

## Practices & Skills to Support a Parish Ministry (TH 4263) 2008 – 2009 Course Syllabus

*This online syllabus should be used to gain a better understanding of the content and focus of a course. The syllabus given out in the class may differ from this online version and its content supersedes that of the online syllabus.*

**Instructors:** Library and Information Technology Staff and Dr. Dianne Reistroffer

Ministry to a congregation requires the mastery of a variety of practical skills and spiritual understanding and depth in those who wield those skills. This course seeks to model the development of both these essentials for effective ministry by introducing students to the practice of *lectio divina* and to a set of skills that can supplement and support preaching, teaching and administration in the parish.

During class periods, participants will be taught how to locate and use resources (both paper and electronic) for remaining current in contemporary theological reflection, for biblical exegesis, for sermon and worship preparation, for classroom instruction as well as for budgeting and the administration of a congregation and its church office. The focus here will be on resources available to church leaders after they have left seminary and no longer have easy access to a theological library. At the same time, students will be introduced to the practice of *lectio divina* and asked to maintain a daily schedule of spiritual nurture through this practice.

The intent here is to foster a rhythm to students' future ministry where your care of souls in the parish is

- constantly refreshed by the best biblical and theological insight of the community of faith;
- effected in a skillful manner; and
- informed by a practice of piety that refreshes and deepens your spirit's understanding of the good news that is the church's life spring.

The course is a three-hour elective spread over the fall and spring semesters. Class periods will last 1 hour and 20 minutes.

### **Course Requirements**

1. *Lectio divina* (or daily meditative reading): (40% of evaluation for course)

During the fall and spring semesters, each student will covenant with the class to dedicate 30 minutes a day for six days of the week to the practice of *lectio divina*. During the first four sessions each week, students will practice their *lectio divina* in private. During the fifth session, students write out a reflection (of not more than one page and preferably one or two paragraphs) on their meditations previously in the week and post it on a private BlackBoard site for the class. During the sixth session each week, students will use the reflections of their classmates as the text for their *lectio divina* for the day.

2. **Regular attendance, participation in class, and assignments** (40% of evaluation for course)

Because the skill sets introduced in this course will be presented during class, participation in class sessions and assignments is essential. Lack of active participation in the class can result in the loss of 40% of the final grade.

3. **Submission of a project at the end of the Spring term** (20% of evaluation for course)

Projects can include:

- a. **An annotated, evaluative bibliography of resources (print, electronic and web-based) available to religious leaders without immediate access to a theological library that could nourish a designated aspect of pastoral practice.**

Clearly define the parameters of the bibliography – who is the intended audience, what kinds of materials are included in the bibliography.

Each entry in the bibliography should be annotated – a short description of the resource, why it is particularly good for a certain kind of information.

The bibliography should include at least ten (10) resources in each category – print, electronic, and web-based.

The bibliography should be organized using the 6<sup>th</sup> edition of Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago, IL: The University of Chicago Press, 1996). If Turabian doesn't address a particular type of resource, refer to the 15<sup>th</sup> edition of *The Chicago Manual of Style* (Chicago, IL: The University of Chicago Press, 2003).

- b. **A presentation employing print and electronic resources for a church educational event (a church school class, session retreat, new member class, etc.)**

CONTENT PART

Clearly define the parameters of the presentation—who the intended audience is. Include the rationale for including the resources that make up the presentation.

Presentation should include at least ten resources.

This section should be 1-2 pages in length.

PRESENTATION PART

If projection is used, it must be digital projection. If PowerPoint is used, follow these guidelines:

- A minimum of 15 slides—the presentation should run about 15 minutes.
- An original template or altered template or design.
- High-quality multimedia (text, images, and optional audio) to illustrate your material
- Appropriate and effective slide transitions and animation.
- Hyperlink(s)
- Give credit in the presentation for any copyrighted multimedia used without permission.

Send the presentation to the instructors prior to the Final Exam period, and be sure to include your speaker notes in the notes field. Presentations will be given in the computer lab during the Final Exam period for this class. You need do handouts for the audience only if you would use handout in the real-life use of your presentation. If your final project is longer than fifteen minutes, plan to show a representative portion.

- c. A content analysis and improvement plan for a congregational web site chosen in consultation with an instructor submitted in document form and presented to the class.** (PowerPoint has an organizational chart you can use for a graphical depiction of your suggested link flow.) Multimedia should be used appropriately. Include a description of who you expect to use the site, how your suggested changes improve the site, and how the new web site is expected to add to the life of the congregation. Imagine that you are presenting this to the session of the congregation in question and you are trying to get them to use your suggestions.

**d. Additional Project Option: Plan for a Pastor's Library**

Develop a plan for collecting resources for a pastor's library. This plan should include budget available, emphasis of collection – will the plan focus on a particular part of the overall library – for example resources for exegesis and preaching, or be more broad in focus. Another option would be to start with what one has already collected over the course of their seminary career and formulate their plan with that as their starting point.

Remember to consider various resources for locating materials that need to be included in the library. Discuss what guides are available to you for evaluating which titles to consider for inclusion. Include information about how you plan to systematically add titles in the future to this library,

Budget, can start with a given figure, maybe \$500.00. Might also want to include information about future buying that factors in the book budget that is hopefully a part of your financial package.

Be as specific as possible, explain what materials you anticipate needing in your library, what needs the titles or resources you have selected fill.

The project might end up in the form of a bibliographic essay, with the essay part providing the space for explaining the parameters of the project and the rationale for choices that you've made, with an actual bibliography of resources listed after the essay.

See guidelines for formatting the text listed in final paragraph for Project A.

- e. **A project developed by a student that incorporates topics covered in the course that would enrich their work as a pastor.** Must be approved by the course instructors.

#### INCLUSIVE LANGUAGE:

In your writing, avoid language for people that leaves out part of the population or perpetuates stereotypes. Avoid gender specific pronouns when gender is unknown. Gender specific pronouns should be avoided when referring to God unless you are quoting from a theological text or a translation of the Bible that uses them.

#### ACADEMIC HONESTY:

All work you submit in this class is expected to be yours. Any quotation of the words of others must be clearly indicated, and all direct indebtedness must be acknowledged by citation of author and source using the Turabian format (7<sup>th</sup> ed.).

#### INSTRUCTIONAL METHOD:

This classroom course will use the Blackboard platform for posting readings, posting Lectio Divina reflections, submitting papers and projects, and recording grades. Library reserves will be used for some readings.

Lecture and discussion will be employed with the in-class use of the technology or techniques being taught. The student will need to be actively engaged with the material and schedule time to read materials, post reflections questions, and work on projects for each class.

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### Recommended Reading

Jewell, John P. New Tools for a New Century: First Steps in Equipping your Church for the Digital Revolution. Nashville: Abingdon Press, 2003.

Call number: BV 652.77 .J49 2002

Stewart, David. Literature of Theology: A Guide for Students and Pastors. Louisville: Westminster John Knox Press, 2003

Reference Book, ask at the Circulation Desk

Call Number: Ref. Z 7751 .B67 2003

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### Finding Resources for Keeping Current in Theological Developments

During this segment of the course, students will be taught how to find resources for their teaching, preaching, and worship responsibilities as well as keeping current in contemporary theological discussions.

**FALL TERM: 2008 (Sept. 4 – Dec. 11, 2008)**

**Class 1: Introduction to the Course (Sept. 9)**

This initial class will consider the purpose of this course, the syllabus, the challenge of nurturing one's spiritual development, and the unique character of religious reading as a form of spiritual nurture.

**A. Discussion of the Purpose of the Course**

**B. Introduction to the Syllabus**

**C. The Pastor's Library – Books and Journals**

Presenter: Angela Morris

The focus in this part of the class period will be on print resources. The presenter will discuss with students how to systematically assemble a minister's library of resources.

The Pastor's Library

Books: Sources of Suggestions

- Where to Look
  - Reference books that survey an entire subject
  - Bibliographies and Bibliographic Essays
    - Locating and Using
    - Subject guides
    - Other print resources
    - Web based resources
  - Book Reviews
    - In periodicals
    - On the Web
    - Within databases
  - Denominational Magazines

Journals

- How to choose
  - Reference Books that survey a subject area
  - Bibliographies and Bibliographic Essays
  - Web resources

**Class 2: Introduction to *Lectio Divina* & The Pastor's Library – Books and Journals (Sept. 16)**

**A. The Pastor's Library – Books and Journals (CONT.)**

Presenter: Angela Morris

**B. Introduction to the Practice of *Lectio Divina***

Presenter: Dianne Reistroffer

This segment will introduce students to the practice of *lectio divina*.

**C. How to Use BlackBoard for Your Reflections**

Presenter: Carolyn Cardwell

**\* Students will need to bring your personal bible with them to this session.**

**Class 3: The Pastor's Library – Books and Journals Wrap-Up (Sept. 23)**

Presenter: Angela Morris

**Classes 4, 5, 6 and 7: The Pastor's Library – Software and CDs (Sept. 30, Oct. 7, 21, 28)**

**Please Note: Following the first two sessions, Research & Study Week is scheduled the week of October 13-17. NO CLASS ON OCT. 14.**

Presenter: Angela Morris

At the end of sessions 4 (Sept. 30) and 7 (Oct. 28), the class will reflect upon their practice of *lectio divina*.

**Software & CDs**

- Biblical and Exegetical
- Theology
- Worship Aids & Copyright Issues
- Overview of resources available in LTPS computer lab
  - Advantages and disadvantages of these resources
  - Basics of using Bibleworks/Logos
  - What Worship Aids are available in this format
  - Why worry about Copyright
    - What you should know about copyright
    - Where to find additional copyright information
      - Books on the topic
      - Copyright web sites
- How to find relevant software and CD's

## Classes 8, 9, and 10: The Pastor's Library – Internet Sources (Nov. 4, 11, and 18)

Introduction to the Internet, search engines and directories. Hands-on use of academic and commercial directories; and simple, advanced, second generation and specialty searches. Discussion of how to evaluate a website, how to navigate through a website.

At the end of session 10 (Nov. 18), the class will reflect upon their practice of *lectio divina*.

### Session 8 Presenter: Angela Morris

- Databases
  - What are they
  - Scope of a database
  - Accessing databases
  - Searching
  - Interpreting search results
  - Searching Smarter
  - How to save searches
  - Finding items cited in databases
  - Saving citations electronically

### Session 9 Presenter: Carolyn Cardwell

- Internet Searching
  - What is the Web and when to use it
  - Define search engines and directories
  - Search engines
    - First and second generation search services
    - Deep Web search services
    - Meta-search engines
  - Directories
    - Academic/professional
    - Commercial
    - Meta-directories
  - Searches
    - Simple
    - Field search
    - Domain search
    - Host search
      - Advanced
      - Boolean logic
    - Second generation
    - Specialty
  - Finding multimedia on the Web
  - Navigating through a website
  - Evaluating Websites

Session 10 Presenter: Angela Morris

Internet Searching (cont.)

- “Filter” web sites for Religion

New Developments on the Internet (Carolyn Cardwell)

- Introduction to blogs, wikis, podcasting, and social networking

**Reading due before class** (on library reserve)

Jewel, John P. *Wired for Ministry*, Grand Rapids: Brazos Press, 2004

**Read pages 15-50**

Lectio Divina check- in

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## Social Networking in the Church and Community Context

This section of the course introduces students to employing web-based resources for the building and sustaining of a church or ministry.

### **Classes 11, (Nov. 25) The Blogging Pastor**

Presenter: Carolyn Cardwell

#### A. Blogging as a tool to create community

- Pastoral blogs/personal blogs
- Church blogs
- Group blogs
- Bible study blogs
- Using blog readers
  - i. [Bloglines](#)
  - ii. [MyYahoo](#)
  - iii. [iGoogle](#)
- Comments: on or off?
- Platforms

#### B. Reading prior to class:

- View <http://www.commoncraft.com/blogs> to get started.
- Read: (On Library Reserve) Bailey, Brian. *The Blogging Church : Sharing the Story of Your Church Through Blogs*, San Francisco: Jossey-Bass, 2007.
- Explore and read examples:
- <http://shuckandjive.blogspot.com/>
- <http://www.peacebang.com/>

- <http://swerve.lifechurch.tv/>
- <http://www.deepbiblestudy.net>
- <http://masonbeecroft.wordpress.com/>

**C. Homework due at beginning of next class:**

- Decide on a blog reader,
- Subscribe to 10 blogs (at least 6 of which are dealing with topics of interest to you as a pastor and the others devoted to personal interests.)
- Comment on at least three posts that resonate with you.
- Determine what platform 2 of the 10 blogs uses if possible, who the intended audience is, and describe the effectiveness of each blog in engaging that audience.
- In one-to-two pages describe what blog reader you chose, to which blogs you subscribed (with links), which blogs and entries you commented on (with links), and your findings as to platform, audience, and effectiveness.

**Class 12, (Dec. 2) Social Networking in the Church Setting**

Presenter: Carolyn Cardwell

Final *lectio divina* check in for the semester.

**A. Youth Groups**

- [MySpace](#)
- [Facebook](#)
- IM (Instant Messaging)
  - Doing IM with [Meebo](#)
  - [Speak the language](#)
- [Twitter](#)
  - [Defined](#)
  - [Ways to use](#) (somewhat corporate, but you can extrapolate from this)

**B. Other Groups**

- Blogs
- Wikis
  - [Defined](#)
  - [Shown](#)
  - Examples
    - <http://mendingtheearth.pbwiki.com>
    - [http://religion.wikia.com/wiki/Main\\_Page](http://religion.wikia.com/wiki/Main_Page)

**c. Web meeting software**

- [Defined](#)
- Examples
  - [CourseLab](#)
  - [Yugma](#)
  - [Powwownow](#)
  - [Dimdim](#)

- d. Online surveys
    - i. [www.surveymethods.com](http://www.surveymethods.com)
    - ii. [www.zoomerang.com](http://www.zoomerang.com)
    - iii. [www.surveymonkey.com](http://www.surveymonkey.com)
  - e. When to use
  - f. Use in combination
- C. Reading prior to class:**
- a. Kendall, Peggy. *Rewired: youth ministry in an age of IM and MySpace*. Valley Forge, PA: Judson Press, 2007.
  - b. boyd, danah. "Viewing American class divisions through Facebook and MySpace ." AOPHENIA BLOG ESSAY. June 24, 2007.  
<http://www.danah.org/papers/essays/ClassDivisions.html>
- D. Homework due at beginning of next class:** Thinking about the practical, spiritual, and theological problems and blessings associated with this type of engagement with others, describe in a 1 page paper your position on using social networking tools to engage groups of people within your congregation. Be sure to mention any specific tools you have tried or intend to try, and the actual or intended outcomes.

### **Final Exam Period for First Semester (Dec. 9)**

The class period for the final exam will be used to provide a discussion and sharing of homework results on social networking. This session will be held in Study Room A in the Library basement.

### **JANUARY TERM: 2006 (Jan. 5-30, 2009)**

Students are asked to continue their practice of *lectio divina* during the J-term break.

**SPRING TERM: 2007 (Feb. 10 – May 8, 2009)**

**Classes 13 and 14: Introduction to Power Point (Feb. 10, 17)**

Presenter: Carolyn Cardwell

Class 13 (Feb. 10) will end with a discussion of the group's practice of *lectio divina* .

These classes will provide a basic introduction for the use of PowerPoint software for presentations.

**PowerPoint I**

- discussion of multiple uses of PowerPoint
- live presentation
- Web communication
- graphic design tool
- display interface
- interactive education tool
- hands-on introduction to PowerPoint presentation software and use of a digital projector to display presentations
- discussion of its potential use in the parish

**PowerPoint II**

- Hands-on experience of customizing presentation templates, finding and inserting multimedia, using hyperlinks, preparing a presentation for the Web.
- Guidelines for presentations

**Homework** due at beginning of next class—will be presented to classmates. You are teaching a Sunday School class for young adults. Create a 5-7 slide presentation to introduce and illustrate your topic. You must use one of the lectionary texts for the coming weekend as the basis for your topic. Each student is allotted a maximum of 5 minutes. Points deducted for going over your time.

**Classes 15: Web site evaluation (Feb. 24)**

Presenter: Carolyn Cardwell

Class will begin with PowerPoint Sunday School presentations.

**Readings on Reserve Shelf in Library:**

Davoust, David. *Creating effective ministry websites*. Wheaton, IL: Robis Publishing, 2002—pages 1-60

Krug, Steve. *Don't make me think! : a common sense approach to Web usability*. Berkeley, CA: New Riders Pub., 2006—**pages 11-49** If you are going to do a website for a final project, you're going to want to read the entire book at some point.

### **Homework due on 3/3:**

These readings will give you the framework for the critical analysis of a website. You will choose a website to critique in class on 3/3 from the following list. You will present your finding in class using the computer and projector to show the website you chose. A 1 page paper should be turned in to the instructor at the beginning of class that summarizes your findings. Bullet points are fine for this if they convey the information you are presenting. Be sure to list your chosen website.

### **Websites to Critique**

#### **Presbyterians choose one of these:**

<http://www.brpres.org/>

Bardstown Road PC

<http://www.berrychurch.com/>

Berry Boulevard PC

<http://www.hpc-lou.org/>

Highland PC

<http://www.fourthpc.org/>

Fourth PC

<http://www.newhopenews.org/>

New Hope PC

<http://www.ltpc.org/>

Louisville Taiwanese PC

#### **Methodists one of these:**

<http://www.stpumc.com/>

St. Paul UMC

<http://www.highlandumclouky.org/>

Highland UMC

<http://www.parkviewumc.com/>

Garrs Lane UMC

<http://www.quinnchapelame.com/>  
Quinn Chapel AME

At the end of Session 15, the class will reflect upon their practice of *lectio divina*.

**Class 16: Web Evaluation continued 3/3)**

Presenter: Carolyn Cardwell and students

In class presentations of website evaluations. Please plan on presenting for 7-10 minutes.

**Class 17: Worship Software and Add-ins (3/10)**

Presenter: Carolyn Cardwell

- A. Selection of software
- Overview of products
  - Price
  - Technical requirements
  - Worship needs

**B. Reading to do before class:**

**Readings on Reserve Shelf in Library**

- Eason, Tim. *Media Ministry Made Easy: A Practical Guide to Visual Communication*, Pap/DVD ed. Nashville: Abingdon Press, 2003. Slightly dated from a technology standpoint, but very worthwhile for issues to consider, impact on staff, and changes to worship style. Comes with a DVD of media images that are ready-to-use for worship.
- Schultze, Quentin J. *High-Tech Worship?: Using Presentational Technologies Wisely*. Grand Rapids: Baker Books, 2004.
- <http://www.ebibleteacher.com/reviewworship.html> for a fairly comprehensive list of available software.
- [http://www.tfwm.com/0607\\_worshipsoftwarereview](http://www.tfwm.com/0607_worshipsoftwarereview) reviews of the most popular worship software packages
- Suggested reading: if you intend to work with worship software and build a “contemporary” service, a subscription to [Collide Magazine](#) would be well worth the money. You’ll find this on the shelves in the Reference Room.

**C. Homework due on 3/17:**

Using one of the following church scenarios:

- Evaluate the worship software packages and download the trial version of at least one that seems a good fit for your church.
- Read the documentation, try a trial version, and document the pros/cons of the software.
- Decide how you would go about making a decision like this in a church setting.
- In 1-2 pages describe your basis for choosing one, your trial, and reflect theologically on how using worship software might change your ministry, church, congregation, and staff.

**Scenario 1:** Rural church with 90 members with solo pastor. One volunteer office worker. Mostly older, but some younger families. Very little mission work, but strong weekly volunteers during services. Strong sense of community. Have one Sunday service.

**Scenario 2:** Urban church of 150 members with co-pastors. One paid part-time office worker and three part-time volunteer workers. Strong social involvement with building used by many church and outside groups on a daily basis. Many older members are not able to attend regularly and need visitation. Youth group is weak and could use more volunteers. Not doing small groups now, but want to move in that direction. Have one late morning Sunday service and mid-week evening bible study. Open to having earlier Sunday service.

**Scenario 3:** Suburban church with 1500 members. Senior pastor and one associate. Music director, Christian Education director, and three paid full-time office staff. Strong music program. Preschool and afterschool programs. Large nursery during services. Many small groups. Volunteer coordination and communication is a problem. Youth group tends to do its own thing and needs to be more fully integrated into church systems. Two Sunday services and several study/meeting opportunities on Wednesday evening. Considering a Saturday evening service to attract younger audience.

## Resources for Church Administration

This segment of the course will deal with locating denominational literature, hardware options for organizing a church office, church budgets, software options to support church administration and how to develop a serious church library.

### **Classes 18: Locating Denominational Literature & Church Library Media Centers (March 17)**

Presenters: Angela Morris  
Melissa Davis

This class will focus on navigating the world of denominational literature and how to effectively plan for a church library media center.

## **March 23-27 Research & Study Week (No Class on March 24)**

### **Class 19: Electronics 101 for a Church Office (March 31)**

Presenter: Jack Sharer

This class will consider hardware and software options in purchasing personal computers as well as various methods of connecting to the internet and networking a small church office.

- Personal Computer basics
  - Hardware & Software
    - Console
    - Input devices
    - Disk drives
    - Peripherals
    - Motherboard
      - Components of board
        - cpu
        - memory
        - bios
        - expansion slots
        - power supply
  - Software parts of the computer
    - System programs
    - Application programs
  - Deciding on a location for your computer
  - Glossary of terms
- Options for Connecting to the Internet
- Options for Basic Networking of a Church Office

### **Class 20: Church Administration Software (April 7)**

Presenter: Carolyn Cardwell

A. Defined

#### **B. Reading to do before class:**

- a. Hewitt, Steve. "How to Evaluate Church Management Software, Part 1." *Christian Computing Magazine*, September 2007, [http://www.ccmag2.com/2007\\_09/2007\\_09coverstory.pdf](http://www.ccmag2.com/2007_09/2007_09coverstory.pdf)
- b. Hewitt, Steve. "How to Evaluate Church Management Software, Part 2." *Christian Computing Magazine*, October 2007, [http://www.ccmag2.com/2007\\_10/2007\\_10specialfeature.pdf](http://www.ccmag2.com/2007_10/2007_10specialfeature.pdf)

- c. Nicholaou, Nick. "Annual Church and Donor Management Software Overview." *Christian Computing Magazine*, October 2007, [http://www.ccmag2.com/2007\\_10/2007\\_10coverstory.pdf](http://www.ccmag2.com/2007_10/2007_10coverstory.pdf)
- d. Evaluation tool: <http://www.capterra.com/church-management-software> Note the ability to narrow by type of software, church size and desired functions.
- e. Individual websites of CMS companies

**C. Homework due on 4/14.**

You are the pastor of a church. Choose one of the scenarios listed above under the Worship software class and using the evaluation tools at your disposal:

- Select 5-7 CMS packages that would potentially work for your church.
- Describe your criteria and why those are important.
- List the pros and cons of each package that would influence your final decision.
- Find pricing for your church for these packages from the company website or sales person. Find out whether a trial of the full system is available.
- Narrow your selection down to the top 3.
- Describe the thought process behind your selections. Rank the final three in order of likely purchase.

**Class 21: Microsoft Excel I (April 14)**

Presenter: Carolyn Cardwell

- Class will learn to build, edit and print a basic Excel worksheet.

At the end of Session 21, the class will reflect upon their practice of *lectio divina*.

**Class 22: Microsoft Excel II (April 21)**

Presenter: Carolyn Cardwell

- The class will learn how to use shortcuts, customize the worksheet appearance, control the worksheet display, and use functions. Hands-on work.

**Class 23: Microsoft Excel III (April 28)**

Presenter: Carolyn Cardwell

The class will create charts, and learn Excel's database functions.

**Class 24: Understanding and Formulating Budgets (May 5)**

Presenter: Pat Cecil

- Questions that will be addressed: What type of financial information does a church provide? (during the search process to prospective pastors) and audit information (i.e., a one-page summary of the church's financial situation)

***May 12:*** **Final Project Due** at the time scheduled for the final exam. The class will meet in Nelson Hall Room #118 during its allotted time for an exam to present final projects and to discuss the year's experience with *lectio divina*.

Updated 09/08/06 agm