



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

Course Number: WYF3030HS

Course Name: Parish Leadership and Ministry

Campus: St. George

Class hours: Thursdays, 10 am – 1 pm [Lecture 10 – 12, Seminar 12 – 1]

Instructor Information

Instructor: Judy Paulsen

Teaching Assistant:

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E-mail:

Office Hours: Monday to Thursday - on request

Course Prerequisites or Requisites

This is a third year course. Prerequisites are WYP1601H “The Church, The Faith and Our World” and WYF3010H “Theological Integration Seminar.”

Course Description

Parish Leadership and Ministry must be grounded in an understanding of the Church, what it is and what it is for. Only in the context of ecclesiology may we begin to understand what it means to be a leader in the Church. In this course we will be exploring the implications of what it means to say that the Church is the body of Christ in the world. Through that lens we will explore practical areas of parish leadership and ministry: developing lay leadership, visioning and planning, teaching, dealing with conflict, and leading and managing change.

2 hour lecture + 1 hour seminar discussion

Course Methodology

Lectures, Quercus comments on weekly readings, class and seminar discussion, book reviews, response papers, and integrative assignment

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• will describe and defend a model of local parish leadership and ministry working from a biblical and theological understanding of 'every member ministry';	lectures, readings with Quercus discussion, seminar discussion and case study response paper, book review, final paper	MDiv: 2.3, 2.4
• will articulate the impact of a local current cultural context on effective ministry;	lecture, Seminar discussion and case study response paper, final paper	MDiv: 2.3, 2.4
• will analyze and appraise the significance and role of change in parish ministry and develop a plan for effective change;	lectures, book review, seminar discussion and case study response paper, final paper	MDiv: 2.3, 2.4
• will identify and interpret different types and levels of parish conflict and the relevant resolutions with reference to pertinent theological issues;	lecture, Case study response paper, readings with Quercus discussion, seminar discussion	MDiv: 2.3, 2.4
• will organize and collaborate with ministry mentors and peers in assessing and responding to ministry situations and problems;	book review, case study response paper & seminar discussion	MDiv: 2.3, 2.4
• will describe and defend guidelines for initiating and shaping a small group ministry;	lecture, readings, final paper, class & seminar discussion	MDiv: 2.3, 2.4
• will engage and appraise, with fellow students, relevant pastoral learning from internship, placements and other ministry experiences throughout the course.	Case study response papers, seminar discussion	MDiv: 2.3, 2.4

Course Resources

Required Course Texts

- Ruth Haley Barton, *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*, (Downers Grove, IL: InterVarsity Press, 2nd edition, 2018)
- Martin B. Copenhaver, Anthony B. Robinson, William H. Willimon, *Good News in Exile: Three Pastors Offer a Hopeful Vision for the Church* (Grand Rapids, MI : W.B. Eerdmans Pub., 1999).
- John P. Kotter, *Leading Change*, 2012. (Boston, Massachusetts: Harvard Business Review Press, 2012)
- Valerie Michaelson and Tiffany Robinson, *Reimagining Children in the Church: a Fresh Approach to Raising our Children in Christ*. Wycliffe Booklets, Wycliffe College, 2013.

Course Website(s)

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 Quercus should ask the assistant registrar for further help

Class Schedule

***Please complete the readings for Week 1 before the first class (including the Letter to the Ephesians).**

Week 1* (January 9) Introduction to the course: What is the Church and what is it for?

Readings:

- The Letter to the Ephesians;
- *Good News in Exile*, the three introductory chapters, pp. 5–32

Seminar focus: Forming worshippers of the Living God

Week 2 (January 16) The pastor/priest in the church.

Reading:

- *Intentional Discipleship and Disciple Making: An Anglican Guide for Christian life and Formation*, chapters 4-6. <https://www.anglicancommunion.org/media/220191/intentional-discipleship-and-disciple-making.pdf> [posted to Quercus]

Seminar focus: Three zones of pastoral ministry

Week 3 (January 23) The pastor/priest and Christian formation of leaders.

Readings:

- Lemke, Dale L., “A Philosophy of Disciple- Centred Leadership”, *Christian Education Journal*, ISSN (1739-8913, 09/2017, Volume 14, Issue 2, pp. 270-284. (Available online through U of T library.) [posted to Quercus]
- *Good News in Exile*, ‘Christian formation and the teaching ministry’. pp. 75–89; “Preaching and Speech: Words Make Worlds”, pp. 45–57.

Seminar focus: Being formed yourself as a Christian leader

**** Book Report due on the Barton text**

Week 4 (January 30) Pastoring in a time of change.*Reading/media:*

- “The Heart of Danger” Chapter 1 in *Leadership on the Line: Staying alive through the Dangers of Leading*. Ron Heifetz and Marty Linsky 2002; [posted to Quercus]
- watch <http://www.youtube.com/watch?v=QfLLDvn0p18>

Seminar focus: The many faces of gospel avoidance in a church

Week 5 (February 6) Pastoral leadership of change.*Reading:*

- *Leading Change*, by John Kotter

Seminar focus: Kotter’s change model & parish life

**** Book Report due on the Kotter text, discussed in seminar****Week 6 (February 13) Pastoral management of change.***Readings:*

- *Good News in Exile*, “Conversion: New Creation”, pp. 107–116.
- Lesslie Newbigin, *The Good Shepherd*, 10 (pp 54–57). [posted to Quercus]
- Case study #1 [posted to Quercus]

Seminar focus: Meetings [case study #1 discussed]

Week 7 (February 20) Reading Week.**Week 8 (February 27) Pastoral leadership & the mining/managing of conflict in the church.***Reading:*

- Rowan Williams, *One Holy, Catholic and Apostolic Church*, Oct 2005: <http://www.archbishopofcanterbury.org/articles.php/1675/one-holy-catholic-and-apostolic-church> [posted to Quercus]
- Case study #2 [posted to Quercus]

Seminar focus: Mining and managing conflict in a church [case study #2 discussed]

**** Case Study #1 Response paper due by the start of class****Week 9 (March 5) Pastoral leadership & the cultivation of missional organizational structures***Readings:*

- Foster, Charles R. Chapter 3 in *From Generation to Generation; The Adaptive Challenge of Mainline Protestant Education in Forming Faith*. 2012. [posted to Quercus]
- *Good News in Exile*, “Mission and Social Action: Beyond Common Sense”, pp. 91–106;
- Case study #3 [posted to Quercus]

Seminar focus: Healthy organizational structures in a church [case study #3 discussed]

**** Case Study #2 Response paper due by the start of class**

Week 10 (March 12) Pastoral leadership & communications: sharing Good News in a foreign land.

Readings:

- *Good News in Exile*, 'Ritual and Sacrament; beyond Words', pp. 59–75; *BAJ*, pp. 146–65.
- Newbigin, *The Good Shepherd*, sections 1–4 (pp.13–31), 11–12 (pp 58–67). **[posted to Quercus]**
- Case study #4 **[posted to Quercus]**

Seminar focus: effective parish communications [case study #4 discussed]

**** Case Study #3 Response Paper due by the start of class**

Week 11(March 19) Pastoral Leadership & church stewardship and finances. (guest lecturer)

Reading:

- *Workshop proposes new approach to church budgets* [Narrative spending at the Giving Project event] Burkhardt, Ferne. *Canadian Mennonite*; Waterloo [3.21](#) (Oct 25, 1999): 24. (Available online – UofT Library.) **[posted to Quercus]**
- Case study #5 **[posted to Quercus]**

Seminar focus: transparent and accountable church finances: budgets, balance sheets, and the money trail

****Case Study #4 Response Paper due by the start of class**

Week 12 (March 26) Pastoral leadership & Christian formation of children/youth. (guest lecturer)

Reading:

- Robinson, Tiffany & Val Michaelson. *Reimagining Children in the Church: a Fresh Approach to Raising our Children in Christ*; The Wycliffe Booklets, (Richmond, B.C.: Digory Publishing, 2013.)
- Case study #6 **[posted to Quercus]**

Seminar focus: Formation of children in the Christian faith

****Case Study #5 Response Paper due by the start of class**

Week 13 (April 2) Pastoral leadership & cultivating healthy community connections (guest lecturer)

Seminar focus: Best practices for building missional relationships in the neighbourhood

****Case Study #6 Response Paper due by the start of class**

****Final Paper due April 9th.**

Evaluation

Requirements

1. Regular attendance and engagement with assigned readings. (weight: 10%)
2. Book review: Strengthening the Soul of Your Leadership, by Barton, 1250 words, due January 23rd. (weight: 20%)

3. Book review: *Leading Change*, by Kotter, 1250 words, due February 6th. (weight: 20%).
4. Four case study responses – each response will be one page, single-spaced, in twelve font. Six case studies will be posted on Quercus. While students will read and discuss all six, they will choose four on which to submit a written response. Case studies will be discussed in the seminar hours of weeks 6, and 8 through 12. Written responses will be submitted for marking at the beginning of class on weeks 8 through 13. (weight: 5% each, 20% total)
5. Final written assignment [choose of the three options posed to Quercus], 2000 words, due April 9th. (30%).

Grading System

Letter Grade	Numerical Equivalents	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

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

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).

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*, 7th edition (Chicago: University of Chicago Press, 2007).

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Copenhaver, Martin B., Anthony B. Robinson, William H. Willimon. *Good News in Exile: Three Pastors Offer a Hopeful Vision for the Church*. Grand Rapids, MI: W.B. Eerdmans Pub., 1999.

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- Kafwanka, John & Mark Oxbrow (Ed.), *Intentional Discipleship and Disciple Making: An Anglican Guide for Christian life and Formation*, chapters 4-6. , The Anglican Consultative Council, 2017. <https://www.anglicancommunion.org/media/220191/intentional-discipleship-and-disciple-making.pdf>
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- Nouwen, Henri J.M. *In the Name of Jesus: Reflections on Christian Leadership*, Study Guide edition. New York: St. Paul's, 1995.
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- Robinson, Tiffany and Valerie Michaelson. *Reimagining Children in the Church: a Fresh Approach to Raising our Children in Christ*. Wycliffe Booklets, Richmond, B.C.: Digory Publishing, 2013.
- Torrance, James B.. *Worship, Community and the Triune God of Grace*. Carlisle: Paternoster Press, 1996.
- Williams, Rowan. *One Holy, Catholic and Apostolic Church*, Oct 2005: <http://www.archbishopofcanterbury.org/articles.php/1675/one-holy-catholic-and-apostolic-church>