04PT6395/1 THEOLOGY AND MISSION OF PRAYER
Syllabus for Spring 2021 *(Tentative)*

Professors: Karen Ellis, Dr. Carl Ellis, Jr.
Contact kellis@rts.edu
Schedule: This is a three-weekend class: Feb 5-6, Feb 19-20, March 19-20.
Course hours: Friday 6pm-9pm, Saturday 930pm-430pm.

COURSE DESCRIPTION

Kingdom and Missional Prayer is a study in training yourself and others in gospel-centered, missional prayer. It is designed for prayer leaders and ministry leaders who want to disciple their team/church/communities in prayer in various ministry contexts.

The course will form students to train others to (1) build a culture of prayer (2) to develop praying leaders who in turn, develop praying communities and (3) are able to pray informed by local and global contexts, identifying biblical and cultural connections between the two.

Kingdom and Missional Prayer features key readings on prayer, questions for personal reflection and group interaction, and prayer points to guide practice. Students are challenged to come back to the practical heart of prayer, the gospel, and the role of prayer in mission, renewal, and revival. Each lesson contains practical tools in developing new or deeper prayer habits, personally and corporately.

Topics include:
• biblical prayer patterns
• prayer lists
• prayer maps
• prayer walking
• identifying prayer needs of your city
• prayer progress evaluations
• missional prayer accountability groups
• fasting and prayer

COURSE OUTLINE:

The first third of the course will focus on the prayer life of a leader, confronting personal and cultural idols, and understanding their interaction between idols and a life of prayer. There will be several ‘plug and play’ exercises, including evaluation and training, for personal and church application.

The second third of the course will concentrate on how to bring prayer into the artery of a church/ mission culture. When leaders ‘lead from the knees’ the church will follow. Again, there will be several ‘plug and play’ exercises, including evaluation and training, for personal and church application.

The final third of the course, will build on the first two, as we demonstrate how praying leaders build praying churches, and praying churches pray their way into their neighborhood and city. Again, there will be several 'plug and play' exercises, including evaluation and training, for personal and church application.

REQUIRED READINGS
Plain Theology for Plain People, Charles Octavius Boothe, ed. William Strickland. 2017. pp 40-60, pp 113-128 (35 pages)

Taking Hold of God edited by Joel Beeke and Brian G. Najapfour, Reformation Heritage Books, Grand Rapids MI, 2011. (Chapters 1, 2, 3, 6, 8 only).

The Struggle of Prayer. Copyright 2018 by Donald G. Bloesch published by Helmers and Howard, Colorado Springs. CO. (196 pages)

Prayer Revolution. Copyright © 2018 by John F. Smed Published by Prayer Current Vancouver, BC CANADA (272 pages)

Calvin's Institutes Book III Chapter 20 "On Prayer – A Perpetual Exercise of Faith" *Any edition.*

REQUIRED CLASSROOM WORKBOOKS:
Prayer for the City Bootcamp. 2019 edition (available November 30,2019), Published by Prayer Current Vancouver, BC CANADA

Leading Dynamic Prayer. Copyright 2015, Justine Hwang and John Smed. Published by Prayer Current Vancouver, BC CANADA

ASSIGNMENTS:
Classroom participation 30%
Two, 10-page papers will be assigned each 35% of final grade.

Choose two from these three topics:
1. Showing familiarity with Calvin's entire treatment of prayer in Book III chapter xx of the Institutes, write a 10-page paper on the Lord's Prayer section. Outline his essential points, and apply them to your present context, church, city and nation. Out of these insights, write a two-page version of the Lord's Prayer for today.
2. In The Struggle for Prayer, Daniel Bloesch makes a strong distinction between three types of prayer: primitive prayer, mystic prayer, and prophetic prayer. Write a 10-page paper outlining the differences between (and where they agree). Compare and contrast this with the kinds of prayer that are promoted and prevalent in the church and among Christians today.
3. In Disruptive Prayer, John Smed argues that with every advance of Christ's kingdom, whether church revival or urban renewal, in biblical or present times, the movement is ignited and sustained by earnest and united prayer. In the sequence of mission expansion, prayer is invariably the first stage. Demonstrating a familiarity with Smed's overall thesis that church

revival and urban renewal start with prayer, turn the thesis into an exhortation for the church in this city. Add examples and testimony from the present context.

GRADE SCALE

97-100 A	86-87 B-	75-77 D+
94-96 A-	83-85 C+	72-74 D
91-93 B+	80-82 C	70-71 D-
88-90 B	78-79 C	00-70 F

Course Objectives Related to MDiv* Student Learning Outcomes

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Professors: Mrs. K.A. Ellis, Dr. Carl Ellis Jr.

Campus: Atlanta

MDiv* Student Learning Outcomes		**Rubric**	
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.		Ø Strong Ø Moderate Ø Minimal Ø None	**Mini-Justification**
**As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.*			
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Ø Strong	Applying framework of creation, fall, redemption, glorification to international injustices; assessing global human rights through that framework in a long-form research paper.
Scripture	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.)	Ø Moderate	Students are encouraged to incorporate Scripture and a biblical worldview in their research paper.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Ø Strong	The student will consider human dignity through the lens of creation, abuses through the lens of original sin/depravity, and the impact of the fall on man's inhumanity to man.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Ø Moderate	Patience in engaging other members of the class in discussion groups; yielding, disagreeing, agreeing.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Ø Moderate	Assessing strengths and deficiencies in the historical application of the truths that were assumed to be *"self-evident"* In light of the Word of God.
Winsomely Reformed	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.)	Ø Moderate	Patience in engaging other members of the class in discussion groups; yielding, disagreeing, agreeing.
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both churched and unchurched, to include preaching, teaching, leading in worship, leading, and shepherding the local congregation, aiding in spiritual maturity, concern for non-Xns.	Ø Strong	All have received human rights from God; student will test to what extent those rights should be granted, and how they should be expressed to all global citizens.

Date: 1 December, 2020

Extension Policy

All assignments and exams are to be completed by the deadlines announced in this syllabus or in class.

Extensions for assignments and exams due within the normal duration of the course must be approved beforehand by the Professor. Extensions of two weeks or less beyond the date of the last deadline for the course must be approved beforehand by the Professor. A grade penalty may be assessed.

Extensions of greater than two weeks but not more than six weeks beyond the last deadline for the course may be granted in extenuating circumstances (i.e. illness, family emergency). For an extension of more than two weeks the student must request an Extension Request Form from the Student Services Office. The request must be approved by the Professor and the Academic Dean.

A grade penalty may be assessed. (RTS Catalog p. 42 and RTS Atlanta Student Handbook p. 14)

Any incompletes not cleared six weeks after the last published due date for course work will be converted to a failing grade. Professors may have the failing grade changed to a passing grade by request. (RTS Catalog p. 42)