



In association with *Master's Pentecostal Seminary*

**COURSE SYLLABUS
WINTER SEMESTER 2012**

**PASTORAL THEOLOGY: A PENTECOSTAL PERSPECTIVE
PENT 0502**

**5 FRIDAYS, 9:00 AM -- 4:00 PM
JAN 13; JAN 27; FEB 24; MAR 9; MAR 23
@Agincourt Pentecostal Church (Kennedy and Finch)
2885 Kennedy Road, Scarborough**

INSTRUCTORS:

DR. VAN JOHNSON

Phone Number: 416-291-9575

Address: 2885 Kennedy Rd

Toronto, ON, M1V 1S8

Email: vjohnson@apchurch.com

To email assignments, send to Ray: rliu@apchurch.com

DR. WILLIAM MORROW

President, Master's College and Seminary

Phone: 416-482-2224

Address: 780 Argyle Street

Peterborough, ON, K9H 5T2

Email: william.morrow@mcs.edu

Instructors are available for appointments before and after class; please email to arrange a meeting.

The online class site may be accessed via <http://class.tyndale.ca>. The user name is your Tyndale e-mail, and the password is your student number.

I. COURSE DESCRIPTION

This course examines the theological and practical aspects of pastoral ministry. In addition to an examination of the matters that pertain to pastoral ministry in

general, this course prepares the student for ministry in a PAOC church through a consideration of such issues as: PAOC polity, pentecostal worship and the pastoral implications of pentecostal distinctives.

With two instructors, the student will benefit from a wider range of experience and scholarship. The format will be lecture and discussion.

II. LEARNING OUTCOMES

At the end of the course, the student will:

- Pastor others in a manner consistent with biblical teaching about the minister and ministry;
- Implement biblical principles of ministry that are appropriate to a particular situation;
- Approach ministry prepared for its challenges and rewards because of the enabling of the Spirit;
- Practice his/her calling with wisdom, humility and compassion,
- Provide the type of leadership that encourages a congregation to grow spiritually and numerically.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Fisher, D. *The 21st Century Pastor: A Vision Based on the Ministry of Paul*. Grand Rapids: Zondervan. 1996. ISBN: 0310877342

Frye, J. *Jesus the Pastor*. Grand Rapids: Zondervan, 2000. ISBN: 031024269X

McIntosh, G. *Overcoming the Dark Side of Leadership*. Grand Rapids: Baker, 2007 (rev. ed). ISBN: 9780801068355

Webber, R. *The Younger Evangelicals*. Grand Rapids: Baker, 2002. ISBN: 0801091527

B. RECOMMENDED TEXTS

Hunter, T. *Giving Church Another Chance: Finding New Meaning in Spiritual Practices*. Downers Grove: IVP Books, 2010.

Nouwen, H. *The Wounded Healer*. New York: Image Books, 1990.

Sample, T. [*Ministry in an Oral Culture--Living With Will Rogers, Uncle Remus, and Minnie Pearl*](#). Louisville: Westminster Press, 1994.

Trask, T., ed. *The Pentecostal Pastor: A Mandate for the 21st Century*.
Springfield, MO: Gospel Publishing House, 1997.

C. ASSIGNMENTS AND GRADING

1. TEXTBOOK READINGS AND REPORTS: 40%

The readings are intended to complement the lectures, reinforcing central ideas as well as providing perspectives that supplement the classroom interaction.

For each reading, write a 4-5 page (double-spaced) response paper. The response paper should summarize (1-1.5 pages) and analyze (2-3 pages). For the summary, describe what the author has attempted to do and how he/she went about it. The description should be written so that someone unfamiliar with the book would understand what it discusses. For the analysis, describe some aspects of the work that you find particularly engaging, and whether you find the arguments and evidence convincing, and/or how the reading is applicable to your ministry situation.

The due dates for the readings and reports are listed in **IV. Course Schedule** below. These dates also indicate when the reading will be discussed. Each report counts toward 10%, however, the maximum is 6% if submitted late.

2. PASTORAL INTERVIEW: 20%

The interview provides the opportunity for the student to interact with a practitioner – to hear another voice as a supplement to the perspectives of the lecturers. In a course on Pastoral Theology, there is no substitute for drawing on the experience of those engaged in pastoral work. This exercise should reinforce the benefit for the minister of partnering with others for counsel and encouragement.

Write a report on an interview with a pastor. You may choose any pastor, preferring those who have been in ministry for at least 5 years. During the interview, include in your discussion the pastor's view on: 1) the most important things he/she does on a regular basis; 2) the pastor-board relationship; 3) the secret of longevity in ministry; 4) the significance of family and friends while in ministry; 5) dealing with conflict, and 6) what a pastor looks for when hiring a staff member.

The student is encouraged to explore other areas of personal interest in the interview. **Due FEB 10**, 5-7 pages, double-spaced. If the report is submitted late, the maximum grade will be 12%.

Please email this assignment, before midnight on Feb 10, to rliu@apchurch.com.

3. WRITING: 40%

This portion of the course creates the opportunity for the student to pursue at length, through research and writing, an area within pastoral ministry of personal interest. It is intended that the student will use the benefits gained from the research in an actual ministry context.

Write a paper on an aspect of pastoral ministry, preferably dealing with an area of current or future involvement. The paper consists of two sections: 1) biblical/theological considerations; 2) practical applications. Section 1 lays the groundwork for Section 2; biblical/theological reflection informs and shapes practice. In section 1, develop a biblical approach to the topic, looking for principles and models from the biblical text. In section 2, apply those principles and models to an area of ministry, making clear how your work from the biblical text shapes your philosophy and implementation. Chicago Manual of Style or APA.

Due Apr 5, 15-20 pages; double-spaced. Out of 30% if late.

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Students should consult the current *Academic Calendar* for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments and Grading System. The Academic Calendar is posted at www.tyndale.ca/registrar/calendar. An excerpt is attached to this syllabus for easy reference.

D. SUMMARY OF ASSIGNMENTS AND GRADING

1. Reading reports (4 x 10)	40%
2. Report on interview with a pastor	20%
3. Major paper	40%

IV. COURSE SCHEDULE, CONTENT & READING SCHEDULE

Jan 13

1. About Pastoral Ministry [VJ]
2. Foundations for Ministry: spirituality & personal care [WM]

Jan 27

3. Church Growth and the Missional Church [WM]
4. Current Trends: the Emerging Church and Pentecostals [WM]
Discussion: *The Younger Evangelicals*

Feb 24

5. Pastoring in a Pentecostal/charismatic Context [VJ]
6. Pastoring Empowered and Gifted People [VJ]
Discussion: *Jesus the Pastor*

Mar 9

7. Pastoring in an Oral Culture [VJ]
8. Principles and Practices of Corporate Worship [VJ]
Discussion: *The 21st Century Pastor*

Mar 23

9. Pastoral Counselling [WM]
10. Polity, church boards, and the nature of leadership [WM]
11. Conflict Management [WM]
Discussion: *Overcoming the Dark Side of Leadership*

V. SELECTED BIBLIOGRAPHY

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Allen, R.B., and G. Borrer. *Worship: Rediscovering the Missing Jewel*. Portland: Multnomah, 1987.

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- Baker, J. *Christian Cyberspace Companion: A Guide to the Internet and Christian Online Resources*. 2d ed. Grand Rapids: Baker, 1997.
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- _____. *User Friendly Churches: What People Need to Know About the Churches People Love To Go To*. Ventura, CA: Regal, 1991.
- _____. *Leaders on Leadership: Wisdom, Advice and Encouragement on the Art of Leading God's People*. Ventura, CA: Regal, 1997.
- Bauknight, B., and H. Miller. *Body Building: Creating a Ministry Team Through Spiritual Gifts*. Leadership Insight Series. Nashville: Abingdon, 1996.
- Bibby, R. *Fragmented Gods*. Toronto: Irwin, 1987.
- Bierly, S. [Help for the Small-Church Pastor: Unlocking the Potential of Your Congregation](#). Grand Rapids: Zondervan, 1995.
- Bloede, L. *The Effective Pastor: A Guide to Successful Ministry*. Philadelphia: Fortress, 1996.
- Bratcher, E.B. *The Walk-On-Water Syndrome*. Waco: Word Books, 1984.
- Briscoe, S., et al. *Measuring Up: The Need to Succeed and the Fear of Failure*. Portland: Multnomah, 1993.
- Burt, S. *Activating Leadership in the Small Church: Clergy and Laity Working Together* (Small Church in Action). Valley Forge, PA: Judson Press, 1987.
- Capps, D. [The Depleted Self: Sin in a Narcissistic Age](#). Philadelphia: Fortress, 1992.
- Chandler, R. *Racing Toward 2001: The Forces Shaping America's Religious Future*. New York: Harper Collins, 1992.
- Chaney, C. *Church Planting at the End of the Twentieth Century*. Wheaton: Tyndale, 1987.
- Coleman, R.E. *The Master Plan of Evangelism*. Tarrytown, NY: Revell, 1987.
- Cousins, D., Anderson, L., and DeKruyter, A. *Mastering Church Management*. Portland: Multnomah Press, 1990.
- Covey, S. *Principle-Centered Leadership*. New York: Simon and Schuster,

1994.

Criswell, W.A. *Criswell's Guidebook for Pastors*. Nashville: Broadman, 1980.

Easum, W. *How to Reach Baby Boomers*. Nashville: Abingdon, 1991.

_____. *Dancing with Dinosaurs: Ministry in a Hostile and Hurting World*. Nashville: Abingdon, 1993.

_____. *Growing Spiritual Redwoods*. Nashville: Abingdon, 1997.

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Ford, K.G. [*Jesus For a New Generation*](#). Downers Grove: IVP, 1995.

George, C. F. *Prepare Your Church for the Future*. Tarrytown, NY: Revell, 1991.

_____. *The Coming Church Revolution: Empowering Leaders for the Future*. Tarrytown, NY: Revell, 1994.

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Hadaway, C.K. *What Can We Do About Church Dropouts?* Nashville: Abingdon, 1990.

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Hauerwas S. and W. Willimon. *Resident Aliens: Life in the Christian Colony*. Nashville: Abingdon, 1989.

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- Kenneson, P. and J. Street. *Selling Out the Church: The Dangers of Church Marketing*. Nashville: Abingdon, 1997.
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- _____. *Planting Growing Churches for the 21st Century*. Grand Rapids: Baker, 1992.
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- McGavran, D. [Understanding Church Growth](#). 3rd ed. Grand Rapids: Eerdmans, 1990.
- _____, and G. Hunter. *Church Growth: Strategies That Work*. Nashville: Abingdon, 1980.
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- Myra, H., ed. *Leaders*. Waco: Word, 1987.
- Nouwen, H. J. *The Wounded Healer*. New York: Image Books, 1990.
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- _____. *The Multiple Staff and the Larger Church*. Nashville: Abingdon, 1980.
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- _____, P. Kotler, B. Wrenn, and G. Rath. *Marketing for Congregations: Choosing to Serve People More Effectively*. Nashville: Abingdon, 1992.
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Academic Policy Attachment to All Syllabi

The Academic Policies of Tyndale Seminary are outlined in the Academic Calendar, available on the Tyndale Website: www.tyndale.ca/seminary/calendar. Students are responsible for reading and adhering to the academic policies governing all aspects of academic life. As a service to students, selected policies are summarized below, but the full policy statements as printed in the Academic Calendar are the standards to which students will be held.

1. Attendance Policy
 2. Policy on Gender Inclusive Language
 3. Policy on Academic Honesty
 4. Guidelines for Written Work
 5. Academic Grading System
 6. Policy on Late Papers and Extensions
 7. Application for an Extension Due to Extreme Circumstances
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Attendance Policy

- 1) Three or more unexcused absences from a Fall or Winter semester course will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 2) An unexcused absence of one day or more of any course taught in an intensive format (e.g., Intersession, Spring/Summer School) will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 3) As a matter of basic courtesy, Tyndale students need to make a serious commitment to arriving on class on time, and returning from class breaks on time. Students who manifest disrespect for the classroom evidenced by chronic lateness or failure to return from break, will be considered in breach of the attendance policy and may be referred to the Dean of Students.
- 4) If a student knows in advance that he/she will miss a class, the student is obligated to notify the Professor prior to that class.
- 5) Faculty members are under no obligation to provide handouts or other classroom materials to those students who are absent from class.

Policy on Gender Inclusive Language

The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary. The motivation behind the use of gender-inclusive language is clarity of communication and the avoidance of terms that are, or could be perceived as, exclusive or pejorative. Inclusive language is relevant not only to issues of gender but to all individuals and groups.

The decision at Tyndale Seminary to use gender-inclusive language carries with it the responsibility to be creative in writing without compromising religious faith or grammatical accuracy. Resources and guidelines for gender-inclusive and nondiscriminatory language are widely available.

Academic Honesty

Tyndale expects students to conform to the highest standard of ethics in the completion of all assignments. Academic dishonesty is a serious matter. **Students are responsible for reading and adhering the full**

policy on academic honesty as found in the Seminary Academic Calendar.

- 1) Honesty in written and verbal assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism – the literary version of stealing.
- 2) The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another's words and the use of an opinion with no reference to the source.
- 3) Academic dishonesty also includes the submission of work for which previous credit was given, the submission of work under one's own name which is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc.
- 4) The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded paper, on a project common to two courses of study, to be acceptable.

Consequences of Academic Dishonesty

If a student is suspected of plagiarism or other forms of academic dishonesty, the instructor is obligated to follow the steps outlined in the Academic Calendar.

Guidelines for Written Work

- 1) The following information must be included on the title page of all assignments: your full name, student ID, your MAILBOX NUMBER, course title, title of the paper, name of the professor, and date submitted.
- 2) All papers should be characterized by the following:
 - *Accuracy* (Is what I say correct? Is it true to the case?)
 - *Comprehensiveness* (Have I covered all the points that need to be covered?)
 - *Clarity in structure* (Is there a self-evident and meaningful order to the paper?)
 - *Clarity in content* (Will the reader correctly understand what I have tried to say?)
 - *Specificity* (Have I moved beyond generalities and made specific statements?)
 - *Thorough and accurate documentation* (At every point where I have consciously drawn upon the ideas of others, have I provided the information necessary for the reader also to consult the sources I have used?)
- 3) Written assignments must adhere to academic standards for style, format, citations and references as found in the most recent edition of a recognized style manual (e.g., *The Chicago Manual of Style*, the *Turabian Manual for Writers of Term Papers, Theses, and Dissertation*, *The SBL Handbook of Style*, *The Publication Manual of the American Psychological Association*). The course instructor will advise students as to the preferred academic style format for the course.
- 4) All written assignments must adhere to the Standards on Academic Honesty. Plagiarism is a serious offence. Students will be held accountable to the policy on academic honesty as found in the Academic Calendar.
- 5) Graded papers will normally be returned in class. In some circumstances they will be returned to your student mailbox. Students who are not returning to Tyndale and would like the paper returned by post must include a self-addressed envelope with sufficient Canadian postage. Unclaimed papers will be held in the Seminary Office for 6 months, then destroyed.
- 6) All students are required to keep a back-up copy of their papers.
- 7) Students who display difficulties with English language skills in their assignments may be referred by the instructor to the Tyndale Writing Centre. Students will be assessed and may be required to take the *English for Academic Purposes* course in conjunction with current courses.
- 8) Students may seek assistance on their own initiative by contacting the Tyndale Writing Centre.

Academic Grading System

The standards and definitions used by Tyndale Seminary in the assignment of letter grades and percentage grades are outlined in the Academic Calendar.

Policy on Late Papers and Extensions

All papers and course assignments must be submitted by the due dates indicated by the instructor or in the course outline. Unless the instructor already has a policy on grading late papers in the course outline, grades for papers submitted late without advance permission will be lowered at the rate of 1/3 of a grade per week or part thereof (e.g., from A+ to A, from B to B-). Students who have not completed course

requirements by the end of the semester (or Registrar approved extension date) will be assigned a grade of F.

Faculty may grant an extension only up until the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar and will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays and technology related difficulties or malfunctions are all insufficient grounds for requesting an extension.

Application for an Extension Due to Extreme Circumstances

Requests for extensions will only be considered in the circumstances noted above and only upon submission of a completed application form to the Registrar. Application forms are available from the Registrar's office or online at www.tyndale.ca/registrar

Student Medical Certificate

Applications for extensions for medical reasons must be accompanied by a Medical Certificate signed by a physician. The Student Medical Certificate form is available from the Registrar's office or online at www.tyndale.ca/registrar