**WAYLAND BAPTIST UNIVERSITY**

**Virtual Campus**

**SCHOOL OF RELIGION AND PHILOSOPHY**

Wayland Baptist University Mission Statement

Wayland Baptist University exists to education students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

### RLGN/RLED 4315 VC01

# The Christian Ministry

## Instructor: Dr. Fred Meeks

## Instructor Information

* **Phone: 806-281-7514**
* **Email:** **fmeeks@wbu.edu**
* **Office Hours:** Mon 10:00-11:30 am; Tue 3:30-5:00 pm; Wed 1:30-4:30pm; Thurs 3:30-5:00 pm; Fri 2:00-4:00pm (all Central Time Zone)
* **Office Location: 211. S. Itasca St., Plainview, TX 79072**

**Class Time and Location: Virtual Campus**

**Catalog Description:** An introduction to Christian Ministry in contemporary culture. Includes historical and theological foundations, avenues of ministry, preventive education, and pastoral counseling.

**Prerequisite: RLGN 1301, 1302**.

**Required Textbooks and Resources**

* *Shrink: Faithful Ministry in a Church-Growth Culture* by Timothy Suttle (ISBN: 978-0-51513-5; Publisher: Zondervan; Edition: 2014)

**Thom S. Rainer** (Author)

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**Course Outcome Competencies:**

* Define the biblical and theological foundations of Christian ministry.
* Articulate her/his understanding and expression of call to ministry and giftedness for ministry.
* Describe the nature, purposes, and ministries of the church as the foundation for doing Christian ministry.
* Identify the preparation and skills necessary to Christian ministry.
* Identify the application of basic principles in ministerial ethics.

###### Attendance Requirements

* Students must demonstrate weekly attendance by posting comments on the Discussion Board by Friday of each week. Students also demonstrate attendance by participating in the Blog, and Journal.

Disability Statement

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

#### Course Requirements:

* Assignments

1. An Autobiographical Sketch

Each student will prepare an autobiographical sketch. Students will be asked to share their stories with the class (however, this is not a requirement). The sketch is to be five pages in length, typed and double-spaced. Submit your autobiography via the “Assignment” link on Blackboard as a Word document. It would be helpful to other students to know your story. Please let Dr. Meeks know if you are willing for your autobiography to be made available to the class. However, this is not a requirement, and your autobiography will be kept confidential if you desire.

In the sketch, give the details of your life that will help us to know you. Relate your past history, present situation, and future plans. Tell us about your family (past and present), education, and cultural exposure. As you see it, describe how your life has been affected by your surroundings. Share your religious pilgrimage -- show how God has worked in your life. Attempt to tell why you want to be a minister. Where possible, write of your struggles, weakness, and growing edges. Tell of your joys and strengths. Be honest and open. Use the first person. Begin to open your life to others.

2. Book Report

Each student will write a book report of *Shrink: Faithful Ministry in a Church-Growth Culture* by Timothy Suttle. The report is to be ten to twenty pages in length, typed and double-spaced. Summarize and evaluate each chapter of the book. Give what you feel are the strengths and weaknesses of each chapter and explain your reasons. Apply the teachings of each chapter to your ministry and the impact of them on your life now. State what changes you intend to make in your life and ministry because of reading the chapter. Discuss the issues that seem pertinent to the Christian ministry and those with which you disagree. You may organize the review anyway you wish as long as it is comprehensive.

3. A Pastoral Care Conversion Report

Each student will write a Pastoral Care Conversion Report. This report will aid the student in learning pastoral ministry through the actual practice of ministry.

A Pastoral Care Conversion Report is the record and evaluation of a pastoral care conversation with a person involved in some problem area of life. The report will have three sections: introduction, body, and conclusion. In the *Introduction* give the settings, persons involved, the context of the conversation, as well as purpose. Also to be included in the preliminary remarks is a statement of what you observed about the person's appearance, non-verbal behavior, and the general feeling present throughout the encounter. Where possible, give occupation, education, religious background, and church involvement. **Do not give names**.

In the *Body* give a summary of what transpired in the interview. As much as possible, give verbatim account of as gestures, sighs, laughter, crying, shifts in physical position, etc. The form for this section should be as follows:

Example:

M1: Hello Charlie, so good to see you.

P1: Thank you for agreeing to see me today pastor. I know how busy you are.

M2: I'm always happy to visit with you, won't you have a seat? (Charlie took the seat in front of the desk; I sat behind the desk.)

P2: I'll get straight to the point of my visit. (Tears began coming to his eyes and he shifted nervously in his seat.)

M3: (I nodded, invited him to continue.)

P3: It's about Frances . . . . etc.

In the *Conclusion* of the paper, identify what the person wanted or needed, your effectiveness as a minister (indicate the strengths and weaknesses of your work), any issues which seem unclear to you, the theological dynamics at work in the conversation, recommendations for the future pastoral care of this person or persons, and if referral is needed, what are your plans for such action.

A few of the ground rules for a Pastoral Care Conversion Report are as follows: length limited to five pages; single space (except in body of the paper where you will double space between each statement in the conversation); the dialogue is to be recorded as near verbatim as possible; larger conversations may include occasional summaries of the actual dialogue (recording verbatim only the important sections of the conversation), do NOT report on conversations with your family or a fellow student; do NOT report on telephone conversations or written correspondence.

4. Written Assignment – Students will give a reading response to questions on the class resources each week. The reading responses must be given in narrative rather than outline form. Please write them in complete sentences which indicate awareness and understanding of content. **Do not "cut and paste" or give verbatim quotes from the sources.** The responses will be sent to the professor via the “Assignments” tab on Blackboard.

5. Class Participation

1. Discussion Board – students will post written responses to issues posted each week on the discussion board. Students will receive a grade for entries on the Discussion Board. To receive the maximum credit, students should post at least one thread on the issue and give a response to at least one of the other student’s threads.
2. Blog – A blog page is available under the "Blog" button. The subject of the blog is "Insights and   Issues." Students will use this page as an opportunity to communicate with fellow students on issues that are not addressed on the Discussion Board. Students may also use the blog as an opportunity to communicate with fellow students or the professor.
3. Personal Journal – a journal is available for students to use. Personal comments, questions, or concerns are confidential between the student and the professor.
4. A small grade is given for the Blog and Journal, but students should not feel obligated to participate if it becomes too great a burden. In the past, students who did share have found the experience to be quite valuable.

6. All students will read pages from the texts. These readings are supplementary in nature. **They are not intended to correlate to class lecture materials.**

* Exams

1. There will be three major exams. The exams will be based on the materials in the lecture notes. Students making a grade of 69 or lower may retake the exam to raise the grade to a maximum of 70. Students who take the exams late will have their grade reduced.

2. There will be weekly quizzes over the reading assignments in the lecture notes and the textbooks. There will be twelve questions, but you will be responsible for just ten of them. In other words, you may miss two questions and still make one hundred (this should take off some of the pressure for the quiz).

* Calendar and Reading Assignments

###### DATE SUBJECT MATTER ASSIGNMENTS \*

11/13-18 Introduction, the Image of Ministry, Definition of S pp. 12-30

 Ministry, Church as Biblical Institution,

 Church as Functioning Institution

11/27-12/2 Church as Functioning Institution: Congregational

 Church Polity, Ministry of the Church S 32-49

**12/2 Autobiography Due**

12/4-9 Vocation and Ministry, Calling, Vocation, Spiritual

 Gifts, Human Stewardship, Decisions & Motivation S 50-74

 Decisions and Motivation

12/6-9 **FIRST EXAM**

**\* Asterisk denotes “S” – Shrink: Faithful Ministry in a Church-Growth Culture**

###### DATE SUBJECT MATTER ASSIGNMENTS

12/11-16 The Nature of Leadership, Necessity

 Service, Created, Shared, Ministry as Ordained, Terms S pp. 78-95

 for Ministry, Influence of Society on Leadership Styles,

 The Office of Pastor, The Lay Ministry, The Minister

 As Person (Being & Doing, Devotion), Ministry as Profession,

 The Growth of the Minister, The Minister's Health,

 Physical, Mental and Emotional Guidelines; The Growth

 of the Minister, Stress in Ministry

1/2-6 The Minister's Home, Relationships, Devotions in the Home, S 96-114

 A Case Study; Preparation for Ministry, Theological

 Development, Education, Training, Creativeness, Practical

 Experience, Continuing Training

1/8-13 Pastoral Care, Meaning of Pastoral Care,

 Relationship to Psychology and Psychiatry S 115-137

 Pastoral Care, Resources, Methods, Ministries

 The Preaching/Proclamation & Teaching Ministry

1/10-13 **SECOND EXAM**

1/15-20 Leadership in Worship, Weaknesses, Nature of

 True Worship, Planning Worship, Leadership in S 140-156

 Worship, Understanding the Contemporary Mind

**1/20 PCC Report Due**

1/22-27 Church Administration, Definition, Biblical Concepts

 Basic Principles, Parliamentary Rules, Principles for S 157-176

 Organizing, Church Administration, A Typical Pattern

 of Church Administration; Planning and Promoting

 Church Programs

1/29-2/3 Church Committees: Audio Services, Baptism,

 Benevolence, Building, Committee on Committees, S 178-216

 Constitution and By-laws, Flower, Food Services,

 History, Lord’s Supper, Long-Range Planning,

 Nominating, Pastor Search, Personnel, Public Relations,

 Stewardship, Planning Church Programs

**\* Asterisk denotes “S” - Shrink: Faithful Ministry in a Church-Growth Culture**

###### DATE SUBJECT MATTER ASSIGNMENTS \*

 2/5-10 The Participative Model of Leadership, S pp. 217-240

 Definition, Instruments, Application of Participative

 Management, Pastoral Care in a Participative Model

**2/10 BOOK REPORT DUE – *Shrink: Faithful Ministry in a Church-Growth Culture***

2/12-17 The Church and the World, The Church & the Community

 The Minister's Role, The Church & the Denomination,

 Christian Unity

**2/14-17 FINAL EXAM**

**Course Evaluation (Method of Determining Grade)**

##### University Grading System

 Symbol Percentage

 A 90-100 D 60-69

 B 80-89 F Below 60

 C 70-79

 Other symbols used for grading include:

 CR Credit Satisfactory, but without qualitative grading.

 NCR No Credit Unsatisfactory, but without qualitative grading.

 I\*\* Incomplete May be given to a student who is passing, but has not completed a term paper, examination, or other required for work reasons beyond the student’s control.

 IP In progress Assigned to a course indicating that at the conclusion of a term the course will still be in progress.

 X No grade No grade has been submitted by the instructor. The course grade which will replace the X must be submitted within 30 days from the beginning of the next full term.

 W Withdrawal Course dropped or withdrawal from the University.

 WP Withdraw passing Course dropped or withdrawal from the University after deadline to withdraw with a W and prior deadline to withdraw with a WP or WF.

 WF Withdraw failing Course dropped or withdrawal from the University after deadline to withdraw with a W and prior to deadline to withdraw with a WP or WF.

\*\*A grade of incomplete is changed if the deficiency is made up by midterm of the next regular semester; otherwise, it becomes "F". This grade is given only if circumstances beyond the student's control prevented completion of work during the semester enrolled and attendance requirements have been met.

**\* Asterisk denotes “S” - Shrink: Faithful Ministry in a Church-Growth Culture**

**Procedure for computations of final grade:**

a. Each major exam is worth 15% of the final grade.

b. The book review is worth 15% of the final grade.

c. Weekly quizzes are worth 10% of the final grade.

d. The Pastoral Care Conversation Report is worth 2.5% of the final grade.

1. The autobiographical sketch is worth 2.5% of the final grade.
2. The discussion board is worth 10% of the final grade
3. The reading responses are worth 13% of the final grade
4. The blog and journal are 2% of the final grade.

**Academic Honesty (Plagiarism): University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) It is the student’s responsibility to be familiar with penalties associates with plagiarism stated in the catalog.**