<table>
<thead>
<tr>
<th>Wk.</th>
<th>Date</th>
<th>Topics</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1   | 27     |                          | Keller 13-26
Helopoulos 11-109
Westminster Directory for Family Worship           |
| 2   | Sept 3 |                          | Bucer xxxi-73                                      |
| 3   | 10     |                          | Keller 27-85                                       |
| 4   | 17     |                          | Glodo, “Sola Ecclesia”  
Bucer 97-214                                       |
| 5   | 24     |                          | Clowney 3-95                                       |
| 6   | Oct 1  |                          |                                                    |
| 7   | 8      |                          | Keller 86-180
Mid-course family worship/spiritual formation report due |
| 8   | 22     |                          | Keller 181-290
Family worship / spiritual formation interactions due |
| 9   | 29     |                          | Keller 291-336                                    |
| 10  | Nov 5  |                          |                                                    |
| 11  | 12     |                          | Sande 17-137                                      |
| 12  | 19     |                          | Sande 139-261
Family Worship Report due                           |
| 13  | 26     |                          | Ministry Call Paper due                            |
| 14  | Dec 3  |                          | Philosophy of Ministry paper due Dec 10, 11:00 a.m. |
Theology of Ministry I (2PT528)
Course Syllabus – Fall 2015

Instructor: Associate Professor Michael Glodo

Office hours: Tuesdays 9:00-10:00 a.m., 3:00-4:00 p.m.
Wednesdays 11:00 a.m.-noon; 1:00 - 2:00 p.m.
Thursdays 11:00 a.m.-noon

If these hours make it difficult for you to meet with me, I will be glad to work out alternatives 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 such as outside or in the book store. If I’m not in my office, there will be note on my door indicating where I am or Joyce will know.

Contact information: Professor Glodo: mglodo@rts.edu, 407.278.4476
Administrative Assistant Joyce Sisler: jsisler@rts.edu, 407.278.4552
Teaching assistant: Tim Inman (tinman@rts.edu)

Communication: I prefer communicating in person, but email is fine, too. If we are Facebook “friends,” please don’t use the messaging function in place of email. Please make certain that my email address is on your “safe senders list” so that no course communications get routed to your junk mail folder.

Class meeting: Thursdays, 9:00-11:00 a.m., August 27 through December 3 except for October 15, reading week, and November 26, Thanksgiving.

Course web page: The link to course web page will be available on Canvas at least two weeks before the start of the semester. If you have not previously registered as a Canvas user, you must do so first.

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.

Getting Acquainted.

If this is your first course with me, please complete the student-to-professor introduction on the course web page.

Course objectives.

Knowing:

- Historical survey of the office of minister of word and sacrament.
Theology of Ministry I -ii- Fall 2015

- 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>Weekly reflections</th>
<th>40</th>
<th>Due weekly as assigned</th>
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</thead>
<tbody>
<tr>
<td>Family worship/spiritual formation project</td>
<td>15</td>
<td>Due Nov. 19 @ start of class</td>
</tr>
<tr>
<td>Mid-course report due Oct. 8</td>
<td>15</td>
<td>Due Nov. 26 @ start of class</td>
</tr>
<tr>
<td>Interaction due Oct 22</td>
<td>15</td>
<td>Due Dec. 10 @ 11:00 a.m.</td>
</tr>
<tr>
<td>Personal reflection on ministry call</td>
<td>15</td>
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<tr>
<td>Philosophy of ministry paper</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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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 start of class each week. Students are responsible to bring their own electronic or printed copies of handouts.

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 and http://www.sbl-site.org/educational/BiblicalFonts_SBLGreek.aspx, respectively. These fonts will be used frequently in other courses throughout your program of study.

Submission of papers.

Papers should be submitted electronically in MS Word or Rich Text Format (RTF) using the course web page (see above). Files name should be the class name, assignment name and your last name. E.g. "ToM1-Readiness-Glodo."

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. You should use abbreviated in-text citations, e.g. [Keller 52] when referring to assigned readings. If you cite additional works, be sure to include a Works Cited or Bibliography at the end of the paper.

Weekly assignments.

Each week’s lectures will be accompanied by an assignment whose form will vary from week to week. Most weeks it will be reflection questions on the lectures. Some weeks will involve group activities. Each assignment will clear as to the assignment, means of submission and due date. Each assignment will be assessed on a ten point scale. There will eleven possible assignments out of which the highest ten scores will count. Late assignments will automatically lose points.

Family worship / spiritual formation project (10 sessions, 2 reports, 1 interaction)

For married students, this assignment will give you experience and conviction about family worship. Based on the instructions given in the first week’s lecture and from the reading in Helopoulos and the Westminster Directory for Family Worship, you are to conduct family worship at least twice per week for ten weeks. To complete this requirement, do the following:

- From the week beginning Oct 6 through the due date of your final report, conduct family worship at least twice weekly for ten of those weeks. You only need to keep a record of the dates on which you worshiped.
- By Oct 8 post a mid-course report as instructed below.
By Oct 22 post one comment on a fellow student’s mid-course report who has not yet received a comment. You may post additional comments if you wish, but only on those who have not yet received a comment.

On Nov 19 submit a final report as instructed below.

**Mid-course report.** By the due date, briefly answer the following questions: 1) What have you been doing? 2) What has been most memorable/rewarding? 3) What has been most challenging?

**Post comment.** During the required comment period post a comment to a classmate’s mid-course report which does not yet have a comment. The comment can be an appreciation for something said or some advice or encouragement for a challenge.

**Final report.** By the due date, write a 1-2 page report containing 1) the specific dates on which you met; 2) what has been most rewarding; 3) what has been most challenging and 4) a comment from your wife regarding the whole experience.

If you are single, you may choose to do the family worship assignment with a small group. Otherwise, you will do a separate spiritual formation assignment as follows:

- By the second week of class choose one of the spiritual formation exercise options below and inform the professor of your choice.
- From the week beginning Oct 6 through the due date of your final report, go through this exercise at least twice weekly for ten of those weeks. You only need to keep a record of the dates on which you did so.
- By Oct 8 post a mid-course report as instructed below.
- By Oct 22 post one comment on a fellow single student’s mid-course report who has not yet received a comment. You may post additional comments if you wish, but only on those who have not yet received a comment.
- On Nov 19 submit a final report as instructed below.

**Mid-course report.** By the due date, briefly answer the following questions: 1) What have you been doing? 2) What has been most memorable/rewarding? 3) What has been most challenging?

**Post comment.** During the required comment period post a comment to a single classmate’s mid-course report which does not yet have a comment. The comment can be an appreciation for something said or some advice or encouragement for a challenge.

**Final report.** By the due date, write a 1-2 page report containing 1) the specific dates on which you did the exercise; 2) what has been most rewarding and 3) what has been most challenging.

**Single student spiritual formation options.**

Having a personal quiet time or private devotions will not be a new experience for you. Likewise, the importance of maintaining a vital spiritual life while preparing for and leading in ministry is no novel idea. But in order to impress upon each student its importance, some kind of devotional exercise is necessary for this course. Plus, I would like to introduce you to some proven and fruitful exercises for praying Scripture which will likely be new to you.
While praying Scripture may be a familiar concept to you, it is much less widely practiced than in times past and may well be a new experience for you.

Besides the obvious advantages of bringing greater intimacy with God’s word and communion with God Himself, learning to pray the Scriptures will enhance your ability to lead others in prayer – especially in public worship. You may choose one of four options for this assignment, although you must stick with the one you choose for the entirety of the course. These options are:

1) praying the Psalms;
2) following Matthew Henry’s method of prayer
3) divine reading of scripture (*Ietio Divina*)
4) Luther’s advice to his barber on prayer.

Be sure to inform the professor which option you choose by the deadline indicated above.

**Option 1 – Praying the Psalms**

The first option is learning how to pray the Psalms. As prayers the Spirit has given us and prayers which Jesus Christ Himself sang and prayed during his earthly ministry, the Psalms provide a full diet of prayer to us. At the start read Bonhoeffer’s short book (see below). Along the way you may wish to use Calhoun’s little book which contains a prayer to go with each psalm.

If you wished to make the assigned more involved, you could read Peterson’s work listed below, but remember that the main focus is to be praying the Psalms, not reading other books.

For each entry in your log, note which psalm you chose, a brief description of the nature of your prayer and the impressions it left upon you.


To assist in a habit or pattern of reading the Psalms, the course materials will include a “Psalms Log” I’ve have designed. It is a self-explanatory aid to meditating and praying upon the Psalms.

**Option 2 – Matthew Henry’s Method of Prayer**

Matthew Henry, a non-conformist and Presbyterian pastor at the end of the 17th and beginning of the 18th century, is perhaps best known for his complete commentary on the Bible. His compilation of all the prayers in scripture into an order for prayer is less known, but equally if not more profound. Originally entitled *Method for Prayer, A Way to Pray* follows a scriptural pattern of prayer as well as being itself a compilation of biblical prayers. No minister should be unacquainted with this work and every Christian not acquainted with it will be the poorer. Students should begin by reading the three essays on directions for
communion with God as you simultaneously begin your prayer exercises. Your individual exercises at each sitting may consist of either choosing one of the modes of prayer or, preferably, following the entire method through.


Henry’s book and method can also be accessed as a web site at http://www.matthewhenry.org/.

**Option 3 – Divine Reading of Scripture**

Especially while undertaking theological study, we can begin to treat the Scriptures as an object to be examined rather than a personal word from God which we need to receive. The ancient *lectio Divina*, or “divine reading,” of Scripture is a way of self-consciously standing “under” God’s word rather than “over” it. It involves reading small portions of scripture, meditating upon them and praying accordingly. Students who choose this option should begin reading either of the following works at the start of your exercises. Note that Bonhoeffer’s is the briefer of the two.


**Option 4 – Luther’s advice to his barber on prayer**

Martin Luther wrote a letter to his barber to answer the latter’s question about a simple way to pray. Luther’s response provides instructions on praying the Lord’s Prayer, the Ten Commandments and the Apostles Creed. That letter is provided on the course web page. For this option you would read Luther’s letter at the start and then follow the method for the required number of instances.

**Personal reflection on ministry calling.**

Each student will assess his own sense of call to ministry and progress in it ministry in a 4-6 page (double-spaced) paper. This paper will answer two basic questions.

1) Where do I stand personally in relation to the biblical virtues, qualities, characteristics and skills of a minister of the gospel? Include an assessment of your strengths and vulnerabilities in relation to these standards.

2) Where am I in the biblical process of calling to ministry/office explained and elaborated upon in the course lectures and readings? (Include a statement of what your next steps should be in this process.)

Your reflection must show a knowledge and integration of the subjects covered in the lectures and readings and relevant scripture passages.

This paper is to be submitted on the course web page.
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 you are already committed to pursuing a particular kind of ministry context or if you have already ruled out certain contexts, you should shape your paper accordingly.

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 give you feedback, either in writing or in person. You may edit your paper in light of that feedback, but your final submission should include that feedback at the end.

If you are married, there must be a section added at the end in which your wife reflects upon what you have written.

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.

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.
# Course Objectives Related to MDiv* Student Learning Outcomes

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

**MDiv* Student Learning Outcomes**  
In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.  
*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

<table>
<thead>
<tr>
<th>Articulation (oral &amp; written)</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</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>
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<thead>
<tr>
<th>Scripture</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Moderate</td>
<td>Lectures draw significantly from Scripture. Students must articulate a philosophy of ministry which is justified by biblical standards.</td>
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<tr>
<th>Reformed Theology</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
<tbody>
<tr>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Strong</td>
<td>Distinctives of a Reformed view of ministry of Word and sacrament provide the foundations for this course. Students much articulate and understanding of this approach and interact with it.</td>
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<tr>
<th>Sanctification</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</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>
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<tr>
<th>Desire for Worldview</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Burning desire to conform all of life to the Word of God.</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>
<th>Winsomely Reformed</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a</td>
<td>Strong</td>
<td>Alternative viewpoints within Reformed parameters as well as those selectively outside of it are</td>
</tr>
<tr>
<td>Theology of Ministry 1</td>
<td>Preach</td>
<td>Worship</td>
</tr>
<tr>
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<tr>
<td>Ability to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.</td>
<td>Minimal</td>
<td>Students will be challenged to consider how preaching fits within the larger framework of a philosophy of ministry.</td>
</tr>
<tr>
<td>Preach Ability to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.</td>
<td>Minimal</td>
<td>Students will be challenged to consider how preaching fits within the larger framework of a philosophy of ministry.</td>
</tr>
<tr>
<td>Shepherd 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>
<td>The role of minister as shepherd predominates class presentations and must be reflected upon in all written assignments.</td>
</tr>
<tr>
<td>Church/World Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Strong</td>
<td>Students must relate their philosophy of ministry to their specific ministry contexts and are challenged to consider how they will actively relate to various broadening circles of ministry relationship.</td>
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</tbody>
</table>