

Theology of Ministry I (2PT528)

Course Syllabus – Fall 2010

Instructor: Associate Professor Michael Glodo (mglodo@rts.edu or 407/366-9493, ext. 232)
Administrative Assistant: Joyce Sisler (jsisler@rts.edu)

Office hours: Mondays 1:00-2:00 p.m.; Tuesdays 11:00 a.m.-noon; Wednesdays 11:00 a.m.-noon; Thursdays 10:00 a.m.-noon.

During these times I will be in my office or one of the public spaces on campus (Library, Student Commons, book store or seated outside). If I am not in my office, please see Joyce Sisler to find out where I am. My hours in the public spaces are so that I am more accessible, so please do not hesitate to approach me there.

I am also available by appointment at other times. Please see Joyce or e-mail me at mglodo@rts.edu.

I am glad to communicate with you in person, on the phone or through email. I'm glad to be your Facebook friend, but don't use Facebook messaging to correspond with me.

Class meeting: Tuesdays 9:00-11:00 a.m.

Course web page: [Click here.](#)

Course description.

Theology of Ministry I (2PT528) covers the theological foundations for the ministry, including the nature of and calling to office, as well as a variety of applied ministry issues and concerns. 2 hours.¹

Course objectives.

Knowing:

- Historical survey of the office of minister of word and sacrament.
- Overview of biblical qualifications and functions of the ministry.

Being:

- Conviction regarding the fundamental role of minister of word and sacrament.
- Commitment to character and gift development of a biblical minister of word and sacrament.

¹ Note that this description varies somewhat from the Seminary course catalog, though it reflect long-held practice for this course.

- Commitment to carry out the challenges of applying biblical norms for ministry to contemporary pastoral contexts.

Doing:

- Application of learnings to actual ministry situation(s).

Course requirements.

Personal reflection on ministry readiness	25%	Due Nov. 30 (last day of class)
Philosophy of ministry paper	40	Final paper due Dec. 8
Servant leadership experience	20	Due Oct. 19
Class attendance & participation	15	

Required reading.

The following works are to be read in their entirety for purposes of class discussion, lecture integration and course assignments.

Pastoral epistles.

Clowney, Edmund P. *Called to the Ministry*. Phillipsburg, NJ: Presbyterian & Reformed, 1975. 90pp. ISBN 978-0875521442

Dever, Mark. *The Deliberate Church: Building Your Ministry on the Gospel*. Wheaton, IL: Crossway Books, 2005. 204pp. ISBN 978-1581347388

Guder, Darrell, et al. *The Missional Church: A Vision for the Sending of the Church in North America*. Grand Rapids: Eerdmans, 1998. 280pp. ISBN 978-0802843500.

Miller, C. John. *Heart of a Servant Leader*. Phillipsburg, NJ: Presbyterian & Reformed, 2004. 319pp. ISBN 978-0875527154.

Purves, Andrew. *Pastoral Theology in the Classical Tradition*. Louisville, KY: Westminster/John Knox Press, 2001. ISBN 978-0664222413.

I will look for evidence of completion of your required reading in class participation and other requirements which depend upon all or a portion of your reading. Make every effort to keep current with the reading schedule (to be provided at the start of class).

Submission of papers.

Papers as described below should be submitted electronically as e-mail attachments in MS Word or RTF format. Files name should be the class name, assignment name and your last name. E.g. "ToM1-Readiness-Smith."

All papers will be assessed on clarity, correctness and form as well as upon content. This means using good grammar, complete sentences, correcting spelling errors, using proper format for references, etc. Abbreviated in-text citations, e.g. [Miller 52] are preferred when referring to assigned readings. Care in expressing oneself is a highly reliable guide to carefulness in thought.

I cannot acknowledge each assignment submitted individually. If you wish for acknowledgement receipt, set up your email to me accordingly.

Personal reflection on ministry readiness.

Each student will reflect upon the virtues, qualities, character and skills required in the ministry in relation to his own readiness and ongoing resolve to attain them. This paper of 5-8 double-spaced pages should answer the following questions:

- 1) What are the biblical characteristics and qualities of a minister of word and sacrament?
- 2) How do I assess my own immediate readiness for the ministry in light of these characteristics and qualities?
- 3) Where are my greatest vulnerabilities with respect to 1) and 2) above?
- 4) What critical steps must I be sure to take in the process of my ongoing preparation?

Relevant reading: Pastoral epistles; Clowney, Dever ch. 16; Miller and various parts of Purves.

Philosophy of ministry paper.

It will not be unusual for you to be asked to articulate a philosophy of ministry as part of the process of candidating for ministry positions. Ministry data forms will ask you to state your views on a variety of ministry issues.

Ministry is somewhat context dependent, but it is wise to have a self-assessment and convictions about biblical norms for ministry in order to faithfully carry out one's ministry in a particular context. Also bear in mind that many ministry contexts have ill-shaped or idiosyncratically-shaped expectations of ministers. This means that one's philosophy of ministry should be shaped sufficiently to convey one's convictions but not so pointedly as to assume the church is already where one wants to lead it.

The particular components of a philosophy of ministry will be discussed during the class, but the form of this assignment will be fairly flexible. The final submission should be submitted in a 13-18 pages double spaced paper.

As part of the assignment, you must have an ordained minister read your paper and discuss it with you. Your final submission should include the content of that feedback.

Relevant readings: Dever, Guder, Purves.

Servant leadership experience.

Based upon reading Miller's *Heart of a Servant Leader*, write a 3-5 page single-spaced account of a situation in which you were involved where there was conflict, disappointment, embarrassment, etc. Describe how "believing the gospel" could have changed the responses and, Lord willing, the outcome. Especially include how your own responses, contributions, etc. could have exhibited greater empowerment by and freedom in the gospel, e.g. repentance, patience, mercy, accountability, etc.

Class attendance & participation.

By its very nature a course such as this is most beneficial when all students participate actively in questions and discussion. Therefore, a portion of the course evaluation will be for attendance and participation.

Computers in class.

Multitasking undermines learning, not to mention its deleterious effects on memory and productivity that recent studies have indicated. Performing non-class functions on a computer distracts our neighbors behind and beside us in class. There are other adverse effects which are not as apparent. Computers impede interpersonal non-verbal communication with the professor (e.g. eye contact, quizzical expressions, epiphany gestures, sleepy eyelids). The ability to capture more data with the speed of typing circumvents the process by which we sort out and prioritize information. Learning is not capturing information, it is comprehension. The kinetics of writing are in some respects more conducive to learning than those of typing – to pause, underline, correct, etc.

If you choose to use a computer to take notes in class, I ask that you turn off your wireless transmitter, unless if for some class, professional or urgent personal reason you need to be accessible.