ST 502: Introduction to Pastoral and Theological Studies
Dr. Michael Allen
Thursday 6:00-9:00

Catalog Description
An introduction to biblical, theological, and practical ministry studies within the Reformed tradition.

Course Objectives
The students will grow in their ability to:
- Understand the connections between theological study and Christian spiritual growth;
- Discern their vocational identity and the way(s) in which theological study will inform its pursuit and practice;
- Read, research, and write in a manner appropriate to graduate theological education;
- Grasp the doctrine of Scripture undergirding the RTS curriculum;
- Gain familiarity with the broad patterns of Reformed theology regarding its catholic commitments and its reformational distinctives, as well as its unique confessional status amongst other Protestant approaches;
- Learn the classic patristic and Reformed models of pastoral ministry, as well as analyze their potential to inform and renew churches today.

Instructor
Michael Allen, Ph.D.
Email: mallen@rts.edu
Phone: 407-278-4445

Feel free to contact me whenever needed (preferably via email). When in doubt about protocol or anything regarding class material, write and ask. Also, feel free to stop by my office whenever the door is open. I will be available to meet with students on Monday mornings from 9:00-12:00 and on Wednesday mornings from 9:00-12:00. It is always prudent to email me and schedule an appointment, though you are welcome to come back and to visit (though therein lies the danger that I may be meeting with another student).

Textbooks
The following books are required reading:


Additional resources will be provided by the instructor on Canvas, our seminary’s learning management system.

**Requirements**

1. **Reading**

   Reading must be completed before the class in which it is to be discussed. Class discussions will focus on readings, so you must be prepared to talk.

   Theology is an activity done largely through the process of good reading. Read carefully. Read charitably. Read with others. Read with the expectation that you will learn from others, even when you disagree with their main point. Read even when a text is dense and difficult, for you will learn perseverance and fortitude here. Read that which seems trite and obvious, asking how others might object or criticize. Most importantly, read because God was willing to reveal himself in written words, and because we can best witness to God’s grace with corresponding words. Read because words matter in God’s economy of grace.

2. **Reading Briefs**

   Students are expected to prepare a brief on each chapter read from Swain and Allen and each part read from Kapic, Baxter, and Gregory. The purpose of the brief is to summarize the thesis, outline, and argument of that text, as well as to state one’s own analysis of it (in the form of questions, confirmations, objections, etc.). Briefs may (and should) include quotations from various points in the text (so long as page numbers are referenced parenthetically).

   Briefs should be no more than 500 words. They should be written in complete sentences and edited carefully.

   Students are to bring a printed copy of their assigned briefs to each class session.
3. Final Paper

Students will write a 2500-3000 word essay on some facet of Reformed theology that has challenged or surprised you. In doing so you should note its biblical roots, its theological form, and its experiential implications. This is not meant to be a research paper; rather, it is meant to be a reflective paper that puts to work (1) the guide to doing theology found in part 2 of Kapic’s book, (2) the scriptural approach described in Swain’s book, and (3) some particular material found in Allen’s book. In that sense, then, it should demonstrate mastery of all three major readings.

All papers are to be emailed to the instructor in MSWord or PDF format. You will receive email confirmation that they have been received.

The Grading Structure

Grades will be assessed as follows:

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reading Briefs</td>
<td>50%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>50%</td>
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</tbody>
</table>

The grading scale can be found in the Academic Catalog. As laid out in the catalog, a “B” is the work normally expected of a student. An “A” is given for someone who consistently outperforms expectations, and a “C” is given for persons who only minimally and occasionally meet expectations. Read the Academic Catalog to see what grades reflect.

Academic Honesty (adapted from Dr. Timothy Phillips of Wheaton College)

1. The assignments are designed to extend and deepen your comprehension and appreciation of Christian theology and to increase your facility with theological method. The processes of defining a topic, researching the results of others’ studies, critiquing those studies, and organizing your conclusions in a clear and cogent presentation provides valuable skills for your various leadership ministries. The use of sources is an essential step in appropriating the learning of the Church’s tradition in its relationship to cultures to help us understand and faithfully practice Scripture.

2. Using information obtained from a source without indicating it (whether by footnote, parentheses, or bibliography or some other appropriate reference, depending on the type of assignment) is plagiarism (intellectual thievery and lying). This applies to any information that you gain from someone that is not “common knowledge.” It does not apply only to exact
quotations or precise verbal allusions. Altering the wording does not remove the obligation to acknowledge the source.

3. Cheating is the presentation of someone else’s work, which the student ought to have done personally. This includes submitting answers to test questions derived by some means other than that intended by the instructor. It also includes turning in written assignments composed in whole or in part by someone else.

4. Cheating or plagiarism results, at minimum, in the disqualification of that unit of the course affected. A student caught plagiarizing or cheating will forfeit that project. A second offense will result in the forfeiture of the course. Punishments may be more severe than the minimum depending upon the specific situation.

**Computer Policy (Modified from Dr. Alan Jacobs of Baylor University)**

Computers, tablets, and smart-phones are not allowed in class. Think I’m over-reacting? Think you’re a master of multitasking? You are not. No, I really mean it. Notes taken by hand are almost always more useful than typed notes, because more thoughtful selectivity goes into them; plus there are multiple cognitive benefits to writing by hand. And people who use laptops in class see their grades decline — and even contribute to lowering the grades of other people.

**The Schedule**

**Week 1: February 5**
Why Study Theology?
Read Kapic, 15-30; Swain, ch. 1

**Week 2: February 12**
How to Study Theology
Read Kapic, 30-40; Swain, ch. 2

**Week 3: February 19**
Scripture and Theology (1)
Read Kapic, 41-63; Swain, ch. 3

**Week 4: February 26**
Scripture and Theology (2)
Read Kapic, 64-92; Swain, ch. 4

**Week 5: March 5**
Scripture and Theology (3)
Read Kapic, 93-121; Swain, ch. 5

Week 6: March 12
Reformed Theology: Word of God
Read Allen, ch. 1; Gregory, 9-49

Week 7: March 19
Reformed Theology: Covenant
Read Allen, ch. 2; Gregory, 49-87

Spring Break: March 26

Week 8: April 2
Reformed Theology: God and Christ
Read Allen, ch. 3; Gregory, 87-140

Week 9: April 9
Reformed Theology: Faith and Salvation
Read Allen, ch. 4; Gregory, 140-212

Week 10: April 16
Reformed Theology: Sin and Grace
Read Allen, ch. 5; Baxter, 37-87

Week 11: April 23
Reformed Theology: Worship and Sacraments
Read Allen, ch. 6; Baxter, 87-133

Week 12: April 30
Reformed Theology: Confessions and Authority
Read Allen, ch. 7; Baxter, 133-172

Week 13: May 7
Reformed Theology: Eschatology and Culture
Read Allen, ch. 8; Baxter, 172-256

Final Paper Due: May 14
## Course Objectives Related to MDiv* Student Learning Outcomes

<table>
<thead>
<tr>
<th>Course: ST 502</th>
<th>Professor: Allen</th>
<th>Campus: Orlando</th>
<th>Date: Spring 2015</th>
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### 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>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>➢ Strong</td>
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<tr>
<td>➢ Moderate</td>
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<tr>
<td>➢ Minimal</td>
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<tr>
<td>➢ None</td>
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<p>| <strong>Articulation (oral &amp; written)</strong> | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong | Students will respond to the material both in written papers and exams as well as in an oral exam. |
| <strong>Scripture</strong> | 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.) | Strong | This course stresses the organization and teaching of the whole Scripture and the Scripture’s implication for ministry. |
| <strong>Reformed Theology</strong> | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Strong | Introduction to the shape of Reformed theology. |
| <strong>Sanctification</strong> | Demonstrates a love for the Triune God that aids the student’s sanctification. | Strong | Sustained focus upon pastoral character and the practices of good theological study for Christians and specifically for future leaders. |
| <strong>Desire for Worldview</strong> | Burning desire to conform all of life to the Word of God. | Strong | Stresses the systematic and ethical shape of Reformed theology, which is rooted in scriptural exegesis. |
| <strong>Winsomely Reformed</strong> | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Strong | Focuses on the wider catholic heritage and also the Reformed distinctives that mark our theological approach. |
| <strong>Preach</strong> | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Minimal | Gives a foundation for interpretation, exegesis, and application in preaching by focusing on sola scriptura principle. |</p>
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<thead>
<tr>
<th>Feature</th>
<th>Description</th>
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<tbody>
<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>Minimal</td>
<td>Stresses God as the author, initiator, and object of worship.</td>
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<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>Moderate</td>
<td>The forming of “servant-leaders” and “pastor-shepherds” is the goal. Sustained focus week by week upon the conception of pastoral character and vocation and the role of theological study in both.</td>
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<td>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Moderate</td>
<td>Comparison of the Biblical, Reformed Theology with other systems. Significant focus upon public implications of Reformed worldview.</td>
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