COURSE DESCRIPTION

This course will be a study of the nature and work of the Christian leader from a theological perspective. This course provides participants the opportunity to discuss contemporary challenges to traditional models of pastoral ministry, to interact with new developments in hermeneutics, to develop a variety of ways for assessing recent cultural developments in the West, and to renew interest in prayer as a part of ministry of the Word.

This course will be a study of the biblical and Reformed view of integrating theology into ministry in a way that results in the transformation of lives and culture. Students will be taught how to use ministry as a means to integrate their studies in exegesis, systematic theology, church history, and the social sciences. Students will also be taught how to develop a working theology of ministry in order to apply the practical results to the practice of ministry and to evaluate their ministries in which they are now engaged.

COURSE INSTRUCTOR

Justin is an Episcopal priest and serves as Canon for Vocations for the Diocese of Central Florida. He is also Adjunct Professor of Christian Thought and Theology at Reformed Theological Seminary and Gordon-Conwell Theological Seminary. Justin holds two masters degrees from Reformed Theological Seminary and a Ph.D. from Emory University. He wrote Know the Heretics, Know the Creed and Councils, Acts: A 12-Week Study, and On the Grace of God. He and his wife, Lindsey, are the authors of Rid of My Disgrace: Hope and Healing for Victims of Sexual Assault and Is It My Fault?: Hope and Healing for Those Suffering Domestic Violence. Justin is also the editor of four books: For the World, Christian Theologies of Scripture, Christian Theologies of Salvation (forthcoming), Christian Theologies of Sacraments (forthcoming). He serves on the boards of REST (Real Escape from the Sex Trade) and GRACE (Godly Response to Abuse in Christian Environments).
COURSE OBJECTIVES

For the students to be able to formulate a theology of ministry that will guide their practice.

For the students to be able to review the history of the development of the theology of ministry and to isolate issues that inform their practice of ministry and to show how these issues can enlighten their practice.

For students to be able to relate major themes of Christian theology to the practice of ministry.

For students to be able to formulate exegetical arguments for their theology of ministry.

For students to able to evaluate their own ministry in light of the theology of ministry they develop.

For students to be able to recognize the role of the social sciences in the practice of ministry and to compare the relative value of those disciplines with the direction they get from the exegetical and theological sciences.

For students to be able to embrace their roles in the church, broadly considered, and to set an example for their parishioners and colleagues that reflects the Bible’s teaching about the role of the minister.

COURSE ASSIGNMENTS

Integration Paper

Students are required to write a 20 page (5,000 word, double-spaced, 12-point font) course integration paper. This paper must reflect new work done by the student as a result of this course. This paper must demonstrate how the course readings, lectures, and discussions can be integrated/applied to the student’s life and ministry.

This paper should reflect good scholarship, including accurately quoted credible sources (8 minimum references/footnotes) and a References Cited section at the end of the paper. This is good preparation for writing a dissertation. The paper must also include a specific plan for the student’s continued application of the course concepts to his/her future personal life and ministry.

Students will write a personal “Philosophy and Theology of Ministry” (PToM) that reflects engagement with lectures and assigned readings. 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 PToM should be to a particular context depends on many factors.
After writing their PToM, the student will describe a problem, conflict, pitfall, or failure that the student encounters in his ministry and showing how his PToM provides direction for instituting solutions or programs in the church that lead to a resolution of the problem. The student will then describe how “believing the gospel”—both on his part on the part of others, but especially on his part—can influence his response and hopefully 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.

The paper will be graded on the basis of how clearly the situation in the church is described, the extent to which pertinent issues in the philosophy and theology of ministry are expounded and applied to the problem, and the usefulness of the solution. Consideration will also be given to the extent that the paper: reflects the reading done by the student, integrates material from class lectures, and reflects serious thought about how theology of ministry can and should guide your practice of ministry.

Integration Papers will be received in the D.Min. office by October 30, 2015. Email to dmin.orlando@rts.edu in a Word document (or if necessary a PDF). Save as YourLastName.CourseTitle.S15.IP. (Sample: Smith.TheologyOfMinistry.S15.IP).

Academic Standards

Plagiarism is considered a serious breach of personal and academic integrity. It involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures.

Course Reading

Each student must read 2000 pages of new reading on the topic of theology of ministry and write a one-page standard book report (see form below) on each book or article over 50 pages in length. The reading reports are due by the first day of class, July 20, 2015. Please see the following reporting form samples. Email to dmin.orlando@rts.edu in a Word document before the first day of class. Please save as Lastname.CourseTitle.S15.RR (for Reading Report)

Required Reading: (If not previously read)


Holcomb, Justin. *Reading Packet* (22p). Electronic version will be made available.


McGrath, Alister, “Crux sola est nostra theologia: The Emergence of the Theology of the Cross 1514-19” and “The Origins and Significance of the Theology of the Cross,” in *Luther’s Theology of the Cross* (34p). Electronic version will be made available.

Ridderbos, Herman, “Fundamental Structure,” in *Paul: An Outline of His Theology* (47p). Electronic version will be made available.


Wilson, Jared, “Gospel-Driven Sanctification,” in *Gospel Wakefulness* (15p). Electronic version will be made available.

**Complete the remainder of your 2000 pages from the following:**


THEOLOGY OF MINISTRY 2DM801
READING REPORT (due before July 10)
For Dr. Justin Holcomb

BY (Insert Your Name)
(Insert Contact Information)

DATE: (Insert date completed)

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th># pages read</th>
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Total Pages Read

*Insert page break between the summary sheet and each one-page report of each book*
ENTER Full Book Title
& Bibliographic Reference for Each Book
You’ll be glad you did when you want to use a quote in a paper, sermon or dissertation 😊

Overview—Give a brief overview of the book, including its theme, perspective and approach.

Critique—Offer a brief critique of the book, including elements of strength and weakness.

Application—Offer some specific application to your own ministry—demonstrating the value and relevance of the material in this book.

Best Quote—Be sure to include the page number where the quote can be found.

Insert page break and enter your next report after report

Please send your Reading Report as one Word document, following the guide below.
Save your as: Smith(Your last name).TheologyOfMinistry.S15.IP
E-mail to dmin.orlando@rts.edu before the first day of class.
Sample cover sheet for your Integration Paper
Please see writing criteria and grading below

THEOLOGY OF MINISTRY, 2DM801
INTEGRATION PAPER

Presented to Dr. Justin Holcomb

By
(Add Your Name & Contact Information)

In Partial Fulfillment of the
Requirements for the Degree Doctor of Ministry
REFORMED THEOLOGICAL SEMINARY ORLANDO

Completed __________ (Date)
Criteria for Evaluation of Papers

I. Grammar and Style (25%)
* Is the text clean of spelling mistakes?
* Is the text punctuated correctly?
* Does the sentence structure consistently adhere to basic rules of good grammar?
* Does the footnote/bibliographic apparatus follow Turabian or MLA consistently? (Turabian, A Manual for Writers).
* Is the paper written in clear, straight-forward style of academic prose (e.g., the guidelines in Strunk and White, The Elements of Style)?

II. Organization (25%)
* Is the subject of the paper clearly delimited? Is it significant, but still manageable?
* Does the subject correspond to what was assigned?
* Does the paper have a well-designed thesis statement and outline?
* Does the running text of the paper adhere to the outline, and are the larger divisions of the paper clearly signposted?
* Are the sentences and paragraphs of the text linked together clearly and in such a way that the thought of the student builds throughout the paper with continuity and coherence?

III. Clarity and Force of Argument (25%)
* Is a convincing case made to support the thesis statement?
* Is the evidence marshaled to support the argument used judiciously?
* Where the student provides exposition or summary, does she/he do so succinctly and objectively?
* Are opposing viewpoints treated fairly?
* Is there evidence of reflection on the subject matter?

IV. Research (25%)
* Does the paper draw on primary sources for its main evidence?
* Are the sources selected and used judiciously?
* Does the paper demonstrate sufficient depth and breadth of research, given the nature and level of the assignment?

Recommended Research Resources:


Grading System for Papers

A: Strong grasp of basic issues, plus something extraordinary. That special excellence may be of various kinds: formulation, illustration, comprehensiveness, subtlety/nuance, creativity, argument, insight, correlations with other issues, historical perspective, philosophical sophistication, and research beyond the requirements of the assignment.

A-: An A paper, except that it requires some minor improvement.

B+: Good grasp of basic issues but without the special excellences noted above. A few minor glitches.

B: Good grasp of basic issues, but can be significantly improved.

B-: Shows an understanding of the issues, but marred by significant errors, unclarities (conceptual or linguistic), unpersuasive arguments, and/or shallow thinking.

C+: Raises suspicions that largely these terms and concepts are used appropriately. But does reflect some study and preparation.

C: Uses ideas with some accuracy, but without mastery or insight; thus the paper is often confused.

C-: The student has a relatively poor, but barely competent, understanding of the subject.

D: I don’t give D’s on papers.

F: Failure to complete the assignment satisfactorily.

Most of my students get B’s. I try to keep A’s and C’s to a relatively small number. F’s are extremely rare.
GRADING CHECKLIST FOR ESSAYS

<table>
<thead>
<tr>
<th>Commendations</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Thesis well defined</td>
<td>_____ Focus thesis more clearly</td>
</tr>
<tr>
<td>_____ Thesis enlightening</td>
<td>_____ Render thesis more interesting</td>
</tr>
<tr>
<td>_____ Arguments support thesis</td>
<td>_____ Marshall compelling reasons</td>
</tr>
<tr>
<td>_____ Gets to heart of the matter</td>
<td>_____ Make deeper analysis</td>
</tr>
<tr>
<td>_____ Anticipates counterarguments</td>
<td>_____ Defend against counterclaims</td>
</tr>
<tr>
<td>_____ Effective use of text</td>
<td>_____ Refer more to the text</td>
</tr>
<tr>
<td>_____ Good internal logic</td>
<td>_____ Check non sequiturs</td>
</tr>
<tr>
<td>_____ Well structured</td>
<td>_____ Reorganize to support thesis</td>
</tr>
<tr>
<td>_____ Good intro/conclusion</td>
<td>_____ Rework intro/conclusion</td>
</tr>
<tr>
<td>_____ Clearly written</td>
<td>_____ Fix unhelpful language</td>
</tr>
<tr>
<td>_____ Lively style</td>
<td>_____ Adjust tone</td>
</tr>
<tr>
<td>_____ Good command of topic</td>
<td>_____ Fix factual, conceptual errors</td>
</tr>
<tr>
<td>_____ Good synthesis skills</td>
<td>_____ Consult sources or notes</td>
</tr>
<tr>
<td>_____ Well documented</td>
<td>_____ Cite sources</td>
</tr>
<tr>
<td>_____ Mechanics transparent</td>
<td>_____ Grammar, spelling distract</td>
</tr>
<tr>
<td>_____ Rewriting unnecessary</td>
<td>_____ Rewriting recommended</td>
</tr>
<tr>
<td>_____ Grade</td>
<td>_____ Unready for grading</td>
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(Modified from Robert Weir, "Empowering Students," Perspectives: National Historical Association Newsletter 31[1993]: 6.)

Please email your Integration Paper as a **Word** document
Save as: Smith(Your last name).TheologyOfMinistry.S15.IP
E-mail to dmin.orlando@rts.edu by October 30, 2015.

Please email your Integration Paper as a **Word** document
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# Course Objectives Related to D.Min Student Learning Outcomes

**Course:** Theology of Ministry Core 2DM801  
**Professor:** Justin Holcomb  
**Campus:** Orlando

<table>
<thead>
<tr>
<th>D.Min Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Strong</td>
<td>Knowledge of Bible, systematic theology, practical theology, and leadership will be presented and articulated in both written assignments and a dialogical teaching approach.</td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>Strong</td>
<td>Student will demonstrate suitable use of Scripture and hermeneutical methods in understanding biblical values for leadership and ministry. Direct engagement with Scripture in the original languages will not be required.</td>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>Strong</td>
<td>Material will be presented through the grid of Reformed Theology and practice.</td>
</tr>
<tr>
<td><strong>Sanctification</strong></td>
<td>Strong</td>
<td>By God’s grace and through interaction with the materials and each other, students will die more to self, and deepen their affection for the Triune God, the Church, and their neighbor.</td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Moderate</td>
<td>Students will gain an understanding of the Mission of God, particularly as it applies to ministry and leadership</td>
</tr>
<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Strong</td>
<td>Student reads books by authors that are not Reformed, and discusses the value of ecumenicalism as it applies to ministry and leadership.</td>
</tr>
<tr>
<td><strong>Preach</strong></td>
<td>Moderate</td>
<td>Materials will be presented that give the students a better understanding of the importance of teaching and preaching.</td>
</tr>
<tr>
<td><strong>Worship</strong></td>
<td>Minimal</td>
<td>Materials will be presented that give the student a better understanding of the priority of worship.</td>
</tr>
<tr>
<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>Strong</strong></td>
</tr>
<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>Moderate</strong></td>
</tr>
</tbody>
</table>