

# SEMINAR IN TOWN AND COUNTRY MINISTRY SYLLABUS

## I. COURSE DESCRIPTION

*Students in this course will research a topic in Town and Country Ministry and present their findings to the class in a collaborative learning environment. The instructor will suggest topics and offer reading lists, and students may suggest topics of special interest.*

## II. COURSE OBJECTIVES AND RATIONALE

### In Spirit

1. To desire lifelong learning, thereby fostering excellence in town and country ministry.

### In Understanding (Cognitive)

1. To grasp the importance of the social, economic, and cultural contexts of town and country ministry in a deeper way.
2. To identify isolated and unique facets of town and country ministry..
3. To identify those areas of town and country ministry that stimulate the student's personal interest and passion..

### In Attitude (Affective)

1. To value varieties of town and country ministry.
2. To appreciate the implications of other disciplines for town and country ministry.

### In Skills (Behavioral)

1. To research a particular town and country ministry need and formulate a tentative strategy to address it.
2. To present a compelling need and a particular strategy for a diverse aspect of town and country ministry.

## III. COURSE TEXTBOOKS

### **A. Required**

There are no specific textbooks for this course, as each student will read on a different topic.

### **B. Suggested & Supplementary Bibliography**

Each student will distribute to the rest of the class a bibliography related to the topic chosen.

## IV. COURSE REQUIREMENTS

### **A. Reading Assignments**

Each student will read a minimum of 1500 pages on his or her selected topic. Readings may come from books and monographs, articles in journals, magazines, and newspapers, Masters and Doctoral level research reports, articles and weblogs on the Internet, and other print or electronic media. Audio resources (recordings of lectures, speeches) as well as recordings of the student's own interviews with experts and practitioners in the student's topic, may also be used. When such audio resources are used, one minute of recording time substitutes for one page of reading.

### **B. In-Class Presentation**

Each student will present in class a summary of his or her reading. The time allowed for each

presentation may vary depending on the number of students in the class, but should not be less than two hours and not more than three hours.

The presentation should include an informative summary of the contextual issue and its ministry implications, and a strategy to address those ministry needs.

**C. Post Course Assignment**

The student will submit a paper of approximately forty pages in length presenting in written form the in-class presentation. The paper should be done in 12 pt. Times New Roman font, with 1 inch margins. In lieu of this format, the student may follow the standard guidelines of his or her institution. Papers submitted will become part of the TACT Program online holdings.

**D. On-Line Alternative**

If less than five students are enrolled in the class, it will likely be offered on line instead of in the classroom. In this case, the student will be required to post to the course website the written assignment listed in C above before the course week. Students will be expected to read the posted papers of all other students in the course and post online a 3-5 page response. In addition, an online discussion forum will be conducted for each topic. Papers submitted will become part of the TACT Program online holdings.

**E. Quizzes and/or Exams**

Due to the intensive-week format of this course, there are no quizzes or exams.

**V. COURSE POLICIES**

**A. Weight Given to Course Requirements for Grading**

Class Participation	20%	In the event the course is conducted online, the class presentation and post-course assignment combine to contribute 60% of the student's grade.
Class Presentation	30%	
Post-Course assignment	30%	
Reading	20%	

**B. Class Participation**

See V.A. above.

**C. Late Assignments**

Pre-course assignments are due at the beginning of the class week. The in-class presentation must be presented during the scheduled time slot in class (if the class is offered online, the presentation/post-course assignment must be posted to the website before the class begins. The post-course assignment is due the fourth Friday after the class. Late work will be accepted, but 5% of the possible score will be deducted for each day the work is late, up to five days. No work more than five days late will be accepted. Exceptions may be made by the instructor or Dean of the participating seminary for medical or family emergencies.

**D. Absences**

Due to the "intensive week" format of this course, absences are not allowed. In the event of an emergency, the student should contact the instructor to see if an alternative can be worked out.

**E. Letter/Numerical Grade Scale**

<b>A+</b>	<b>99-100</b>	<b>B+</b>	<b>91-93</b>	<b>C+</b>	<b>83-85</b>	<b>D+</b>	<b>75-77</b>	<b>F</b>	<b>0-69</b>
<b>A</b>	<b>96-98</b>	<b>B</b>	<b>88-90</b>	<b>C</b>	<b>80-82</b>	<b>D</b>	<b>72-74</b>		
<b>A-</b>	<b>94-95</b>	<b>B-</b>	<b>86-87</b>	<b>C-</b>	<b>78-79</b>	<b>D-</b>	<b>70-71</b>		

## VI. COURSE SUPPLEMENTAL INFORMATION

The TACT Program and its participating seminaries do not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the appropriate seminary office and the course instructor of any disabling condition that will require modifications.

## VII. TOPICS

Community street festivals	Vacation Bible School in rural communities
Effects of banking mergers on small town capital	Scheduling programs in low population density areas
The role of Wal-Mart in the rural culture and economy	The church and rural community development
Hog confinement operations	“Open building” strategies in the small town
The effects of the Loan Deficiency Payment program on grain farmers	The Community Service (Thanksgiving, Good Friday, etc)
Hispanic in-migration in the Midwest and upper Great Plains	Ministry in bilingual communities
Asian in-migration in the upper Great Plains and Great Lakes States	Bivocational ministry
The effects of hosting a prison on the economy and social service system of a rural community	Ministry to migrant workers
Domestic violence in a rural community	The funeral in the rural community
Methamphetamine labs in rural America]	Ministry to transients (people who stop in and ask for financial assistance on their way through town)
Genetically modified organisms and the rural economy	Publicizing the open-county church
Ministry on the reservation	Musical genres and rural church singing
Rural telecommuters	Ministry without a staff
Rural teenagers and alcohol	Parsonage privacy
The role of the “coffee shop” in the rural community	Children’s or youth ministry in a rural church
The importance of high school sports	Resource management in a place with limited resources
Rural law enforcement	An apologetic for small-town church planting
The effects of the Interstate Highway System on the rural economy	The pastor’s family in small-town ministry
The role of the local newspaper in the small town	Growth and ministry strategies for a village church
Rural community developments grants	Snake handling
The effect of riverboat and reservation casinos on the society of a small town.	Southern Gospel music and Gospel Sings in rural culture and churches
The grain marketing system	Appropriate technology for the open country church
Militia movements, survivalists, and cults in rural America.	World missions and rural churches
Inductive preaching in the rural church	The value of pastoral longevity in the rural church
	Discipleship and leadership development in rural churches
	The role of the potluck in the life of the rural church
	<b>The student may choose a topic not listed, but it must be cleared with the instructor prior to beginning the reading.</b>

### VIII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		Student Presentation and response	Student Presentation and response	Student Presentation and response	Student Presentation and response
9:00					
10:00					
11:00					
12:00	Lunch provided in the classroom	Lunch	Lunch	Lunch	
1:00	Student Presentation and response	Student Presentation and response	Student Presentation and response	Student Presentation and response	
2:00					
3:00					
4:00					
5:00					
6:00					
7:00					
8:00					