdmans, 2014.⁴ ISBN-13: 978-0802871367. 1044 pages. This is perhaps the most well known and beloved commentary on any book of Scripture today. There is a recording of Gordon Fee teaching this material at: <http://www.regentaudio.com/products/first-corinthians-new-testament-book-study> There are key leadership insights in each of the 1 Corinthians texts assigned to be studied. The apostle Paul demonstrates how to think about organizational leadership and church governance by how he deals with the situations in Corinth. Students are assigned to read certain sections of the commentary most weeks. This can be modified in the following way. Students may first spend time allotted for reading the commentary by studying the 1 Corinthians Scripture text: by reading it in different English translations (see <https://www.biblegateway.com/> or use Logos Bible software or use whatever you like) or by marking it up or by diagramming it in Greek. But students should still look up what Gordon Fee has to say about key points that the student has noticed in the text. In this way, the student's insights can be confirmed or revised. Fee is a great writer and

¹ Jim Collins and Morten T. Hansen, *Great by Choice* (New York: HarperCollins, 2011).

² Steven B. Cowan, ed. *Who Runs the Church? 4 Views on Church Government* (Grand Rapids, MI: Zondervan, 2004).

³ Ken Sande, *The Peacemaker: A Biblical Guide to Resolving Personal Conflict*, 3rd ed. (Grand Rapids, MI: Baker Books, 2004).

⁴ Gordon D. Fee, *The First Epistle to the Corinthians*, Revised ed., New International Commentary on the New Testament (Grand Rapids, MI: Eerdmans, 2014).

super scholar. The student should spend the equivalent amount of time in the Scripture text as is allotted for reading the commentary.

You will also read one of the following two business books on conflict:

Gallo, Amy. *HBR Guide to Dealing with Conflict*. Boston, MA: Harvard Business Review Press, 2017.⁵ ISBN-13: 978-1633692152. 192 pages. eBook available. Audiobook available. 4 hours and 51 minutes. Gallo is a business expert and this is a very practical, helpful book that I found personally convicting and helpful. Her guidance overlaps with that given by the explicitly Christian writer Sande in *The Peacemaker*.

OR

Patterson, Kerry, Joseph Grenny, David Maxfield, Ron McMillan, and Al Switzler. *Crucial Accountability: Tools for Resolving Violated Expectations, Broken Commitments, and Bad Behavior*. 2nd ed., New York: McGraw-Hill, 2013.⁶ ISBN-13: 978-0071829311. 304 pages. Audiobook available. 6 hours and 14 minutes. Joseph Grenny, one of the authors, has spoken about the authors' other book *Crucial Conversations*. This book *Crucial Accountability* focuses on the role of the leader in confronting people when they are off track. This book is written with zest and enthusiasm, and even some humor. Both *Crucial Conversations* and *Crucial Accountability* helpfully describe the nuances of interpersonal relations with clarity and wisdom. Again, there is overlap here with the explicitly Christian writers Sande in *The Peacemaker*.

Articles and selections from other books (not including the required texts) are available on Moodle as PDFs. Some students prefer to read a paper copy and so print out the file with all the PDF readings. At <http://www.fedex.com/> with black ink, regular paper, coil or comb binding and clear covers, one of my courses was about \$29. But someone told me they took it in to a physical store and the employee formatted it to print uniformly with everything facing the same direction and bound it for about \$5.

⁵ Amy Gallo, *HBR Guide to Dealing with Conflict* (Boston, MA: Harvard Business Review Press, 2017).

⁶ Kerry Patterson and others, *Crucial Accountability: Tools for Resolving Violated Expectations, Broken Commitments, and Bad Behavior*, 2nd ed. (New York: McGraw-Hill, 2013).

General Activity Guidelines

Total hours: 115

Lecture videos: 5 hours (10 lectures X .5 hours)

Online class hours: 6 hours (3 sessions X 2 hours)

Reading: 53 hours

Assignments: 51 hours

Lecture videos on YouTube (5 hours)

Watch 10 30-minute lectures on YouTube.

Online session attendance (6 hours)

Participate in all three (1 hr) class sessions online through WebEx or write a response to each recording. If you miss a session, you will write at least a 133 word (1/2 page) response to the recording of the session in a forum for that week designated "Session responses" or record a 2-3 minute video and upload it to YouTube as an unlisted video and provide the link in the Session response forum. I have made this forum "Auto Subscription" but you can unsubscribe from the emails if you want. These should be completed 48 hours after the online class recordings are posted. Points will be removed from your grade for that module if you do not attend the online session and do not do a response to the recording. The idea is that in that way you will still contribute to and receive from the richness of the class discussion even if you are missing the online session. Though we would enjoy having you, you are welcome to miss all of the synchronous sessions and just participate in the course by watching the recordings.

Even though it is only a 1 hr session, I have allocated 2 hours for each session. This is for minutes of flex time on both sides of a course session (for travel and technology preparation) so you can be there on time and stay afterward occasionally. Or if you are missing the sessions, you can use that time to write your ½ page response.

Optional online sessions

Optional online synchronous sessions will be recorded. Dates and Times are arrived at via a Doodle.com survey.

Assignments (51 hours)

Your papers will be forum discussion posts. You are also required to do 2 replies on the posts of other students. The replies will be graded as part of your discussion post grade. Your initial post is due on Fridays at 11:55 pm CST and two replies are due at 11:55 pm CST on Mondays.

I do not ask students to inform me how much they have read. I expect that students may need to skim or omit reading under the pressure of time. The posts will give some demonstration about the degree of the student's engagement with the reading.

You can paste in the prompt questions and answer them one after another or in groups. Or, you can address them all in an essay. You can paste in the prompt into your document and then answer the questions. The prompt words do not count against your word total. It helps if you put the prompt in bold so it is easy to differentiate from your answer.

If there is something else important to mention that is not in the prompt, please address it. The prompt is meant to stimulate your thinking. If the prompt question has been worded poorly or if you do not understand the prompt question, you can skip that question. Please address the issues that you think should have been asked in the prompt. That is, address what you think is important with regard to this set of readings.

It used to be that Moodle did not save drafts as you were writing but now that it does, you can craft your response in Moodle. But to be safe you might want to write your post in Microsoft Word or whatever writing program you usually use and then paste the content from that document into the post. Please don't upload the Microsoft Word or PDF attachment because it will make it faster for all of us to read if we do not have to download your document to read what you wrote.

Forum posts (and two replies)

The forum discussion posts for modules 1/2 and 3/4 and 5/6 are to be 795-1060 words (3 to 4 pages).

7 hours (6 hours writing + 1 hour for two replies) X 3 = 21 hours allotted.

Interview a church leader and film and upload it to you YouTube (2 hours).

Please record a 1-5 minute interview with a pastor (priests, rector, or clergy person) asking them to explain their polity or church governance structure of their denomination or church and what advantages and biblical or theological rationale it has. If they want to mention weaknesses, that is fine too. Please record this on your phone or laptop and upload it as an “unlisted video” to your Bethel YouTube and provide the link. If you could put a title of the video that describes the kind of church, that will help others watching the video later. For example, “large Presbyterian Church USA church in California” or “small Assemblies of God church in Minnesota.” We will likely share videos among the sections of this course that Andy Rowell teaches. = 2 hours allotted

Note to clergy that you are welcome to use.

Dear Pastor or Clergy person,

Would you be willing to record a 1-5 minute interview with this seminary student for their Organizational Leadership and Church Governance course at Bethel Seminary in St. Paul, Minnesota? They will probably just record you with their phone or laptop. Here are the questions. (1) Could you briefly explain the polity or church governance structure of your denomination and local church? (2) What practical advantages does it have? (3) What biblical or theological or historical rationale is often cited for it?

You are welcome to use your name or just say that you are an Orthodox, Roman Catholic, Episcopal, Presbyterian, Lutheran, Mennonite, Assemblies of God, nondenominational, etc. pastor. The rationale is that in this course we are exploring different church polities and forms of church governance such as episcopal, presbyterian, and congregational. We are exploring the benefits of being part of a denomination and its challenges. We are discussing the importance of plural leadership as well as the importance of a single leader bringing focus. If you would be so kind to respond, we would enjoy hearing your responses. The student will upload their little video as an unlisted video to YouTube and share the link with their classmates. Other students who take this course in the future may also view the videos but we are not planning on publicizing them widely. I will be happy to ask that they be removed from circulation at any time. The student is welcome to share the whole syllabus with you. These videos will be a delightful highlight of our course. Thank you. If you have any concerns, please feel free not to do this. We are trying to learn about a variety of church structures. We certainly do not want to make anyone uncomfortable. Warm greetings and blessings on your ministry.

Grace and peace,

Dr. Andrew D. Rowell

Department of Ministry Leadership

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Watch 1 hour of Polity and Church Governance videos and write response (2 hours)

In 2016, students in ML615 recorded 58 videos asking different pastors about their church's polity. Please watch 1 hour of these videos in order to get a sense of how different pastors think about polity. Please write a 133 word (1/2 page) response.

https://www.youtube.com/playlist?list=PLs0xvfb6aLur8Erg_E2QwokDtCZNzZcCL

The Congregational Leader and Conflict

The forum discussion is to be 795-1060 words (3 to 4 pages).

7 hours (6 hours writing + 1 hour for two replies) = 7 hours allotted.

Based on your course reading of Ken Sande's *The Peacemaker* and a business book on conflict (Amy Gallo, *HBR Guide to Conflict* or Kerry Patterson, et al., *Crucial Accountability*) and your engagement with both 1 Corinthians 5:1-8 and 6:1-11, your conflict inventory (Thomas-Kilmann Conflict Mode Instrument (TKI) or another online conflict assessment), and the personal experience you bring to this topic, reflect on how you have addressed conflict in the past and how you would like to respond to conflict better in the future both personally and by initiating the implementation of good conflict practices in an organization.

Personal Interest Book Reflection and Presentation

You will choose another book related to Organizational Leadership and Church Governance from the list below. You will become more of an expert in a certain area.

You will write a 530-795 words (2-3 pages) reflection on it.

5 hours (4 hours writing + 1 hour for two replies) = 5 hours allotted.

Reading 210 pages = 7 hours allotted

You will also share for 2-5 minutes with the rest of the class about what you learned and what we might learn from it via the online synchronous session or by recording a video of yourself and uploading it to YouTube as an unlisted video and providing the link to us.

Choose one of the following books or email the professor about an alternative:

1. Stanley⁷ gives a very readable description of the multi-site, seeker-driven, megachurch approach with practical insights for any church leader.
2. Schmidt and Rosenberg⁸ give an excellent description of the organizational leadership approach of Google, which is surprisingly applicable to churches.
3. Bernard of Clairvaux⁹ gives classic advice to the Pope in the 11th century.
4. This two views book provides a very balanced, biblical exploration of the women in leadership in the church issue.¹⁰
5. Hybels¹¹ gives brief reflections on the lessons he has learned from megachurch leadership. Another option is Hybel's book¹² that we are using in a D.Min. course I am teaching.
6. Kaiser¹³ advocates a form of governance structure responsibilities that is popular in Converge denominational circles.
7. Hansen¹⁴ gives a description of the life of a traditional small rural church pastor. The organization is less pronounced here.
8. Rainer and Stetzer¹⁵ give Southern Baptist – focused statistical study and insights.
9. Willimon¹⁶ describes his reconceiving of what it means to be a bishop in the United Methodist Church. We are reading an excerpt from the book.

⁷ Andy Stanley, *Deep & Wide: Creating Churches Unchurched People Love to Attend* (Grand Rapids, MI: Zondervan, 2012).

⁸ Eric Schmidt, Jonathan Rosenberg, and Alan Eagle, *How Google Works* (New York: Grand Central Publishing, 2014).

⁹ Bernard of Clairvaux, *Five Books on Consideration: Advice to a Pope*, trans., John D. Anderson and Elizabeth T. Kennan (Kalamazoo, MI: Cistercian Publications, 1976).

¹⁰ Linda L. Belleville and others, *Two Views on Women in Ministry*, Rev. ed., Counterpoints (Grand Rapids, MI: Zondervan, 2005).

¹¹ Bill Hybels, *Leadership Axioms: Powerful Leadership Proverbs* (Grand Rapids, MI: Zondervan, 2012; reprint, 2008).

¹² Bill Hybels, *Courageous Leadership* (Grand Rapids, MI: Zondervan, 2002).

¹³ John Edmund Kaiser, *Winning on Purpose: How to Organize Congregations to Succeed in Their Mission* (Nashville: Abingdon Press, 2006).

¹⁴ David Hansen, *The Art of Pastoring: Ministry Without All the Answers* (Downers Grove, IL: InterVarsity Press, 1994).

¹⁵ Ed Stetzer and Thom S. Rainer, *Transformational Church: Creating a New Scorecard for Congregations* (Nashville: B & H Pub., 2010).

¹⁶ William H. Willimon, *Bishop: The Art of Questioning Authority by an Authority in Question* (Nashville: Abingdon Press, 2012).

10. O'Brien¹⁷ gives a great description of the strengths of the small church.
11. Beach¹⁸ describes navigating the evangelical megachurch world at Willow Creek and elsewhere in the last twenty years.
12. Branson and Martinez¹⁹ describe leadership in a multi-cultural, urban setting. We are all reading an excerpt from the book.
13. King²⁰ describes in this book of sermons his (MLK, Jr.) method in the Civil Rights Movement and its accompanying theology.
14. Sandberg²¹ gives an excellent description of how to navigate organizations like Harvard, Google, and Facebook as a woman.
15. Johnson²² edits a volume of reflections on women in leadership, where the writers have come to a stance of empowering women further.
16. Stetzer and Dodson²³ on factors that help turn around and revive declining older churches.
17. Stetzer and Im²⁴ on church planting. (It is recommended that you take the three-course church planting sequence from Bethel Seminary instead of reading this book for this course).
18. Vanderbloemen and Bird²⁵ reflection on key issue of succession which implicitly touches on good structure and governance.
19. Tchividjian²⁶ describes the crucial importance of church leaders protecting children from abuse.
20. Smith²⁷ on developing a multi-ethnic church in Minneapolis.
21. Meyer²⁸ on how to navigate teams with people from different parts of the globe.
22. Keller²⁹ Manhattan, New York City pastor of Presbyterian Church of America congregation describes church ministry. Recommend you read chapters 15-30.
23. Drucker³⁰ is the classic business management writer from 1950-2000 on the lessons for non-profit organizations.
24. Nelson³¹ on how to equip the people of God for the other six days of the week.

¹⁷ Brandon J. O'Brien, *The Strategically Small Church: Intimate, Nimble, Authentic, Effective* (Minneapolis: Bethany House, 2010).

¹⁸ Nancy Beach, *Gifted to Lead: the Art of Leading as a Woman in the Church* (Grand Rapids, MI: Zondervan, 2008).

¹⁹ Mark Lau Branson and Juan F. Martínez, *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities* (Downers Grove, IL: InterVarsity Press, 2011).

²⁰ Martin Luther King, *Strength to Love*, Fortress Press Gift ed. (Minneapolis: Fortress, 2010).

²¹ Sheryl Sandberg, *Lean In: Women, Work, and the Will to Lead* (New York: Alfred A. Knopf, 2013).

²² Alan F. Johnson, ed. *How I Changed My Mind About Women in Leadership: Compelling Stories From Prominent Evangelicals* (Grand Rapids, MI: Zondervan, 2010).

²³ Ed Stetzer and Mike Dodson, *Comeback Churches: How 300 Churches Turned Around and Yours Can Too* (Nashville: B & H Pub. Group, 2007).

²⁴ Ed Stetzer and Daniel Im, *Planting Missional Churches: Your Guide to Starting Churches That Multiply* (Nashville: Broadman & Holman Pub, 2016).

²⁵ B. William Vanderbloemen and Warren Bird, *Next: Pastoral Succession That Works* (Grand Rapids: Baker, 2014).

²⁶ Basyle Tchividjian and Shira M. Berkovits, *The Child Safeguarding Policy Guide for Churches and Ministries* (Greensboro, NC: New Growth Press, 2017).

²⁷ Efreem Smith, *The Post-Black and Post-White Church: Becoming the Beloved Community in a Multi-Ethnic World* (San Francisco: Jossey-Bass, 2012).

²⁸ Erin Meyer, *The Culture Map: Breaking Through the Invisible Boundaries of Global Business* (New York: PublicAffairs, 2014).

²⁹ Timothy J. Keller, *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City* (Grand Rapids, MI: Zondervan, 2012).

³⁰ Peter F. Drucker, *Managing the Non-Profit Organization: Practices and Principles* (New York: HarperCollins, 1990).

³¹ Tom Nelson, *Work Matters: Connecting Sunday Worship to Monday Work* (Wheaton, IL: Crossway, 2011).

25. Herrington, Bonen, and Furr³² describes how they addressed decline in baptist churches in Houston, Texas area. (Used as textbook by Justin Irving).
26. Addington³³ Evangelical Free Church director of missions gives advice on church ministry. (Used as textbook by Justin Irving).
27. Steinke³⁴ gives a description of anxiety and systems thinking in ministry. (Used as textbook by Justin Irving).

³² Jim Herrington, Mike Bonem, and James H. Furr, *Leading Congregational Change: A Practical Guide for the Transformational Journey* (San Francisco: Jossey-Bass Publishers, 2000).

³³ T. J. Addington, *High-Impact Church Boards: How to Develop Healthy, Intentional, and Empowered Church Leaders* (Colorado Springs, CO: NavPress, 2010).

³⁴ Peter L. Steinke, *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What* (Herndon, VA: Alban Institute, 2006).

Interviewing Organizational Leaders Project and Presentation

= 14 hours

You can do this project and presentation as a group or as an individual project. In this project, you will interview leaders from an organization so as to learn from them. You will be graded on three brief parts: questionnaire for interview, conducting two interviews with people from the organization, and recommendations.

The main point of this exercise is to talk to leaders and an organization you are interested in and learn about the triumphs and challenges of their organization. The second benefit is for you to test drive and cement the course material (Collins, Corinthians, Cowan, and Sande) by seeing how it intersects with an actual organization.

You may want to interview leaders of an organization you admire. Or you may want to explore an organization that is outside your own experience (Roman Catholic, urban, Pentecostal, etc.). You may also want to interview leaders from different but similar organizations: two pastors in the same small town. You may also interview leaders from a non-profit or a secular organization like a business.

Leaders are busy so it is possible that you will get turned down. That's ok. You can learn from that as well.

Please enthusiastically explain to the leader and organization why you are interested in learning from them. Please also let them know that you will use pseudonyms for the people and organization and location and disguise details when writing your paper so as to protect their privacy. Please ask if they would be willing to share both strengths and challenges in "organizational leadership and governance." Note to the leader that this is a learning experience for you and your team. Though you will eventually debrief and reflect on what you heard, you do not presume to be able to so quickly to "know what they should do." You are excited most about learning from their experiences and wisdom.

Questionnaire: Interview Preparation BEFORE the interview

Design a questionnaire to be used in an interview with at least two leaders in the organization.

Please attach this questionnaire as an appendix to your project. You may send the questions ahead of time to the interviewee. You will want to ask about some of the issues that Jim Collins raised. See Jim's Twelve Questions <http://www.jimcollins.com/tools/TwelveQuestions.pdf> or Collins's *Good to Great* Diagnostic Tool <http://www.jimcollins.com/tools/diagnostic-tool.pdf> Both are found at: <http://www.jimcollins.com/tools/tools.html> But do not use Collins's jargon as that may be intimidating, off-putting, or distracting to the person interviewed. Please also ask questions about the church polity (episcopal, Presbyterian, congregational, etc.) or organization's leadership structure and also explore how decisions are made in practice, not just theory. Also ask about past and current crises and joys in the organization. Ask as well how conflict is addressed.

Please have 7-10 questions ready in your questionnaire. In the actual interview, you do not need to be glued to these questions.

Interviews completed

You will need to interview at least two leaders in the organization.

Each member of your group must participate in at least two interviews with leaders in the organization. In other words, it is NOT ok for one person to do one interview and for the other person to do the other interview. If a student misses an interview, they will need to do another interview with someone else who is part of the organization. The interviews should be between 15 minutes and 60 minutes and can be in person or online or over the phone. For candor, it is probably best not to have conversations recorded. But you may take notes. Afterward, jot down what you think were the most important, interesting, positive, and concerning aspects about the organization. Reflect on what you think the leadership of that organization might want to think about further.

It is often appropriate to pay for the lunch or coffee of the person you are interviewing as a gesture of graciousness for their time.

Presentation of recommendations

Prepare a 795-1060 words (3-4 pages) letter or document or presentation that could be sent to the leaders of the organization that would give three recommendations of “things to consider” with your rationale. You may also phrase these as “our ongoing questions to investigate further.” Because you are just swooping in and talking to a couple people in an organization, you are hardly acting as a “consultant” and it is usually not appropriate to present such superficial findings to an organization in a formal written way but it may be appropriate to verbally pass on “what we noticed and wondered about.” “These were our first impressions and it likely had to do with the people we ended up talking to.” Those disclaimers are usually quite appropriate socially in an instance such as this. In other words, it is better to be diplomatic here in your presentation than harsh.

You will also do two replies to your classmates.

Online session: Presentation to our class

You or your group will present your conclusions to the rest of the class. In your oral presentation in class, you can share with us more candidly things that disturbed you or were concerning or confusing about your interviews.

You will also share for 2-5 minutes with the rest of the class about what you learned and what we might learn from it via the online synchronous session or by recording a video of yourself and uploading it to YouTube as an unlisted video and providing the link to us.

Schedule

Due date of initial forum post: Friday at 11:55pm CST; two replies due: Monday at 11:55pm CST	Topic and Objectives	Watch and Read	Submit / Participate
<p><i>Introduction</i> <i>January 29-February 5</i> <i>(Mon-Mon)</i></p> <p>Watch syllabus video and introduction to the course videos 1 hour.</p>	<p>Introduction to Organizational Leadership and Church Governance</p> <p>Objectives: Students will:</p> <p><i>Cognitive:</i> Get acquainted with classic understanding of ecclesiology and polity. <i>Affective:</i> See that we are looking beyond polity to leadership skill. See that the purpose of the church matters. Feel encouraged to participate. <i>Behavioral:</i> Learn basics about course and be prepared for first readings and assignments.</p>	<p>Watch Syllabus video</p> <p>Watch Why Organizational Leadership and Church Governance? lecture video</p>	<p>Start getting Collins, Cowan, and Fee books.</p>
<p>Module 1 and 2 Feb 6-12 (Tues-Mon) Feb 13-19</p> <p>Watch lecture videos (1 hour) + 10.5 hours reading + 7 hours (6 hours writing + 1 hour for two replies) = 18.5 hours over two weeks.</p> <p>Due date of initial forum post: Friday, Feb 16 at 11:55pm CST; two replies due:</p>	<p>Focused. <i>Organizations need determined, passionate leaders.</i></p> <p><i>Cognitive:</i> Reflect on the biblical and practical importance of leaders (as well as the Scriptural and practical limitations of this). Analyze the classic Protestant definition of the church and its (problematic) internal focus.</p>	<p>Watch Focused lecture video</p> <p>Read: Collins ch 1-2: 1-38. (38 pages = 1.5 hour) Reading commentary on 1 Cor 9:15-27: Fee 457-486. (29 pages = 1.5 hour) Paige Patterson: Single-Elder Congregationalism in Cowan 131-152. (21 pages = 1.5 hours) PDF: Kotter³⁵ (9 pages = .5 hour)</p>	<p>How does the apostle Paul's passion reflect that described by Collins in the 10Xer? Organizations tend to drift from their mission. Leaders are supposed to keep organizations focused on the purpose of the organization. What is the purpose of the church according to 1 Cor 9:15-27? Muse freely about whether there are other purposes of the church.</p>

³⁵ John P. Kotter, "Leading Change: Why Transformation Efforts Fail," *Harvard Business Review* 85, no. 1 (2007): 96-103.

<p>Monday, Feb 19 at 11:55pm CST</p>	<p><i>Affective:</i> Be inspired by the 10Xer and Paul regarding leadership and the purpose of the church.</p> <p><i>Behavioral:</i> Learn to utilize a commentary and draw on a evidence-based business book. Consider issues of succession, accountability, and character for single-leader-focused structures.</p>	<p>= 5 hours</p>	<p>For example, Rick Warren mentions: evangelism, worship, discipleship, fellowship, service. Reflecting on Patterson’s chapter and Kotter’s description of leading change, what are the advantages and dangers of a single leader having predominant authority?</p>
	<p>Collaborative. <i>Organizations need leaders who will draw out others.</i></p> <p><i>Cognitive:</i> Compare single leadership vs. plural leadership. Consider ecclesiology being not just what overseers, elders, and deacons do but also apostles.</p> <p><i>Affective:</i> Be inspired by the beauty of a team working together.</p> <p><i>Behavioral:</i> Learn about Mark Lau Branson’s Appreciative Inquiry as the opposite of Vision-casting. Lead by getting clarity regarding mission (often via one person) while also the importance of gaining input from others. Note too</p>	<p>Watch Collaborative lecture video</p> <p>Read:</p> <p>PDF: Collins, <i>Good to Great</i> ch. 3.³⁶ (23 pages = 1 hour)</p> <p>Reading commentary on 1 Cor 12:4-31: Fee 645-692. (47 pages = 1.5 hours)</p> <p>Samuel Waldron: Plural-elder congregationalism: Cowan 185-221. (36 pages = 1.5 hours)</p> <p>PDF: Fee³⁷ (23 pages = 1 hour)</p> <p>PDF: Branson³⁸ (21 pages= .5 hour)</p> <p>= 5.5 hours</p>	<p>Drawing on the four readings (Collins's <i>Good to Great</i>, Fee on 1 Cor 12, Samuel Waldron, Fee's "The Priority of Spirit Gifting," and Branson), what are the advantages of taking seriously the gifts of the people and then allowing the structure and leadership to be oriented by that? Note not just different gifts and personalities and skills but also the breadth of perspective provided by input from a diversity of race, gender, socio-economic status, and age in leadership. The saying is: two heads are better than one. But is this emphasis on plural leadership too idealistic? There is also another</p>

³⁶ Jim C. Collins, *Good to Great: Why Some Companies Make the Leap . . . And Others Don't* (New York: HarperBusiness, 2001), 41-64.

³⁷ Gordon D. Fee, "The Priority of Spirit Gifting for Church Ministry," in *Discovering Biblical Equality: Complementarity Without Hierarchy*, ed. Ronald W. Pierce, Rebecca Merrill Groothuis, and Gordon D. Fee (Downers Grove, IL: InterVarsity Press, 2004), 241-254.

³⁸ Branson and Martínez, *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*, 210-231.

	teamwork goes much better with people of good character.		<p>saying: Too many cooks spoil the broth. Will anything get done with plural leadership? Is this like letting the inmates run the asylum? Is not a single leader necessary? Is it practical to operate by unanimous vote or even by consensus? Collins talks about getting the right people on the bus. How does the church develop and put into place the right people into leadership? Do not organizations almost always functionally have single <i>and</i> plural leadership?</p> <p><i>The forum discussion for modules 1/2 is to be 795-1060 words (3 to 4 pages). 7 hours (6 hours writing + 1 hour for two replies)</i></p> <p>So, you are to write approximately 1.5-2 pages on each module. The total should be 3-4 pages.</p>
<p>Module 3-4 Feb 20-26 Feb 27-Mar 5 Watch lecture videos (1 hour) + 8.5 hours reading + 7 hours (6 hours writing + 1 hour for two replies) + Record Video (2 hours) = 18.5 hours over two weeks. Due date of initial forum post:</p>	<p>Stable. <i>Organizations need structure to encourage and enforce unified and healthy action.</i></p> <p><i>Cognitive:</i> Consider biblical and practical advantages and weaknesses of episcopal polity (standards, alignment, oversight, but also distance, and</p>	<p>Watch Stable lecture video</p> <p>Read: PDF: Collins³⁹ : (5 pages = .5 hour) Reading commentary on 1 Cor 4:14-21: Fee 198-211. (13 pages = 1 hour) Peter Toon: Episcopalianism: Cowan 19-41. (22 pages = 1 hour)</p>	<p>The classic episcopal polity view (Orthodox, Roman Catholic, Lutheran, Anglican, Episcopal, Methodist) is that the wide open singular and plural leadership of the early church (seen in 1 Corinthians) was found to be too chaotic so instead (beginning late in the New Testament as indicated by</p>

³⁹ Jim Collins, "Aligning Action and Values," *The Forum* (2000). http://www.jimcollins.com/article_topics/articles/aligning-action.html.

<p>Friday, March 2 at 11:55pm CST; two replies due: Monday, March 5 at 11:55pm CST</p>	<p>calcification). Notice multi-site megachurches have a similar structure to episcopal polity. <i>Affective:</i> Be inspired by great leadership by popes, bishops, and megachurch pastors. <i>Behavioral:</i> Recognize the usefulness of a denomination, of connectionalism. Recognize the foolishness of being proud of being independent.</p>	<p>PDF: Willimon⁴⁰ (17 pages = .5 hour) PDF: Fee⁴¹ (15 pages = .5 hour) PDF: Paget⁴² (13 pages = .5 hour) = 4 hours</p>	<p>the Pastoral Epistles and solidified in the Apostolic Fathers) a more extensive hierarchy developed to keep things stable. Drawing on these six readings (Collins on "Aligning Action and Values," Fee on 1 Cor 4, Toon on Episcopalianism, Willimon, Fee on "Reflections on Church Order," and Paget), what are the advantages of strong leadership from the top down when some people are up to no good or for developing uniform standards? How are multi-site megachurches that reproduce campuses similar to bishops overseeing parish churches? Have you seen some independent churches that could have used some oversight from a person outside their local church? But how serious do you think the danger is of a mentality of "keeping things stable" seeping into a hierarchy? Similarly, do you worry about decisions made by a leader far away at denominational headquarters? By considering 1 Cor 4:13-21,</p>
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⁴⁰ Willimon, *Bishop: The Art of Questioning Authority by an Authority in Question*, 13-30.

⁴¹ Gordon D. Fee, "Reflections on Church Order in the Pastoral Epistles," in *Listening to the Spirit in the Text* (Grand Rapids, MI: Eerdmans, 2000), 147-162.

⁴² James Carleton Paget, "The Vision of the Church in the Apostolic Fathers," in *A Vision for the Church: Studies in Early Christian Ecclesiology in Honour of J.P.M. Sweet*, ed. Markus Bockmuehl and Michael B. Thompson (Edinburgh: T&T Clark, 1997), 193-206.

			the Willimon article, and leaders you know; what is a great pastor of pastors (apostle, pope, bishop, overseer, megachurch pastor) like?
	<p>Wise. <i>Organizations needs smart, methodical leadership.</i></p> <p><i>Cognitive:</i> Consider the emphasis on having theologically trained leaders oversee congregations. Note the importance of clergy equipping the laity. <i>Affective:</i> Be inspired to be a person of substance. <i>Behavioral:</i> Consider personal and corporate goal-making, pacing, discipline, sustainability, Sabbath, and budgeting.</p>	<p>Watch Wise lecture video</p> <p>Read: Collins ch. 3: 39-68. (29 pages = 1 hour)</p> <p>Reading commentary on 1 Cor 3:1-3:23: Fee 129-169. (40 pages = 1.5 hours)</p> <p>L. Roy Taylor: Presbyterianism: Cowan 71-98 (27 pages = 1 hour)</p> <p>PDF: Barth⁴³: (2 pages = .5 hour)</p> <p>PDF: Peterson⁴⁴ (18 pages = .5 hour)</p> <p>= 4.5 hours</p>	<p>Given these five readings (Collins on 20 Mile March, Fee on 1 Cor 3, Taylor, Barth, and Peterson), what are the advantages of having educated, trained pastors from different congregations set policy that applies to all the congregations? But how might bureaucracy, mission-drift, out-of-touch decision-making creep in? What might be the advantages of lay people and clergy working together? Why is long-term character, spiritual, relational, theological, biblical formation and education of pastoral leaders important for the health of people under their direction over the long-term?</p> <p><i>The forum discussion for modules 3/4 is to be 795-1060 words (3 to 4 pages). 7 hours (6 hours writing + 1 hour for two replies)</i></p> <p>So, you are to write approximately 1.5-2 pages on each module.</p>

⁴³ Karl Barth, *Church Dogmatics*, 4 vols. in 13 parts vols. (Edinburgh, New York: T&T Clark, 1956-1969, 1975, 2009), IV/3.1, 33-35.

⁴⁴ Eugene H. Peterson, *Working the Angles: the Shape of Pastoral Integrity* (Grand Rapids, MI: Eerdmans, 1987), 1-18.

			The total should be 3-4 pages. Record Polity and Church Governance Video (2 hours)
<p>Module 5-6 Mar 6-12 Mar 13-19 Reading and research weeks Mar 20-26 Reading and research weeks Mar 27-Apr 2</p> <p>Watch lecture videos (1 hour) + 9 hours reading + 7 hours (6 hours writing + 1 hour for two replies) + Watch Polity Videos (2 hours) + Online session (2 hours) = 21 hours over two weeks</p> <p>Due date of initial forum post: Friday, March 30 (Sorry GOOD FRIDAY) at 11:55pm CST; two replies due: Monday, April 2 (Sorry EASTER MONDAY) at 11:55pm CST (But you have two additional weeks of Reading and Research so kind of 4 weeks).</p>	<p>Innovative. <i>Organizations need to boldly and smartly experiment.</i></p> <p><i>Cognitive:</i> Learn how innovation and experimentation are done in the business world and see parallel flexible missionary innovation in 1 Peter and 1 Cor.</p> <p><i>Affective:</i> Be inspired by the potential dynamism and vitality of the local church in mission.</p> <p><i>Behavioral:</i> Learn to think about how innovation occurs. Consider church planting as an example of innovation but possibly lacking other aspects mentioned of a great organization.</p>	<p>Watch Innovative lecture video</p> <p>Read: Collins ch. 4: 69-98. (29 pages = 1 hour) Read commentary on 1 Cor 10:23-11:1; and 1 Cor 14:26-33: Fee, 524-541; 762-774. (29 pages = 1 hour) PDF: Volf⁴⁵ (15 pages = 1 hour) PDF: Barth⁴⁶ (8 pages = 1 hour) PDF: Ries⁴⁷ (2 pages = .5 hour) = 4.5 hours</p>	<p>Given these five readings (Collins on Fire Bullets, Fee on 1 Cor 10 and 14, Volf, Barth, and Ries), how does experimentation, tapping local culture, and analyzing data assist an organization to stay fresh, reach outsiders, and innovate? How is a church like a missionary—trying to communicate with the people of a local geographic area in a way they can comprehend? How does a local church have unique insight into this as opposed to a denominational headquarters elsewhere? A new church (a “church plant”) has few traditions that impinge on its ability to communicate with outsiders so they tend to thrive in terms of mission and innovation. But how might it need to develop some of the other traits we have talked about previously such as teamwork, stability, and wisdom?</p>

⁴⁵ Miroslav Volf, "Soft Difference: Theological Reflections on the Relation Between Church and Culture in 1 Peter," *Ex auditu* 10, (1994): 15-30.

⁴⁶ Barth, *Church Dogmatics*, IV/3.2, 734-742.

⁴⁷ Eric Ries, *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses* (New York: Crown Business, 2011), 75-77.

	<p>Sober. <i>Organizations need structures that unearth problems early and ensure focus on what is most important.</i></p> <p><i>Cognitive:</i> Be aware of the carelessness that can lead to death as described by Collins and the apostle Paul.</p> <p><i>Affective:</i> Be struck by seriousness of the task of leadership.</p> <p><i>Behavioral:</i> Consider best practices of board and staff and committee and supervision meetings.</p>	<p>Watch Sober lecture video</p> <p>Read: Collins ch. 5-7: 99-198. (99 pages = 3 hours) Read commentary on 1 Cor 11:17-34: Fee 587-630. (33 pages = 1.5 hour) = 4.5 hours</p>	<p>Drawing on the two readings (Collins on Leading above the Death Line, SMac, and Return on Luck, and Fee on 1 Cor 11), what “leads to death” in an organization? Why should a church leader not be careless regarding money, budget, accounting practices, hiring, legal issues, supervision, or the vulnerable such as children, women, the poor, the disabled, or the immigrant? What would an effective meeting with sober analysis and vigorous discussion look like?</p> <p><i>The forum discussion for modules 5/6 is to be 795-1060 words (3 to 4 pages). 7 hours (6 hours writing + 1 hour for two replies). So, you are to write approximately 1.5-2 pages on each module. The total should be 3-4 pages.</i></p> <p>Watch 1 hour of Polity and Church Governance Videos and Write Response (2 hours) ****Leadership and Polity online session (2 hours)</p>
<p>Module 7-8 Apr 3-9 Apr 10-16</p> <p>Watch lecture videos (1 hour) + 18 hours reading</p>	<p>Gentle in interpersonal conflict. <i>Organizations need leaders who can wisely navigate interpersonal conflict.</i></p>	<p>Watch Conflict lecture videos</p> <p>Do this online free conflict assessment:</p>	<p>Nothing due</p>

<p>+ 7 hours (6 hours writing + 1 hour for two replies) = 27 hours over two weeks. That is the biggest amount of time spent because you are reading two books.</p> <p>Due date of initial forum post: Friday, April 13 at 11:55pm CST; two replies due: Monday April 16 at 11:55pm CST</p>	<p><i>Cognitive:</i> Consider biblical and practical wisdom regarding: confronting vs. selective overlooking; private vs. mediated confrontation; labeling vs. imaginative understanding.</p> <p><i>Affective:</i> Heighten awareness of nuances of individual biblical conflict resolution.</p> <p><i>Behavioral:</i> Note wise approaches to preventing and addressing interpersonal conflict.</p>	<ul style="list-style-type: none"> • http://www.builingpeace.org/act-build-peace/learn/conflict-styles <p>Or review your results from a formal conflict inventory you have done such as the Thomas-Kilmann Conflict Mode Instrument (TKI). (self-assessment = 1 hour)</p> <p>Read: Sande ch 1-6: 1-138. (138 pages = 4 hours) Read commentary on 1 Cor 6:1-11: Fee 250-274. (25 pages = 1 hour) Read first half of either <i>HBR Guide to Dealing with Conflict</i> or <i>Crucial Accountability</i> (100 pages = 3 hours)</p> <p>= 9 hours</p>	
	<p>Proactive in organizational conflict. <i>Organizations need leaders who will set up structures to manage conflict.</i></p> <p><i>Cognitive:</i> Consider biblical and practical wisdom regarding: harmony and unanimity vs. healthy disagreement and processing; care for perpetrator vs. care for group.</p> <p><i>Affective:</i> Heighten awareness of conflicting</p>	<p>Sande ch 7-12 = 139-298. (159 pages = 5 hours) Read commentary on 1 Cor 5:1-8: Fee 212-241. (30 pages = 1 hour) Read second half of either <i>HBR Guide to Dealing with Conflict</i> or <i>Crucial Accountability</i> (100 pages = 3 hours)</p> <p>= 9 hours</p>	<p>Conflict paper due.</p> <p>The forum discussion is to be 795-1060 words (3 to 4 pages). <i>7 hours (6 hours writing + 1 hour for two replies) = 7 hours allotted.</i></p>

	<p>factors in organizational conflict.</p> <p><i>Behavioral:</i> Note organizational practices for preventing and addressing organizational conflict.</p> <p>Aware in handling cases of abuse.</p> <p><i>Organizations and individuals can be destroyed if cases of abuse are not handled properly.</i></p> <p><i>Cognitive:</i> Consider how biblical and practical wisdom regarding conflict resolution intersects with accusations of abuse.</p> <p><i>Affective:</i> Raise awareness of the difficulty and importance of handling reported cases of abuse well.</p> <p><i>Behavioral:</i> Learn best practices on how to handle cases of abuse.</p>		
<p>Module 9-10 Apr 17-23 Apr 24-30 7 hours reading + 5 hours (4 hours writing + 1 hour for two replies) + online session (2 hours) = 14 hours over two weeks. Due date of initial forum post: Friday, April 27 at 11:55pm CST; two replies due: Monday, April 30 at 11:55pm CST</p>	<p>Diligent.</p> <p><i>Organizations need leaders who have a passion to learn.</i></p> <p><i>Cognitive:</i> Develop one's understanding of Organizational Leadership and Church Governance in a sphere of interest.</p> <p><i>Affective:</i> Cultivate a love for the subject matter by pursuing passion. Develop grit and differentiation by presenting personal book choice.</p>	<p>Read: Personal interest book</p> <p>210 pages = 7 hours</p>	

	<i>Behavioral: Present your findings in written and oral formats.</i>		
			Personal interest book reflection 5 hours (4 hours writing + 1 hour for two replies) = 5 hours allotted. ****Online session (2 hours)
Module 11-12 May 1-7 May 8-14 Questions, interviews, and 795-1060 word (3-4 pages) report 14 hours allotted + Online session (2 hours) = 16 hours over two weeks Due date of initial forum post: Friday, May 11 at 11:55pm CST; two replies due: Monday, May 14 at 11:55pm CST	Sharp. <i>Organizations are better understood with the benefit of multiple perspectives.</i> <i>Cognitive:</i> Recognize difference in stated goals from practical execution in existing organizations and difference in perspective on one organization. <i>Affective:</i> Pursue passion by exploring an organization of interest. <i>Behavioral:</i> Note skills and tips related to a particular organization of interest. Practice oral communication skills of tact and insight.	No reading	Nothing due
			Interviewing Organizational Leaders Project due Questions, interviews, and 795-1060 word (3-4 pages) report 14 hours allotted ****Online session (2 hours)
		53 hours of reading + 5 hours of lecture videos	51 hours of assignments + 6 hours of sessions

Grading

Assessed Activity Weighting

Focused and Collaborative	15%
Stable and Wise	15%
Polity video	2%
Innovative and Sober	15%
Polity video response	2%
Leadership and Polity online session	2%
Conflict Paper	15%
Personal Interest Book	15%
Personal Interest Book online session	2%
Project	15%
Project online session	2%
Total	100%

Final Grade Breakdown

Percentage	Point Range	Letter Grade
95.00%	95-100	A
90.00%	90-94	A-
87.00%	87-89	B+
84.00%	84-86	B
80.00%	80-83	B-
77.00%	77-79	C+
72.00%	72-76	C
70.00%	70-71	C-

Late Work Policy

Because of their interactive nature, certain assignments (e.g., forum posts, journal entries, etc.) will receive no credit if they are late. Other late work (e.g., papers, projects, etc.) will be accepted up to one week late with a 10% deduction. Work that is submitted less than a week late may be accepted for less than a letter grade deduction at the instructor's discretion. No credit will be granted for work submitted beyond one week past the due date. Due date extensions will only be granted due to the most extreme circumstances and at the discretion of the instructor, and will not be extended beyond the end of the academic term.

Diversity of resources and assignments

Providing a variety of perspectives and giving students relevant assignments is very important to me as a teacher. I desire to give students resources from diverse sources: male and female, different parts of the world, different church and denominational traditions (Lutheran, Mennonite, Baptist, Reformed, etc.), difference social classes, ethnicities, races, large and small church, and city and rural settings. Therefore I am willing to consider substituting required course readings and assignments with other comparable ones if a student would benefit from this. This may also involve the student doing some research in identifying such resources.

General pedagogical approach

The first component of my approach is to provide superb materials for students to read. I am trying to provide stimulating, rich resources that I and others have found life-changing and inspiring. Often I require short readings from different authors from different backgrounds on the same topic to create a happy sense of synergy so the student reacts: “Aha! They are all saying similar things but with different words! I did not understand the first author but the second author helped me get it! And their slightly different perspectives are interesting too!” Usually, I do not want student to memorize a paradigm (which I think of as lower level “training”) but instead to see a topic from different angles so students learn to think (this is “education” or “formation”).

Second, I as a professor add supplementary examples and comments during the lecture / video.

Third, I usually require students to write a short response to the readings. A different approach would be to assume students do the required reading or require them to write down a percentage of how much they read or to take quizzes or midterms or final exams or to have students take turns presenting the week’s material. Another approach would be to stress a summative research paper due at the end of the term. Large papers and projects have the advantage of challenging students to research a topic. However, because most of my course are introductory courses, I mostly prefer for students to read and interact with what I have found to be superb resources for them to gain a foundation in the field. I also find that I tend to get better results from students writing smaller papers regularly than massive papers due at the end of the term which end up being quite stressful if the person has not been working regularly on the paper throughout the term. Furthermore, I think it is a useful habit to read and then process that reading by writing a bit. Research on writing shows that successful writers tend to write regularly rather than binge writing.

Fourth, I want students to learn from one another. If a student does not understand a reading or concept, often another student will be able to put it into words that can help another student. In online courses, I want students to read the posts of other students and reply to them.

Because students have just read and written on the topic, hopefully they are brimming with reactions, insights, and questions in our periodic online synchronous sessions or face-to-face class sessions that help bring along any students that were previously disengaged or confused. These sessions are also an opportunity to help students apply and improvise upon what they have learned.

Fifth, my teaching assistant and I give feedback to the students on their written responses. After grading their papers, I also often write a note to the class with additional clarifying comments that their papers prompted.

Through this progression, students go over the material in five different ways through reading, input from professor, writing, interaction with classmates, and feedback from the professor. So even if the reading material was difficult and the student did not fully understand it, the student has four more opportunities to understand it through interaction with fellow students and the professor.

Recommended approach to writing

I would encourage people to reinforce their points or assertions with either a very short quote (that captures exactly their point or question) with a citation/reference with page number or when they are commenting on a larger theme just put the citation/reference with page number without the quote.

An A quality paper demonstrates that the person has read, understood, and either summarized, applied, asked a question, or connected an idea to each of the required resources. So on the one hand, I am looking for interaction with all of the required resources but I am also looking for whether they have drawn connections among the ideas presented in the required resources—that they have understood and wrestled with the main theme and its implications. If they have a question or concern, they attempt to suggest an answer by citing a different required resource or they show they have really tried to hear carefully the writer they are questioning.

The course has been designed so that students can pass and get a lot out of the course even if they do not read or watch everything as long as they do the assignments.

Cite page numbers when you write

Please cite page numbers when referring to the readings. I am looking for reference to the readings in what you write. So for example I should see things like this: (Barth 781) (Willard 32) (Gladwell 67). I DON'T want to have the impression that you are just answering the prompt questions without reading. This is your chance to interact with the readings. (If you are out of time, well then, answer the prompt off the top of your head and get partial credit! Turn something in on time!) I DO NOT need a bibliography or works cited listing unless you are bringing in other books and articles from other courses or your own reading. In that case, give us the full citation so we know what resource you are referring to.

1. Cite page numbers when you are referring to ideas in the reading.

An outstanding paper will include references to all the assigned readings. You can use short quotations or just paraphrase the writer's idea in your own words without quotation marks. So, your paper will look like this:

Gladwell points out . . . (Gladwell 3). Tolkien argues . . . (Tolkien 70). Robert Woodberry's research says . . . (Dilley 36). Geisinger shows us . . . (Jenkins 5). Katogole and Rice suggest . . . (Katogole and Rice 25). Hart argues . . . (Hart 36). Spufford says . . . (Spufford 3).

You of course ideally will do this creatively--with your own fresh organization of the ideas. But I am just trying to make clear that it would be good somewhere in your paper to demonstrate you have engaged all the week's readings. (If you don't get to all of them, that's fine--still turn something!--but just expect you'll be penalized some points).

There are four reasons that I appreciate it when you cite page numbers:

- (a) It helps me to see that you have read and engaged with the material. It is not apparent to me if you read anything if you just answer the prompt without referring to the readings.
- (b) It makes you a better writer and thinker if you cite page numbers because you will need to go back and look carefully at what the writer wrote.
- (c) It will help you later remember the page number of where you found an interesting idea.
- (d) It is a good habit to cite your ideas for integrity--avoiding plagiarism, etc.

Again, I'm trying to make this as easy as possible. Just put the page number. (I have put a bit more information below about citation styles if you are interested in the details).

2. You should spend about 2/3 of your paper interacting with the ideas in the readings.

This is similar to the idea above about citing page numbers. I don't want people to respond just off the top of your head to the prompt. I want you to try to process and digest what you read. The last 1/3 can be more personal reflection and application.

3. The prompt is just a guide—trying to show you approximately what I am wanting you to reflect on.

You do not have to address every question in the prompt. In all cases, I am trying to have you respond to the readings. You do not need to respond to them. But if you have space and find them interesting, you can. I provide many questions in case you are having trouble knowing what to write about.

4. Please turn in something!

You will do fine in this course if you turn in all the assignments on time. I realize you may not be able to read all the readings as thoroughly as you would like. Still, please do your response. If you are running out of time, skim, read the first sentence of every paragraph, or read the first paragraph and last paragraph of the readings. Then write and turn in something. These papers will be provisional, “drafts,” imperfect. I would like them to be beautifully written and thorough but I want you to just do your best with the time you have. I just make this point because when overwhelmed, it is tempting to give up and not turn something in and thus get behind and get discouraged. Don't do that. Turn in something. Keep up the pace. You can do better the following week.

5. MLA citation style is easiest for my courses.

I would recommend using in-text citation to cite page numbers in your writing. You do not need to do a bibliography, works cited page, or footnotes or endnotes. But you are welcome to do that if you want.

Even though when I write, I use footnotes, I recommend for my courses that students use MLA Style. But I don't care what you use. I recommend the MLA style because it is easy and because for my courses you are usually interacting with the assigned readings. The only thing I care about is that you regularly cite page numbers when you write (see above).

Basic citation with MLA style.

We can tap into the kingdom of God (Willard 30-31).

“The power that could make their lives far better was right there near them” (Willard 31).

If there are two readings from the same author and you need to tell us which one you are referring to:

We can tap into the kingdom of God (Willard, *Divine Conspiracy*, 30-31).

Note the period is after the last parenthesis.

Addendum: Seminary Policies and Services

Please familiarize yourself with the following expectations and resources for seminary students:

1. Academic Course Policies: Please familiarize yourself with the academic policies in the catalog ([linked here](#)). You are responsible for this information, and any academic violations, such as plagiarism, will not be tolerated.
2. Disability Services: Bethel Seminary provides services and reasonable accommodations for students with documented disabilities, such as sensory, physical, systematic, learning, and psychiatric disabilities. Students enrolled in Bethel courses should contact the [Office of Disability Services](#) at 651.638.6833 if disability-related accommodations are needed. The Office of Disability Services will then work with the appropriate offices and instructors.
3. Advising: If you are wanting to make changes in registration (course adds, drops, or withdrawals), we encourage you to first connect with your student success advisor: seminary-advising@bethel.edu and (651) 638-6868.
4. Academic Support: If you need help with writing papers (or other academic support), please go to [Bethel's academic support webpage](#).
5. Moodle and Help Desk: If you require assistance navigating Moodle, please contact: ed-tech@bethel.edu and (651) 635-8527.

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