

## **Spring Semester 2011 Schedule Supplement to Fall Syllabus for PTC-Section Two**

### **Additional books to purchase:**

Adeney, Frances S. *Graceful Evangelism: Christian Witness in a Complex World*.

Sawyer, David R. *Hope in Conflict: Discovering Wisdom in Congregational Turmoil*.

### **Assignment for February 14: The Interpretive Task: Sagely Wisdom**

1. Read Osmer, *Practical Theology*, Chapter 2, "The Interpretive Task: Sagely Wisdom," pp. 79-128.
2. Note carefully the author's discussion of a spirituality of sagely wisdom, the importance of theoretical interpretations in ministry, wise judgment, Israel's wisdom tradition and Christ's wisdom, and various theories of alcoholism helpful in processing the continuing case of Olivia Potter. What does Osmer mean by a "communicative model of rationality"?

### **February 14: The Interpretive Task: Sagely Wisdom**

Lecture and plenary discussion led by Dr. Dianne Reistroffer.  
Check-in for the semester.

### **Assignment for February 21: Leadership and Congregational Size**

Students are asked to read Beth Ann Gaede, ed., *Size Transitions in Congregations*, Chapters 2, 9, and 12 (CAMS).

1. What are the unique challenges of corporate size congregations? How does the role of the pastor differ in large congregations compared to medium-sized or small churches? How do "big churches" address members' needs for intimacy and fellowship?
2. Do you agree with the author's analysis of urban congregations? What points do you agree? What points do you take exception? Why? Does Roberts' description fit your congregational context?

### **February 21: Leadership and Congregational Size**

Lecture and plenary discussion led by Dr. Dianne Reistroffer.

### **Assignment for February 28: Readings on Exegeting the Congregation for Preaching**

Read Chapters 1, 2, and 3 of Tisdale. (CAMS)

Tisdale, Leonora Tubbs. *Preaching as Local Theology and Folk Art*. Fortress Resources for Preaching. Minneapolis: Fortress Press, 1997.

Respond to the following questions. Responses will be collected at the end of class.

1. Tisdale shares her and her husband's experiences of working with congregations over the years and the types of culture shock she experienced (pp. 1-10). Which of the experiences resonated with you the most and why?
2. On page 23, under the rubric, "Preaching Courses and Textbooks," Tisdale lists

- three errors that pastors tend to commit in preaching. Have you committed one or more of these errors in the past? If so, which? If not, how have you managed to avoid them?
3. After reading this chapter, do you agree with Tisdale about the need for training of pastors in exegeting the congregation? Why or why not? Have you had preaching experiences that have highlighted the need for congregational exegesis? If so, share them.
  4. List three of the stumbling blocks Tisdale writes about pp. 34-35 that impede effective communication on the part of the preacher. Is there one stumbling block with which you relate or understand most? If so, which one? If not, pick one that you feel can affect communication most and understand why you believe that to be so.
  5. List at least one other act of communication that Tisdale does not mention that you feel could be a stumbling block. Why do you think this act to be a stumbling block?
  6. What does Tisdale mean when she writes that preachers are local theologians (pp. 38-40)? Do you agree? Why or why not?
  7. How does exegesis of the congregation relate to biblical exegesis, theology, and homiletics? Though Tisdale writes about the connection on p. 48, please add your own thoughts when responding to this question.

**February 28: Exegeting the Congregation in Preparation for Preaching  
(Supervisors are invited to attend)**

Lecture and plenary discussion led by Dr. Debora Mumford

**March 7: There will be no class – professor out of town on family and scholarly business.**

**Assignment for March 14:** Write a case study on a preaching or worship experience, designed for laity, you have led or in which you participated in your field education setting.

**March 14: Case Study #3 (meet in small groups for two hours)**

Two students will present their individual cases and all students will hand in their written case studies to their small group leaders.

**Assignment for March 14: The Normative Task: Prophetic Discernment**

1. Read Osmer, *Practical Theology*, Chapter 3, “The Normative Task: Prophetic Discernment,” pp. 129-173.
2. How does Osmer describe the prophetic office as divine disclosure and human shaping, both in the prophetic traditions of Israel and the New Testament?
3. Describe Osmer’s presentation of “a spirituality of prophetic discernment” as conceptualized on a continuum from “sympathy” to “discernment” to “theological and ethical interpretation.”
4. Describe theologian H. Richard Niebuhr as an example of theological interpretation (see pp. 140-147).
5. Describe Osmer’s correlational, transformational, and transversal models of cross-disciplinary dialogue (see pp. 164-172).

### **March 14: The Normative Task: Prophetic Discernment**

Lecture and plenary discussion by Dr. Dianne Reistroffer

**Class notebooks are due to your small group leader on this day, March 14.**

**March 21: No class due to Research and Study Week. No journal entry is required.**

**Assignment for March 28: Read David Sawyer's book, *Hope in Conflict*.**

1. With particular attention to the first three chapters, study the structures and definitions on pp. 44-45 and draw a map of the structures of the congregation you are serving, focusing on conflicts, systems, and relationships that are of greatest interest to you (refer to the map of Bluff City on p. 47 as a model).
2. Be prepared to share your congregational maps with the class on April 7.
3. Based on the section, "Hunches about the Keys to the Mystery of Conflict," (pp. 21-23), be prepared to show how these exercises of looking at structures help you to see the process in your congregation as an interconnected whole, a "living ecosystem" (p. 8) or what is elsewhere called "a living, dynamic, organic unit" (p. 166).

### **March 28: Hope in Conflict: Congregational Systems and the Mystery of Conflict**

Lecture and plenary discussion led by Dr. David Sawyer.

**Assignment for April 4: Read Frances S. Adeney's book, *Graceful Evangelism*.**

Read the entire book and answer the following questions on the text using one to two sentences or a few bullet points for each answer:

1. List some historical reasons for "the great divide" over evangelism among congregations and denominations today.
2. How does Adeney describe the situation for evangelism in the U.S. today?
3. What does context have to do with evangelism?
4. Which of the contemporary theologies of evangelism most appeals to you? Why?
5. List two "radical habits" that you can develop as you interact with people from other religions.

### **April 4: Radical Habits: Practices for Graceful Evangelism (Supervisors are invited to attend)**

Lecture and plenary discussion led by Dr. Frances S. Adeney.

**Assignment for April 11: The Pragmatic Task: Servant Leadership**

1. Read Osmer, *Practical Theology*, Chapter 4, "The Pragmatic Task: Servant Leadership," pp. 175-218.
2. Note carefully Osmer's discussion of three forms of leadership and his detailed treatment of the nature and marks of servant leadership in ministry.
3. For your notebook reflection: Describe and discuss the impact of a pastoral or theological leader who has influenced and shaped your views of ministerial leadership.

### **April 11: The Pragmatic Task: Servant Leadership**

Lecture and plenary discussion led by Dr. Dianne Reistroffer

**April 18: No class due to Holy Week duties in the congregation. You are asked to journal about your Holy Week experiences in the congregation, however.**

**Assignment for April 25: Case Study #4 (meet in small groups for two hours)**

Write a case study that deals with matters of or issues with leadership as you have encountered them in your field education setting.

**April 25: Case Study #4 (meet in small groups for two hours)**

Two students will present their individual cases and all students will hand in their written case studies to their small group leaders.

**Assignment for May 4:** Discuss wedding practices/same sex commitment services and related policies in your congregation with your supervising pastor and bring bulletins of wedding/same sex covenant services conducted at your church.

**May 2: Didactic session on weddings/counseling couples (class will be held 6:15-7:45; Dr. Braxton's lecture is at 8 p.m. as part of Festival of Theology)**

Lecture and plenary discussion will be led by Dr. Dianne Reistroffer.

**Assignment for May 9: Ending the Pastoral Relationship and Saying Good-bye**

1. Read Carroll, *God's Potters*, chapters 7 and 8.
2. Guidelines for Dissolution of the Relationship between Pastor and Congregation in The Presbytery of Mid-Kentucky (<http://www.midkentuckypresbytery.org>). Go to the "clerk's corner" for the list on the right side of the page.

**May 9: Saying Good-bye**

**(Supervisors are invited to attend)**

Lecture, plenary discussion, and small groups will be led and facilitated by the PTC teaching team. Supervisors will be invited to share their pastoral wisdom about entering and leaving a place of ministry in helpful and ethical ways.

**Due on the last day of class, May 9:**

1. **Your notebooks (aka journals).**
2. **A final reflection paper on the semester and the year, in the range of five to seven pages.**

This reflection paper asks you to reflect on the following: In light of the course readings, class presentations and small/plenary group discussions, and your work in a congregation, where do you see your strengths for pastoral leadership in a congregation or some other type of ministry? Name your strengths and weaknesses as a congregational leader. What are your hopes and fears as you examine your vocational identity? How have you learned to receive feedback on your ministry from your supervisor and members of the congregation?