

Spring 2016 Semester Supplement

Practical Theology in Congregations (PTC) PX 2003/2013

Fall and Spring Semesters - 2015-2016

Wednesday afternoons - 1:30-3:20 p.m.

Class Sessions meet in Schlegel 122 (Small Groups meet in other rooms as assigned)

Faculty Teaching Team: Dianne Reistroffer, Cindy Weber, Christine Hong

Credit: (See Fall 2015 Syllabus)

Course Description: (See Fall 2015 Syllabus)

Prerequisites: (See Fall 2015 Syllabus)

Goals: (See Fall 2015 Syllabus)

Teaching Methodology: (See Fall 2015 Syllabus)

Course Requirements: (See Fall 2015 Syllabus)

Grading: (See Fall 2015 Syllabus)

Also Brief Reflection paragraphs will be 10 percent of the grade; similar to Case Studies (see description below).

Textbook List: (See Fall 2014 Syllabus)

Additional readings are available on CAMS.

School and Class Policies

Confidentiality (See Fall 2015 Syllabus)

Sexual Harassment and Field Education (See Fall 2015 Syllabus)

Classroom Discussion (See Fall 2015 Syllabus)

Use of Inclusive Language (See Fall 2015 Syllabus)

From the Dean's Office

Attendance (See Fall 2015 Syllabus)

Plagiarism and Documentation Policy (See Fall 2015 Syllabus)

Journals

Students are asked to critically and theologically reflect in their journal each week on:

- spiritual disciplines
- course readings
- class discussions
- assignments
- congregational field education experiences

In writing your journal we are looking for evidence of theological reflection on issues of ministry, ministerial practice, and pastoral vocation. Your weekly journal entries should include engagement with the assigned course readings, any reflection questions listed in the syllabus for a given week with the note “reflect in your journal,” class lectures and discussion, as well as your related experiences in your field education setting.

The student will submit (by email in one file – please include your last name) their journal to their small group leader on the 5th and 12th class day of each semester (March 9, 2016 and May 4, 2016 in the spring semester). Two to three typed pages of reflection each week are usually needed to fulfill this requirement. The entries may be longer when a congregational study task is assigned. The grading rubric for the class journal is provided at the end of this syllabus and is available on CAMS.

Brief Reflection Paragraph on two readings - March 9, 2016 and April 13, 2016

In the Spring 2016 semester students are asked to prepare a 75 to 100 word reflection paragraph on two of the readings. The goal here is to have an opportunity to offer an initial reflection on the reading, in preparation for the class lecture / presentation, and to encourage reading of the material before class. This material can also be used as a starting point for the journal entries for that particular week. The brief reflections are due – by email – to your small group leader **by 5:00 PM on the Monday prior to the Wednesday Class**. Please also copy Dianne (by email) - dreistroffer@lpts.edu

Case Studies – March 2, 2016 and April 27, 2016

In the Spring 2016 semester each student will prepare **two case studies** for review by their group leader and during a designated group meeting; two students will present their case study to their small group on March 2, 2016 (that is, two of the three students who did not present a case in the Fall 2015 semester). One student will present their case study to their small group on April 27, 2016 (that is, the one student who has not yet presented a case study to the small group in either semester). We will continue to use the Ministerial Case Presentation method used in the Fall 2015 semester. Reference materials are on the CAMS course site. All case studies – both those presented in group and those not presented but handed in - will be evaluated by the student’s small group leader.

Congregational Practicum – April 20, 2016

In the 2016 Spring Semester one class session will be docketed as a Congregational Practicum, an open time to discuss various topics of congregational leadership, parish life and ministry, and/or other practical theology area related to the congregation, particularly topics not covered in other class sessions, as these topics are generated by the class. **Students are asked to submit discussion topics** on which they would like to focus; please submit these by email to your small group leader (and copy Dianne R by email) **no later than March 30, 2016**. This will allow the teaching team time to research and develop this class session.

Final Project – May 13, 2016

The Spring 2016 semester will culminate with a final project. The project will be a major integrative paper, based on course materials, discussion, and possible field educational experiences. Based on feedback from previous PTC students, the spring project will center on preparing a wedding liturgy / service of Christian marriage (with annotations) with a specific couple in mind (in your current congregation or from a past ministerial/congregational context).

More detailed instructions and guidelines about the final projects will be given in class and are available on CAMS.

The Spring Final Project is due by email, to your small group leader, NLT Friday, May 13, 2016 by 11:59 PM.

Session Topics and Calendar: 2016 Spring Semester

Week 1

Assignment in preparation for February 10, 2016 (Ash Wednesday):

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 thoughtfulness, theoretical interpretations in ministry, wise judgment, Israel’s wisdom tradition, and Jesus Christ as God’s hidden wisdom revealed. Also review the various theories of alcoholism which can be helpful in our work (as it was in the story of Olivia Potter).

Class Session for February 10, 2016: The Interpretive Task: Sagely Wisdom

Overview of 2015 Spring Syllabus, lecture and plenary discussion led by Dianne Reistroffer (1:30-2:30); Small groups meet in breakout rooms for semester check in and conversation. (2:40-3:20).

Week 2

Assignment in preparation for February 17, 2016: Leadership and Congregational Size

1. Read Beth Ann Gaede, ed., *Size Transitions in Congregations*, Chapter 2, *How to Minister Effectively in Family, Pastoral, Program, and Corporate Sized Congregations* (available on CAMS). Also read the “Church Size” handout (available on CAMS). Please bring a copy or e-copy of these articles to class for reference.
2. Ponder these questions: which “size” is your current Field Education congregation? Do Rothauge’s statements about dynamics and pastoral leadership for your size and

type of congregation ring true? How do they differ in your particular situation, and why?

3. What size and type of congregation appeals to you as a pastoral leader? It is OK to be tentative about your answer.
4. Reflect on these questions in your Journal.

Class Session for February 17, 2016: Leadership and Congregational Size

Lecture and group discussion led by Dianne Reistroffer (1:30-2:20); Small groups meet in breakout rooms for further reflection on this topic (2:40-3:20).

Week 3

Assignment in preparation for February 24, 2016: Finances / Resource Management, Pt. 1

1. Read Chapter 5, "Resources," in the Ammerman book, Studying Congregations, pp. 132-164.
2. Using some of the methods for analysis presented in this chapter, evaluate the membership and worship attendance patterns in your Field Education Church placement over the past ten years. What do the numbers tell you? What don't they tell you? How do you find answers to what you do not know? (Some of this statistical information may be available on your church's denominational web site.)
3. Secure a copy of the church's budget for the year, as formally approved by the council / board / governing body of the church. Review the principal categories of revenue or income for the church (include percentage of total income for each revenue source). What are the church's major expenses (include percentage of total expenditures for each expense category)? Review the church budget as a theological and missional document. What do you see as the church's leading commitments?
4. Reflect on this in your journal.

Class Session for February 24, 2016: Finances and Resource Management, Part I

Plenary discussion by PTC Teaching Team (1:30-2:15); small groups meet in breakout rooms for further reflection on this topic (2:40-3:20).

Week 4

Assignment in preparation for March 2, 2016: Third Case Study

1. Write a case study that deals with matters or issues of leadership as you have encountered them in your field education setting.
2. Reflect on this in your journal.

Class Session for March 2, 2016: Third Case Study Presentations in Small Group

Meet in small groups. Two students will present a case study; others will hand in their case study to their small group leader. Those presenting please bring enough hard copies to class for distribution. Collect the copies back after the presentation. Remember these case studies are confidential.

Week 5

Assignment in preparation for March 9, 2016: The Normative Task: Prophetic Discernment

1. Read Osmer, Practical Theology, Chapter 3, "The Normative Task: Prophetic Discernment," pp. 129-173.
2. Prepare a 75 to 100 word reflection on this reading, centering on Osmer's understanding of Prophetic Discernment and how this aspect of practical theology can be helpful in the practical work of ministry. The brief reflections **is due to your small group leader by 5:00 PM on the Monday prior to the Wednesday Class.** Please also copy Dianne (by email) - dreistroffer@lpts.edu
3. Reflect in your journal on Osmer's material on the Normative Task (use your short reflection as a starting point). Which aspects of the work of prophetic discernment appeal to you and why?

Class Session for March 9, 2016: The Normative Task: Prophetic Discernment

Lecture and plenary discussion by Christine Hong and Cindy Weber. Cindy will present additional models for prophetic discernment / prophetic ministry.

Note: Journals (with materials from weeks 1 through 4) are due to your small group leader on this day, March 9, 2016, by email, NLT 11:59 PM.

[March 16, 2016: **No class** - Research and Study Week. No journal entry is required.]

Week 6

There is no class on Holy Wednesday, March 23, 2016, due to extra work for all of us during Holy Week. Please reflect in your journal about your Holy Week experiences in the congregation where you are serving.

Week 7

Assignment in preparation for March 30, 2016: Finances and Resources Management in the Church, Part 2

1. Reflect in your journal – do you recall a time in your current church placement, or in another church, when you heard a sermon or homily that dealt with stewardship / finances / giving / generosity? If you do, what was the main theme of the message?
2. Does your field education church do an annual giving / stewardship / generosity campaign? If so, how do church leaders go about it? What kind of process was followed? If there is no campaign, how do church leaders anticipate future revenue and prepare a church budget?
3. What do you see as the relationship between faith and money as well as faith, money, and vocation? Why do you think pastors and seminary students have difficulty talking about faith, money, and vocation?
4. **Submit a question or topic**, by email to Dianne R. dreistroffer@lpts.edu – regarding a discussion topic for our Congregational Practicum session scheduled for April 20, 2016.

Class Session for March 30, 2016: Finances and Resources Management in the Church, Part 2

Plenary led by PTC Teaching Team members. Cindy will address grant writing in support of church ministries and how a church can use their money to effect economic justice. Dianne and Chris will cover faith and money matters in churches, with attention to stewardship and our own faith and money stories. We will meet around small tables to discuss and reflect on the appropriate roles for the pastor when it comes to church finances and our own giving practices.

Supervisors will be invited to attend this class session and share their wisdom.

Week 8

Assignment in preparation for April 6, 2016: Weddings

1. Review your denominational and other liturgical resources around weddings and same gender commitment services; identify the essential elements of the wedding/commitment service in your tradition.
2. Reflect in your journal on your theology of marriage.
3. If your field education setting has published policies and guidelines for weddings and same gender services, bring a copy of these resources to class as well.

Class Session on April 6, 2016:

Weddings/Same Sex Commitment Services/Counseling Couples

Didactic and discussion led by Cindy Weber and Dianne Reistroffer.

Week 9

Assignment in preparation for April 13 2016: The Pragmatic Task: Servant Leadership

1. Read Osmer, Practical Theology, Chapter 4, "The Pragmatic Task: Servant Leadership," pp. 175-218.
2. Prepare a 75 to 100 word reflection on this reading, centering on Osmer's understanding of Servant Leadership and how this aspect of practical theology can be helpful in the practical work of ministry. The brief reflections **is due by email to your small group leader by 5:00 on the Monday prior to the Wednesday Class.** Please also copy Dianne (by email) - dreistroffer@lpts.edu
3. Reflect on the case study presentation of Old Union Congregational Church. Note the length years and the tasks along the way in moving toward deep change in this church.
4. Reflect in your journals on your reading in this chapter, and include some material on a pastoral or theological leader in your life who has influenced and shaped your views of ministerial leadership as related to this pragmatic task of servant leadership.

Class Session for April 13, 2015: The Pragmatic Task: Servant Leadership

Lecture and plenary discussion by Dianne Reistroffer (1:30-2:20); small groups meet in breakout rooms for further reflection on this topic (2:40-3:20).

Week 10

Assignment in preparation for April 20, 2016: Congregational Practicum

Are there issues or concerns about congregational life and leadership you would to discuss? Suggested topics should have been submitted to your small group leader NLT March 30.

Class Session for April 20, 2016: Congregational Practicum

Small group meetings around topics raised in small groups (1:30-2:20); large plenary group discussion around common topics led by PTC teaching team (2:30-3:20).

Week 11

Assignment in preparation for April 27, 2016: Fourth Case Study.

1. Write a case study on a preaching or worship experience you have led or in which you participated in your field education setting.

2. Reflect on this in your journal.

Class Session for April 27, 2016: Fourth Case Study Presentations in Small Group

Meet in small groups. Two students will present a case study; others will hand in their case study to their small group leader. Those presenting please bring enough hard copies to class for distribution. Collect the copies back after the presentation. Remember these case studies are confidential.

Week 12

Assignment in preparation for May 4, 2016: Saying Good-bye / “Hopes and Fears”

1. Read the *Guidelines for Dissolution of the Relationship between Pastor and Congregation* available on the CAMS site.
2. Consider how you will be saying good-bye in your current church placement.
3. For your journals this week, we invite you to offer a two page reflection on the following: In light of the course readings, class presentations and small group/plenary group discussions, and your work in a congregation, where do you see 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?

Class Session for May 4, 2016: Saying Good-bye / “Hope and Fears”

Lecture, plenary discussion and small group work, led by the PTC teaching team. Supervisors are invited to attend this class session and share their pastoral wisdom about leaving a place of ministry in helpful and ethical ways.

Note: Journals are due to your small group leader on this day, May 4, 2016, by email.

Note: Final Projects are due to your small group leader, by email, NLT Friday, May 13, 2016, 11:59 PM.

**Rubric for PTC Journals
2015 - 2016**

A

Student provides strong and consistent evidence of theological reflection on issues of ministry and pastoral vocation.

Student demonstrates use of investigative techniques and congregational studies in assessing and interpreting her/his current context of ministry.

Student engages class sessions, course readings, and class assignments in ways that are integrative, inform ministerial practice, and contribute to her/his understanding of congregational life and sense of self as a pastoral leader and guide.

Student writes clearly, descriptively, and interpretatively.

B

Student provides some evidence of theological reflection on issues of ministry and pastoral vocation, but could do more in this area.

Student makes some use of investigative techniques and congregational studies in assessing and interpreting her/his context of ministry, but in limited ways.

Student engages class sessions, course readings, and class assignments in ways that are integrative, inform ministerial practice, and contribute to her/his understanding of congregational life and sense of self as a pastoral leader and guide, but does so at times in uneven and superficial ways.

Student writes reasonably well, but could be better organized or descriptive (thick description) or able to interpret her/his experience and ministry.

C

Student provides little evidence of theological reflection on issues of ministry and pastoral vocation.

Student makes limited use of investigative techniques and congregational studies in assessing and interpreting her/his context of ministry.

Student engages class sessions, course readings, and class assignments in a superficial manner, and/or has omitted important parts of the course experience.

Student writes in acceptable, but often general and disorganized ways.

D

Student provides little or no evidence of theological reflection on issues of ministry and pastoral vocation.

Student makes limited or no use of investigative techniques and congregational studies in assessing and interpreting her/his context of ministry.

Student does not engage material from class sessions, or course readings, or class assignments, or a combination of these three elements that should be addressed in the journal.

Student has missing entries, or is late in handing in the journal without an acceptable excuse.

F

Student has not addressed the work of the course in any fashion.

Student writes at an unacceptable level.

Student has not handed in the journal.