

Theology of Ministry I (2PT528)

Preliminary Course Syllabus – Fall 2011

Final course syllabus will be available by the start of the semester. It will not be materially different from this preliminary syllabus. A course schedule with reading assignments will be included in the final syllabus.

Instructor: Associate Professor Michael Glodo

Office hours: Mondays by 1:00-3:00 p.m.
Tuesdays 11:00 a.m.-noon, 1:00-2:00 p.m.
Wednesdays 11:00 a.m.-noon
Thursdays 8:00-10:00 a.m.

During my published office hours I will be in or near my office or else available in one of the public campus spaces. If the latter, there will be note on my door indicating where I am or Joyce will know.

Contact information: Professor Glodo: mglodo@rts.edu, (407)366-9493, ext. 232
Admin. Asst. Joyce Sisler :jsisler@rts.edu, (407)366-9493, ext. 219
Teaching assistant: Andrew Morton (amorton@rts.edu)

Communication: I prefer communicating in person, but email is fine, too. If we are Facebook “friends,” please don’t use it to message me about class matters.

Class meeting: Mondays 10:00 a.m.-Noon, August 29-December 5 (except for fall reading week on October 10.

Course web page: <http://chp.rts.edu/sites/2011-FALL/ORLANDO-2PT528-LECT-01/default.aspx?ticket=9b923584-5b48-4179-9da3-73b8ef5df017§ionid=6231>

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.

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

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.
- 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.

Servant leadership experience	10	Due Oct. 19
Personal reflection on ministry readiness	20%	Due Dec. 1 (last day of class)
Prayer project	10	Due Dec. 7 @ 11:00 a.m.
Philosophy of ministry paper	40	Due Dec. 7 @ 11:00 a.m.
Class journal	20	Due Dec. 7 @ 11:00 a.m.

Required reading.

Major portions or the entirety of the following works are to be read for purposes of class discussion, lecture integration and course assignments.

Pastoral epistles (Titus, 1 & 2 Timothy).

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

Henry, Matthew. *A Way to Pray*. Ed. O. Palmer Robertson. Carle Place, PA: Banner of Truth, 2010. [orig. 1710]. ISBN 978-1848710870.

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. 123pp. 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 Rich Text Format (RTF). Files name should be the class name, assignment name and your last name. E.g. "ToM1-Readiness-Smith." Please also put "ToM1" in the subject line of the email.

All papers will be assessed on clarity, accuracy 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 confirm receipt of each assignment submitted individually. If you wish for a receipt acknowledgement, set up your email to me accordingly.

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" – both on your part on the part of others – 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.

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? Provide scripture references.
- 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 when comparing 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.

Prayer project.

The prayer project assignment is aimed at 1) training you in the process of praying the language of scripture and 2) reinforcing a consistent practice of prayer. Matthew Henry's *A Way to Pray* will be your sourcebook for this assignment.

You may choose whether you do this project 1) in leading family worship; 2) in a ministry setting such as youth group, small group or public worship; or 3) in a small group of Theology of Ministry I students. Whichever you choose, it must be the same throughout the semester. If you wish to be in a small group, we will work out groups the first week of class.

For 12 of the 13 weeks you will choose a portion or portions from Henry's book and lead in prayer using the scripture passages. At the end of the semester you will turn in a sheet of paper that has the date and the sections from Henry used on each date. While you may do more than one entry per week, only one per week will count toward completion of the assignment.

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 or that you know where it should go before you get to know the context.

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 page 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.

Some of you may be preparing for ministry contexts which are not the typical church context. You may thoughtfully adapt this exercise to the needs of that ministry context.

Relevant readings: Dever, Guder, Purves.

Class journal.

In order to reflect upon the in-class lectures and discussion, each student will write a minimum of 10 journal entries of a minimum of 1 page single-spaced or handwritten. Each entry will reflect upon some element of class lecture or discussion from a particular week of class. There is considerable freedom in how that may be done as long as you show that you were actively listening and are reflecting upon how the topics or discussions relate to ministry. First state clearly the concept upon which you are reflecting. Then reflect using such questions as the following:

1. How did the lecture/discussion make me reflect more fully or in a new way on ministry? What was a new thought or a new angle I hadn't considered before?
2. How do I see the lecture/discussion addressing a question or challenge I have felt concerning ministry preparation? Where do I need respond to the challenge?
3. How might I differ with the lecture/discussion or what additional considerations need added to the lecture/discussion? (Be careful with this one. You must demonstrate first that you understood what was discussed by stating clearly the issue.)

Communication.

Besides in person and by telephone, students are encouraged to communicate with me via e-mail at mgloido@rts.edu. Please do not use the message function on Facebook.

Course announcements and updates will be made through e-mail. Any students without regular e-mail access must notify me of this limitation. I usually respond to e-mail promptly, however weekly and special events may lengthen the time of response occasionally. It is very important that you keep your e-mail current in the RTS system.

Class attendance & conduct.

Unless providentially hindered, students are expected to attend class and to do so in a manner that aspires toward the second great commandment of neighbor love, bearing in mind that fellow students and the professor are your neighbors. This would include removal of hats, setting mobile phones to vibrate or silent and other inherent or socially-constructed acts of love. Wireless internet access is not to be used for purposes outside the scope of the course while in class except for urgent (professional or personal) matters.

Computers in class.

Use of computers for non-class purposes during class is not permitted except for urgent reasons of a professional or personal nature. If you are not able to observe this requirement, please turn your computer off.

I have not yet decided to follow the trend of prohibiting computer use in the classroom. At many institutions of higher learning professors are excluding them from classroom use. Some of the reasons are obvious. 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 simply capturing information, it is comprehension. The kinetics of writing are more conducive to learning than those of typing – to pause, underline, correct, etc.

Whether I eventually change the policy of allowing laptops depends upon how considerately and wisely they are used in class. I would encourage those who are willing to take up the pen again (or who have never laid it down) to do so.

Note Taking.

Taking notes is not the same thing as capturing information. While it can be good to take a lot of notes, be sure not to stop listening while you write/type. Knowledge, in contrast to information, involves understanding the relationships between bits of information. Critical listening requires you to understand the prioritization and connections of what you read or hear.

Conversely, the outlines I provide of greater or lesser detail in no way represent all of the information and knowledge necessary to succeed in this course. When a student comes to see me because he did not do as well as he or she wished on an exam, I first ask to see his or her class notes. If you have difficulty taking good notes, find a classmate who is good at it and ask him or her to share those notes with you.