

**Gordon-Conwell Theological Seminary, Center for Urban Ministerial Education**  
**FIELD BASED MENTORED MINISTRY – MM 649**  
**Spring 2014**  
**Leadership for Urban Ministry Development**

**Mondays 6pm-10pm Classroom meetings (January 27-March 10)**  
**Field based (March 11- April 21)**

**Faculty Director: Dr Teri Elliott-Hart, [telliott-hart@gcts.edu](mailto:telliott-hart@gcts.edu)**  
(Office hours: before class Mondays and Wednesday 4-6p by appt)

## **DESCRIPTION**

This course is designed as a capstone to the student's seminary experience, bringing together their knowledge from various fields of study with practical experience. As a practical theology class we employ a method of action, reflection and analysis that will be built in to the classroom experiences and our time in the field.

In this class students will be learning broad based urban ministry skills with Teaching-Mentors and Project Mentors. The semester is divided into a series of workshop experiences followed by a field based dilemma or ministry project that will be addressed by a student team supported by an assigned mentor. Prerequisites: Minimum 12 courses, including MC 621 (Inner City/Living Systems).

## **LEARNING OUTCOMES:**

1. Students will demonstrate collaborative leadership skills such as intercultural competency, communication and conflict resolution
2. Students will demonstrate a capacity for theological reflection in ministry contexts
3. Students will demonstrate the capacity to approach a ministry challenge from multiple points of view
4. Students will demonstrate the capacity to develop a strategic plan and/or needs assessment of a ministry case with measurable outcomes
5. Students will be able to produce a clear presentation to the field host sites drawing on team knowledge and demonstrated understanding of host site needs

## **THE COURSE INSTRUCTORS:**

**Teaching Mentors** provide instruction in specialized areas of leadership and ministry development to equip the students for the project phase of the course. See individual syllabi including assignments posted on Sakai each week:

*Ellen Bass* Director of Capacity Building, Black Ministerial Alliance

*Jacqueline Dyer* Director of In-Ministry Programs, CUME

*Mark Harden* Dean of Boston Campus and Associate Professor of Community Development and Outreach

*Joseph Lombardi* Psychologist and Adjunct Faculty, CUME

*Virginia Ward* Pastor, Abundant Life Church Cambridge/ Youth Ministry Consultant

*Larry Ward* Pastor, Abundant Life Church Cambridge

**Project Mentors:** work with the students as shepherds at the intersection of the host church needs, spiritual formation in praxis, program development and group dynamics. This spring's group includes:

*Rev David Wright* Executive Director Black Ministerial Alliance, Associate Minister People's Baptist Church

*Dr Jewel Hyun* Adjunct Professor at Bakke Graduate University, Seattle, and the founder and president of Matthew 28 Ministries

*Rev Mark Scott* Associate Pastor of the Azusa Christian Community. David has worked collaboratively with law enforcement and the faith community to foster peace in Boston for nearly 25 years.

*Dr Bobby Bose* Adjunct Professor Gordon Conwell, World Mission

## Course schedule

Date	Topic(s)	Instructor	Assignments for next class
1/27	a)Intro to course logistics b)Intro to projects with host site representatives <hr/> c) <b>Holistic ministry:</b> Our whole selves with the whole church with the whole gospel into the world	Dr Elliott-Hart	Read <i>Hole in Our Gospel</i> (pp15-50 )  Submit project preferences next class  Self-Assessment: take “value orientation” survey
2/3	<b>Leadership Module on Teamwork:</b> a)Self- Assessment: leadership profile tool scoring and discussion <hr/> b)Healthy teams & conflict management styles presentation and activity  (Students submit project preferences)	Dr Teri Elliott-Hart Dr Jacqueline Dyer  Dr Joseph Lombardi	Read Duemling chapter “Intercultural Unity” in <i>New Jerusalem</i>  (Read article: See Sakai folder under Harden)
2/10	<b>Leadership Module: <i>Intercultural competency and leadership</i></b>	Dr Mark Harden	Read Chapters 1-3 in Dean Borgman <i>Foundations...</i>  Read article: See Sakai under Virginia Ward resources  Write: reading response journals
2/17	<b>Leading for Discipleship: <i>Strategies and skills with a focus on youth and young adults</i></b> a)Practical Theology and Ministry b)Rev Ward presents on youth and discipleship  READING RESPONSE JOURNAL 1 DUE	Dr Teri E-H  Rev Virginia Ward	Read: <i>Vital Signs</i> pp 83-91, 138-156.  Read article: in Sakai under Larry Ward resources
2/24	<b>Leadership Module: <i>Spiritual vitality and Ministry Planning</i></b>	Rev Larry Ward	Read article Sakai (in folder Mark Harden)  Finish <i>Hole in Our Gospel</i>
3/3	<b>Orientation to Project Phase:</b> a) Requirements and expectations review, identify team roles, identify possible resources for research	Teri E-H  (Mentors included )	Read Logic Model articles (Sakai resources under Ellen Bass)  Write: Reading Response Journal 2

	b)“What’s the Problem?” Principles and strategies for getting started on projects	Dr Harden	
3/10	<b>Program planning:</b> <i>Logic model workshop</i>  READING RESPONSE JOURNAL 2 DUE	Ellen Bass	Hand in logic model to Ellen B by 3/15 if you want feedback
3/17	Project team field work	Mentors	<i>Begin independent reading and research in project area themes</i>
3/24	Project team field work	Ellen Bass consulting	Write: PROJECT JOURNAL set 1 due next week
3/31	Project team field work  PROJECT JOURNAL set 1 due this week	Mentors	
4/7	Project team field work		
4/14	Project team field work	w/ Mentors for final prep of presentation	Write: PROJECT JOURNAL set 2 due next week
<b>Week of</b> 4/21	<b>Present</b> proposal/findings/resources to hosts @ field site  PROJECT JOURNAL set 2 due this week	Hosts, Student Teams, Mentors	GRADUATING STUDENTS: Write Final Synthesis Paper
4/28	<b><i>Debrief, celebration and mini-presentations:</i></b> with all student teams @ CUME  GRADUATING STUDENTS: Synthesis paper DUE to course Director	Facilitated by Teri Elliott-Hart, other guests by invitation	Synthesis paper DUE to course Director
5/5	<b><u>NO CLASS</u></b>  Synthesis paper DUE to course Director		

*Some elements are subject to change depending on class size and student interest*

## **REQUIRED READING LIST**

### **BOOKS**

Borgman, Dean. *Foundations for Youth Ministry: Theological Engagement with Teen Life and Culture*. 2<sup>nd</sup> Ed. Grand Rapids: Baker Academic, 2013. ISBN: 9780801049019 **READ Chapters 1-3** \$22.00 (on reserve in library)

Robert A Fryling. *The Leadership Ellipse, Shaping How We Lead by Who We Are*. Downers Grove, IL: IVP, 2010. 978-0-830835386. \$15.99

Killen, Patricia and DeBeer John. *The Art of Theological Reflection* Crossroad Publishing Company, 1994. ISBN-10: 0824514017 \$12.99

Stearns, Richard *The Hole in Our Gospel*. Thomas Nelson, 2010. ISBN 978-0849947001. \$11.00

### **OTHER**

*Additional articles and online resources required for reading. Posted in Sakai resource folder.*

Duemling, Bianca. "Intercultural Unity, a Sign of the New Jerusalem: Overcoming Barriers and Getting Ready for Church Collaborations across Cultural Lines." In *Reaching for the New Jerusalem*. Eds Park, Spencer, and Spencer. Oregon: Wipf & Stock. 2013. ISBN 978-62564-060-4. \$19.00 **(One chapter only, can be read on reserve)**

## **RECOMMENDED READING**

Gilbert, Roberta M *Extraordinary Leadership: Thinking Systems, Making a Difference*  
Leading Systems Press 2006 ISBN: 978-0976345527 \$ 16.00

Harper, Nile. *Urban Churches: Vital Signs, Beyond Charity Toward Justice*. Wipf & Stock, 2005. ISBN 978-1597521239. \$25.00

Livermore, David A. *Cultural Intelligence: Improving Your CQ to Engage Our Multicultural World*. Grand Rapids, MI: Baker Academic, 2009.

Lupton, Robert. *Toxic Charity: How Churches and Charities Hurt Those They Help (And How to Reverse It)* HarperOne, 2012. ISBN: 978-0062076212 \$11.00

## COURSE ASSIGNMENTS

*Students should expect to use SAKAI course page to receive more details for these assignments, links to Web based articles and other resources. If you have difficulty accessing SAKAI notify the professor and/or IT department right away.*

A. **Engagement: Your participation in this class is valuable: both as a listener and speaker.** The focus on collaborative leadership dictates that all students are present and respectfully participating. You are expected to complete the readings, attend classes, and demonstrate commitment to your project group. No more than one class absence without penalty.

B. **Journal.** Responses to readings and lectures, observations on team work and critical self-reflection will be recorded in a journal to be read by project mentor and course faculty director (6 entries 2 page minimum each).

READING RESPONSE JOURNALS due by 5pm on the due date will demonstrate:

Understanding of the main ideas of the lectures

Critical engagement with the readings

Personal application and/or synthesis of the readings/lectures to ministry experience

PROJECT JOURNALS due by 5pm on the due date will demonstrate:

Self- reflection on your role in the project development

Key questions raised by the project work/team work

Evidence of course topics/skills being applied to project work.

All journal entries should demonstrate:

- i. Critical reflection skills as applied to self-knowledge as a leader, a team member, and personal growth
- ii. Capacity to reflect theologically on context and ministry practices

**E Individual final synthesis essay** This essay will begin with a case study of your project. A case study demonstrates understanding of the context and issues raised in the case description, and clearly states the “problem” you addressed in your project. The final essay also provides an opportunity for individuals to reflect on the team process, provide an analysis of the topics from readings and lectures that relate to your project work, and your own analysis of the outcomes of the project for the site hosts. (8-10 pp)

Final Essay should demonstrate

- iii. Depth and knowledge of issues raised in the case, including thorough description of all stakeholders
- iv. Ability to apply the reading and discussions of specialized subject area to the real world issue
- v. Thorough discussion of and applicability/scalability of proposal recommendations
- vi. Use of supporting documents, resources, and bibliography as needed
- vii. Theological depth and clarity

viii. Strong writing skills of organization, mechanics and grammar

**F. Project completion:** You will be assessed by your mentor on areas such as collaborative leadership, participation, growth, and contributions to the group process. The outcome of your project “challenge” will not be graded, but the community stakeholders are the recipients of your labors. Your team formation effort will be reflected in your participation grade.

**G. Group proposal/recommendations** will be presented to the host sites/ stakeholders. These field based project final products may be in the form of (1) Community Assessments; (2) Model Replication; (3) Capacity-building; or (4) Project Concept Development and will all use a logic model as the primary tool for organization and planning.

Project Mentors will **evaluate each student’s contributions** and capacities for leadership using a rubric aligned with course objectives. Student proficiency is not necessarily tied to Project “success”.

### **Grading Breakdown**

**Engagement/Participation:** 10%

**Response Journals:** 25% each

**Individual final essay:** 40%

**Assessed but not graded:** Project completion/ Group presentation at host site (participation in group will be reflected in individual paper grade and attendance points).

### **Other Documents provided on Sakai site for MM649**

- Teaching-Mentor’s syllabi and reading assignments
- Project- themed recommended reading
- Project Covenant form
- Project Descriptions

## Policies

- All formal writing assignments should follow Turabian formatting for citations. (See online resources or her book Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> Edition. University of Chicago Press.) Papers should use a heading, be double spaced with 12 pt font, and include page numbers
- Late papers (without consent due to extenuating circumstances) will be docked a letter grade for each day late.
- Please inform the professor of anticipated absences. One excused absence is allowed. Unexcused absences will impact your grade. More than one absence in this intensive format may jeopardize your passing the course.
- Plagiarism and overall academic integrity is taken seriously, and breaches will result in failure and disciplinary action (See Violating Academic Integrity at [http://www.gordonconwell.edu/hamilton/current/documents/hamreg\\_handbook\\_acadserve.pdf](http://www.gordonconwell.edu/hamilton/current/documents/hamreg_handbook_acadserve.pdf) )
- I will be happy to answer questions by email, telephone or by appointment at my office. If you email me after 6pm please do not expect a reply until the next day.
- Learning Accomodations: A student with a disability who may need academic accommodations should make an appointment within the first two weeks of classes to discuss his or her particular learning needs.



## Outline for the Project Phase

