Theology of Ministry I

Reformed Theological Seminary-Orlando

Fall 2012
Theology of Ministry I (2PT528)
Course Syllabus – Fall 2012

Instructor: Associate Professor Michael Glodo

Office hours: Tuesdays 1:00-3:00 p.m.
Wednesdays 1:00-3:00 p.m.
Thursdays 1:00-3:00
Other times most willingly by appointment.

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: Tuesdays, 3:00-5:00 p.m., August 28-November 27 (except for fall reading week on October 9).

Course web page: Will be available through Self Service.

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.

Course objectives.

Knowing:
- Historical survey of the office of minister of word and sacrament.
- Overview of biblical qualifications and functions of the ministry.
- Development of ministry framework out of which to develop and implement a philosophy of 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.
- Refined conviction about sense of call to in relation to readiness for ministry.
Commitment to carry out the challenges of applying biblical norms for ministry to contemporary pastoral contexts.

Doing:
- Cultivation of spiritual habits necessary to entry into and flourishing in ministry.
- Formulation of learnings for implementation in actual ministry situation(s).

Course requirements.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Servant leadership reflection</td>
<td>10%</td>
<td>September 25</td>
</tr>
<tr>
<td>Personal reflection on ministry readiness</td>
<td>10%</td>
<td>Nov. 13 @ start of class</td>
</tr>
<tr>
<td>Prayer project</td>
<td>10%</td>
<td>Dec. 5 @ 11:00 a.m.</td>
</tr>
<tr>
<td>Philosophy of ministry paper</td>
<td>35%</td>
<td>Dec. 5 @ 11:00 a.m.</td>
</tr>
<tr>
<td>Weekly reflections</td>
<td>35%</td>
<td>Weekly as assigned</td>
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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).

Missional Church Reader.
- A selection of readings on the missional church will be available for download from the course web page prior to the course.

Written assignments and weekly reflections should reflect awareness of the assigned reading.

Course schedule & materials.

In addition to the above assignment dates, a course schedule will be distributed on the first day of class. Lecture handouts will be available on the course web page prior to the day of class. Students are responsible to bring their own electronic or printed copies.
Lecture handouts may include Hebrew and Greek using the SBL Hebrew and SBL Greek fonts. These are free downloadable fonts at [http://www.sbl-site.org/educational/BiblicalFonts_SBLHebrew.aspx](http://www.sbl-site.org/educational/BiblicalFonts_SBLHebrew.aspx) and [http://www.sbl-site.org/educational/BiblicalFonts_SBLGreek.aspx](http://www.sbl-site.org/educational/BiblicalFonts_SBLGreek.aspx), respectively.

**Submission of papers.**

As described below, papers 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.

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* and class discussion of “the Gospel for ministry,” write a 3-5 page single-spaced account of a situation in which you were involved where there was conflict, disappointment, embarrassment, failure, etc. The main objective is to describe how “believing the gospel” – both on your part on the part of others, but especially on your part – 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 and references to required reading.

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?
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 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 submit the form included with this syllabus. 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 is common to be asked to articulate a philosophy of ministry (PoM) 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. This assignment will prepare you for that eventuality, but more importantly will assist you in the process of developing your own convictions and commitments regarding ministry and your sense of calling to it.

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 any particular context. How specific your PoM should be to a particular context depends on many factors. If you are preparing it for a potential range of ministry opportunities, then it should not be so specific as to preclude contexts in which you are open to serving. On the other hand, if there are particular contextual features that would be “deal breakers,” preventing you from serving in good conscience, your PoM should be more specific on that point.

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. I am glad to discuss that with you individually.

Weekly reflections.

In order to reflect upon the in-class lectures and discussion, you will write responses to the questions at the end of each unit, submitting them in single-space hard copy at the start of class following the one on which they were assigned. The goal of these assignments is to give you an opportunity to demonstrate your reflection upon the lectures and discussion.
Communication.

Besides in person and by telephone, students are encouraged to communicate with me via e-mail at mglodo@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 conduct themselves in a way that shows love for neighbor. This includes arriving on time, staying seated except during breaks, not browsing the internet or doing non-class work, removal of hats, setting mobile phones to vibrate or silent, etc.

Computers, note-taking and neighbors 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.

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.

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 often circumvents the process by which we sort out and prioritize information. Learning is not simply capturing information, learning is selecting, prioritizing, arranging and retaining information. Rapid capture of data decreases critical listening.

The kinesthetics of writing are more conducive to learning than those of typing – to pause, underline, correct, etc. I would encourage those who are willing to take up the pen again (or who have never laid it down) to do so.
Prayer Project

Who was project conducted with? (e.g. "My family," "My roommates," "My small group from church," etc.)

Date                                                   Material used

(Example below)

August 31      Confession (p. 67), thanksgiving (p. 141), intercession (p. 215)

Note: 10 entries are required and only one per week counts toward the requirement.
Course Objectives Related to MDiv* Student Learning Outcomes

Course: 2PT528 (Theology of Ministry I)
Professor: Michael J. Glodo
Campus: Orlando
Date: Fall 2012

<table>
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<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><em>Articulation (oral &amp; written)</em></td>
<td>Strong</td>
<td>Students, using a variety of written assignments, are required to articulate a philosophy of ministry based on biblical and theological standards which have relevance in the contemporary context.</td>
</tr>
<tr>
<td><em>Scripture</em></td>
<td>Moderate</td>
<td>Lectures draw significantly from Scripture. Students must articulate a philosophy of ministry which is justified by biblical standards.</td>
</tr>
<tr>
<td><em>Reformed Theology</em></td>
<td>Strong</td>
<td>Distinctives of a Reformed view of ministry of Word and sacrament provide the foundations for this course. Students must articulate and understanding of this approach and interact with it.</td>
</tr>
<tr>
<td><em>Sanctification</em></td>
<td>Strong</td>
<td>A significant proportion of time is spent on the subject and processes of self-knowledge as they relate to ministry. Students must write paper reflecting successes and failures in real-world situations in relation to their own character. In this process students must articulate the biblical norms for ministers and reflect upon their own readiness in relation to them.</td>
</tr>
<tr>
<td><em>Desire for Worldview</em></td>
<td>Moderate</td>
<td>Students’ theology of ministry must be articulated in terms of the church’s and the ministry’s larger role in society.</td>
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<tr>
<td><em>Winsomely Reformed</em></td>
<td>Strong</td>
<td>Alternative viewpoints within Reformed parameters as well as those selectively outside of it are</td>
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<tr>
<td>Preach</td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Minimal</td>
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<tr>
<td>Worship</td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Moderate</td>
</tr>
<tr>
<td>Shepherd</td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Strong</td>
</tr>
<tr>
<td>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Strong</td>
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