



All Nations Leadership Institute
www.allnationsleadershipinstitute.com

Member Care, 2021

Instructors:

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Class Meeting Dates: August 19 to September 23, 2021

All Nations Leadership Institute Vision

Our focus is to prepare and equip ministerial leaders for the various roles and capacities of Christian service in an increasingly urbanized, diverse church and globalized community.

All Nations Leadership Institute Mission

In order to properly prepare and equip leaders, All Nations Leadership Institute provides learning experiences that are built on scriptural truths, using a conceptual framework of theory-to-practice and culturally-responsive teaching strategies.

Course Catalog Description

This course covers the Biblical principles of shepherding the body of Christ. It includes competencies to becoming a grace-filled leader. The sessions include practical application and exegesis of Scripture to understand the true meaning of ministry leadership and caring for the flock.

ASSIGNMENT Policy (See also ANLI Handbook)**IMPORTANT TO NOTE:****Attendance Guidelines**

Class attendance contributes to the success of your learning experiences at ANLI. As our courses run six weeks in length, you should attend all of them. Even one missed class sets you behind in your studies. Upon the second absence, you must drop the class and retake it another time. You cannot attend further sessions during that specific block. Three late arrivals or early departures of more than ten minutes, in any combination, equal one absence.

- If you are absent, make sure someone from class takes notes. ANLI posts all class documents on your course website. You still must turn in homework for the missed class on the due date.
- The teacher cannot assign discussion points when absent from class. Conversely, **the instructor will deduct points for late arrival or early departure.**
- If you are running late to class or cannot attend a class session, please call (708) 385-6020, X113 or e-mail Pastor Debbie Strlek at debbiestrlek@msn.com.
- No makeups of sermons or presentations if you miss class the day of that assignment.

Course Grade

- You must complete this class with a “C” or better and submit all assignments weekly as scheduled for elder or pastoral ordination eligibility.

Due Dates and Late Submission

- All materials are due on the submittal date. Late assignments result in the drop of **ONE LETTER GRADE PER WEEK.**
- **Submit late work no later than one week afterwards.**
- **Back up your work! If you lose a file, turn in the wrong assignment, or your computer breaks preventing you from submitting an assignment on the due date, the homework still counts as late.**
- **Sermons or presentations. Your teacher expects you to present a live sermon on the due date. No exception!**

Redos

- **Students may not elect on their own to redo an assignment for a higher grade.**
- **ONLY the teacher makes the decision to revise an assignment. Accordingly, the student must turn in the ‘redo’ no later than the next class session.**

Homework Submission

- Submit homework via e-mail.
- The teacher will not accept, nor count a handwritten assignment.
- Using Google docs works great for document formation, backing up your work, and downloading it to your teacher.

ASSIGNMENTS

Note: Students often receive a low grade for homework due to not following its directions, submitting incomplete work, or turning in an assignment late. Following instructions, fully completing homework, and making deadlines demonstrate competencies critical to ministry leadership. Further, these competencies build skills for field application in ministry.

- Turn in all weekly assignments the following Thursday.
- Carefully read and reread the homework instructions, and then follow them.
- You can find the electronic version of course materials and templates on the ANLI website. Click the course title on the student log in page (<http://www.allnationsleadershipinstitute.com/student-login/>) found on the Student Services drop down menu. Password is ANLIstudent.
- Please e-mail your homework to your teacher.

1. Weekly, In-Class Activities (Weekly-Up to 30 points each)

Students should prepare themselves to participate completely in all class activities. The weekly, in-class activity grade not only depends on full attendance each session, but participation in all learning experiences. Participation includes actively working with others in-group activities, taking notes, asking/answering questions, having thoroughly studied the weekly readings and Scripture, etc. One cannot make up missed in-class activities. The instructor will deduct points for a late arrival or early departure.

2. Application Projects (Weekly—Due Sessions 2-5-Up to 40 points each)

Each week you will analyze and reflect on leadership skills, strategies, and application. These projects will be assigned weekly.

3. Word Study (Weekly—Due Session 2-5--Up to 40 points each)

Each week you will complete and in-context word study on the provided template. **Consider both within and behind the text meanings.** Within the text looks at genre, literary style (book), figures of speech (phrases), linguistics from that period, vocabulary, definitions, context (passage, chapter, book, cross references from other books, comparison across testaments), grammar, expressions, alliteration (repetition), same or similar words, play on words, symbolic meaning, key words or phrases, sentence flow, time factors, etc. Behind the text considers the social, political, cultural and ideological aspects.

4. Member Care Plan (Due Session 6—Up to 275 points)

This plan will include both written and oral components.

1. Written Member Care Plan (Parts A-B)

Part A. Detailed analysis of how you will be a Christlike leader. Include biblical support of your plan of action to meet the needs of the Body of Christ with grace. In this written portion, state your mission statement as a leader.

Part B. Based on assigned case study, analyze the needs of those included in the case study. Use this analysis to create a plan of action that identifies your actions as Christlike leader. Your plan should be based on competencies presented in course.

2. Oral Presentation of the Written Member Care Plan. You will present the written portion of your Member Care Plan. This oral presentation should show your understanding of Member Care based on being a Christlike leader and competencies presented in class.

EVALUATION BREAKDOWN

Grade Determination

Your teacher will grade each assignment according to the correct response, work quality, full thought expression, followed direction, and proper APA formatting. Please follow directions for the assignment! The cumulative total points represent earned points from each assignment summed together, upon which your grade is determined. The chart below represents the ANLI grade scale.

Students on the pastoral track must complete the course with a C or better!

Grading Scale

Grade/ %	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F=59 and below
	100- 98	97- 93	92- 90	89- 87	86- 83	82- 80	79- 77	76- 73	72- 70	69- 67	66- 63	62- 60	

Assignments, Due Dates, and Maximum Possible Points

Assignments	Due	Possible Points	Percentage of Grade
Weekly, In-class Activities	Sessions 1-6	90 Points Cumulative Up to 15 points each	11%
	Sessions 2-5	40 Total Cumulative Up to 10 points	5%
Application	Sessions 2-5	160 Total Cumulative Up to 40 points	20%
Word Study	Sessions 2-5	160 Total Cumulative Up to 40 points	20%
	Session 4	75 Total Cumulative Up to 75 points	9%
Member Care Plan	Week Six	275 Total Up to 275 points	34%
Total Points		800 Points	

Course and Homework Schedule

Session Topic	Homework/Due Date
SESSION 1	
Christ-Like Care	
SESSION 2	
Sustaining Relational Competencies Grace	Session 1 Homework Due Application Project, Word Study
SESSION 3	
Healing Relational Competencies Redemption	Session 2 Homework Due Application Project, Word Study
SESSION 4	
Reconciling Competencies Reconciliation	Session 3 Homework Due Application Project Word Study
SESSION 5	
Guiding Competencies Spiritual Growth	Session 4 Homework Due Application Project Word Study
SESSION 6	
Case Studies	Session 5 Homework Due Member Care Plan

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Writing Rubric—Up to 40 points cumulative each essay				
	Distinguished	Target	Acceptable	Needs Improvement
Relevancy of Content (Focus) (10%) <u>Definition:</u> Relevancy of content deals with the focus of the main idea of your personal reflection and its relevancy to content ANLI Leadership Standard 1	<ul style="list-style-type: none"> states main idea (thesis) and key points so that the reader has a clear, vivid mental picture of the intent of the essay provides and supports main idea, showing high relevancy and meaning to the content of the topic (no extraneous details) uses an introduction that launches and explains the main idea (thesis) and key points and thoughtfully composed closing that revisits and brings together main idea and key points 	<ul style="list-style-type: none"> states a clear, basic main idea and its key points maintains the main idea, showing an effective degree of relevancy and meaning to the content of the topic uses a basic introduction presents the main idea and key points and effective closing that includes a direct restatement of the thesis 	<ul style="list-style-type: none"> presents a main idea; however, the reader may need to reread it to be clear about the writer's position or the main idea may be implied does not consistently maintain the main idea and goes off topic in some places does not revisit the main idea and key points 	<ul style="list-style-type: none"> does not answer the question, writes on a different topic or presents main idea and key points in an unclear manner
	10 points	9-8 points	7 points	6-0 points
Clarity of Content (Organization) (10%) <u>Definition:</u> Clarity of content is the logical flow of the presented main idea and key points in your personal reflection ANLI Leadership Standard 1	<ul style="list-style-type: none"> moves the reader through the essay in a logical manner with a beginning, middle and ending uses varied sentence structure to produce cohesion incorporates appropriate transitions (show relationships between ideas) to create coherence shows evenly developed and appropriate paragraphs to separate development of main points 	<ul style="list-style-type: none"> some structure is evident and clear uses well-constructed sentences for cohesion incorporates simple transitions and includes appropriate ordering of sentences for coherence shows basic paragraphs that are separated as appropriate 	<ul style="list-style-type: none"> shows an attempt at structure, but the reader may have to infer it presents frequent lapses in clarity and accuracy displays little attempt at varying sentence structure for cohesion incorporates inappropriate transitions that may disrupt coherence show uneven paragraphing 	<ul style="list-style-type: none"> shows little or no attempt at structure writes insufficiently to measure clarity of content
	10 points	9-8 points	7 points	6-0 points
Analysis (15%) (Elaboration) <u>Definition:</u> Degree of scriptural analysis & support of main ideas, including making connections to real-life application ANLI Leadership Standards 2,3,5	<ul style="list-style-type: none"> provides rich, detailed analysis elaborates each point with 3rd order support analysis includes understanding of making practical connections 	<ul style="list-style-type: none"> shows a basic and effective analysis shows even (consistent) analysis throughout the reflection elaborates each point with 2nd order support 	<ul style="list-style-type: none"> presents a simple analysis with surface details shows a partial or uneven analysis elaborates each point with 1st order support or support may be uneven (unclear) 	<ul style="list-style-type: none"> shows no analysis or development rambles in point development provides a "laundry list" of points uses little or no support
	14 points	13-12 points	11 points	10-0 points

Grammar, Punctuation and Conventions Definition: Use of standard English ANLI Leadership Standards 2,3,5	<ul style="list-style-type: none"> constructs writing with up to five grammatical and punctuation errors utilizes a variety in sentence type, length, and complexity. 	<ul style="list-style-type: none"> shows six to ten errors in grammar, punctuation, or spelling (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement and tense consistency) 	<ul style="list-style-type: none"> shows eleven or more errors in grammatical and punctuation (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement and tense consistency) but errors do not interfere with the meaning 	<ul style="list-style-type: none"> Shows numerous grammatical and punctuation errors Errors in punctuation and grammar interfere with meaning
	3 points	2 points	1.5 point	1-0 point
APA	<ul style="list-style-type: none"> Follows the directions in the syllabus for APA/SBL format and style 	<ul style="list-style-type: none"> makes one to two errors in APA/SBL format and style 	<ul style="list-style-type: none"> makes three to four in APA/SBL format and style 	<ul style="list-style-type: none"> makes five errors or more in APA format and style
	3 points	2 points	1.5 point	1-0 point
Total Student Points				