Master’s Pentecostal Seminary
Celebrating 20 years of partnership

Course Syllabus

WINTER 2016
PASTORAL THEOLOGY: A PENTECOSTAL PERSPECTIVE
PENT 0502

5 FRIDAYS, 9:00 AM – 4:00 PM
JAN 15; JAN 29; FEB 12; FEB 26; APR 1
@Agincourt Pentecostal Church (Kennedy and Finch)
2885 Kennedy Road, Scarborough, ON

INSTRUCTORS:

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Evangel Pentecostal Church, Montreal
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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 Pentecostal Assemblies of God (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, students should be able to:

1. Pastor others in a manner consistent with biblical teaching about the minister and ministry as a result of integrating lecture material, classroom discussions and related readings;
2. Show the ability to implement biblical principles of ministry in ways appropriate to the geographic and social location of any given church through the writing of a major research paper;
3. Appreciate through lecture content that the challenges and rewards of ministry are possible because of the enabling of the Spirit;
4. Demonstrate an ability to approach ministry with the type of leadership that encourages a congregation to grow spiritually and numerically through written responses to books about pastoral leadership.
III. COURSE REQUIREMENTS

A. REQUIRED TEXTS


RECOMMENDED TEXTS


B. 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. [towards learning objectives #1-4]
For each assigned reading write a 4-5 page (double-spaced) response paper with two sections.

**Section 1:** To demonstrate that you have read thoughtfully, summarize the content in 1.5-2 pages (including a short biography on the author), describing what the author(s) has attempted to do and how he/she went about it. Please write in such a way that your explanation would be clear to someone unfamiliar with the book.

**Section 2:** 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, CONTENT & READING SCHEDULE**. These dates also indicate when the reading will be discussed. Each report counts toward 10%, however, the maximum is 6% if submitted late.

**Book Review Evaluation Rubric**

<table>
<thead>
<tr>
<th>Areas of Evaluation/ Demonstrated Level</th>
<th>50-59%</th>
<th>60-69%</th>
<th>70-79%</th>
<th>80-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Reading Comprehension</strong></td>
<td>Writing shows little to no understanding of the main purpose and ideas of the text.</td>
<td>Writing shows vague understanding of the main purpose and ideas of the text.</td>
<td>Writing shows some understanding of the main purpose and ideas of the text.</td>
<td>Writing shows very strong understanding of the main purpose and ideas of the text.</td>
</tr>
<tr>
<td><strong>2. Critical Analysis</strong></td>
<td>Writing demonstrates little to no knowledge and application of critical reading strategies: fails to analyze the methodology/content/applicability of the text and to use textual examples to illustrate analysis.</td>
<td>Writing demonstrates weak knowledge and application of critical reading strategies: analysis of the methodology/content/applicability of the text is vague and there are little to no textual examples to illustrate analysis.</td>
<td>Writing demonstrates some knowledge and application of critical reading strategies: some analysis of the methodology/content/applicability of the text but too few textual examples to illustrate analysis.</td>
<td>Writing demonstrates strong knowledge and application of critical reading strategies, by effectively analyzing methodology/content/applicability of the text and using textual examples to illustrate analysis.</td>
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</table>
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. [towards learning objectives #2 and 3]

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 Mar 11**, 5-7 pages, double-spaced. If the report is submitted late, the maximum grade will be 15%.
Evaluation criteria: 1. Clarity of questions and answers; 2. Relevance of questions and answers; 3. Spelling and grammar.

3. **INTEGRATION PAPER: 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.* [towards learning objectives #1 and 2]

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 8, 15-20 pages; double-spaced. Out of 30% if late.**

**Final Paper Evaluation Rubric**

<table>
<thead>
<tr>
<th>Areas of Evaluation/ Demonstrated Level</th>
<th>50-59%</th>
<th>60-69%</th>
<th>70-79%</th>
<th>80-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biblical / Theological Reflection</td>
<td>Writing shows little to no biblical/theological reflection (use of appropriate biblical texts and theological positions). Few relevant sources used (1-3).</td>
<td>Writing shows some biblical/theological reflection (use of appropriate biblical texts and theological positions). Some relevant sources used (4-6).</td>
<td>Writing shows solid biblical/theological reflection (use of appropriate biblical texts and theological positions). Good number of varied and relevant sources used (7-10).</td>
<td>Writing shows outstanding biblical/theological reflection (use of appropriate biblical texts and theological positions). Excellent range and number of sources used (1015).</td>
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<tr>
<td>2. Practical Application</td>
<td>Writing shows little ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).</td>
<td>Writing shows some ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).</td>
<td>Writing shows ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).</td>
<td>Writing shows superior ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).</td>
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<td>3. Integration</td>
<td>Writing demonstrates little to no ability to integrate biblical/theological reflection with the practices of local church ministry.</td>
<td>Writing demonstrates some ability to integrate biblical/theological reflection with the practices of local church ministry.</td>
<td>Writing demonstrates skillful ability to integrate biblical/theological reflection with the practices of local church ministry.</td>
<td>Writing demonstrates outstanding ability to integrate biblical/theological reflection with the practices of local church ministry.</td>
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<tr>
<td>4. Unity &amp; Organization</td>
<td>Writing is not unified through organized sentences &amp; focus on the goal of this assignment: the application of biblical/theological thought to a local church context.</td>
<td>Writing shows little unity and organization; sentences are disconnected &amp; overall focus on the goal of this assignment: the application of biblical/theological thought to a local church context.</td>
<td>Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: the application of biblical/theological thought to a local church context.</td>
<td>Writing is well unified through organized sentences &amp; keeps strongly focused on the goal of this assignment: the application of biblical/theological thought to a local church context.</td>
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<tr>
<td>5. Grammar and Style</td>
<td>Content rendered unclear and often incomprehensible because of numerous and reoccurring technical/grammatical issues.</td>
<td>Writing lacks clarity and reoccurring technical/grammatical issues greatly impede clarity.</td>
<td>Writing style is somewhat clear, though there are reoccurring technical/grammatical issues that impede clarity.</td>
<td>Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity.</td>
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C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Academic Integrity
Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic polices 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 http://tyndale.ca/registrar.

D. SUMMARY OF ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>1. Reading reports (4 x 10)</td>
<td>40%</td>
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<tr>
<td>2. Report on interview with a pastor</td>
<td>20%</td>
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<tr>
<td>3. Integration Paper</td>
<td>40%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed.
IV. COURSE SCHEDULE, CONTENT & READING SCHEDULE

Jan 15
1. About Pastoral Ministry [VJ]
2. Polity, church boards, and the nature of leadership [WM]

Jan 29
3. Pastoring in a Pentecostal/charismatic Context [VJ]
4. Pastoring Empowered and Gifted People [VJ]
   Report due and discussion of: *Jesus the Pastor*

Feb 12
5. Intentional Leadership and the Missional Church [WM]
   Report due and discussion of: *Boundaries For Leaders*

Feb 26
7. Pastoring in an Oral Culture [VJ]
8. Principles and Practices of Corporate Worship [VJ]
   Report due and discussion of: *The 21st Century Pastor*

April 1
9. Pastoral Counselling [WM]
11. Conflict Management [WM]
    Report due and discussion of: *Fairness Is Overrated*

V. SELECTED BIBLIOGRAPHY


