



TYNDALE

• SEMINARY •

Course Syllabus

WINTER 2019
THE THEOLOGY AND PRACTICE OF MINISTRY
PAST 0541

JANUARY 14 – APRIL 8
MONDAYS, 8:15 – 11:05 AM

INSTRUCTOR: REV. DR. J. KEVIN LIVINGSTON
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Office Hours: Tuesdays 1:30-3:30 p.m. and by appointment

Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

Designed for individuals considering serving in a pastoral ministry. Through reading, lectures, case studies and discussion, we explore the theological and practical dimensions of ministry.

II. LEARNING OUTCOMES

The overall goal of this course is to help learners understand the essential dynamics of faithful pastoral ministry in a congregational setting. Through the integration of readings, lectures, discussions and personal experience, at the end of the course, students will be able to:

Cognitive

- Describe the key biblical themes in a Christian theology of pastoral ministry
- Summarize the various roles pastors play in the life of a community of faith
- Articulate a realistic assessment of one's personal sense of call

- Recognize one’s own personal strengths (“giftings”) and weaknesses (“growth areas”) about pastoral practices
- Identify the major pitfalls and challenges of pastoral ministry

Affective

- Aspire to the biblical qualifications and character traits of pastoral leadership
- Value the wisdom that can be gained from the “cloud of witnesses” of pastoral practitioners over the ages
- Embrace the necessity of developing a plan for self-care to sustain long-term ministry
- Accept the unique joys and burdens of the pastoral life
- Appreciate the need for professional ethical standards for clergy

Skills

- Demonstrate competence in preparing orders of service for regular pastoral events (weddings, funerals, baptisms, Lord’s Supper/Eucharist)

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

DeGroat, Chuck. *Toughest People to Love: How to Understand, Lead, and Love the Difficult People in Your Life*. Grand Rapids, MI: Eerdmans, 2014. ISBN 978-0802871435. 160 pp.

Peterson, Eugene. *The Pastor: A Memoir*. New York, NY: HarperCollins, 2011. ISBN 978-0061988202. 336 pp.

Trull, Joe and Robert Creech. *Ethics for Christian Ministry: Moral Formation for Twenty-First-Century Leaders*. Grand Rapids, MI: Baker Academic, 2017. ISBN 978-0801098314. 210 pp.

Willimon, William. *Pastor. The Theology and Practice of Ordained Ministry*. Nashville, TN: Abingdon, 2016. ISBN 978-1501804908. 339 pp.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Your own denomination’s resources for ordained ministry and for corporate worship

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Weekly Peterson and Willimon Reading and Response One-Pager. Due by 8 a.m. of class, weeks 2-11; 20% of your grade; 2 points per week.

You will be reading Peterson's *The Pastor: A Memoir* and Willimon's *Pastor* to gain insight into the pastoral life from two master pastor/theologians. Each week as you read, reflect on the following questions:

- *What new insight do you gain about pastoral life and work from these chapters?*
- *What question would you like to ask about their understanding of pastoral identity and the practice of ministry?*
- *What pastoral practice or perspective on pastoral identity emerged from the reading that you hope to integrate into your own ministry?*

On no more than one page, please respond with three or four thoughtful comments or questions. Be sure that at least one comment or question comes from each book. I will ask a few students each week to share their response to one or more of the questions above. We will spend time each week debriefing both books, wrestling with the questions they evoke. Your assignment must be uploaded to our class page by 8 a.m. on the day of class. No points will be given for late submissions.

2. DeGroat Book Presentation. Due on week assigned; 10% of grade.

Students will be put into teams to present assigned chapters from DeGroat's *Toughest People to Love*. Teams will have up to 40 minutes to engage in two tasks. First, you will creatively summarize the key themes in the assigned reading, exploring what DeGroat teaches about self-awareness, soul care, pastoral leadership and dealing with people in the church (20-25 minutes). Second, you will develop one or two key questions/discussion points and lead the whole class in a conversation/learning experience related to the practical implications of the themes DeGroat raises (15 minutes). Your mark as a group will be based upon the comprehensiveness and clarity of the presentation, the use of handouts and visuals, and the quality of questions/conversation/learning experience you develop.

3. Pastoral Activities Orders of Service. Due by 5 p.m. Friday March 8; 20% of grade.

Students will prepare and upload to our class page Orders of Service for four typical pastoral activities: (1) Baptism, (2) Lord's Supper/Eucharist, (3) Wedding, and (4) Funeral (including interment). Each Order should be 1-2 pages long. On each Order of Service, include details such as a call to worship (reference to Scripture selection only [not the text written out] or brief litany), hymns and songs (titles only), responsive reading (refer to the Scripture selection only – text does not need to be typed out), gist of pastoral prayer, benediction, etc. For the sermon part of the service, state the textual reference and provide a brief outline or summary of the sermon. The Order of Service must be the

complete worship service, not just the event. Be concise. Complete sentences are not necessary, but cover the service from beginning to end.

Students whose denomination have worship manuals for these events (e.g. Anglican *Book of Common Prayer* or *Book of Alternative Services*, Presbyterian *Book of Common Worship*, Christian Reformed Church *Liturgical Forms*, Free Methodist *Book of Discipline*) may note the section to be used in the paper, but should (1) fill in any details of how they might personalize the service as well as (2) give more details on the sermon outline/summary.

Students who are part of churches that do not have worship manuals may wish to consult those mentioned above or make use of the following more generic resources:

Biddle, Perry. *A Funeral Manual and A Marriage Manual*. Eerdmans, 1994.
Engle, Paul. *Baker Funeral Handbook and Baker Wedding Handbook*. Baker 2017.
Hutton, S. W. *Minister's Service Manual*. Baker, 2003.
McNeil, Jessie Jai. *Minister's Service Book: For Pulpit and Parish*. Eerdmans, 1993.
Rowe, Joshua. *Nelson's Minister's Manual*. Thomas Nelson, 2007.

4. Ethics for Ministry Discussion Groups. Discussion groups will be held four times during the course: Feb. 4 (week 4); February 25 (week 6); March 11 (week 8) and March 25 (week 10). 10% of grade.

These discussion groups cover specific sections of Trull and Creech's *Ethics for Christian Ministry*. See the "Discussion Groups" folder on the course page for details on the functioning of discussion groups, and a list of the questions and readings for each session. Reading *Ethics for Christian Ministry* slowly and thoughtfully will greatly contribute to the student's learning experience in the classroom.

Missing a discussion group session counts as zero unless otherwise arranged with the professor in writing. Students will only be excused from these sessions on the same basis as extensions for assignments therefore students should verify that they are available for each group session date at the beginning of the semester. After each discussion group session, the group leader will submit the grades to the course professor in hard copy on the template provided by the professor within three days. Grading criteria will be provided on the template.

5. Integrative Essay: Due on April 15; 40% of final grade

Prepare and upload to our class page a 15-18-page essay entitled "My Understanding of Pastoral Ministry." Summarize your emerging understanding of the theology and practice of pastoral ministry in a congregational context. It should be biblically grounded and informed by our course readings, lectures, discussions and your own life experience, with a minimum of 20 references, including DeGroat, Peterson, Trull and Willimon. It should also take into account how your own faith tradition understands pastoral ministry. Structure your essay in four sections.

- 1. Pastoral call and identity (3-4 pages).** Trace your own pilgrimage by reflecting on the pastoral office, biblical qualifications, the call to ministry, and where you are in discerning and accepting that call. How does your denomination/faith tradition understand these matters? Are you in alignment with their standards and ethos? Be honest in your reflections. If you are not yet sure of this call or if it does not yet have complete clarity, you are not alone. Reflect on what you have learned thus far.
- 2. Pastoral practices (8-9 pages).** Identify and reflect on two or three pastoral practices that most energize and motivate you. What makes them fulfilling? How do you intend to use these gifts to build up the church? Identify and reflect on two or three pastoral practices that feel intimidating or foreign to you right now. How will you address the pastoral practices about which you now feel least competent or motivated?
- 3. Pastoral self-care (2-3 pages).** Develop a personal self-care strategy to sustain your ministry. Explain how you plan to nurture self-awareness, appropriate relational intimacy, stress management, proper boundaries, and Sabbath rest.
- 4. Ministerial Code of Conduct (2-3 pages).** Using Trull’s categories of “Preamble,” “Personal and Family Relationships,” “Congregational,” “Collegial” and Community,” develop your own Code of Conduct. Feel free to use and adapt the variety of statements in appendices.

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Evaluation is based upon the completion of the	20%
DeGroat Book Presentation	10%
Pastoral Activities Orders of Service	20%
<i>Ethics for Ministry</i> Discussion Groups (4 x 2.5)	10%
Integrative Essay	40%
Total Grade	100%

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

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 are encouraged to consult [writing resources](#).

Students should also 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.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aa@tyndale.ca) before proceeding.

G. 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 link can also be found in the left column on the course page. 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. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Part One: Foundations for Pastoral Ministry

Jan. 14 Introduction to the Course and Syllabus Review
Images of Ministry and Pastoral Life and Work

Jan. 21 Calling, Qualifications, Character Traits and Ordination

*Readings: Willimon, Intro, chap. 1
Peterson, Introduction, chapters 1- 3*

Part Two: Pastoral Practices

Jan. 28 The Pastor as Priest: Leading Worship and Prayer

*Readings: Willimon, chapters 2 & 3;
Peterson, chapters 4- 8*

Feb. 4 The Priest as Pastor: Ongoing Pastoral Care
Ethics for Ministry Discussion Group 1 (Trull, chs. 1-2)

*Readings: Willimon, chapter 4
Peterson, chapters 9- 14
Trull and Creech, chapters 1-2*

Feb. 11 The Pastor as Preacher: Interpreter and Servant of the Word

*Readings: Willimon, chapters 5 & 6 and two Interludes
Peterson, chapters 15- 16*

Feb. 18 Family Day (No Class)

Feb. 25 The Pastor as Counselor and Soul Friend: Wisdom through the Life Cycle
Ethics for Ministry Discussion Group 2 (Trull, chs. 3-4)

*Readings: Willimon, chapter 7 and Interlude
Peterson, chapters 17- 19
Trull and Creech, chapters 3-4*

March 4 The Pastor as Teacher: Building up Believers in the Faith
DeGroat Book Presentation 1 of 3

*Readings: Willimon, chapter 8
Readings: Peterson, chapters 20-21
DeGroat, Intro, chapters 1 & 2*

March 11 The Pastor as Evangelist: Commending the Gospel to All
Ethics for Ministry Discussion Group 3 (Trull, chs. 5-6)

*Readings: Willimon, chapter 9 and Interlude
Peterson, chapters 22- 26
Trull and Creech, chapters 5-6*

March 18 The Pastor as Prophet: Speaking Truth to Power
DeGroat Book Presentation 2 of 3

*Readings: Willimon, chapter 10 and Interlude
Peterson, chapters 27-30
DeGroat, Intro, chapters 3, 4, 5*

March 25 The Pastor as Leader and Lead Missionary: Guiding People into God's Future
Ethics for Ministry Discussion Group 4 (Trull, chs. 7-8)

*Readings: Willimon, chapters 11 & 12
Peterson, chapters 31-35
Trull and Creech, chapters 7-8*

Part Three: Sustaining Pastoral Ministry

April 1 Self-Care for the Long Road of Ministry
Self-awareness, intimacy, boundaries, stress, and rest
DeGroat Book Presentation 3 of 3

*Readings: Willimon, chapter 14
DeGroat, Intro, chapters 6, 7,8*

April 8 Developing a Personal Code of Ethics
Beginning a new pastorate

*Readings: Willimon, Interlude and chapter 13
Peterson, chapters 36- Afterword*

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Bibliography to be distributed on the first day of class and will also be posted on the class page.