HYBRID COURSE SYLLABUS

02PT528 Theology of Ministry I
Michael J. Glodo
January 2015
PROFESSOR’S CONTACT INFORMATION

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COURSE DATES

COURSE DATES: November 1, 2014 – January 15, 2015
ONLINE DATES: November 1, 2014-January 9, 2015
IN CLASS DATES: January 12-15, 2015
COURSE COMPLETION DATE: February 6, 2015

SUMMARY OF DUE DATES:
See course schedule on pp. 7-8.

COURSE OVERVIEW

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.

PURPOSE:
The purpose of Theology of Ministry I is to articulate a biblical theology of the ministry which requires and provides for faithful implementation in one’s current and future ministry contexts, taking into account and assessing one’s general as we as specific call to ministry weighed against biblical norms for ministry and one’s individual gifts and abilities.

GOALS:

- Comprehension
  - To gain a biblical and historical perspective on the office of minister of word and sacrament
  - To learn the biblical qualifications and functions of the ministry
  - To gain a self-understanding out of which to assess ministry calling and growth
  - To develop a ministry framework out of which to develop and implement a philosophy of ministry
- Competence
  - Develop spiritual habits necessary for entry into and flourishing in ministry
  - Ability to apply a biblical theology of ministry to actual ministry situation(s)
• Character
  - 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 ministry in relation to readiness
  - Commitment to carry out the challenges of applying biblical norms for ministry to contemporary ministry contexts

**Support:**

Canvas offers several ways of interacting with Professor Glodo or his TA. One is Ask the Professor. This is the primary place for posting questions and has the benefit of allowing classmates to profit from the dialog. Two is Inbox. Inbox functions like email and can be used if you have a personal question, for example, a question about a grade. Three is Conferences. Conferences allows for video conferencing, screen sharing, etc., and can be used in place of traditional office hours.

Canvas also allows for interaction with classmates. You can interact with classmates via the Student to Student forum or Conferences.

See FAQ on the Home Page or at Modules > Course Resources for instructions on various Canvas features.

**Course Requirements**

This course requires a lot of reading but has no quizzes or exams. The course does not officially open online until the online date indicated above, eight weeks prior to the on-campus meetings. Therefore students are well-advised to begin reading the major works as soon as possible.

The course requirements with their respective percentages are as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual formation activity</td>
<td>10%</td>
</tr>
<tr>
<td>Keller reading reflection questions</td>
<td>30%</td>
</tr>
<tr>
<td>Personal ministry readiness assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Philosophy of ministry statement</td>
<td>30%</td>
</tr>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
</tbody>
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**Reading**

Pastoral epistles (Titus, 1 & 2 Timothy).


Westminster Directory for Family Worship (available on the course web page).

SPIRITUAL FORMATION ACTIVITY

If you are married, you are to lead in family worship at least twice per week from the start of the course through the week preceding the in-class dates. Guidelines and suggestions regarding family worship will be provided in a brief video you are to watch at the beginning of the course. The assigned reading from the Westminster Directory for Family Worship and Jason Helopoulos’ A Neglected Grace will also be valuable resources. While you may do more than twice per week, you can count no more than twice per week toward this assignment. The format will be for you to determine, but other activities such as worship attendance, Sunday school, classes, etc. cannot be counted. By the date indicated in the schedule you will submit a mid-course report which will a) describe what you have been doing, b) describe any encouragements or successes and c) describe any questions or challenges you have experienced in this activity. The following week you are to interact at least twice with other students’ mid-course reports. Keep a brief record of the dates and a general description of what you did throughout the period. On the date indicated you are to submit a final reflection on this activity which lists the dates and activities and assesses the benefits and challenges of the entire activity, including your plan to maintain a vital family spiritual life in ongoing ministry. This final reflection should be equivalent ¾ to one page, single-spaced.

If you are single, you may mirror the family worship project with a small group such as your roommates, a fiancé, a discipleship group, etc. Because this is often hard to accomplish, your alternative is to develop a spiritual formation plan for yourself to do individually a minimum of twice per week. You will watch a brief video describing different options and choose one of those options or develop one yourself. By the date indicated on the schedule you are to inform me of the specifics of your plan. You are to submit a mid-course report on Canvas by the date indicated and then interact at least twice with other student’s reports during the week following. The mid-course report will share with other students what you are doing, what its benefits have been and any challenges or questions it has raised. On the date indicated you will submit a final reflection on this exercise which will describe the experience and what it has taught you, including your plan to maintain a vital spiritual life while in ongoing ministry.

KELLER REFLECTION QUESTIONS

Reflection questions for the Keller reading which are found in this syllabus are to be completed on Canvas according to the schedule. For each weekly Keller reading assignment, you must answer one of the questions related to that reading. In addition, for each assignment you will pose a question of your own. These questions will help form our agenda during our on-campus meeting.

It is recommended in addition to posting your answers on Canvas, that you keep your questions and answers together in a single document on your laptop or tablet for backup and for ready reference during the on-campus meetings.
PERSONAL MINISTRY READINESS REFLECTION PAPER

The readings in the Pastoral Epistles, Clowney, Bucer and Purves as well as my article and our class meetings will provide a biblical and historical overview of the work of the pastor and the process of calling to ministry. Following the on-campus meetings, each student will assess his own readiness for ministry and progress in calling to ministry in a 5-7 page (double-spaced) paper. This paper is to include the following.

1) Where do I stand personally in relation to the biblical character, 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 materials? (Include a statement of what your next steps should be in this process.)

3) If you are married, your wife must write a portion of this assignment which addresses a) her shared sense of call (or lack thereof); b) what she looks forward to in ministry and c) her greatest concerns or fears about a life in ministry. Your final submission should acknowledge and respond to her reflections.

Your reflection must show a knowledge and integration of the subjects covered in all components of the course and relevant scripture passages, particular those materials having to do with qualifications for, calling to and sustaining life in ministry.

PEACEMAKING CASE STUDIES

Ken Sande’s The Peacemaker is an excellent resource not only for addressing conflict, but as a paradigm for living out the gospel in relationships with others and in leading the church. The reading is not on the below schedule intentionally. This is so can fit it in where best for you depending on your pace with other assignments and whatever else is happening in your life.

You are to submit two case studies by deadline indicated for use in class discussion. Each case study is to relate a situation in which you were personally involved in a conflict, either on the individual or group level. At least one of the case studies must be in a Christian context (e.g. church) and at least one must be a situation in which you were at least partly the cause of the conflict. In approximately 2 single-spaced pages for each case study describe the situation as fully as you can and what the end result was.

We will work these case studies in small groups and as a whole on the final day of class.

PHILOSOPHY OF MINISTRY PAPER

Each student will submit a 15-20 page (double-spaced) philosophy of ministry statement which will include a supplement describing feedback on the paper from the student’s pastor or another mentor of his choosing.

It is common to be asked to articulate a philosophy of ministry (PoM) as part of the process of candidating for ministry positions. A PoM is often the “playbook” from which a pastor leads a church. Denominational ministry data forms will ask you to state your views on a variety of ministry issues. This assignment will prepare you for these eventualities, but more importantly will assist you in the process of developing your own convictions and commitments regarding how you will practice ministry.
A course video will describe in greater detail the components of your PoM paper. In general terms you are to include theological foundations (e.g. scripture, the gospel, etc.) and how you individually, given your particular gifts and sense of call, envision particular areas of ministry being carried out based on those foundations (e.g. worship, evangelism, discipleship, etc.). Your PoM should take into account your particular sense of call and gifts as well as particular kinds of contexts and roles in which you believe you are being called.

A discussion thread will begin on the date indicated in the schedule in which I will moderate your questions and comments regarding the development of the PoM paper. I will initiate the discussion with an announcement. There is no requirement for a minimum number of comments, but I anticipate that you will benefit from monitoring the discussion, especially if the concept of a PoM is new to you.

Once you have completed your first final draft, you are to seek the evaluation and assessment of your pastor or other mentor. You may choose to modify the paper based on that feedback, but you are to include a section at the end of your final PoM paper describing the nature of the feedback you received and your reaction to it.

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. Please notify me ahead of time of the need to do so in order for us to plan accordingly.

**CLASS PARTICIPATION**

Each student will be assigned a grade for in-class participation based on 1) attendance, 2) evidence of preparation, 3) participation and 4) contribution.

**QUIZZES**

There are no quizzes.

**EXAMS**

There are no exams.

**GRADING POLICY**

- Late work will be penalized unless prior permission for late submission was granted.
- The published RTS grading scale is used in this course. See the Catalog, page 47.
**COURSE SCHEDULE**

**Online Schedule**

Week ending November 15

- Complete course registration
- Complete student to professor introduction on Canvas

Week ending November 22

- Watch introduction
- Watch spiritual formation overview video (separate videos for married and single students)
- Read Keller Intro, chapters 1-3, answer reflection questions, pose discussion question
- Read the majority, if not all, of Helopoulos
- Read Westminster Directory for Public Worship (available on Canvas)
- Submit Spiritual Formation assignment action plan

Week ending November 29

- Read Clowney
- Finish reading Helopoulos
- Read Keller chapters 4-6, answer reflection questions, pose discussion question

Week ending December 6

- Watching video on calling
- Read Purves on Gregory of Nazianzus & John Chrysostom
- Read Keller chapters 7-10, answer reflection questions, pose discussion question

Week ending December 13

- Read Purves on Gregory the Great & Richard Baxter
- Read Keller chapters 15-18, answer reflection question
- Watch “What is a PoM?” video
- Begin PoM discussion thread

Week ending December 20

- Read Bucer 1-68
- Read Keller chapters 19-21, answer reflection questions, pose discussion question
- Continue PoM discussion thread
- Submit on Canvas a mid-course report on the spiritual formation assignment

Week ending December 27

- Read Bucer 69-95
- Read Keller chapters 22-26, answer reflection questions, pose discussion question
- Post at least two interactions on mid-course spiritual formation report
- Continue PoM discussion thread

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1 Weekly assignments are due by 5:00 p.m., EDT on the Saturday indicated. This is partially in order to encourage you not to do coursework on the Sabbath. Most assignments are open at the beginning of the course and can be completed at any time prior to the deadline.
Week ending January 3
- Read Bucer 97-162
- Read Keller chapters 27-28, answer reflection questions, pose discussion question
- Continue PoM discussion thread

Week ending January 10
- Read Bucer 163-216
- Submit spiritual formation final reflection online
- Submit two peacemaking case studies for use in class discussion
- Continue PoM discussion thread

**IN CLASS SCHEDULE**

January 12, 105
- Topic: The shape of ministry and its contemporary challenges

January 13, 2015
- Topic: A biblical theology of ministry

January 14, 2015
- Topic: Developing a philosophy of ministry

January 15, 2015
- Topic: Peacemaking and other ministry issues

**POST-CLASS SCHEDULE**

January 31, 2015
- Personal ministry readiness paper due

February 7, 2015
- Philosophy of ministry paper due

**KELLER REFLECTION QUESTIONS**

For each weekly Keller reading assignment, answer one of the following reflection questions in at least ½ and no more than 1 single-spaced page in length. You are free to choose which one of the questions you will answer. You are free to answer more if you wish because I will interact with all response. All responses should reflect comprehension and application of the related reading assignment. If you have read and highlighted the assigned reading, you are not obligated to spend more than half an hour answering any individual question. You are free to spend more time, but it is not expected. **Plus**, for each weekly Keller reading assignment you must also pose a question which arises as a result of your reading and reflection on that week’s reading. Numbers before each question indicate upon which chapter the question is based.
Introduction – What is a theological vision and why is it important? What is Keller’s techno metaphor for a theological vision?

1 – Write out a narrative summary of the gospel which includes how a person would personally apply the summary in order to believe the gospel?

2 – Choosing one thing the gospel does, either from Keller’s examples or other biblical categories, write a summary for someone to understand and believe the gospel for that aspect. Choose and aspect which seems highly relevant to your own ministry context.

3 – What is your own personal tendency with respect to the legalism/license error? Has the changed over time? How does the concept of gospel renewal help us to avoid either error?

4 – How are revival and the ordinary means of grace to relate in order to produce gospel renewal? Has your background tradition over-emphasized one or the other?

5 – What is the chief idol with which you struggle? Where do you see this in some of your life’s details? How will believing the gospel give you greater freedom from its tyranny?

6 – Write a presentation of the great benefit of justification based on Romans 5:1 which would appeal to both the unbeliever and the believer, but without speaking separately to them.

7 – Describe 3-5 distinctives of your ministry context, including both the challenges and opportunities they present for the gospel. Context can be geographic, ethnic, educational, socio-economic, age, language and many other aspect of culture.

8 – Keller says balanced contextualization requires “two-way traffic” on the bridge between the world of the Bible and our world/context. What steps are necessary to this process? Can you name an example of how listening to a context enabled you to see something different or more expansive about the gospel?

9 – Explain what it means to take a stance toward culture which includes both critical enjoyment and appropriate wariness. What three elements common to gospel proclamation in Acts need to go into our presentation of the gospel?

10 - Why must contextualization be active and not passive? What does it mean to enter a culture for this purpose? Choose a culture or sub-culture which you honestly tend to look down on. Mentally enter that culture or sub-culture by describing a virtue of it.

[There appears to be a typographical error on the bottom of page 182, right column. The second line from the bottom should have “not” between “did” and “need.”]

15, 16 & 17 – What has been your past outlook on the church’s engagement with culture? How has that outlook changed? What are the perils and potentialities you see in the church’s engagement with culture?

18 – Which elements of strategy regarding cultural engagement in this chapter do you find the most enlightening and helpful?

19 – Based on Keller’s summary of the missional church, in what way can the church as a community provide a potentially powerful witness to the gospel?

20 – What are the marks of a missional church? Which one do you find the most daunting to achieve?

21 – How must the typical North American church change its approach to participation in ministry programs so that members can move toward relational integrity? How does this impact the pastor’s role in a church?

22 – Which biblical metaphor for the church do you tend to emphasize most? To which one do you need to give more emphasis?
23 – In this chapter Keller is promoting the idea of “doxological evangelism” or “evangelistic worship.” Both terms could seem like oxymora to many people. What are the three practical tasks he suggests and your reaction to those suggestions?

24 – Reflecting upon this chapter, how would you summarize your philosophy of ministry regarding community in a way that could make up part of your philosophy of ministry statement?

25 – Formulate your own view of how ministry of word and ministry of deed should relate to one another?

26 – Write a statement in response to a church member who asks you, “What difference does the Christian faith make for me a Christian who is a ________________?” filling in the blank with the calling of your choice.

27 – People often pit movements against institutions or vice versa because of personality, background or experience. Do you tend to favor one over the other? If so, why?

28 – Explain why a minister of the gospel has both dynamic and organizing responsibilities. Toward which do you tend to gravitate? How will you try to give proper emphasis to each?

**FURTHER READING**

An extended bibliography will be supplied during the on-campus meetings.
# Course Objectives Related to MDiv* Student Learning Outcomes

**Course:** Theology of Ministry I  
**Professor:** Rev. Mike Glodo  
**Campus:** Orlando  
**Date:** 2015 Winter Term

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<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>Articulation</strong> (oral &amp; written)</td>
<td>Strong</td>
<td>All but one assignments are written and require integration of biblical, historical &amp; contextual elements. In-class participation requirement provides basis for oral expression &amp; evaluation.</td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>Moderate</td>
<td>Students are required to formulate a philosophy of ministry, an assessment of their readiness for ministry, conduct family worship in relation to biblical norms &amp; models covered in pre-course materials &amp; in-class lectures.</td>
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<tr>
<td><strong>Reformed Theology</strong></td>
<td>Strong</td>
<td>Students must learn &amp; interact with Reformed distinctives on ministry which are presented as normative from scripture.</td>
</tr>
<tr>
<td><strong>Sanctification</strong></td>
<td>Strong</td>
<td>Spiritual formation component &amp; ministry readiness assessment provide opportunity for &amp; assessment of spiritual growth in relation to ministry.</td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Moderate</td>
<td>Students must develop a concept of ministry in relation to church/world relationship. Philosophy of ministry must incorporate significant contextual element which requires worldview thinking.</td>
</tr>
<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Moderate</td>
<td>Course requirements must be completed relative to each student’s theological/denomination standards. Survey of history of ministry encourages catholicity.</td>
</tr>
<tr>
<td><strong>Preach</strong></td>
<td>Moderate</td>
<td>Preaching is addressed as one of the functions of a minister, although method &amp; theory are not addressed.</td>
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<tr>
<td><strong>Worship</strong></td>
<td>Moderate</td>
<td>Philosophy of ministry assignment, course material address the relation of worship to a theology of ministry, including specific examples for application.</td>
</tr>
<tr>
<td><strong>Shepherd</strong></td>
<td>Strong</td>
<td>Assigned reading, course material &amp; requirements are all centered upon the principles &amp; practice of being a biblical undershepherd.</td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Moderate</td>
<td>See above under “Worldview” &amp; “Winsomely Reformed”</td>
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