Theology of Ministry I

Reformed Theological Seminary-Orlando

Fall 2014
Course Schedule

A course schedule with reading assignments will be distributed at the start of the course.
Theology of Ministry I (2PT528)
Course Syllabus – Fall 2014

Instructor: Associate Professor Michael Glodo

Office hours: Tuesdays 1:00 - 2:00 p.m. (except first Tuesday of the month)
Wednesdays 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: Wednesdays, 9:00-9:50 a.m. and 11:00 a.m.-noon
NOTE: chapel meets 10:00-10:45. We will dismiss with sufficient time for you to have a short break before chapel. A long break will come after chapel. Class will resume promptly at 11:00.

Course web page: Register as a user at https://rts.instructure.com/login. Near the start of the semester you will receive an email invitation to join the course. Please be sure to keep your email address up to date.

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>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Weekly reflections</td>
<td>40</td>
<td>Per class assignment</td>
</tr>
<tr>
<td>Prayer project</td>
<td>15</td>
<td>Nov. 19 @ start of class</td>
</tr>
<tr>
<td>Personal reflection on ministry readiness</td>
<td>15</td>
<td>Nov. 26 @ start of class</td>
</tr>
<tr>
<td>Philosophy of ministry paper</td>
<td>30</td>
<td>Dec. 10 @ 11:00 a.m.</td>
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<td>Total</td>
<td>100</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).

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 start of class. 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. [Miller 52] when referring to assigned readings. If you cite additional works, be sure to include a Works Cited at the end of the paper.

**Weekly Reflections**

Each week’s lectures, with a few exceptions, will include reflection questions or assignments which will be due at the start of class the following week. Each assignment will be assessed on a ten point scale. Late assignments will automatically lose points.

Weekly reflections are to be submitted on the course web page as explained at the start of class.

**Prayer/family worship project (10 sessions, 3 interactions)**

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 social (family or small group) worship. Matthew Henry's *A Way to Pray* will be your sourcebook for this assignment.

If you are married, you must complete this assignment in the context of family worship. Brian and Cara Croft's book is assigned to help you. I encourage your wife to read this book as well.

If you are single, you may complete this project either in a ministry context (youth group, small group, etc.) or with a group of fellow ToM1 classmates. Whichever you choose, it must the same group throughout the semester. If you wish to be in a small group, we will work out groups the first week of class.

You must do this activity at least ten times during the semester and can count no more than one per week. You will post your progress reports at least bi-weekly on the course web page as demonstrated the first week of class. You must interact with other student postings at least three times during the semester.
Personal reflection on ministry readiness.

Each student will assess his own readiness for ministry and progress in calling to 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 strength 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 as explained at the start of class.

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 adjust 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.

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.
<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<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>Strong</strong></td>
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<tr>
<td><strong>Scripture</strong></td>
<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><strong>Moderate</strong></td>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td><strong>Strong</strong></td>
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<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td><strong>Strong</strong></td>
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<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td><strong>Moderate</strong></td>
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<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a</td>
<td><strong>Strong</strong></td>
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<td>Theology of Ministry</td>
<td>-vi-</td>
<td>Fall 2014</td>
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<td><strong>Preach</strong></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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<td><strong>Worship</strong></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>
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<td><strong>Shepherd</strong></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>
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<tr>
<td><strong>Church/World</strong></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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