



# Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

## *Course Identification*

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Course Number : WYF2010HS Winter 2020  
Course Name: Theological Integration Seminar  
Campus: St. George

## *Instructor Information*

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## *Course Description*

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Richard Lischer, in *The Preacher King*, speaks of the power of the congregation for Dr. Martin Luther King Jr. Ebenezer had taught King that the basic unit of Christianity in the world is the congregation...Perhaps he understood that Christianity was never meant to work in the lecture hall or at the level of abstract principles but, rather, among a community that is joined by race, family, neighborhood, and economics, but whose truest identity transcends all of these. The power of Jesus is in the church. The congregation is the laboratory for the love commanded by God and the instrument of his justice. The black preacher knows that if it isn't happening here, it isn't happening.

The theological foundation of this course is two-fold:

- 1) The Church has no other ministry, mission, and hope or healing to offer other than the life and grace of Jesus Christ.
- 2) Knowing the triune God is inseparable from participating in the life, activity and organization of the Christian Church.

The course will focus on theological leadership for building Christ-centered churches. It offers a model of theological leadership and pastoral care based on an understanding of ministry as participation in the ministry of Jesus Christ, through the practices of the church. These practices include sacraments. The class will practice a method of theological reflection on field education case studies.

## *Course Methodology*

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Lectures, case studies, readings, readings notes, final paper, discussions, field placement

## Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
<b>By the end of this course, students</b>	<b>This outcome will be demonstrated through these course elements:</b>	<b>This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)</b>
• will be able to better understand the relationship between Scripture, theology and the practices of the Church;	Course as a whole	<b>MDiv: 2.3</b>
• will be able to identify major practices of the church and demonstrate an ability to write and speak reflectively and theologically about them;	Reading notes, final paper	<b>MDiv: 2.1, 2.2, 2.3</b>
• will be able to constructively and collegially assist in theological reflection with peers and parishioners. Practice of theological reflection on our participation in Christ's ministry using the model given in class;	Lectures, readings, discussions	<b>MDiv: 2.3, 3.3</b>
• will gain practice in the content and context of specific pastoral practices in Congregations: baptisms, weddings, funerals and preaching.	Field placement	<b>MDiv: 2.3</b>

## Course Resources

### Required Course Texts

- Phillip Hallie. *Lest Innocent Blood be Shed*.
- Andrew Purves, *Reconstructing Pastoral Theology; A Christological Foundation*
- Leonard Vander Zee, *Christ, Baptism and The Lord's Supper*
- Reading Packet (all additional readings are on Quercus)
- Please bring a Bible & BAS to class each week and your denominational worship manual, book or guidelines (if appropriate).

## Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Blackboard should ask the Assistant Registrar ([jhocking@wycliffe.utoronto.ca](mailto:jhocking@wycliffe.utoronto.ca)) for further help.

## *Class Schedule*

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### **Week 1: Jan. 6, 2020**

Class: Introduction to

- 1) Theological leadership based on ministry as participation in Christ's ministry.
- 2) A method of theological reflection for pastoral care, based on ministry as participation in Christ's ministry.
- 3) Christological foundation of pastoral theology and practices of the church.
  - Seminar Hour: Introduce case study model and theological reflection model.

Please read for the first class. All posted on Quercus:

- ✓ Luther, On the Councils of the Church (Quercus)
- ✓ Case Study Method, from Handbook for Field Education, Wycliffe College, (Quercus).

### **Week 2: January 13, 2020**

Class: Current Context for theological leadership: Ministry is What God does.

Seminar Hour: Introduce case study model and theological reflection model.

- ✓ Purves Preface, Intro. & Chapter One, ix-21.
- ✓ Vander Zee, Introduction & Chapter One, The Restoration of a Sacramental Universe in the Sacrament of Christ.
  - ❖ Reading Questions, Purves & Vander Zee

### **Week 3: January 20, 2020**

Class: Jesus is God's Ministry & Mission to and for the World

Seminar Hour: Case studies

- ✓ Purves, Chapter Two, 22-43
- ✓ VanderZee, Chapter Two, What are Sacraments?
- ✓ VanderZee, Chapter Three, 37-44 Sacraments in the Bible
  - ❖ Reading Questions

### **Week 4: January 27, 2020**

Class: Jesus two-fold ministry is the cornerstone of a reconstructed theology of pastoral care.

Seminar Hour: Case studies

- ✓ Purves, Chapter Three, 43-77
- ✓ VanderZee, Chapter Four & Five, 45-69. Christ as Quintessential Sacrament & How do Sacraments work?
- ✓ Volf, “Soft Difference: Church and Culture in I Peter” (Quercus).
  - ❖ Reading Questions

### **Week 5: February 3, 2020**

Class: Union with Christ & Baptism

Seminar Hour: Introduction to Baptismal Preparation

- ✓ Purves, Chapter Four, 78-104
- ✓ VanderZee, Chapter Six, 71-100, Intro. to Baptism
- ✓ *Baptism, Eucharist & Ministry*. Lima Statement section on baptism, p. 1-6. (Quercus)
- ✓ *The Book of Alternative Services*, p. 146-150
  - ❖ Reading Questions

### **Week 6: February 10, 2020**

Class: Christ Is Priest In Heaven For The Life And Ministry Of The Church

- ✓ Purves, Chapter Five, 105-126
- ✓ VanderZee, Chapter Seven & Eight, 101-133. Theology & Practice of baptism, Infant baptism.
- ✓ *The Book of Alternative Services*, p 174-184
- ❖ Reading Questions

++++Reading Week++++

**Tuesday, February 18, Preaching Workshop, Preaching & Trauma Wycliffe College: Dr. Ellen Davis**

### **Week 7: February 24, 2020**

Class: Visible Words: Word and Sacrament

Seminar hour: Case study Open Communion

- ✓ Purves, Intro., Part II & Chapter Seven, 151-174
- ✓ VanderZee, Chapter Nine & 10, 135-185. Intro. & Theology of Lord’s Supper
- ✓ *Baptism, Eucharist & Ministry*. Lima Statement section on the Eucharist, p. 8-13
- ✓ *The Book of Alternative Services*, 174-184.
- ✓ Reading Questions
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### **Week 8: March 2, 2020**

Class: The Ministry of the Grace of God: Forgiveness & Communion

Seminar Hour: Repentance

- Purves, Chapter Eight, 175-192 The Ministry of the Grace of God.

- BAS 166-177
- *Baptism, Eucharist & Ministry*. Lima Statement section on Ministry, p.16-31.
- Reconciliation reading to be announced.
  - ❖ Reading Questions

**Week 9: March 9, 2020**

Class: The Presence of God, Eschatology & Death

Seminar Hour: Death and Funerals

- Purves, Chapter Nine, 193-214,
- Long, *Accompanying them with Singing*, x-56 (Quercus)
  - ❖ Reading questions

**Week 10: March 16, 2020**

Purves, Chapter 10, 193-215

Christian Marriage

Seminar Hour: Marriage Services

- Readings distributed in class.  
Scripture, Ephesians 5:15-32
- BAS marriage service and rubrics, BAS 526-564.
  - ❖ Reading Questions

**Week 11: March 23 2020**

Class: *Lest Innocent Blood Be Shed*

*Seminar Hour: Marriage Prep*

- Comes to class with LIBBS read, ready to discuss it.

**Week 12, March 30, 2020**

Class: *Lest Innocent Blood Be She*

*Seminar Hour:*

- Comes to class with LIBBS read, ready to discuss it.

## *Evaluation*

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### **Requirements**

- 35% Attendance and class participation. Professional behavior of Christian leaders expected.
- 40% Short papers. There are a total of 9 each worth 11 points Students must complete 8 of the 9 weekly assignments.
- 25% Final paper.

#### Expectations of Christian Professional Behavior

- ❖ Attend weekly and participate in class discussions.
- ❖ Arrive on time. No surfing the web during class.
- ❖ Complete reading & assignments weekly and in time for class.
- ❖ Bring readings to class.
- ❖ Complete assignments in proper format.
- ❖ Fulfill commitments of field education placement.
- ❖ Bring to class readings and Bible.
- ❖ Ask permission ahead of time for a late assignment.
- ❖ Pray for and hold one another accountable.
- ❖ Honor classmates in discussions with charity and interest.
- ❖ Listen and learn from those who think differently than you.
- ❖ Check Quercus and your utoronto e-mail daily.
- ❖ Read Morning Star weekly and take responsibility for knowing what is going on at Wycliffe & TST.

Attendance in class weekly, on time, prepared.

Assignments will consist of précis, short exercises, sermon analysis, short answers and a final paper. As a part of this class students are in their field education placements ten hours per week and complete the reports outlined in the Field Ed Manual, which are a part of the placement.

**Field education Reports: Grades will not be submitted until I have received all the field education reports as outlined in the field education Manual.**

Proper use of footnotes, bibliography, spelling and grammar are expected in both short and long papers. Both the paper and the bibliography shall adhere to correct essay style and form as set out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, most current edition revised and expanded by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Staff (Chicago: University of Chicago Press, 2013). Inclusive language is expected, in keeping with TST guidelines, when referring to persons. The male pronoun is acceptable when referring to God.

### **Grading System**

Letter Grade	Numerical Equivalent	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative

A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

### Short Form of Grading for Weekly Assignments:

**A+= 90, A=85, A-=80, B+=77, B=73, B-=70, FZ=69-0.**

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

### *Policy on Assignment Extensions*

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

**One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

### *Policies*

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**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available

at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges ([http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7<sup>th</sup> edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

## ***Bibliography***

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