



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB1013: Introduction to the Old Testament

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A survey of the historical, literary, and cultural context of the Old Testament. *This course is a prerequisite for all other Old Testament classes.*

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Recognize the content of the Old Testament (main characters & events)
2. Comprehend the historical background reflected in the Old Testament
3. Understand the history of the composition of the texts in the Old Testament
4. Know the literary character and structure evident within the various divisions of the Old Testament
5. Become familiar with various approaches related to the study of the Old Testament
6. Identify the main themes and theological concepts revealed in the Old Testament
7. Appreciate the significance of Scripture for Ancient Israel and its application in the Christian Church

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

1. Ability to identify the literary structure, the theological concepts and the main story line of the Old Testament (CN-1).
2. Ability to describe the historical and cultural contexts of the major sections of the Old Testament (CN-2).
3. Ability to describe the development of the canon and the historical and theological influences resulting in contemporary translations (CN5).

COURSE TEXTBOOKS:

Holy Bible.

Holy Bible - Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or ESV

Smith, Marsha A. Ellis. *Holman Book of Biblical Charts, Maps, and Reconstruction*. Broadman & Holman, 1993.

ISBN: 9781558193598

Lasor, William Sanford, David Allan Hubbard, and Frederick William Bush. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. 2nd ed, Eerdmans, 1996.

ISBN: 9780802875549

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible

COURSE RESOURCES:

BIBLIOGRAPHY

Anderson, Bernhard W. *Understanding the Old Testament*. 4th ed. Prentice-Hall, 1986.

Arnold, Bill T., and Bryan E. Beyer. *Encountering the Old Testament*. Baker Books, 1999.

Boadt, Lawrence. *Reading the Old Testament: An Introduction*. Paulist Press, 1984.

Childs, Brevard S. *Introduction to the Old Testament as Scripture*. Fortress Press, 1979.

Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. Oxford University Press, 2006.

Gottwald, Norman K. *The Hebrew Bible: A Socio-Literary Introduction*. Fortress Press, 1985.

LaSor, William Sanford, David Allan Hubbard, and Frederic William Bush. *Old Testament Survey*. 2nd ed. Eerdmans, 1996.

Napier, Davie. *Song of the Vineyard: A Guide through the Old Testament*. Rev. ed. Fortress Press, 1981.

Rendtorff, Rolf. *The Old Testament: An Introduction*. Fortress Press, 1991.

Varughese, Alex, ed. *Discovering the Old Testament: Story and Faith*. Beacon Hill Press, 2003.

COURSE REQUIREMENTS:

Assignments:

1. Each session, students are expected to complete the assigned readings so that the readings may inform the student's contribution to the discussion. The student is encouraged to read ahead as necessary in order to be prepared for each discussion. "Scan" read when needed. This does two things for you: it gives you a passing acquaintance with the material overall, and it helps you to decide on which areas you need to focus for a more detailed study effort.
2. Certain sessions, comprehension questions will be assigned in order to check the student's understanding of the material being covered. Responses to the questions should, **at the least**, interact with the assigned reading.
3. Certain sessions, students will submit a "reaction paper" to the assigned reading in the textbook (LaSor, *Old Testament Survey*). Each reaction paper requires the student to pick at least two issues or concerns from the reading which struck the student as significant. It is important that the student

explain why the chosen issues or concerns are significant for the student. If the student agrees with a statement in the reading, then the student should explain why. If the student disagrees with something in the reading, then the student should present reasons for the disagreement.

4. Certain sessions, students will be assigned a passage from the Old Testament upon which to reflect. Three guiding questions will direct the student's thinking in regard to the assigned passage. Students will submit a report on their reflections in relation to the passage and the guiding questions.
5. A final exam will be administered at the end of the course.
6. Students will be required to submit a summation of the most significant aspects of each session.

COURSE EVALUATION:

Grading Points

Assignments:	Pts/each	Pts.	Final Grade %
Attendance	All	90	9%
Comprehension Questions	4 x 50 pts/each	200	20%
Reaction Paper	5 x 40 pts/each	200	20%
Passage Reflection	5 x 40 pts/each	200	20%
Session Reflection	6 x 10 pts/each	60	6%
Final Exam		250	25%
	Total	1000	100%

Point Criteria

Points awarded to written assignments:

Point values for each assignment will be determined by the instructor's judgment regarding the quality of the work submitted. Quality will be measured according to **how well** each submission fulfills the described requirement(s) for the particular assignment. Thus, simply meeting the requirements of an assignment does not earn **all** of the possible points for the assignment. Points are assigned according to the quality of the work, as judged by the instructor.

Grade Scale

Grade	Percentage	Points	Description
A Excellent	90 – 100%	A = 930-1000 A- = 900-929	Distinctively superior work; freedom from error; outstanding accomplishment in mastering the subject.
B Very Good	80 – 89%	B+ = 870-899 B = 830-869 B- = 800-829	Considerable understanding; better than average accomplishment in mastering the subject.
C Satisfactory	70 – 79%	C+ = 770-779 C = 730-769 C- = 700-729	Fulfills the basic requirements; acceptable progress toward mastering the subject.

D Inferior	60 – 69%	D+ = 670-699 D = 630-669 D- = 600-629	Work less than satisfactory. Meets only the minimum standards for obtaining credit in the subject.
F Failure	59% and below	F = 599 and below	Work that is unsatisfactory and falls below minimum standards of accomplishment. No credit is given.

COURSE SCHEDULE:

[Alliance Training Center faculty are to adapt the following assignments to fit their setting. A training center's syllabus should require 6300 minutes of engaged learning time. Completion and submission of Excel spreadsheet (provided) will confirm how well the syllabus meets the time requirement.]

Session One - Orientation to the Old Testament

- Reading Assignments
 - Read: *Old Testament Survey*: Chapters 44-51 (112 pages)
 - Bible Focus: Background issues
- Comprehension Questions – Your responses should interact with the related material in the assigned readings.
 - Describe how one should approach the Bible as "revelation" of God. Include a description of the inspiration of the Bible. Also, be sure to address the relationship between Divine and human involvement in the writing of the Scriptures.
 - What significant Biblical events are traditionally attached to the following dates, and why are they significant to Old Testament studies: 1280 B.C.; 722/721 B.C.; 587 B.C.?
 - Identify the following peoples and items related to the Old Testament: Philistines, Rosetta Stone, Siloam Inscription.
- Reaction paper – (in response to the assigned reading from the textbook, *Old Testament Survey*).
 - Submit a "reaction paper" to the assigned reading (in the textbook *Old Testament Survey*).
 - Pick at least two issues or concerns from the reading which strike you as significant. Each issue should be taken from a different chapter of the reading. Be sure to explain, and give reasons for, any agreements, disagreements, or inspirations you gain from these significant issues.
- Passage reflection – in relation to an assigned Old Testament passage.
 - An Old Testament passage and three (3) guiding questions will be submitted. Submit a "passage reflection" by reading the passage (and its surrounding context), and responding to the three questions in relation to the passage. Read and think about the meaning of the passage and the material around it, and respond to the guiding questions. Submit this assignment as assigned by the instructor.
 - This exercise should be done without using any commentaries or other secondary sources. For this exercise, you should only interact with the biblical text itself. This exercise is an opportunity for you to begin to practice reflection and analytical skills directly in relation to the biblical text. In subsequent Bible classes (beginning with *Biblical Interpretation*), you will have opportunity to further develop these skills in relation to additional sources which comment on the Bible.
 - This session's passage: Gen. 33:1-11
 - Guiding questions for passage reflection:

- What is the overall purpose of the passage?
- What message was intended for the original audience in ancient Israel?
- How might the original message apply to the community of the modern Church today?
- Session summation.
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience, and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?
 - How will I use this knowledge in my ministry or life?
 - What questions or insights were prompted for me?

Session Two - Introduction to the Pentateuch; Genesis

- Reading Assignments
 - Read: Old Testament Survey: Chapters 1-3 (51 pages)
 - Bible Focus: Genesis
- Comprehension Questions – Your responses should interact with the related material in the assigned readings.
 - Describe the difference between the pagan myths of the Ancient Near East and the "primeval history" of Ancient Israel.
 - Describe the difference between a diachronic approach and a synchronic approach to the material in the Pentateuch.
 - Summarize, and describe the difference between, the main message(s) of Genesis 1, and the main message(s) of Genesis 2.
- Reaction paper – in response to the assigned reading from the textbook, Old Testament Survey.
 - Submit a reaction paper to the assigned reading (in the textbook Old Testament Survey).
 - Pick at least two issues or concerns from the reading which strike you as significant. Each issue should be taken from a different chapter of the reading. Be sure to explain, and give reasons for, any agreements, disagreements, or inspirations you gain from these significant issues.
- Passage reflection – in relation to an assigned Old Testament passage.
 - Submit a passage reflection on an Old Testament passage and three (3) guiding questions. Read the passage (and its surrounding context) and respond to the three questions in relation to the passage. Read and think about the meaning of the passage and the material around it and respond to the guiding questions.
 - This exercise should be done without using any commentaries or other secondary sources. For this exercise, you should only interact with the biblical text itself. This exercise is an opportunity for you to begin to practice reflection and analytical skills directly in relation to the biblical text. In subsequent Bible classes (beginning with Biblical Interpretation), you will have opportunity to further develop these skills in relation to additional sources which comment on the Bible.
 - This session's passage: Josh. 24:14-28
 - Guiding questions for passage reflection:
 - What is the overall purpose of the passage?

- What message was intended for the original audience in ancient Israel?
- How might the original message apply to the community of the modern Church today?
- Session summation
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience, and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?
 - How will I use this knowledge in my ministry or life?
 - What questions or insights were prompted for me?

Session Three - Exodus through Conquest

- Reading Assignments (listed below)
 - Read: Old Testament Survey: Chapters 4-11 (113 pages)
 - Bible Focus: Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges
- Comprehension Questions – Your responses should interact with the related material in the assigned readings.
 - Explain the main purpose and message(s) related to the narrative of the plagues (besides to secure the freedom of the Hebrew slaves).
 - What is the significance of Israel becoming a "kingdom of Priests," and how does this relate to the fulfillment of the covenant with Abraham?
 - Describe the difference between the conquest of the promised land as recorded in the book of Joshua and as recorded in the book of Judges.
- Reaction paper
 - Submit a reaction paper to the assigned reading in the textbook Old Testament Survey.
 - Pick at least two issues or concerns from the reading which strike you as significant. Each issue should be taken from a different chapter of the reading. Be sure to explain, and give reasons for, any agreements, disagreements, or inspirations you gain from these significant issues.
- Passage reflection
 - Submit a passage reflection on an Old Testament passage and three (3) guiding questions. Read the passage (and its surrounding context) and respond to the three questions in relation to the passage. Read and think about the meaning of the passage and the material around it and respond to the guiding questions.
 - This exercise should be done without using any commentaries or other secondary sources. For this exercise, you should only interact with the biblical text itself. This exercise is an opportunity for you to begin to practice reflection and analytical skills directly in relation to the biblical text. In subsequent Bible classes (beginning with Biblical Interpretation), you will have opportunity to further develop these skills in relation to additional sources which comment on the Bible.
 - This session's passage: I Sam. 25:2-38
 - Guiding questions for passage reflection:
 - What is the overall purpose of the passage?
 - What message was intended for the original audience in ancient Israel?
 - How might the original message apply to the community of the modern Church today?

- Session summation
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered, and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?
 - How will I use this knowledge in my ministry or life?
 - What questions or insights were prompted for me?

Session Four - Period of the Monarchy

- Reading Assignments (listed below)
 - Read: Old Testament Survey: Chapters 12-16, 18-22 (136 pages)
 - Bible Focus: I & II Samuel, I & II Kings, Isaiah
- No Comprehension Questions.
- Reaction paper
 - Submit a reaction paper to the assigned reading (in the textbook Old Testament Survey).
 - Pick at least two issues or concerns from the reading which strike you as significant. Each issue should be taken from a different chapter of the reading. Be sure to explain, and give reasons for, any agreements, disagreements, or inspirations you gain from these significant issues.
- Passage reflection in relation to an assigned Old Testament passage.
 - Submit a passage reflection on an Old Testament passage and three (3) guiding questions. Read the passage (and its surrounding context) and respond to the three questions in relation to the passage. Read and think about the meaning of the passage and the material around it and respond to the guiding questions.
 - This exercise should be done without using any commentaries or other secondary sources. For this exercise, you should only interact with the biblical text itself. This exercise is an opportunity for you to begin to practice reflection and analytical skills directly in relation to the biblical text. In subsequent Bible classes (beginning with Biblical Interpretation), you will have opportunity to further develop these skills in relation to additional sources which comment on the Bible.
 - This session's passage: Isaiah 40:1-11
 - Guiding questions for passage reflection:
 - What is the overall purpose of the passage?
 - What message was intended for the original audience in ancient Israel?
 - How might the original message apply to the community of the modern Church today?
- Session summation
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?

- How will I use this knowledge in my ministry or life?
- What questions or insights were prompted for me?

Session Five - Exilic and Postexilic Periods

- Reading Assignments (listed below)
 - Read: Old Testament Survey: Chapters 23-30, 41-43 (151 pages)
 - Bible Focus: Ezra, Nehemiah, I & II Chronicles, Ezekiel
- Comprehension Questions – Your responses should interact with the related material in the assigned readings.
 - Identify and describe the types of people who were taken into exile to Babylon and those who were left behind in the land of Judah.
 - Isaiah, Jeremiah, and Ezekiel each contain prophetic responses to the period of the Exile. In addition to the negative themes of judgment and condemnation against idolatry, each prophetic book (Isaiah, Jeremiah, and Ezekiel) includes the same major positive theme. Identify that positive theme and describe the unique way in which each of these three prophetic works develops that theme.
 - Describe the change in emphasis which occurred in relation to prophetic preaching in the postexilic period.
- No reaction paper.
- Passage reflection in relation to an assigned Old Testament passage.
 - Submit a reflection on an Old Testament passage and the three (3) guiding questions. Read the passage (and its surrounding context) and respond to the three questions in relation to the passage. Read and think about the meaning of the passage and the material around it and respond to the guiding questions.
 - This exercise should be done without using any commentaries or other secondary sources. For this exercise, you should only interact with the biblical text itself. This exercise is an opportunity for you to begin to practice reflection and analytical skills directly in relation to the biblical text. In subsequent Bible classes (beginning with Biblical Interpretation), you will have opportunity to further develop these skills in relation to additional sources which comment on the Bible.
 - This session's passage: Psalm 1
 - Guiding questions for passage reflection:
 - What is the overall purpose of the passage?
 - What message was intended for the original audience in ancient Israel?
 - How might the original message apply to the community of the modern Church today?
- Session summation.
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?
 - How will I use this knowledge in my ministry or life?
 - What questions or insights were prompted for me?

Session Six - Poetic and Wisdom Literature

- Reading Assignments
 - Read: Old Testament Survey: Chapters 17, 31-40 (130 pages)
 - Bible Focus: Psalms, Proverbs, Job, Ecclesiastes
- Final exam
- No Comprehension Questions
- Reaction paper – in response to the assigned reading from the textbook, Old Testament Survey
 - Submit a reaction paper to the assigned reading in the textbook Old Testament Survey
 - Pick at least two issues or concerns from the reading which strike you as significant. Each issue should be taken from a different chapter of the reading. Be sure to explain and give reasons for any agreements, disagreements, or inspirations you gain from these significant issues.
- No passage reflection
- Session summation
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?
 - How will I use this knowledge in my ministry or life?
 - What questions or insights were prompted for me?

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

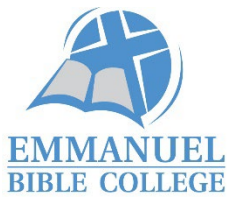
HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB1023: Introduction to the New Testament

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A survey of the historical, literary, and cultural context of the New Testament. This course is a prerequisite for all other New Testament classes.

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Learn to identify the literary structure of the New Testament.
2. Gain understanding about the genre and basic thrust of each New Testament book.
3. Summarize the significant life events of Jesus and Paul.
4. Identify the significant elements of the message of Jesus and Paul.
5. Describe the impact of the historical background of the New Testament on the message of Jesus and Paul.
6. Order chronologically the significant events and persons of the New Testament.
7. Identify and describe the major theological concepts of the New Testament.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

1. Ability to identify the literary structure, theological concepts and main storyline of the New Testament. (CN3)
2. Ability to describe the historical and cultural contexts of the New Testament including an ability to Biblically affirm pastoral leadership of men and women within the Church. (CN4)
3. Ability to describe the development of the canon and the historical and theological influences resulting in contemporary translations. (CN5)

COURSE TEXTBOOKS:

Holy Bible. Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or ESV

Varughese, Alex. *Discovering the New Testament: Community and Faith*. Beacon Hill Press, 2005. ISBN: 9780834120938

Marshall, I Howard et al., eds. *New Bible Dictionary*. 3rd ed, InterVarsity Press, 1996. ISBN: 9780830814398

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE REQUIREMENTS:

- **Reading**
Students are expected to complete the assigned readings so that the readings may inform the student's contribution to the discussion for that session.
- **Reading Summary/Critique**
After completing the assigned reading, students will do a summary and critique of the reading. Each of these summary/critiques should include **at least two significant issues** gleaned from the reading and the student's reflections on these issues as they relate to their specific ministry. In other words, explain why the issues you select are significant to your understanding of the Bible. Note: Your personal opinion such as "This was hard reading" or "The reading excited me" is not the intention. The summaries should be about 225-300 words.
- **Comprehension Questions**
Each session has at least one Comprehension Question. Students are to respond to the questions in writing.
- **Article Review**
In several of the sessions, the student must find an article that pertains specifically to that subject matter as contained in the session and/or reading, and submit a short summary and critique of the article.

An important skill that Bible students need to develop is the ability to conduct scholarly research. Moreover, it is essential for students to remain informed about current developments in the field of Biblical studies. The Article Review assignments are intended to train students in both of these areas.

Note: Book reviews or commentaries do not count as "articles." While the length of the article is somewhat negotiable, it should be at least 1000 words long (approximately 3 pages in a periodical magazine). Each student will submit a Review of the article. The Article Review should contain a brief summary of the content of the article as well as a thoughtful analysis or critique of the article (in other words, what do you think are the strengths and weaknesses of the article). The Article Review assignment should be approximately 350 words in length.

- **Session Learning Review**

The student will be asked to write a thoughtful summary of the things learned during each session. This should include new insights, helpful information, and the difference it will make in the student's ministry. The summaries are to be at least 250 words long. Points will be awarded on the basis of thoughtful and reflective content. **At least three significant things should be mentioned.** This summary must not be a duplication of the reading summary or a review of the student's recent activities. This is to be a summary of things learned.

- **New Testament Content Quizzes**

Each student is required to take two content quizzes on the New Testament. Content Quiz #1 will be administered in Session 3 and Content Quiz #2 will be administered in Session 6.

COURSE EVALUATION:

Course Grading Criteria

The final grade will be determined on the basis of a 1,000-point system, which will convert to a letter grade according to the following scale:

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 930	B+ 870	C+770	D+ 670	F 599 or less
A- 900	B 830	C 730	D 630	
	B- 800	C- 700	D- 600	

The basis for evaluation for the course assignments will be as follows:

Assignments		
Requirements:	Per Assignment	Course
Reading summary/critique	35	210
Comprehension Questions	35	210
Article Reviews	35	210
Session Learning Summary	35	210
Content Quiz #1	65	65
Content Quiz #2	95	95
Total Points Possible in course		1000

COURSE SCHEDULE:

I. Session One - The World of the New Testament

Reading Assignments:

- Mark chapters 1-8
- Varughese, pp. 9-78 (Preface through Chapter 3)
- Article on "Canon of the New Testament" in New Bible Dictionary
- Article on "Maccabees" in New Bible Dictionary

Assignments Due:

Personal Autobiography – 500-1000 words about yourself and your ministry

Reading Summary/Critique

Response to two Comprehension Questions

- What was the Maccabean revolt all about? What effect do you think the success of this revolt had upon the lives and thinking of the Jews in Jesus' time?
- How would you evaluate the intertestamental period in terms of preparation for the coming of the Messiah? Do you think that the Messianic expectations of the first century were an advantage or a disadvantage to Jesus' ministry? Why?
- On pages 72-77, Varughese discusses several sects or "religious groups" within Judaism. Find one passage in the NT Gospels (i.e. Matthew, Mark, Luke, or John) that mentions one of the following sects: Sadducees, Pharisees, Zealots. How does the information that Varughese provides about the beliefs and practices of these sects enhance or enrich your understanding of the passage you have selected? List at least two ways this information helps you to understand the passage you have selected.

Session Learning Review

II. Session Two - Study and Overview of Jesus' Life; Mark's Gospel

Reading Assignments:

- Mark chapters 9-16
- Varughese, pp. 81-108; 125-137 (chapters 4, 5, and 7)
- Article on "Gospels" in New Bible Dictionary

Assignments Due:

Reading Summary/Critique

Article Review #1

Response to two Comprehension Questions

- How would you respond to the objections of a person who sees the gospels as inconsistent and mutually contradictory?
- Early Christian tradition clearly connects Mark's Gospel with the Apostle Peter. Many scholars have pointed out that Mark seems to emphasize the disciples' lack of understanding much more than the other 3 Canonical Gospels (for instance, see the text box in Varughese, p. 133). Does Mark's portrayal of the disciples seem to support or undermine the idea that Mark's Gospel was derived from Peter? Why?
- What kind of contemporary (i.e. modern) audience might find the Gospel of Mark appealing, and why?

Session Learning Review

III. **Session Three - The Gospels according to Matthew and John**

Reading Assignments:

- Matthew chapters 1-13
- Varughese, pp. 109-123; 153-168 (chapters 6 and 9)
- Article on "Logos" in New Bible Dictionary
- Article on "Sign" in New Bible Dictionary

Assignments Due:

Reading Summary/Critique

Article Review #2

Response to both Comprehension Questions

- Look at the parallel passages of Matthew 12:9-21 and Mark 3:1-12. Identify the differences between the two stories. How do these differences relate to the purpose, characteristics, and audience of each of these two Gospels?
- Is John's Gospel simpler or more complex than Mark and Matthew's Gospels? Explain and support your answer.

NT Content Quiz #1

Session Learning Review

IV. **Session Four - Luke and Acts**

Reading Assignments:

- Luke chapters 1-6; Acts chapters 1-5
- Varughese, pp. 139-152; 171-200 (chapters 8, 10, and 11)
- Article on "Theophilus" in New Bible Dictionary

Assignments Due:

Reading Summary/Critique

Response to two Comprehension Questions

- Look at the parallel passages of Matthew 5:1-16 and Luke 6:12-26. Identify the differences between the two stories. How do these differences relate to the purpose, characteristics, and audience of each of these two Gospels?
- Using your Bible or outside resources, identify three "stories" in Luke (each of the "stories" have to be from different chapters!) that are not found in any of the other Gospels. Explain why Luke included each of these stories in his Gospel and why Matthew and Mark did NOT include them.
- Read Acts 4:32-5:11. Referring specifically to either the textbook or another outside source (for example, a commentary or periodical article on this passage), respond to the following questions: a) Why did Luke record these events in his book? b) What are the similarities and differences between the structure of the early church as reflected in these verses and the structure of the modern church? How do we account for the differences?

Session Learning Review

V. **Session Five - Pauline Epistles**

Reading Assignments:

- Galatians
- Varughese, pp. 201-294 (chapters 12-17)

Assignments Due:

Reading Summary/Critique

Article Review #3

Response to the Comprehension Questions

- Read through Paul's letter to the Galatians and identify the five basic reasons given for this letter of Paul. Be specific! How does this help you to understand this letter better?

Session Learning Review

VI. Session Six - Hebrews, General Epistles, and Revelation

Reading Assignments:

- 1 John; Hebrews chapters 10-13
- Varughese, pp. 295-354 (chapters 18-21 and Epilogue)
- Article on "Melchizedek" in New Bible Dictionary
- Article on "Gnosticism" in New Bible Dictionary

Assignments Due:

Reading Summary/Critique

Response to Comprehension Questions

- Read Hebrews 2:10-18. What are the descriptive titles that the author uses to describe Jesus in these verses? What would be the effect of these titles upon the original readers of this letter? Which one of these titles means the most to you?
- Read the Gospel according to John 1:1-14 and First John 1:1-4. How are the openings to these two writings similar and how are they different? Keeping in mind that both of these writings are anonymous, do you think the openings speak for or against the notion that they were written by the same writer? Why?

NT Content Quiz 2

Session Learning Review

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

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Students are expected to follow the MLA style for written works.

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APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB2003: Biblical Interpretation

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Introduction to the Old Testament or Introduction to the New Testament, and English Composition II. (Both Old and New Testaments are strongly recommended).

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

An introductory study of the principles of biblical hermeneutics. Emphasis is given to the methods and tools applied to the exegetical study of the Bible. An exegetical paper is required in this course.

Prerequisites: Introduction to the Old Testament or Introduction to the New Testament, and English Composition II. (Both Old and New Testaments are strongly recommended.) This course is a prerequisite for all Bible classes numbered 2000 and above.

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Appreciate the advantages of a historical critical approach to the study of the Scriptures
2. Become familiar with resource materials for biblical study
3. Learn a proper format and content for writing an exegetical paper
4. Practice the various elements of an exegetical investigation of a biblical text (historical, social, literary, textual, grammatical, and theological)
5. Consider the application of exegetical study to practical exposition

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

1. Ability to describe the development of the canon and the historical and theological influences resulting in contemporary translations (CN-5)
2. Ability to exegete a passage of Scripture using contextual, literary, and theological analysis (CN-6)

COURSE TEXTBOOKS:

Longman, Tremper, III, and David E. Garland, editors. *Luke-Acts*. 2007. *The Expositor's Bible Commentary*, revised ed., vol. 10, Zondervan, 2006-. 13 vols.
ISBN: 9780310235002

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work*. 6th ed., Department of Bible and Theology, 2017.
Print - PDF
ISBN: 8780000122200

Russell, Walt. *Playing With Fire: How the Bible Ignites Change in Your Soul*. NavPress Publishing, 2000.
ISBN: 9781576831427

Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Revised and Expanded, Baker Books, 2009.
ISBN: 9780801046407

Coogan, Michael D. *The New Oxford Annotated Bible: With the Apocrypha*. 5th ed., Oxford University Press, 2018.
ISBN: 9780190276072

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

BIBLECENTRE:

The Bible Centre provides several valuable resources for Bible study. I especially want to draw your attention to the "Commentaries" section. There are a wide number of full commentaries that are available here. This is a good website for finding some commentaries that you might not otherwise have access to.

NET BIBLE:

This is an excellent resource that provides a good new translation of the Bible. Its greatest value for students, however, is the fact that it provides many notes along with the translation that are very helpful.

BIBLIOGRAPHY

- Bauer, David R. *An Annotated Guide to Biblical Resources for Ministry*. Peabody: Hendrickson, 2003. Print.
Coogan, Michael D., ed. *The New Oxford Annotated Bible*. 3rd ed. New York: Oxford University Press, 2001. Print.
Danker, Frederick W. *Multipurpose Tools for Bible Study*. Rev. ed. Minneapolis: Fortress Press, 1993. Print.
Fee, Gordon F. *New Testament Exegesis*. Rev. ed. Louisville: Westminster/John Knox Press, 1993. Print.
Gorman, Michael J. *Elements of Biblical Exegesis*. Peabody: Hendrickson, 2001. Print.
Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. Rev. ed. Louisville: Westminster John Knox Press, 1987. Print.
Keck, Leander E. *Taking the Bible Seriously*. Nashville: Abingdon, 1962. Print.
---. *The Bible in the Pulpit: The Renewal of Biblical Preaching*. Nashville: Abingdon, 1978. Print.
Krentz, Edgar. *The Historical-Critical Method*. Philadelphia: Fortress Press, 1975. Print. *Guides to Biblical Scholarship*.
Pontifical Biblical Commission, "The Interpretation of the Bible in the Church," *Origins* 23.29 (1994): front, 499-524. Print.

Russell, Walt. *Playing with Fire*. Colorado Springs: NavPress, 2000. Print.

Stuart, Douglas. *Old Testament Exegesis*. 2d ed. Philadelphia: Westminster Press, 1984. Print.

COURSE REQUIREMENTS:

Assignments:

1. Students are expected to complete the assigned readings in time for the readings to inform the student's contribution to the discussion for that session. The student is encouraged to read ahead as necessary in order to be prepared. "Scan" read when needed. This does two things for you: It gives you a passing acquaintance with the material overall, and it helps you to decide on which areas you need to focus for a more detailed study effort.
2. For some sessions, an exercise from the end of a chapter in the text *Elements of Biblical Exegesis* will be assigned. The exercise should be completed according to the directions in the textbook.
3. For some sessions, students will be assigned to read and review a chapter in Russell's book *Playing with Fire*. These chapter reviews are intended to supplement the student's understanding of biblical exegesis, as well as enhance spiritual development. Each review should include the following two elements: first, a summation of the main points of the chapter, and second, your reaction/response to any insights which you encounter from the chapter.
4. Students will write a preliminary report concerning the passage about which they will write an exegetical paper.
5. Students will write an exegetical paper. A different part of the paper will be due at specified sessions. The particular portion of the paper required for a given session is described in the schedule. When a new portion of the paper is due, it should be added to the previous material of the paper. Thus, the paper will grow each session, until the entire paper is submitted during the last session. Each portion of the paper will be graded one time. After the Introduction is graded, students should correct any formatting errors (headings, parenthetical references, and the passage outline) which are marked by the instructor, before they submit the body of the paper. Though the grade on the Introduction will not be changed when the body is turned in, formatting errors in previous parts of the paper will affect the points awarded for the body of the paper. Likewise, when the Conclusion of the paper is submitted, students should be sure that formatting issues throughout the paper have been corrected. This will improve the score achieved on the final submission of the paper.
6. Students will be required to submit a reflection of the most significant aspects of that session.

COURSE EVALUATION:

Grading Points

Assignments:	Quantity or Section	Points Each	Total Points	Final Grade Percentage
Text Exercises	4	30	120	12%
Chapter Critiques	5	38	190	19%
Preliminary Report	1	100	100	10%

Exegetical Paper	Introduction	150	150	15%	50%
	Body	200	200	20%	
	Conclusion	150	150	15%	
Session Reflection	6	15	90	9%	
Total:			1000	100%	

Point Criteria

Points awarded to written assignments:

Point values for each assignment will be determined by the instructor's judgment regarding the quality of the work submitted. Quality will be measured according to **how well** each submission fulfills the described requirement(s) for the particular assignment. Thus, simply meeting the requirements of an assignment does not earn **all** of the possible points for the assignment. Points are assigned according to the **quality** of the work, as judged by the instructor.

Grade Scale

Grade	Percentage	Points	Description
A Excellent	90 – 100%	A = 930-1000 A- = 900-929	Distinctively superior work; freedom from error; outstanding accomplishment in mastering the subject.
B Very Good	80 – 89%	B+ = 870-899 B = 830-869 B- = 800-829	Considerable understanding; better than average accomplishment in mastering the subject.
C Satisfactory	70 - 79%	C+ = 770-799 C = 730-769 C- = 700-729	Fulfills the basic requirements; acceptable progress toward mastering the subject.
D Inferior	60 - 69%	D+ = 670-699 D = 630-669 D- = 600-629	Work less than satisfactory. Meets only the minimum standards for obtaining credit in the subject.
F Failure	59% and below	F = 599 and below	Work that is unsatisfactory and falls below minimum standards of accomplishment. No credit is given.

COURSE SCHEDULE:

Session One - Introduction and Orientation

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chaps. 1, 2, 3, Appendix A and D
- Russell, *Playing with Fire*: Chap. 1

Text Exercise

Chapter Critique

Preliminary report on exegetical paper

Session Reflection

Session Two - Historical and Social Setting; Literary Context

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chaps. 4, 10, 11
- Russell, *Playing with Fire*: Chap. 2

Text Exercise
Chapter Critique
Begin writing the Introduction to the exegetical paper
Session Reflection

Session Three - Text and Translation; Structure and Outline

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chap. 5
- Russell, *Playing with Fire*: Chap. 3

Chapter Critique
Introduction section of the exegetical paper
Session Reflection

Session Four - Grammatical and Lexical Data

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chap. 6
- Russell, *Playing with Fire*: Chap. 4

Text Exercise
Chapter Critique
Begin writing the body of the exegetical paper
Session Reflection

Session Five - Biblical and Theological Context; Secondary Literature

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chap. 9

Text Exercise
Body of the exegetical paper
Session Reflection

Session Six - Application and Conclusion

Reading Assignments

- Gorman, *Elements of Biblical Exegesis*: Chaps. 7-8
- Russell, *Playing with Fire*: Chap. 5

Chapter Critique
Conclusion of the exegetical paper
Session Reflection

Exegetical Paper - Grade Report - Introduction

Name: _____

I. Format and Grammar (45 points; 30% of grade)

A. Organization: Headings and subheadings (15 pts)

Three or more headings are inconsistent and/or one or more headings are missing = 0-3

One or two headings are inconsistent = 5-8

score = _____

All headings consistent for each level and follow Student's Guide = 15

B. Parenthetical References (10 pts)

More than 10% of the citations reflect improper format **and** citations are inconsistently applied (some missing or misplaced) = 0

Up to 10% of citations reflect improper format (missing punctuation or data item) = 3-5

score = _____

All citations follow proper format and are consistently applied for print and electronic sources = 10

C. Grammar/Spelling (Sentence Structure) (20 pts)

More than 3 grammar and/or spelling errors on most pages = 0-5

Reading is disrupted by grammar and/or spelling errors scattered throughout the paper = 8-12

score = _____

Free of grammar and spelling errors = 20

II. Content (105 points; 70% of grade)

Introduction:

Significance of Text (10 pts)

Fails to describe text **and** highlight important themes, issues & questions = 0-3

Fails to **either** describe text **or** highlight important themes, issues & questions (or does both poorly) = 6-8

score = _____

Presents brief description of text and highlights important themes, issues & questions raised by text = 10

Historical and Social Setting (40 pts)

Little or no discussion of authorship, date, or original audience = 0-12

Discussion of some issues, but fails to address one or more of (or poorly addresses): authorship, date of comp., original audience = 24-32

score = _____

Addresses historical and social setting in thorough, yet concise manner, with well-supported conclusions = 40

Literary Context (30 pts)

Little or no discussion of genre, limits of text, structure, immediate context = 0-10

Discussion of some issues, but fails to address one or more of (or poorly addresses): genre, limits of text, structure, immediate context = 18-24

score = _____

Complete presentation of literary context, with support (genre, limits of text, structure, immediate context) = 30

Passage + Text Critical Notes (10 pts)

No clear discussion of any issues pertaining to translation of text; or omission of passage or text critical discussion = 0-3

Limited to comparison of English translations without considering textual variants = 6-8

score = _____

Presents variants among ancient manuscripts = 10

Outline of Passage (15 pts)

Portions of text are not reflected in the major headings of the outline = 0-5

Appropriate major headings, but lacking development (missing subheadings for one or more major sections), or headings do not clearly reflect content = 10-12

score = _____

Clear, organized outline reflecting the themes and flow of the text = 15

Format points = ____/45

Content points = ____/105

Total points = ____/150

Grade Percentage: _____

Letter Grade: _____

Exegetical Paper - Grade Report – Body of Paper

Name: _____

I. Format and Grammar (60 points; 30% of grade)

A. Organization: Headings and subheadings (20 pts)

score = _____

Three or more headings are inconsistent and/or one or more headings are missing = 0-4

One or two headings are inconsistent = 6-10

All headings consistent for each level and follow Student's Guide = 20

B. Parenthetical References (20 pts)

score = _____

More than 10% of the citations reflect improper format and citations are inconsistently applied (some missing or misplaced) = 0-4

Up to 10% of citations reflect improper format (missing punctuation or data item) = 6-10

All citations follow proper format and are consistently applied for print and electronic sources = 20

C. Grammar/Spelling (Sentence Structure) (20 pts)

score = _____

More than 3 grammar and/or spelling errors on most pages = 0-4

Reading is disrupted by grammar and/or spelling errors scattered throughout the paper = 6-10

Free of grammar and spelling errors = 20

II. Content (140 points; 70% of grade)

Body:

Understanding of key words, phrases (50 pts)

score = _____

No or little evidence of word study or explanation of key terms = 0-15

Identification of some key terms/phrases with limited explanation of the word/phrase within the context = 30-40

Informative explanation of at least 3 key terms/phrases, demonstrating thorough word study – integrated into discussion = 50

Discussion of issues pertinent to text (biblical, theological) (50 pts)

score = _____

Discussion neglects a majority of significant issues pertinent to the text in its historical setting = 0-15

Discussion relates to issues pertinent to the text, though some major issues are neglected or poorly described = 30-40

Thorough, yet concise, discussion of issues pertinent to the text in its historical setting = 50

Dialogue with scholarly views (present, evaluate, respond) (20 pts)

score = _____

Little or no mention of scholarly viewpoints related to issues raised in the text = 0-6

Mention of scholarly views, but lacking noticeable evaluation or response = 12-16

Clear explanation of scholarly views, with insightful evaluation and response to those views = 20

Presentation/defense of your understanding/interpretation (20 pts)

score = _____

Conclusions regarding issues from the text are not clear and are poorly defended = 0-6

Conclusions regarding issues from the text are expressed but not well defended = 12-16

Thorough and persuasive presentation of evidence and argument defending conclusions = 20

Format points = ____/60

Content points = ____/140

Total points = ____/200

Grade Percentage: ____

Letter Grade: ____

Exegetical Paper - Grade Report - Conclusion

Name: _____

I. Format and Grammar (45 points; 30% of grade)

A. Organization – Grammar/Spelling (25 pts)

score = _____

More than 3 grammar and/or spelling errors on most pages. Headings are inconsistent and/or one or more headings are missing = 0-5

Reading is disrupted by grammar and/or spelling errors scattered throughout the paper. One or two headings are inconsistent = 8-13

Free of grammar and spelling errors. All headings consistent for each level and follow Student's Guide = 25

B. Bibliography (20 pts)

score = _____

More than 10% of the entries reflect improper format = 0-4

Up to 10% of entries reflect improper format (missing punctuation or data item) = 6-10

All entries follow proper format for print and electronic sources = 20

II. Content (105 points; 70% of grade)

A. Conclusion: (80 pts total for section)

Summation of main points and clear identification of message (40 pts)

score = _____

Poor summation: introducing issues not related to text and/or introduces issues not previously discussed = 0-12

Neglects major concerns addressed in the body of the paper; has already moved toward application = 24-32

Comprehensive summation of conclusions reached in body of the paper and clear identification of the message of the text = 40

Discussion of appropriate contemporary application (40 pts)

score = _____

Poor discussion of application = 0-12

Inadequate demonstration of relevance of text; lacking significant points of application = 24-32

Clear explanation of modern application which is consistent with message of text = 40

B. Sources: (25 pts)

Appropriateness, variety and depth of sources, reflecting sound research score = _____

Poor variety of sources and perspectives, and/or too few in number to provide needed information = 0-10

Limited in sources & perspective = 15-20

Excellent number and variety of sources and perspectives (at least 8-10 sources; including at least 4-6 commentaries) = 25

Format points = ____/45

Content points = ____/105

Total points = ____/150

Grade Percentage: ____

Letter Grade: ____

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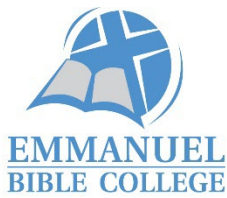
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 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB2013: Pentateuch

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Introduction to the Old Testament and Biblical Interpretation.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

An exegetical study focusing on the historical, literary, and theological dimensions of the first five books in the Old Testament. *Prerequisites: Introduction to the Old Testament and Biblical Interpretation.*

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Gain familiarity with the content (including outline, structure, and major themes) of the Pentateuch.
2. Know the Ancient Near Eastern background related to the accounts in the Pentateuch.
3. Comprehend methodologies and major interpretations commonly applied to the study of the Pentateuch.
4. Understand the messages and theology evident in the Pentateuch.
5. Recognize how certain themes in the Pentateuch find fulfillment and application in the New Testament.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

1. Ability to identify the literary structure, the theological concepts and main story line of the Old Testament (CN-1).
2. Ability to describe the historical and cultural contexts of the major sections of the Old Testament (CN-2).
3. Ability to exegete a passage of Scripture using contextual, literary, and theological analysis (CN-6).

COURSE TEXTBOOKS:

Holy Bible.

Holy Bible - Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or
ESV

Fretheim, Terrence E. *The Pentateuch*. Abingdon Press, 1996. Interpreting Biblical Texts.
ISBN: 9780687008421

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work*. 6th ed, Department of
Bible and Theology, 2017.
Print - PDF
ISBN: 8780000122200

Hamilton, Victor P. *Handbook on the Pentateuch: Genesis, Exodus, Leviticus, Numbers,
Deuteronomy*. 2nd ed, Baker Academic, 2015.
ISBN: 9780801097737

Supplemental: (Not Required but Highly Recommended)

King, Thomas J. *Realignment of the Priestly Literature: The Priestly Narrative in Genesis and Its
Relation to Priestly Legislation and the Holiness School*. Wipf & Stock, 2009.
ISBN: 9781556356124

NOTE: Students are responsible to have the required textbooks prior to the first day of class.
Students are also encouraged to begin reading the books in preparation for the class as soon as
possible.

COURSE RESOURCES:

- **BIBLECENTRE:**
The Bible Centre provides several valuable resources for Bible study. I especially want to draw
your attention to the "Commentaries" section. There are a wide number of full commentaries
that are available here. This is a good website for finding some commentaries that you might
not otherwise have access to.
- **NET BIBLE:**
This is an excellent resource that provides a good new translation of the Bible. Its greatest
value for students, however, is the fact that it provides many notes along with the translation
that are very helpful.

BIBLIOGRAPHY

Barton, John, and John Muddiman, eds. *The Pentateuch*. Oxford: University Press, 2001. Print. Oxford Bible
Commentary.

Blenkinsopp, J. *The Pentateuch: An Introduction to the First Five Books of the Bible*. New York: Doubleday, 1992. Print.

Campbell, Antony F. and Mark A. O'Brien. *Sources of the Pentateuch: Texts, Introductions, Annotations* Minneapolis:
Fortress Press, 1993. Print.

Clines, D.J.A. *The Theme of the Pentateuch*. Sheffield: JSOT Press, 1978. Print.

De Vries, S.J. "A Review of Recent Research in the Tradition History of the Pentateuch." *Society of Biblical Literature
1987 Seminar Papers*, ed. Kent H. Richards, 459-502. Atlanta: Scholars Press, 1987. Print.

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Hamilton, Victor P. Handbook on the Pentateuch. Grand Rapids: Baker Book House, 1982.

Levine, Baruch A. Leviticus. Philadelphia: Jewish Publication Society, 1989. Print. JPS Torah Commentary.

Lohfink, Norbert. Theology of the Pentateuch: Themes of the Priestly Narrative and Deuteronomy. Translated by Linda M. Maloney. Minneapolis: Fortress Press, 1994. Print.

McEvenue, Sean. Interpreting the Pentateuch. Collegeville: Liturgical Press, 1990. Print.

Milgrom, Jacob. Leviticus 1-16: A New Translation with Introduction and Commentary. New York: Doubleday, 1991. Print. Anchor Bible 3.

Milgrom, Jacob. Leviticus 17-22: A New Translation with Introduction and Commentary. New York: Doubleday, 2000. Print. Anchor Bible 3A.

Milgrom, Jacob. Leviticus 23-27: A New Translation with Introduction and Commentary. New York: Doubleday, 2001. Print. Anchor Bible 3B.

Noth, Martin. A History of Pentateuchal Traditions. Translated by Bernhard W. Anderson. Englewood Cliffs: Prentice-Hall, 1972. Print.

Rad, Gerhard von. Genesis. Rev. ed. Philadelphia: Westminster Press, 1972. Print. Old Testament Library.

Terrien, Samuel. "Toward a Biblical Theology of Womanhood." Religion in Life 42 (1973): 322-333. Print.

Trible, Phyllis. "A Love Story Gone Awry." Chap. in God and the Rhetoric of Sexuality. Philadelphia: Fortress Press, 1978. Print.

Vogt, Peter T. Interpreting the Pentateuch: An Exegetical Handbook. Grand Rapids: Kregel, 2009. Print. Handbooks for Old Testament Exegesis.

Wellhausen, Julius. Prolegomena to the History of Israel. Translated by J. Sutherland Black and Allan Menzies. Edinburgh: Adam and Charles Black, 1885; Chicago: American Theological Library Association, 1988. Text-fiche.

Whybray, R. Norman. Introduction to the Pentateuch. Grand Rapids: Eerdmans, 1995. Print.

COURSE REQUIREMENTS:

Assignments:

1. Students are expected to complete the assigned readings in time for the readings to inform the student's contribution to the discussion. The student is encouraged to read ahead as necessary in order to be prepared. "Scan" read when needed. This does two things for you: it gives you a passing acquaintance with the material overall, and it helps you to decide on which areas you need to focus for a more detailed study effort.
2. For some sessions, comprehension questions will be assigned in order to check the student's understanding of the material. Responses to the questions should, at the least, interact with the assigned reading.
3. For some sessions, an article critique will be due in order to enrich the student's understanding of the biblical books which are the focus of this course. Each critique should include the following two elements:
 - 1) a summation of the main points of the article,
 - 2) the student's reaction/response to the article.
4. Students will write a preliminary report concerning the passage about which they will write an exegetical paper.
5. Students will write an exegetical paper. Details concerning what should be included in the exegetical paper and how to properly format the exegetical paper are presented in the Student's Guide to Exegetical Work. It is important that you begin working on the exegetical paper right away.
6. Students will submit a reflection of the most significant aspects of each session.

7. Final Exam

COURSE EVALUATION:

Grading Points

Assignments:	Points	Total	Final Grade %
Comprehension Questions	4 x 50 pts/each	200	20%
Article Critiques	4 x 50 pts/each	200	20%
Session Reflections	6 x 10 pts/each	60	6%
Preliminary Report		150	15%
Exegetical Paper		250	25%
Final Exam		140	14%
	Total	1000	100%

Point Criteria

Point values for each assignment will be determined by the instructor's judgment regarding the quality of the work submitted. Quality will be measured according to **how well** each submission fulfills the described requirement(s) for the particular assignment. Thus, simply meeting the requirements of an assignment does not earn **all** of the possible points for the assignment. Points are assigned according to the **quality** of the work, as judged by the instructor.

Grade Scale

Grade	Percentage	Points	Description
A Excellent	90 – 100%	A = 930-1000 A- = 900-929	Distinctively superior work; freedom from error; outstanding accomplishment in mastering the subject.
B Very Good	89 – 89%	B+ = 870-899 B = 830-869 B- = 800-829	Considerable understanding; better than average accomplishment in mastering the subject.
C Satisfactory	70 – 79%	C+ = 770-799 C = 730-769 C- = 700-729	Fulfills the basic requirements; acceptable progress toward mastering the subject.
D Inferior	60 – 69%	D+ = 670-699 D = 630-669 D- = 600-629	Work less than satisfactory. Meets only the minimum standards for obtaining credit in the subject.
F Failure	59% and below	F = 599 and below	Work that is unsatisfactory and falls below minimum standards of accomplishment. No credit is given.

COURSE SCHEDULE:

I. Session One - Introduction to the Pentateuch

Reading Assignments

- Hamilton, Handbook on the Pentateuch: Begin reading ahead.
- Fretheim, The Pentateuch: Chapters 1 & 2.
- Bible Focus: begin reading ahead.

Comprehension questions

- Discuss the significance of the theme of "Covenant" in the Pentateuch. Be sure to mention each of the major covenants found in the Pentateuch.
- Describe what may be considered the central focus of the Pentateuch.
- Explain and defend your understanding of the authorship of the Pentateuch. Be sure to include your explanation for what appear to be duplications or repetitions in the text.

Article critique

Preliminary report

Session Reflection

II. Session Two - Genesis: Origins & Patriarchal History

Reading Assignments

- Hamilton, Handbook on the Pentateuch: Part One (Chapters 1-5)
- Fretheim, The Pentateuch: Chapter 3.
- Bible Focus: Genesis.

Comprehension questions

- Genesis 1 and Genesis 2 are both identified as creation accounts. Each chapter presents a different emphasis related to God's creation. Describe the main message(s) of each chapter (that is, Genesis 1 and Genesis 2).
- Identify the following and state why they are significant to the study of the Pentateuch: Enuma Elish, Archives of Nuzi, Amurru (Amorites).
- What messages/insights about the character of God and plan of God are revealed through the Patriarchal accounts?

Article critique

Work on exegetical paper

Session Reflection

III. Session Three - Exodus: Exodus Event & Sinai Covenant

Reading Assignments

- Hamilton, Handbook on the Pentateuch: Part Two (Chapters 6-10)
- Fretheim, The Pentateuch: Chapter 4.
- Bible Focus: Exodus.

Comprehension questions

- If events like the ten plagues in Egypt and the crossing of the Red Sea can be explained as naturally occurring phenomena, then explain how such events should still be considered miracles of God.
- Explain the significant message(s) and purpose which seem to be evident in the account of the ten plagues against Egypt (i.e., messages directed to Israel and to the Egyptians).
- Explain how the entire Law of God can be summed up in just two commandments.

Article critique

Continue work on exegetical paper

Session Reflection

IV. Session Four - Leviticus: Sacrificial System & Holiness Code

Reading Assignments

- Hamilton, Handbook on the Pentateuch: Part Three (Chapters 11-15).
- Fretheim, The Pentateuch: Chapter 5.
- Bible Focus: Leviticus.

Article critique
Continue work on exegetical paper
Session Reflection

V. Session Five - Numbers: Completion of Wilderness Sojourn

Reading Assignments

- Hamilton, Handbook on the Pentateuch: Part Four (Chapters 16-18).
- Fretheim, The Pentateuch: Chapter 6.
- Bible Focus: Numbers.

Comprehension questions

- Describe the similarities and differences between a priest and a Levite.
- Discuss what can be learned from the series of challenges to authority which is described in the book of Numbers.
- Explain how the account regarding Balak and Balaam illustrates one of God's greatest miracles.

Exegetical Paper

Session Reflection

VI. Session Six - Deuteronomy: Preparation to Enter Promised Land

Reading Assignments

- Hamilton, Handbook on the Pentateuch: Part Five (Chapters 19-23).
- Fretheim, The Pentateuch: Chapter 7.
- Bible Focus: Deuteronomy.

Final Exam

Session Reflection

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

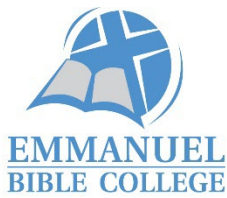
HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB2033: New Testament Gospels

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Introduction to the New Testament and Biblical Interpretation.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A study of the life and teachings of Jesus as presented in the four gospels. Prerequisites: Introduction to the New Testament and Biblical Interpretation.

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Become familiar with the significant life events of Jesus.
2. Gain an understanding of the significant elements of the message of Jesus.
3. Describe the impact of the historical background of the New Testament on the message of Jesus.
4. Examine the gospel records of Jesus' ministry in order to understand the contribution of each evangelist to our understanding of Jesus and the Early Christian Church.
5. Seek to understand Jesus' message in its first environment through exegetical analysis of the historical, literary, social and theological issues in the texts.
6. Establish the principles of Jesus' message which were being taught in these texts and interpret their significance for today.
7. Establish a broad outline of the course of Jesus' public ministry.
8. Explore and assess current scholarship on issues of the historical Jesus, "Q" and archeological findings.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

- Ability to identify the literary structure, theological concepts and main storyline of the New Testament. (CN3)
- Ability to describe the historical and cultural contexts of the New Testament including an ability to Biblically affirm pastoral leadership of men and women within the Church. (CN4)

- Ability to exegete a passage of Scripture using contextual, literary, and theological analysis. (CN6)

COURSE TEXTBOOKS:

Holy Bible.

Holy Bible - Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or ESV

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work*. 6th ed., Department of Bible and Theology, 2017.

Print - PDF

ISBN: 8780000122200

Blomberg, Craig L. *Jesus and the Gospels: An Introduction and Survey*. 2nd ed, Broadman & Holman, 2009.

ISBN: 9780805444827

Stein, Robert H. *The Method and Message of Jesus' Teachings*. Revised ed, Westminster John Knox Press, 1994.

ISBN: 9780664255138

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Special Online Resources:

I want to bring two special online resources to your attention. These two resources are the NET Bible and Bible Centre.

1. NET Bible. The address for NET Bible is <http://www.bible.org/netbible/>. This is an excellent resource that provides a good new translation of the Bible. Its greatest value for students, however, is the fact that it provides many notes along with the translation that are very helpful.
2. Bible Centre. The address for Bible Centre is <http://www.biblecentre.org>. The Bible Centre provides several valuable resources for Bible study. I especially want to draw your attention to the "Commentaries" section. There are a wide number of full commentaries that are available here. Please do not make the false assumption that all the commentaries are "equal" from a scholarly standpoint. Please be cautious and discerning in the acceptance of theological and biblical ideas.

COURSE REQUIREMENTS:

- **Reading**

Students are expected to complete the assigned readings in time for the readings to inform the student's contribution to the discussion.

- **Reading Summary/Critique**

After completing the assigned reading, students will write a reading summary and critique. Each of these summary/critiques should include **at least two significant issues** gained from the reading and the student's reflections on these issues as they relate to their specific ministry. In other words, explain why the issues you select are significant for you and for your future understanding of the Bible. **The inclusion of specific references or quotations from the reading is very important in the Reading Summary/Critique.** Note: Your personal opinion such as "This was hard reading" or "The reading excited me" is not what I'm looking for here. As a guide, the summaries should be about 225-300 words.

- **Comprehension Questions**

For most sessions, several Comprehension Questions will be assigned to spark dialogue and measure comprehension concerning the issues covered. Students are to research and respond to the questions. Responses should reflect and must include the student's comprehension of the material through references and quotations. **If you do not provide evidence that you have researched your response by the use of quotations and parenthetical references, you will not receive full credit for this assignment!** Simply saying, "This is what I think," is not enough.

- **Article Review**

The student must find an article that pertains specifically to their Exegetical Paper or to this course's study of the New Testament Gospels. The article may be out of a current scholarly journal (periodical) or online. **NOTE: Book Reviews do not count as articles!** While the length of the article is somewhat negotiable, it should be at least 1000 words (approximately 3 pages in a periodical magazine). **The Article Review should contain a brief summary of the content of the article as well as a thoughtful analysis or critique of the article.** The length of the Article Review should be around 300-350 words in length.

The purpose of the Article Review is generally to encourage the student to discover the great wealth of information that is available in periodicals and online resources. Hopefully, each student will be able to combine the Article Review with the research they are conducting for their Exegetical Paper.

- **Exegetical Paper**

Each student will select a passage from one of the New Testament Gospels (8-15 verses long) and write an exegetical paper on the passage.

NOTE: Students are not allowed to select the same passage they used for Biblical Interpretation or any other Bible class. This needs to be an original paper! If a student has already written a paper from John's Gospel for Biblical Interpretation, it is **highly recommended** that the exegetical passage for this assignment would be selected from one of the other gospels.

1. The paper should reflect the student's summary of reading and research after consulting a variety of commentaries, word studies, and any other sources. References should be cited by using the MLA standard of parenthetical references (e.g. Marshall 110) that have been established in the NBC exegetical guide. For specific guidelines concerning the methodology and format of the exegetical paper, see the NBC exegetical guide entitled: A Student's Guide to Exegetical Work, 6th ed.,

https://coursefinder.dcourseweb.com/campus/nbc/resources/Learning_Center/Study_Helps/Bible_Theology/Exegetical_paper/ExegeticalGuide.pdf).

Look below for a short summary of format instructions from the Student's Guide

Look below for the Grading Rubric for the Exegetical paper

- **Examinations**

Two examinations will be administered during the duration of this course.

- **Session Learning Review**

Each session the student will be asked to write a thoughtful summary of the things learned. **This should include new insights, helpful information and the difference it will make in the student's ministry.** The summaries are to be at least 250 words long. Points will be awarded on the basis of thoughtful and reflective content. At least **three significant things** should be mentioned. This summary must not be a duplication of the reading summary or a review of the student's general activities.

COURSE EVALUATION:

Course Grading Criteria

The final grade will be determined on the basis of a 1,000-point system, which will convert to a letter grade according to the following scale:

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 930	B+ 870	C+ 770	D+ 670	F 599 or less
A- 900	B 830	C 730	D 630	
	B- 800	C- 700	D- 600	

The basis for evaluation for the course assignments will be as follows:

Assignments		
Session Requirements:	Quality	Course
Reading summary/critique	35	210
Comprehension Questions	45	270
Session Learning Review	25	150
Selection of Text for Exegetical Paper	35	35
Article Reviews	40	40
Exegetical Paper	185	185
Exam #1	45	45
Exam #2	65	65
<i>Total Points Possible in course</i>		<i>1000</i>

COURSE SCHEDULE:

This course is designed around six sessions.

Session 1

Topic: Introduction to the Background and Nature of the Gospels

Reading Assignments:

- Blomberg: Introduction through Chapter 3 (Pages 1-81)
- The Gospel of Luke

Assignments Due:

Personal Biography

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- Using a "Synopsis" Bible (you can access a Synopsis Bible of the Gospels at the following website: <http://sites.utoronto.ca/religion/synopsis/>. Note: at this website, you can choose how many of the gospels you want to see in parallel columns), look at the account of Jesus' birth in Matthew 1:18-2:12 and in Luke 2:1-20. Answer the following questions: Why did Matthew and Luke write what they wrote? How do the differences in their accounts reflect their own specific and individual purposes in writing their gospels? Are these stories important for us today? Why or why not?
- Choose ONE of the following three passages: Luke 11:5-8; John 4:1-42; or Mark 10:17-31. After reading the passage, review each of the main subsections of chapter three in Blomberg (i.e. "Transportation and Communication", "Meals and Daily Schedules", etc.) and see how many applications you can find for the passage. How does this background information affect your understanding of the passage?
- On pages 45-49 of Blomberg, several "General Characteristics" of the Jewish religious background are outlined. In Galatians 4:4, Paul writes, "But when the time had fully come, God sent his Son...". This text suggests strongly that the timing of Jesus' advent was perfect. Review the "General Characteristics" on pages 45-49 and discuss whether you think these characteristics were a positive factor or a negative factor in the life and ministry of Jesus.

Selection of Text for Exegetical Paper

Session Learning Review

Session 2

Topic: Gospels according to Matthew and Mark

Reading Assignments:

- Blomberg: Part Two and Chapters 4-7 (Pages 83-158)
- The Gospel of Mark

Assignments Due:

Reading Summary Critique

Article Review #1

Session Learning Review

Session 3

Topic: Gospels according to Luke and John

Reading Assignments:

- Blomberg: Chapters 8-10 (Pages 159-231)
- The Gospel of John

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- Using a “Synopsis” Bible (you can access a Synopsis Bible of the Gospels at the following website: <http://sites.utoronto.ca/religion/synopsis/>. Note: at this website, you can choose how many of the gospels you want to see in parallel columns), look at the accounts of the Last Supper in Matthew and John’s Gospels (Matthew 26:17-29 and John 13:1-30; 6:51-58). Answer the following questions: What are the differences and similarities between the accounts in these two gospels, Matthew and John? Is the setting the same in both gospels? Why or why not? How can you explain the differences in these two Last Supper accounts?
- Using a “Synopsis” Bible (you can access a Synopsis Bible of the Gospels at the following website: <http://sites.utoronto.ca/religion/synopsis/>. Note: at this website, you can choose how many of the gospels you want to see in parallel columns), look at the story of the “Rich Young Man” in Matthew 19:16-30 and Mark 10:17-31. By referring to Blomberg’s discussion, identify the probable characteristics and theological emphases of Matthew and Mark in these verses. Your response should make note of the “horizontal” and “vertical” dimensions of redaction criticism as it relates to these two Sections of Scripture (see Blomberg’s explanation of horizontal and vertical reading on page 105).
- John calls the miracles “signs” and he includes seven “miraculous signs” as positive proof to demonstrate that Jesus is the Christ (see John 2:11, 4:54, 6:2, 14, 26; 12:18; 20:30). By contrast, the Synoptic Gospels portray Jesus as rejecting the use of signs to prove who he is (see Matthew 16:1-4, Mark 8:11-13, and Luke 12:54-56). Why does John use “signs”, but Matthew, Mark, and Luke seem to reject them? Is this a contradiction? Why or why not? How can you explain this difference of the use of signs?

NT Gospels Examination #1 (Open Book)

Session Learning Review

Session 4

Topic: Life and Ministry of Jesus

Reading Assignments:

- Blomberg: Chapters 11-17 (Pages 232-421)
- The Gospel of Matthew

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- How do the birth narratives of Matthew and Luke differ from common conceptions of Christmas in our culture today? How do Matthew and Luke's narratives differ from the conceptions of Christmas in our churches?
- Read Blomberg's discussion of miracles on pages 309-318. What principles do you think we should most keep in mind in interpreting Jesus' miracles, and particularly his "nature miracles"? Choose a specific miracle from 1 of the 4 Gospels and illustrate these principles.
- What are the most acute historical problems surrounding Jesus' trial and execution? What are some possible solutions to these problems?

Session Learning Review

Session 5

Topic: Message of Jesus' Teaching

Reading Assignments:

- Stein, Chapters 1-5 (pp. 1-89)

Assignments Due:

Reading Summary Critique
Exegetical Paper
Session Learning Review

Session 6

Topic: Teachings of Jesus

Reading Assignments:

- Stein, Chapters 6-7 (pp. 90-151)
- Blomberg, Chapters 18-19 (pp. 423-478)

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- On pages 91-99 in Stein's book *The Method and Message of Jesus' Teachings*, Stein lists 6 different attempts to interpret the ethical teachings of Jesus. If you had to choose one of these positions as your own, which one would you choose? Which position would you absolutely NOT choose? Explain both of your choices.
- Imagine that you are pastoring a church and one of your parishioners who has been a believer for about 2 years comes to you with a list of "apparent contradictions." He says, "If the Bible has contradictions like these, I cannot believe the Bible any longer." On the basis of some of the principles and insights you have gained from this course, write out a response that you would give to this parishioner.
- Based on the discussion in Stein and Blomberg, how would you analyze the following statement? "The title 'Son of God' emphasizes the divine origin of Jesus, and the title 'Son of Man' emphasizes the human origin of Jesus." Do you agree or disagree with this statement? Why?

NT Gospels Examination #2 (Closed Book)

Session Learning Review

Short Summary of Format Instructions
From *A Student's Guide to Exegetical Work*

Remember that formatting counts in the production of the exegetical paper. The format of your paper will affect your grade points for the paper. Be sure to make careful use of *A Student's Guide to Exegetical Work* for information regarding the proper format of your exegetical paper. The guide contains complete formatting instructions and a sample/model paper.

Be sure to maintain consistency in the use of your headings. Your headings and subheadings should follow this format:

LEVEL ONE HEADING LEVEL TWO HEADING
<u>Level Three Heading</u>

Please use the style of headings illustrated above for your exegetical paper. Level one headings should be centered and all capitals. Level two headings should be centered, underlined, and all capitals. Level three headings should be left-aligned and underlined.

Following is an example of how the headings and the subheadings in the paper should look:

	INTRODUCTION
	<u>ORIENTATION AND CONTEXT</u>
<u>Significance of Text</u>	
<u>Historical and Social Setting</u>	
<u>Literary Setting</u>	
	<u>PRESENTATION OF TEXT</u>
<u>Scripture Passage</u>	
<u>Text Critical Notes</u>	
<u>Outline of Passage</u>	
	ARRIVAL AT NEW LOCATION
	ENCOUNTER WITH GOD
	JACOB'S RESPONSE
	CONCLUSION
	<u>SUMMATION</u>
	<u>APPLICATION</u>
	WORKS CITED

You will use the same headings in the same format as illustrated above, except for the headings you use in the body of the paper. In this example, the headings in the body of the paper are "Arrival at Bethel," "Encounter with God," and "Jacob's Response". In your paper, you will use headings which come from your own **outline of your passage** (which appears at the end of the "Introduction" section of the paper).

If you make use of a block quote, be sure to indent the entire quote. Remember a block quote is a direct quote which takes more than four (4) lines of text space in the paper. This paragraph illustrates the format of a block quote (it may or may not be longer than 4 lines here, depending

on the screen size in which the note is displayed). Block quotes should not be surrounded by quotation marks. Instead, a block quote is simply indented in its entirety. In the case of a block quote, the period at the end of the last sentence of the quote should be placed before the parenthetical reference which stands at the end of the quote.

Also, pay attention to the proper format for parenthetical references (**citations**). *The Student's Guide to Exegetical Work* includes a number of examples illustrating how parenthetical references should be formatted.

The bibliography for the paper should actually be called "Works Cited," because it will be a list of the works which are actually used in your paper. Be sure to carefully follow the proper format for your works cited entries. *A Student's Guide to Exegetical Work* includes examples of how to format the various types of resources which you might use for writing the exegetical paper.

Below are some of the more common types of entries which might appear in the Works Cited section of your exegetical paper. Below each type of entry is a description of the elements included in that type of Works Cited entry. This information corresponds to that presented in *A Student's Guide to Exegetical Work*. Be sure to follow the correct format for each type of bibliographic entry in your Works Cited.

For study notes taken from a Study Bible:

Stackert, Jeffrey. "Study Notes on Leviticus." *The New Oxford Annotated Bible*, edited by Michael D. Coon, 4th ed., Oxford University Press, 2001, pp. 142-183.

This entry includes the following, in this order: Contributor's name (person who wrote the study notes), Title for study notes, Title of the Study Bible, Editor, Edition, Publisher, Copyright date of publication, Pages of the entire biblical book on which the study notes appear.

For a commentary in a series:

Milgrom, Jacob. *Leviticus 1-16: A New Translation with Introduction and Commentary*. 1991. *Anchor Bible*, edited by William Foxwell Albright and David Noel Freedman, vol. 3, Doubleday.

This entry includes the following, in this order: Author's name (person who wrote commentary for that particular volume/book of the Bible), Title of the volume/book of the Bible, Copyright date for that particular volume, Title of commentary series, Editor(s), Volume number, Publisher.

For an article in a journal:

Auffret, Pierre. "The Literary Structure of Exodus 6.2-8." *Journal for the Study of the Old Testament*, vol. 8, no. 27, 1983, pp. 46-54.

This entry includes the following, in this order: Author's name, Title of article, Title of journal, Volume number, Issue number, Date of journal volume, Pages upon which the entire article appears.

For an entry from a Bible Dictionary or Encyclopedia:

Anderson, Gary A. "Sacrifice and Sacrificial Offerings (OT)." *Anchor Bible Dictionary*, edited by David Noel Freedman, vol. 5, Doubleday, 1992.

This entry includes the following, in this order: Author's name (person who wrote entry/article), Title of entry/article, Title of dictionary, Editor, Volume number, Publisher, Copyright date of dictionary.

For additional same Works Cited entries, including those for electronic sources, you should consult *A Student's Guide to Exegetical Work*.

You will need to carefully review *A Student's Guide to Exegetical Work* in order to successfully format your exegetical paper for this class. The guide describes all of the necessary formatting issues for an exegetical paper and includes numerous additional illustrations. Furthermore, *A Student's Guide to Exegetical Work* includes a "Model Paper" so that you can see how the final product should appear.

Exegetical Paper - Grade Report

Name: _____

I. Format and Grammar (50 points; 25% of grade)

A. Organization: Headings and subheadings (10 pts)

score = _____

Three or more headings are inconsistent and/or one or more headings are missing = 0

One or two headings are inconsistent = 3-5

All headings consistent for each level and follow Student's Guide = 10

B. Parenthetical References (10 pts)

score = _____

More than 10% of the citations reflect improper format and citations are inconsistently applied (some missing or misplaced) = 0

Up to 10% of citations reflect improper format (missing punctuation or data item) = 3-5

All citations follow proper format and are consistently applied for print and electronic sources = 10

C. Bibliography (10 pts)

score = _____

More than 10% of the entries reflect improper format = 0

Up to 10% of entries reflect improper format (missing punctuation or data item) = 3-5

All entries follow proper format for print and electronic sources = 10

D. Grammar/Spelling (Sentence Structure) (20 pts)

score = _____

More than 3 grammar and/or spelling errors on most pages = 0-5

Reading is disrupted by grammar and/or spelling errors scattered throughout the paper = 8-12

Free of grammar and spelling errors = 20

II. Content (150 points; 75% of grade)

A. Introduction: (50 pts total for section)

Significance of Text (5 pts)

score = _____

Fails to describe text and highlight important themes, issues & questions = 0

Fails to either describe text or highlight important themes, issues & questions (or does both poorly) = 3

Presents brief description of text and highlights important themes, issues & questions raised by text = 5

Historical and Social Setting (20 pts)

score = _____

Little or no discussion of authorship, date, or original audience = 0-6

Discussion of some issues, but fails to address one or more of (or poorly addresses): authorship, date of comp., original audience = 12-16

Addresses historical and social setting in thorough, yet concise manner, with well-supported conclusions = 20

Literary Context (15 pts)

score = _____

Little or no discussion of genre, limits of text, structure, immediate context = 0-5

Discussion of some issues, but fails to address one or more of (or poorly addresses): genre, limits of text, structure, immediate context = 10-12

Complete presentation of literary context, with support (genre, limits of text, structure, immediate context) = 15

Passage + Text Critical Notes (5 pts)

score = _____

No clear discussion of any issues pertaining to translation of text; or omission of passage or text critical discussion = 0

Limited to comparison of English translations without considering textual variants = 3

Presents variants among ancient manuscripts = 5

Outline of Passage (5 pts)

score = _____

Portions of text are not reflected in the major headings of the outline = 0

Appropriate major headings, but lacking development (missing subheadings for one or more major sections), or headings do not clearly reflect content = 3

Clear, organized outline reflecting the themes and flow of the text = 5

B. Body: (60 pts total for section)

Understanding of key words, phrases (20 pts)

score = _____

No or little evidence of word study or explanation of key terms = 0-6

Identification of some key terms/phrases with limited explanation of the word/phrase within the context = 12-16

Informative explanation of at least 3 key terms/phrases, demonstrating thorough word study – integrated into discussion = 20

Discussion of issues pertinent to text (biblical, theological) (20 pts)

score = _____

Discussion neglects a majority of significant issues pertinent to the text in its historical setting = 0-6

Discussion relates to issues pertinent to the text, though some major issues are neglected or poorly described = 12-16

Thorough, yet concise, discussion of issues pertinent to the text in its historical setting = 20

Dialogue with scholarly views (present, evaluate, respond) (10 pts)

score = _____

Little or no mention of scholarly viewpoints related to issues raised in the text = 0-3

Mention of scholarly views, but lacking noticeable evaluation or response = 6-8

Clear explanation of scholarly views, with insightful evaluation and response to those views = 10

Presentation/defense of your understanding/interpretation (10 pts)

score = _____

Conclusions regarding issues from the text are not clear and are poorly defended = 0-3

Conclusions regarding issues from the text are expressed but not well defended = 6-8

Thorough and persuasive presentation of evidence and argument defending conclusions = 10

C. Conclusion: (30 pts total for section)

Summation of main points and clear identification of message (15 pts)

score = _____

Poor summation: introducing issues not related to text and/or introduces issues not previously discussed = 0-5

Neglects major concerns addressed in the body of the paper; has already moved toward application = 10-12

Comprehensive summation of conclusions reached in body of the paper and clear identification of the message of the text = 15

Discussion of appropriate contemporary application (15 pts)

score = _____

Poor discussion of application = 0-5

Inadequate demonstration of relevance of text;
lacking significant points of application = 10-12

Clear explanation of modern application which is
consistent with message of text = 15

D. Sources: (10 pts)

Appropriateness, variety and depth of sources, reflecting sound research score = _____

Poor variety of sources and perspectives, and/or
too few in number to provide needed information
= 0-3

Limited in sources & perspective = 6-8

Excellent number and variety of sources and
perspectives (at least 8-10 sources; including at
least 4-6 commentaries) = 10

Format points = ____/50

Content points = ____/150

Total points = ____/200

Grade Percentage: _____

Letter Grade: _____

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB3013: Hebrew Prophets

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

An exegetical study focusing on the historical, literary, and theological dimensions of the prophetic books in the Old Testament. Prerequisites: Introduction to the Old Testament and Biblical Interpretation.

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Familiarity with the content (including outline, structure, and major themes) of the biblical books of the Hebrew prophets.
2. Understanding of the messages and theology evident in the Hebrew Prophets.
3. Recognition of the prophetic responses to historical events in Ancient Israel.
4. Consideration of how certain themes in the Hebrew Prophets find fulfillment and application in the New Testament and the contemporary Church.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

1. Ability to identify the literary structure, the theological concepts and main story line of the Old Testament (CN-1).
2. Ability to describe the historical and cultural contexts of the major sections of the Old Testament (CN-2).
3. Ability to exegete a passage of Scripture using contextual, literary, and theological analysis (CN-6).

COURSE TEXTBOOKS:

Holy Bible.

Holy Bible - Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or ESV

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work*. 6th ed, Department of Bible and Theology, 2017.

Print - PDF

ISBN: 8780000122200

McConville, J. Gordon. *Exploring the Old Testament: A Guide to the Prophets*. Volume 4, InterVarsity Press, 2016.

Print. Exploring the Old Testament 4

ISBN: 9780830853120

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

- **BIBLECENTRE:**
The Bible Centre provides several valuable resources for Bible study (<http://www.bible.org/netbible/>). I especially want to draw your attention to the "Commentaries" section. There are a wide number of full commentaries that are available here. This is a good website for finding some commentaries that you might not otherwise have access to.
- **NET BIBLE:**
This is an excellent resource that provides a good new translation of the Bible (<http://www.biblecentre.org>). Its greatest value for students, however, is the fact that it provides many notes along with the translation that are very helpful.

Bibliography

General:

Anderson, B. W., and Walter Harrelson, eds. *Israel's Prophetic Heritage*. New York: Harper, 1962. Print.

Blenkinsopp, J. *A History of Prophecy in Israel*. London: SPCK, 1984. Print.

Bullock, C. Hassell. *An Introduction to the Old Testament Prophetic Books*. Chicago: Moody Press, 1986. Print.

Chisholm, Robert B. *Handbook on the Prophets*. Grand Rapids: Baker Academic, 2002. Print.

Clements, R. E. *Old Testament Prophecy: From Oracles to Canon*. Louisville: Westminster John Knox, 1996. Print.

Heschel, Abraham J. *The Prophets*. 2 vols. New York: Harper & Row, 1962. Print.

McComiskey, Thomas Edward (ed.). *The Minor Prophets: An Exegetical & Expository Commentary*. Vol. 1: Hosea-Amos. Grand Rapids: Baker, 1992. Print.

McComiskey, Thomas Edward (ed.). *The Minor Prophets: An Exegetical & Expository Commentary*. Vol. 2: Obadiah-Habakkuk. Grand Rapids: Baker, 1993. Print.

Smith, Ralph L. *Micah-Malachi*. Word Biblical Commentary. Dallas: Word, 1984. Print.

Isaiah:

Brueggemann, Walter. *Isaiah 1-39 and Isaiah 40-66*. Louisville: Westminster John Knox, 1998. Print.

Childs, Brevard S. *Isaiah: A Commentary*. Old Testament Library. Louisville: Westminster John Knox, 2001. Print.

Kaiser, Otto. *Isaiah 1-12*. Old Testament Library. Philadelphia: Westminster, 1972. Print.

Kaiser, Otto. *Isaiah 13-39*. Old Testament Library. Philadelphia: Westminster, 1974. Print.

Watts, John D.W. *Isaiah 1-33*. Word Biblical Commentary 24. Waco: Word Books, 1985.

Watts, John D.W. *Isaiah 34-66*. Word Biblical Commentary 25. Waco: Word Books, 1987. Print.

Westermann, Claus. *Isaiah 40-66*. Old Testament Library. Philadelphia: Westminster, 1969. Print.

Jeremiah:

Carroll, Robert P. Jeremiah. Old Testament Library. Philadelphia: Westminster, 1986. Print.

Clements, Ronald E. Jeremiah. Interpretation. Atlanta: John Knox Press, 1988. Print.

Craigie, Peter C., Page H. Kelley, and Joel F. Drinkard, Jr. Jeremiah 1-25. Word Biblical Commentary. Dallas: Word, 1991. Print.

Keown, Gerald L., Pamela J. Scalise, and Thomas G. Smothers. Jeremiah 26-52. Word Biblical Commentary. Dallas: Word, 1995. Print.

Ezekiel:

Allen, Leslie C. Ezekiel 1-19. Word Biblical Commentary 28. Waco: Word Books, 1990. Print.

Allen, Leslie C. Ezekiel 20-48. Word Biblical Commentary 29. Waco: Word Books, 1990. Print.

Blenkinsopp, J. Ezekiel. Interpretation. Atlanta: John Knox Press, 1990. Print.

Eichrodt, Walter. Ezekiel. Old Testament Library. Philadelphia: Westminster, 1970. Print.

Greenberg, M. Ezekiel 1-20. Anchor Bible. New York: Doubleday, 1983. Print.

Greenberg, M. Ezekiel 21-37. Anchor Bible. New York: Doubleday, 1997. Print.

Amos, Hosea, Micah, Jonah:

Andersen, Francis I. and David N. Freedman. Amos. Anchor Bible. New York: Doubleday, 1989. Print.

Andersen, Francis I. and David N. Freedman. Hosea. Anchor Bible. New York: Doubleday, 1980. Print.

Andersen, Francis I. and David Noel Freedman. Micah. Anchor Bible 24E. Garden City: Doubleday, 2000. Print.

Brueggemann, Walter. Tradition For Crises: A Study in Hosea. Atlanta: John Knox Press, 1968. Print.

Jeremias, Jörg. The Book of Amos. Old Testament Library. Louisville: Westminster John Knox, 1998. Print.

Mays, James L. Hosea. Old Testament Library. Philadelphia: Westminster, 1969. Print.

Mays, James L. Micah. Old Testament Library. Philadelphia: Westminster, 1976. Print.

Sasson, Jack M. Jonah. Anchor Bible. Garden City: Doubleday, 1990. Print.

Stuart, Douglas. Hosea - Jonah. Word Biblical Commentary. Waco: Word Books, 1987. Print.

Wolff, Hans Walter. Micah. Minneapolis: Augsburg, 1990. Print.

Nahum, Habakkuk, Zephaniah:

Berlin, Adele. Zephaniah. Anchor Bible. Garden City: Doubleday, 1994. Print.

Roberts, J. J. Nahum, Habakkuk, and Zephaniah. Old Testament Library. Louisville: Westminster John Knox, 1991. Print.

Joel, Obadiah:

Barton, John. Joel and Obadiah. Old Testament Library. Louisville: Westminster John Knox, 2001. Print.

Crenshaw, James L. Joel. Anchor Bible. Garden City: Doubleday, 1995. Print.

Haggai, Zechariah:

Meyers, Carol L. and Eric M. Meyers. Haggai, Zechariah 1-8. Anchor Bible. New York: Doubleday, 1987. Print.

Petersen, David L. Haggai, Zechariah 1-8. Old Testament Library. Philadelphia: Westminster, 1984. Print.

Daniel:

Goldingay, John. Daniel. Word Biblical Commentary. Waco: Word Books, 1989. Print.

Hartman, Louis F. and Alexander A. DiLella. Daniel. Anchor Bible. Garden City: Doubleday, 1978. Print.

Porteous, N. Daniel. Old Testament Library. Second edition. Philadelphia: Westminster Press, 1979. Print.

COURSE REQUIREMENTS:

The following is a summation and description of the various assignments which are required throughout this course.

Assignments:

1. Students are expected to complete the assigned readings to inform the student's contribution to the discussion. The student is encouraged to read ahead as necessary in order to be prepared. "Scan" read when needed. This does two things for you: It gives you a passing acquaintance with the material overall, and it helps you decide on which areas you need to focus for a more detailed study effort.
2. Certain sessions, comprehension questions will be assigned in order to check the student's understanding of the material being covered.

3. Certain sessions, an article critique will be due in order to enrich the student's understanding of the biblical books which are the focus of this course. Each critique should include the following two elements:
 - 1) a summation of the main points of the article
 - 2) the student's reaction/response to the article
4. Students will write a preliminary report concerning the passage about which they will write an exegetical paper.
5. Students will write an exegetical paper. Details concerning what should be included in the exegetical paper and how to properly format the exegetical paper are presented in the *Student's Guide to Exegetical Work* (https://coursefinder.dcourseweb.com/campus/nbc/resources/Learning_Center/Study_Helps/Bible_Theology/Exegetical_paper/ExegeticalGuide.pdf).
6. A time-limited, true-false, multiple choice, matching, and short answer exam will be administered.
7. Students will be required to submit a reflection of the most significant aspects of that session's seminar.

COURSE EVALUATION:

Grading Points

Assignments:	Pts/each	Pts.	Final Grade %
Comprehension Questions	4 x 50 pts/each	200	20%
Article Critiques	4 x 50 pts/each	200	20%
Session Reflection	6 x 10 pts/each	60	6%
Preliminary Report		130	13%
Exegetical Paper		230	23%
Final Exam		180	18%
	Total	1000	100%

Grade Scale

Grade	Percentage	Points	Description
A Excellent	90-100%	A = 930-1000 A- = 900-929	Distinctively superior work; freedom from error; outstanding accomplishment in mastering the subject.
B Very Good	80-89%	B+ = 870-899 B = 830-869 B- = 800-829	Considerable understanding; better than average accomplishment in mastering the subject.
C Satisfactory	70-79%	C+ = 770-799 C = 730-769 C- = 700-729	Fulfills the basic requirements; acceptable progress toward mastering the subject.
D Inferior	60-69%	D+ = 670-699 D = 630-699 D- = 600-629	Work less than satisfactory. Meets only the minimum standards for obtaining credit in the subject.

F Failure	59% and below	F = 599 and below	Work that is unsatisfactory and falls below minimum standards of accomplishment. No credit is given.
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COURSE SCHEDULE:

Session 1 - Introduction to the Hebrew Prophets

Reading Assignments

- J. Gordon McConville. *A Guide to the Prophets: Exploring the Old Testament*. Introduction (pp. viii-xxxii).
- Bible Focus: begin reading ahead (see reading assignments for following seminars)

Comprehension questions

- Describe and explain the main characteristics of a Hebrew prophet.
- Identify and describe some of the ways by which the various Hebrew prophets can be organized/categorized.
- Identify and describe the major themes evident in the preaching of the 8th century prophets.

Article critique

Preliminary report

Session Reflection

Session 2 - Amos, Jonah, Hosea, Micah

Reading Assignments

- J. Gordon McConville. *A Guide to the Prophets: Exploring the Old Testament*. Chapters 6, 8, 10, and 11.
- Bible Focus: Jonah, Amos, Hosea, Micah (scan as necessary).

Comprehension questions

- Explain the significance of the arrangement of the judgment oracles in the first two chapters of Amos.
- Describe the main message of the book of Jonah.
- Explain why Micah 6:6-8 is a key passage among the prophets.

Article critique

Work on exegetical paper

Session Reflection

Session 3 - Isaiah 1-39, Zephaniah, Habakkuk, Nahum

Reading Assignments

- J. Gordon McConville. *A Guide to the Prophets: Exploring the Old Testament*. Chapters 1, 12, 13, and 14.
- Bible Focus: Isaiah 1-39, Zephaniah, Habakkuk, Nahum (scan as necessary).

Comprehension questions

- Based on the readings, how would you explain Isaiah's unusual commission presented in Isaiah 6:8-13?
- How would you explain the composition (writing) of Isaiah in light of the different historical settings reflected in the three sections of Isaiah (1-39, 40-55, and 56-66)?
- Explain the significance of the play on words related to Nahum's name which appears in Nahum 3:7, and how it relates to Nahum's message.

Article critique

Continue work on exegetical paper

Session Reflection

Session 4 - Isaiah 40-55, Jeremiah

Reading Assignments

- J. Gordon McConville. *A Guide to the Prophets: Exploring the Old Testament*. Chapter 2 (+ read ahead).
- Bible Focus: Isaiah 40-55, Jeremiah (scan as necessary).

Article critique

Continue work on exegetical paper

Session Reflection

Session 5 - Ezekiel, Obadiah, Lamentations, Isaiah 56-66

Reading Assignments

- J. Gordon McConville. *A Guide to the Prophets: Exploring the Old Testament*. Chapters 3, 4, and 9.
- Bible Focus: Ezekiel, Obadiah, Lamentations, Isaiah 56-66 (scan as necessary).

Comprehension questions

- Compare and contrast the message of nationalistic prophets and the desires of the people of Jerusalem with the message of Ezekiel between the time of the two deportations to Babylon.
- Identify the main object of Obadiah's preaching (who is addressed) and describe the possible historical background(s) which may have prompted this preaching.
- Describe how the structure of Lamentations contributes to the content of the book, in relation to its message.

Exegetical Paper due

Session Reflection

Session 6 - Haggai, Zechariah, Malachi, Daniel, Joel

Reading Assignments

- J. Gordon McConville. *A Guide to the Prophets: Exploring the Old Testament*. Chapters 5, 7, 15, 16, and 17.
- Bible Focus: Haggai, Zechariah, Malachi, Daniel, Joel (scan as necessary).

Final Exam

Session Reflection

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB3053: Pauline Epistles

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

An exegetical study focusing on the historical, literary, and theological dimensions of the Pauline epistles in the New Testament. Prerequisites: Introduction to the New Testament and Biblical Interpretation.

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Exhibit an awareness of the political, social, geographic, and religious forces that had an impact on the spiritual and educational development of the Apostle Paul.
2. Describe the political, social, geographic, and religious contexts of the epistles written by Paul.
3. Discuss with an informed awareness the chronological and authorship issues concerning the Pauline epistles.
4. Knowledgeably describe the structure, purpose, and timeless theological message of each of the Pauline epistles.
5. Demonstrate an understanding of the impact the Apostle Paul had on the Early Church and the consequent Christian faith.
6. Recognize commentaries and other works generally recommended for use when working with the Pauline epistles.

The following are competencies for Ministry as outlined in the Sourcebook for Ministerial Development that will be addressed in this course:

- Ability to identify the literary structure, theological concepts and main storyline of the New Testament. (CN3)
- Ability to describe the historical and cultural contexts of the New Testament including an ability to Biblically affirm pastoral leadership of men and women within the Church. (CN4)

- Ability to exegete a passage of Scripture using contextual, literary, and theological analysis. (CN6)

COURSE TEXTBOOKS:

Holy Bible.

Holy Bible - Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or ESV

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work*. Department of Bible and Theology, 2017.

Print - PDF

ISBN: 8780000122200

Polhill, John B. *Paul and His Letters*. Broadman & Holman, 1999.

ISBN: 9780805410976

Supplemental: (Not Required but Highly Recommended)

Hawthorne, Gerald F., and Ralph P. Martin. *Dictionary of Paul and His Letters*. 1st ed, InterVarsity Press, 1993.

Print. The IVP Bible Dictionary Series

ISBN: 9780830817788

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Resources designed to support women in lead ministry positions:

- Facebook Page – Nazarene Women Clergy
- USA/Canada Region Church of the Nazarene – Women Clergy: <http://www.usacanadaregion.org/ministries/global-clergy-development/women-clergy>
- Wesleyan Holiness Women Clergy: <https://www.wesleyan.org/tag/wesleyan-holiness-women-clergy>
- Wynkoop Center for Women in Ministry: <https://www.whdl.org/collections/wynkoop-center-women-ministry>
- Christians for Biblical Equality: <https://www.cbeinternational.org/>
- *Emboldened: A Vision for Empowering Women in Ministry*. Leach, Tara Beth. IVP Books: 2017. ISBN 978-0830845248.

COURSE REQUIREMENTS:

Reading

Students are expected to complete the assigned readings in time that the readings may inform the student's contribution to the discussion.

Reading Summary/Critique

After completing the assigned reading, students will write a reading summary and critique of the reading. Each of these summary/critiques should include **at least two significant issues** gained from the reading and the student's reflections on these issues as they relate to their specific ministry. In other words, explain why the issues you select are significant for you and for your future understanding of the Bible. Note: Your personal opinion such as "This was hard reading" or "The reading excited me" is not what I'm looking for here. The summaries should be about 225-300 words.

Comprehension Questions

For most sessions, several Comprehension Questions will be posted to spark dialogue and measure comprehension concerning the issues covered. Responses should reflect and must include the student's comprehension of the material through references and quotations. **If you do not provide evidence that you have researched your response by the use of quotations and parenthetical references, you will not receive full credit for this assignment!** Simply saying "This is what I think" is not enough.

Session Learning Review

Each session the student will be asked to write a thoughtful summary of the things learned. This should include new insights, helpful information, and the difference it will make in the student's ministry. The summaries are to be at least 250 words long. Points will be awarded on the basis of thoughtful and reflective content. **At least three significant things should be mentioned.** This summary must not be a duplication of the reading application nor a review of the student's general activities. This is to be a summary of things learned.

Article Review

The student must find an article that pertains specifically to their Exegetical Paper. The article may be out of a current scholarly journal (periodical) or online. **NOTE: Book Reviews do not count as articles!** While the length of the article is somewhat negotiable, it should be at least 1000 words (approximately 3 pages in a periodical magazine). The Article Review should contain a brief summary of the content of the article as well as a thoughtful analysis or critique of the article (tell what are the strengths and weaknesses of the article). The length of the Article Review should be around 300-350 words.

The purpose of the Article Review is generally to encourage the student to discover the great wealth of information that is available in periodicals and online resources. Secondly, the Article Review should help the student with their research for their Exegetical Paper.

Examinations

Two examinations will be administered during the duration of this course. The first examination will be an **open book** test. The second examination is a **closed book** examination. In essence, even though the questions and subject matter will be completely different, the first examination should function as a kind of preparation test for the second examination. Although the specific questions will be different, the same types of questions will be asked in both examinations.

Exegetical Paper

Each student will select a passage from one of the Pauline epistles and write an exegetical paper on the passage. Since the Pauline epistles tend to be very theologically compact, the passage should be 3-5 verses. The exegetical paper needs to follow the precise guidelines set forth in *A Student's Guide to Exegetical Work*.

The exegetical paper should reflect the student's summary of reading and research after consulting a variety of commentaries, word studies, and any other sources. References should be cited by using the MLA standard of parenthetical references, such as "(Polhill 110)".

For specific guidelines concerning the methodology and format of the exegetical paper, see the NBC exegetical guide: *A Student's Guide to Exegetical Work*.

A Student's Guide to Exegetical Work can be found online at https://coursefinder.dcourseweb.com/campus/nbc_resources/Learning_Center/Study_Helps/Bible_Theology/Exegetical_paper/ExegeticalGuide.pdf.

Look below for a short summary of format instructions from the Student's Guide.

See below for the Grading Rubric for the Exegetical paper.

COURSE EVALUATION:

I. Course Grading Criteria

The final grade will be determined on the basis of a 1,000-point system, which will convert to a letter grade according to the following scale:

	Points
A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-669
D-	600-629
F	Under 600

The basis for evaluation for the course assignments will be as follows:

Session Requirements	Quantity	Course
Reading Summary Critique	30	180

Comprehension Questions	40	160
Session Learning Review	20	120
Article Review	50	50
Selection of Text for Exegetical Paper	50	50
Exegetical Paper	200	200
Exam #1	100	100
Exam #2	140	140
	Total	1000

Total Points Possible in course = 1000

COURSE SCHEDULE:

The course will be designed around six sessions. In the first session we will review Paul's background and his conversion to Christ. We will also give attention to the "epistle" as a form of communication. In sessions 2 through 6, we'll focus more on the actual text of Paul's epistles. We will also look at some of the literary clues which help us interpret Paul's writings.

SESSION 1

Topic: Paul and Ancient Letter Writing

Reading Assignments:

- Acts 9:1-31; 11:19-30
- Polhill Introduction and chapters 1-4 and 7 (pages 1-83, 120-133)

Assignments Due:

Personal Biography

Reading Summary Critique

Response to Comprehension Questions

- In what ways do you think Paul's conversion experience (Acts 9) is typical, or not typical of persons who are converted to Christianity today? Feel free to cite your own experience to illustrate your response.
- Write a brief letter to the entire class using "Epistle" form. In this letter, include observations, and questions that arise from your assigned reading for this session, as well as from the biographies of your classmates. Indicate your reason for taking this course, and what you hope to gain from the study of Paul's epistles. This does not need to be lengthy, but it should be of sufficient length to demonstrate that you are familiar with the standard epistle form that Paul used in writing his letters.

Selection of Text for Exegetical Paper

Session Learning Review

SESSION 2

Topic: 1 and 2 Thessalonians, Galatians

Reading Assignments:

- Polhill Chapters 8 and 10 (pages 134-157; 180-201)
- Galatians
- 1 and 2 Thessalonians

Assignments Due:

Reading Summary Critique

Article Review

Session Learning Review

SESSION 3

Topic: The Corinthian Correspondence

Reading Assignments:

- Polhill, Section "Paul In Corinth (Acts 18:1-22)" in chapter 11 and chapters 12-13 (pages 213-219; 230-277)
- 1 and 2 Corinthians

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions

- Based upon Paul's writing about spiritual gifts in 1 Cor. 12:1-14:40, how do you think Paul would respond to someone who claimed that "speaking in tongues" is the ultimate gift and sign of the Holy Spirit and His presence in a believer's life? How would Paul answer this person?
- Paul spends much of his time in 2 Corinthians 1-9 "defending" his ministry and his apostleship. How does Paul defend himself, and why do you think that it is so important for him to defend himself?

Examination #1

Session Learning Review

SESSION 4

Topic: Romans

Reading Assignments:

- Polhill Chapter 14 (pages 278-305)
- Romans

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- Select a passage in Paul's letter to the Romans that you consider to be central to Paul's purpose in writing this epistle. Reference your reading, explaining why this passage is so important.
- Much has been written and said about the parallels between Paul's writing to the Galatians and to the Romans. Identify 6 parallels (e.g., quotations, themes, arguments) between these two letters.
- In Romans, Paul states several times that God's salvation and even Paul's preaching is "first for the Jew, then for the Gentile" (e.g., Romans 1:16; 2:9, 10, etc.). What does Paul mean precisely by this statement, and why does this statement seem to be so important for him to repeat?

Session Learning Review

SESSION 5

Topic: Ephesians, Philippians, Colossians

Reading Assignments:

- Polhill Chapters 9, 16 and 17 (pages 158-179; 329-345; 354-377)
- Ephesians, Philippians, Colossians

Assignments Due:

Reading Summary Critique

Exegetical Paper
Session Learning Review

SESSION 6

Topic: 1 and 2 Timothy, Titus

Reading Assignments:

- Polhill Chapters 19-20 (pages 346-349; 397-444)
- 1 and 2 Timothy, Titus

Assignments Due:

Reading Summary Critique

Response to Comprehension Questions (only answer two)

- Paul's letters to Timothy and Titus are written to "pastors".
 - Looking at these three letters separately, what do you think is the "most important point" that Paul makes in each letter? Why?
 - If you were Paul writing to these pastors, is there any advice, instruction, or counsel that you would have added to these letters? Why or why not?
- Polhill concludes his book on pages 440-442 by summarizing five views of Paul: Apostle, Pastor, Theologian, Missionary, and Convert. As you have come to know Paul better, which of these views best summarizes your own view? Why?
- How has your view of Paul changed during this course? How are the before/after snapshots different?

Examination #2

Session Learning Review

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

Short Summary of Format Instructions From *A Student's Guide to Exegetical Work*

Remember that formatting counts in the production of the exegetical paper. The format of your paper will affect your grade points for the paper. Be sure to make careful use of *A Student's Guide to Exegetical Work* for information regarding the proper format of your exegetical paper. The guide contains complete formatting instructions and a sample/model paper.

Be sure to maintain consistency in the use of your headings. Your headings and subheadings should follow this format:

<u>Level Three Heading</u>	LEVEL ONE HEADING <u>LEVEL TWO HEADING</u>
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Please use the style of headings illustrated above for your exegetical paper. Level one headings should be centered and all capitals. Level two headings should be centered, underlined, and all capitals. Level three headings should be left-aligned and underlined.

Following is an example of how the headings and the subheadings in the paper should look:

<u>Significance of Text</u> <u>Historical and Social Setting</u> <u>Literary Setting</u>	INTRODUCTION <u>ORIENTATION AND CONTEXT</u>
<u>Scripture Passage</u> <u>Text Critical Notes</u> <u>Outline of Passage</u>	<u>PRESENTATION OF TEXT</u>
	ARRIVAL AT NEW LOCATION ENCOUNTER WITH GOD JACOB'S RESPONSE CONCLUSION <u>SUMMATION</u> <u>APPLICATION</u> WORKS CITED

You will use the same headings in the same format as illustrated above, except for the headings you use in the body of the paper. In this example, the headings in the body of the paper are "Arrival at Bethel," "Encounter with God," and "Jacob's Response". In your paper, you will use headings which come from your own **outline of your passage** (which appears at the end of the "Introduction" section of the paper).

If you make use of a block quote, be sure to indent the entire quote. Remember a block quote is a direct quote which takes more than four (4) lines of text space in the paper. This paragraph illustrates the format of a block quote (it may or may not be longer than 4 lines here, depending

on the screen size in which the note is displayed). Block quotes should not be surrounded by quotation marks. Instead, a block quote is simply indented in its entirety. In the case of a block quote, the period at the end of the last sentence of the quote should be placed before the parenthetical reference which stands at the end of the quote.

Also, pay attention to the proper format for parenthetical references (**citations**). *The Student's Guide to Exegetical Work* includes a number of examples illustrating how parenthetical references should be formatted.

The bibliography for the paper should actually be called "Works Cited," because it will be a list of the works which are actually used in your paper. Be sure to carefully follow the proper format for your works cited entries. *A Student's Guide to Exegetical Work* includes examples of how to format the various types of resources which you might use for writing the exegetical paper.

Below are some of the more common types of entries which might appear in the Works Cited section of your exegetical paper. Below each type of entry is a description of the elements included in that type of Works Cited entry. This information corresponds to that presented in *A Student's Guide to Exegetical Work*. Be sure to follow the correct format for each type of bibliographic entry in your Works Cited.

For study notes taken from a Study Bible:

Stackert, Jeffrey. "Study Notes on Leviticus." *The New Oxford Annotated Bible*, edited by Michael D. Coon, 4th ed., Oxford University Press, 2001, pp. 142-183.

This entry includes the following, in this order: Contributor's name (person who wrote the study notes), Title for study notes, Title of the Study Bible, Editor, Edition, Publisher, Copyright date of publication, Pages of the entire biblical book on which the study notes appear.

For a commentary in a series:

Milgrom, Jacob. *Leviticus 1-16: A New Translation with Introduction and Commentary*. 1991. *Anchor Bible*, edited by William Foxwell Albright and David Noel Freedman, vol. 3, Doubleday.

This entry includes the following, in this order: Author's name (person who wrote commentary for that particular volume/book of the Bible), Title of the volume/book of the Bible, Copyright date for that particular volume, Title of commentary series, Editor(s), Volume number, Publisher.

For an article in a journal:

Auffret, Pierre. "The Literary Structure of Exodus 6.2-8." *Journal for the Study of the Old Testament*, vol. 8, no. 27, 1983, pp. 46-54.

This entry includes the following, in this order: Author's name, Title of article, Title of journal, Volume number, Issue number, Date of journal volume, Pages upon which the entire article appears.

For an entry from a Bible Dictionary or Encyclopedia:

Anderson, Gary A. "Sacrifice and Sacrificial Offerings (OT)." *Anchor Bible Dictionary*, edited by David Noel Freedman, vol. 5, Doubleday, 1992.

This entry includes the following, in this order: Author's name (person who wrote entry/article), Title of entry/article, Title of dictionary, Editor, Volume number, Publisher, Copyright date of dictionary.

For additional same Works Cited entries, including those for electronic sources, you should consult *A Student's Guide to Exegetical Work*.

You will need to carefully review *A Student's Guide to Exegetical Work* in order to successfully format your exegetical paper for this class. The guide describes all of the necessary formatting issues for an exegetical paper and includes numerous additional illustrations. Furthermore, *A Student's Guide to Exegetical Work* includes a "Model Paper" so that you can see how the final product should appear.

Exegetical Paper - Grade Report

Name: _____

I. Format and Grammar (50 points; 25% of grade)

A. Organization: Headings and subheadings (10 pts)

score = _____

Three or more headings are inconsistent and/or one or more headings are missing = 0

One or two headings are inconsistent = 3-5

All headings consistent for each level and follow Student's Guide = 10

B. Parenthetical References (10 pts)

score = _____

More than 10% of the citations reflect improper format and citations are inconsistently applied (some missing or misplaced) = 0

Up to 10% of citations reflect improper format (missing punctuation or data item) = 3-5

All citations follow proper format and are consistently applied for print and electronic sources = 10

C. Bibliography (10 pts)

score = _____

More than 10% of the entries reflect improper format = 0

Up to 10% of entries reflect improper format (missing punctuation or data item) = 3-5

All entries follow proper format for print and electronic sources = 10

D. Grammar/Spelling (Sentence Structure) (20 pts)

score = _____

More than 3 grammar and/or spelling errors on most pages = 0-5

Reading is disrupted by grammar and/or spelling errors scattered throughout the paper = 8-12

Free of grammar and spelling errors = 20

II. Content (150 points; 75% of grade)

A. Introduction: (50 pts total for section)

Significance of Text (5 pts)

score = _____

Fails to describe text and highlight important themes, issues & questions = 0

Fails to either describe text or highlight important themes, issues & questions (or does both poorly) = 3

Presents brief description of text and highlights important themes, issues & questions raised by text = 5

Historical and Social Setting (20 pts)

score = _____

Little or no discussion of authorship, date, or original audience = 0-6

Discussion of some issues, but fails to address one or more of (or poorly addresses): authorship, date of comp., original audience = 12-16

Addresses historical and social setting in thorough, yet concise manner, with well-supported conclusions = 20

Literary Context (15 pts)

score = _____

Little or no discussion of genre, limits of text, structure, immediate context = 0-5

Discussion of some issues, but fails to address one or more of (or poorly addresses): genre, limits of text, structure, immediate context = 10-12

Complete presentation of literary context, with support (genre, limits of text, structure, immediate context) = 15

Passage + Text Critical Notes (5 pts)

score = _____

No clear discussion of any issues pertaining to translation of text; or omission of passage or text critical discussion = 0

Limited to comparison of English translations without considering textual variants = 3

Presents variants among ancient manuscripts = 5

Outline of Passage (5 pts)

score = _____

Portions of text are not reflected in the major headings of the outline = 0

Appropriate major headings, but lacking development (missing subheadings for one or more major sections), or headings do not clearly reflect content = 3

Clear, organized outline reflecting the themes and flow of the text = 5

B. Body: (60 pts total for section)

Understanding of key words, phrases (20 pts)

score = _____

No or little evidence of word study or explanation of key terms = 0-6

Identification of some key terms/phrases with limited explanation of the word/phrase within the context = 12-16

Informative explanation of at least 3 key terms/phrases, demonstrating thorough word study – integrated into discussion = 20

Discussion of issues pertinent to text (biblical, theological) (20 pts)

score = _____

Discussion neglects a majority of significant issues pertinent to the text in its historical setting = 0-6

Discussion relates to issues pertinent to the text, though some major issues are neglected or poorly described = 12-16

Thorough, yet concise, discussion of issues pertinent to the text in its historical setting = 20

Dialogue with scholarly views (present, evaluate, respond) (10 pts)

score = _____

Little or no mention of scholarly viewpoints related to issues raised in the text = 0-3

Mention of scholarly views, but lacking noticeable evaluation or response = 6-8

Clear explanation of scholarly views, with insightful evaluation and response to those views = 10

Presentation/defense of your understanding/interpretation (10 pts)

score = _____

Conclusions regarding issues from the text are not clear and are poorly defended = 0-3

Conclusions regarding issues from the text are expressed but not well defended = 6-8

Thorough and persuasive presentation of evidence and argument defending conclusions = 10

C. Conclusion: (30 pts total for section)

Summation of main points and clear identification of message (15 pts)

score = _____

Poor summation: introducing issues not related to text and/or introduces issues not previously discussed = 0-5

Neglects major concerns addressed in the body of the paper; has already moved toward application = 10-12

Comprehensive summation of conclusions reached in body of the paper and clear identification of the message of the text = 15

Discussion of appropriate contemporary application (15 pts)

score = _____

Poor discussion of application = 0-5

Inadequate demonstration of relevance of text;
lacking significant points of application = 10-12

Clear explanation of modern application which is
consistent with message of text = 15

D. Sources: (10 pts)

Appropriateness, variety and depth of sources, reflecting sound research score = _____

Poor variety of sources and perspectives, and/or
too few in number to provide needed information
= 0-3

Limited in sources & perspective = 6-8

Excellent number and variety of sources and
perspectives (at least 8-10 sources; including at
least 4-6 commentaries) = 10

Format points = ____/50

Content points = ____/150

Total points = ____/200

Grade Percentage: _____

Letter Grade: _____

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

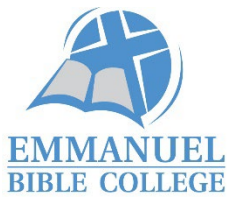
HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB3063: Book of Acts

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Introduction to the New Testament and Biblical Interpretation.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

An exegetical study focusing on the historical, literary, and theological dimensions of the book of Acts in the New Testament. *Prerequisites: Introduction to the New Testament and Biblical Interpretation.*

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Summarize the significant life events of Paul.
2. Identify the significant elements of the message of Paul.
3. Describe the impact of the historical background of the New Testament on the message of Jesus and Paul.
4. Understand how the history and culture of the first century impacts the message and practices of the developing church.
5. Ability to knowledgeably discuss authorship, date, purpose, literary genre, and major theological concepts of Acts.
6. Outline the major structure of Acts, the significant life events of Paul, and identify and chronologically order the other significant events and persons of Acts.
7. Discuss the outward expansion of the church from a Jewish to a largely Gentile mission by identifying the major cities and provinces listed in the three missionary journeys of Paul.
8. Deepen your knowledge and appreciation for the powerful presence of the Holy Spirit in the life of the church, both in the first century, and in our time.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

- Ability to identify the literary structure, theological concepts and main storyline of the New Testament. (CN3)

- Ability to describe the historical and cultural contexts of the New Testament including an ability to Biblically affirm pastoral leadership of men and women within the Church. (CN4)
- Ability to exegete a passage of Scripture using contextual, literary, and theological analysis. (CN6)

COURSE TEXTBOOKS:

Holy Bible.

Holy Bible - Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or ESV

Denny, Randal. *Epidemic of Joy: A Study of Acts 13-16*. Reprint 1988, Wipf & Stock, 2007.
ISBN: 9781556353864

Denny, Randal. *Where the Action Is: A Study of Acts 5 - 8*. Reprint 1981, Wipf & Stock, 2007.
ISBN: 9781556353840

Johnson, Luke Timothy. *The Acts of The Apostles*. 5, Liturgical Press, 1992.
Print. Sacra Pagina Series Vol 5
ISBN: 9780814658079

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work*. Department of Bible and Theology, 2017.
Print - PDF
ISBN: 8780000122200

Denny, Randal E. *In Jesus' Strong Hands: Victors Instead of Victims Acts 17-28*. Reprint 1989, Wipf & Stock, 2004.
ISBN: 9781592449576

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Resources designed to support women in lead ministry positions:

- Facebook Page – Nazarene Women Clergy
- USA/Canada Region Church of the Nazarene – Women Clergy: <http://www.usacanadaregion.org/ministries/global-clergy-development/women-clergy>
- Wesleyan Holiness Women Clergy: <https://www.wesleyan.org/tag/wesleyan-holiness-women-clergy>
- Wynkoop Center for Women in Ministry: <https://www.whdl.org/collections/wynkoop-center-women-ministry>
- Christians for Biblical Equality: <https://www.cbeinternational.org/>
- *Emboldened: A Vision for Empowering Women in Ministry*. Leach, Tara Beth. IVP Books: 2017. ISBN 978-0830845248.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned readings in time that the readings may inform the student's contribution to the discussion for that session.

II. Reading Application

After completing the assigned reading, students will submit a reflection upon the reading. As you read through Acts, and the other reading material, have your ministerial "antennae" out watching for texts that beg to be preached. Also, be alert to passages that might inform pastoral practice in your ministry assignment today. Each session you will select one "preachable point" or "pastoral reflection" and cover it in 225-300 words. Identify the text (chapter and verse in Acts) and in two or three paragraphs discuss how the passage has stimulated your thinking with regard to your ministry. This does not need to be a developed sermon! However, the student should try to draw in different areas of the reading from different authors. In other words, the Reading Application should try to draw together the reading from the different reading assignments for the session (the biblical text, lecture, Johnson's commentary, and Denny's book).

III. Comprehension Questions

Comprehension Questions will be posted almost every session to spark dialogue and measure comprehension concerning the issues covered. Responses should reflect and must include the student's comprehension of the material through references and quotations. If you do not provide evidence that you have researched your response by the use of quotations and parenthetical references, you will not receive full credit for this assignment! Simply saying "This is what I think" is not enough.

IV. Session Learning Review

Each session, the student will be asked to write a thoughtful summary of the things learned. This should include new insights, helpful information, and the difference it will make in the student's ministry. The summaries are to be at least 250 words long. Points will be awarded on the basis of thoughtful and reflective content. At least three significant things should be mentioned. This summary must not be a duplication of the Reading Application nor a review of the student's general activities.

V. Examinations

Two examinations will be administered during the duration of this course.

1. The first examination will be an open book test
2. The second examination is a closed book examination

In essence, even though the questions and subject matter will be completely different, the first examination should function as a kind of preparation test for the second examination.

VI. Reflection Paper

A Reflection Paper will be submitted by each student on the significance of the Jerusalem Council that is recorded in Acts 15:1-29. The Reflection Paper should be 3-4 pages, double-spaced, New Times Roman, font 12. The paper should be organized around the following items:

- A. Background and setting, specifically:
 - 1. What is the historical setting of the Council?
 - 2. What are the key issues of the Council?
 - 3. Who are the key people involved and what is their role?
- B. The relationship of the Council to the agenda for the mission of the Church found in Acts 1:8.
- C. Points of connection with Galatians chapter 2 (circumcision as a theological issue of salvation, faith/law, etc.). In other words, do Acts 15 and Galatians 2 reflect the same event?
- D. Hermeneutics (interpret the "so what" of the events as they relate to the church today).

The Reflection Paper should also include a Bibliography of at least two sources. Bibliography and parenthetical references should be formatted according to the standards set out in the Exegetical Guide. In this way, you can "practice" following the precise formatting guidelines of the parenthetical references and Bibliography for your Exegetical Paper. The Paper will be graded for content and clarity of thought, as well as grammar, style, spelling, punctuation, and format. The Reflection Paper must be submitted as an attachment to the proper heading ("Reflection Paper") in Session 3 in the newsgroup.

Look below for the Evaluation Form for the Reflection Paper.

VII. Exegetical Paper

Students will write an exegetical paper. Details concerning what should be included in the exegetical paper and how to properly format the exegetical paper are presented in the *Student's Guide to Exegetical Work*.

The student will exegete a portion of a chapter from the Book of Acts. The text for the Exegetical Paper may be selected from any chapter of Acts except Acts 15. NOTE: The selected passage for exegesis should not include the entire chapter; rather, the student should select a periscope or paragraph (approximately 6-12 verses) from the Book of Acts.

The paper should reflect the student's summary of reading and research after consulting a variety of commentaries, word studies, and any other sources. References should be cited by using the MLA standard of parenthetical references, such as "(Marshall 110)", that have been established in the NBC exegetical guide. For specific guidelines concerning the methodology and format of the exegetical paper, see the NBC exegetical guide *A Student's Guide to Exegetical Work*. The grading of the paper will be based upon the conformance of the student

to the methodology and format that is outlined in *A Student's Guide*. Therefore, it is very important for you to follow the guidelines of the *Guide* carefully!

Check online for *A Student's Guide to Exegetical Work* at https://coursefinder.dcourseweb.com/campus/nbc/resources/Learning_Center/Study_Helps/Bible_Theology/Exegetical_paper/ExegeticalGuide.pdf.

Look below for a short summary of format instructions from the *Student's Guide*.

See below for the Grading Rubric for the Exegetical paper.

COURSE EVALUATION:

I. Course Grading Criteria

The final grade will be determined on the basis of a 1,000-point system, which will convert to a letter grade according to the following scale:

	Points
A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729
D+	670-699
D	630-699
D-	600-629
F	Under 600

The basis for evaluation for the course assignments will be as follows:

Requirements	Quantity	Course
Reading Application	35	210
Comprehension Questions	50	200
Session Learning Review	20	120
Selection of Text for Exegetical Paper	60	60
Reflection Paper (Jerusalem Council)	100	100
Exegetical Paper	200	200
Exam #1	45	45
Exam #2	65	65
	Total	1000

Total Points Possible in course = 1000

COURSE SCHEDULE:

Session 1

Topic: Introduction; Pentecost (Acts 1-3)

Reading Assignments:

- Acts 1:1-3:26
- Johnson, Introduction and the “Interpretation” sections of the commentary on Acts 1-3 (pages 1-18, 23-74).

Assignments Due:

Personal Biography

Reading Application

Response to Comprehension Questions

- Find two commentaries that discuss the Purpose of Luke in writing the Book of Acts. (You can use Johnson’s commentary as one of these commentaries, if you wish). Compare and Contrast the viewpoints of these two commentaries on Luke’s Purpose.
- Two of Peter’s early “speeches” are recorded in Acts 2:14-36 and 3:12-26. Answer the following questions concerning these two speeches: a) What is the time and setting of each of these speeches? b) Considering the fact that there were undoubtedly many sermons and speeches delivered in the early days of the church, why did Luke record these two speeches, and what was his specific purpose in recording the separate speeches in chapter 2 and in chapter 3?

Selection of Text for Exegetical Paper

Session Learning Review

Session 2

Topic: Church Witnessing in Jerusalem (Acts 4:1-8:3)

Reading Assignments:

- Acts 4:1-8:3
- Johnson, “Interpretation” sections of the commentary on Acts 4:1-8:3 (pages 75-144).
- Denny, Where the Action Is, Introduction and chapters 1-6 (pages 13-90).

Assignments Due:

Reading Application

Response to Comprehension Questions

- Write a very brief outline of the flow of thought within Stephen’s speech in Acts 7:2-53. After reading and researching the treatment of this passage in 2 or 3 commentaries, answer the following two questions: a) What is the theme of this speech? b) Why was Stephen stoned to death?
- Read Acts 5:33-42. After reading and researching the treatment of this passage in 2 or 3 commentaries, answer the following two questions: a) What is the historicity of this passage in terms of the speech by Gamaliel and the references to Theudas and Judas the Galilean? b) What is Luke’s purpose in including this account and what effect would this have upon his readers?

Session Learning Review

Session 3

Topic: Church Witnessing in Samaria and Beyond (Acts 8:4-13:52)

Reading Assignments:

- Acts 8:4-13:52

- Johnson, “Interpretation” sections of the commentary on Acts 8:4-13:52 (pages 144-244).
- Denny, Where the Action Is, Chapters 7-8 (pages 91-117).
- Denny, Epidemic of Joy, Preface and chapters 1-2 (pages 11-37).

Assignments Due:

Reading Application

Reflection Paper: Jerusalem Council

Examination #1

Session Learning Review

Session 4

Topic: Second Missionary Journey (Acts 14:1-17:34)

Reading Assignments:

- Acts 14:1-17:34
- Johnson, “Interpretation” sections of the commentary on Acts 14:1-17:34 (pages 245-320).
- Denny, Epidemic of Joy, Chapters 3-9 (pages 38-113).
- Denny, In Jesus' Strong Hands, Preface and chapter 1 (pages 9-25).

Assignments Due:

Reading Application

Session Learning Review

Session 5

Topic: Third Missionary Journey; Jerusalem (Acts 18:1-22:29)

Reading Assignments:

- Acts 18:1-22:29
- Johnson, “Interpretation” sections of the commentary on Acts 18:1-22:29 (pages 321-394).
- Denny, In Jesus' Strong Hands, Chapters 2-5 (pages 26-72).

Assignments Due:

Reading Application

Exegetical Paper

Session Learning Review

Session 6

Topic: On to Rome (Acts 22:30-28:31)

Reading Assignments:

- Acts 22:30-28:31
- Johnson, “Interpretation” sections of the commentary on Acts 22:30-28:31 (pages 395-476).
- Denny, In Jesus' Strong Hands, Chapters 6-9 (pages 73-124).

Assignments Due:

Reading Application

Response to Comprehension Questions

- Read Acts 22:30-23:11. The “oddities” of this passage have caused various scholars to suggest that Luke may have “made up” this appearance of Paul before the Sanhedrin (a suggestion that I personally do NOT accept). After perusing at least 3 commentaries, respond to the following questions about this passage: a) Identify 3 “oddities” of this passage. b) What is Luke's purpose in recording this occurrence?
- Read Acts 28:17-31. After consulting at least 3 commentaries, list at least three of the explanations that are given for the “strange” ending of Acts. Johnson states that “the point

is not the fate of Paul, but the fidelity of God.” Do the two (or three) other commentaries that you have consulted agree or disagree with Johnson's explanation? Why or why not?

Examination #2

Session Learning Review

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

Evaluation form for Jerusalem Council Reflection Paper

Historical setting, key ideas, people
and terms (20 points) _____

Relation of the Council to the "agenda" of the
church (Acts 1:8) (20 points) _____

Connection of Council with Gal. 2 (20 points) _____

Hermeneutics (how this event relates to the
church then and today) (20 points) _____

Grammar, spelling, diction, etc. (10 points) _____

Bibliography (10 points) _____

Total points (100 possible) _____

Short Summary of Format Instructions
From *A Student's Guide to Exegetical Work*

Remember that formatting counts in the production of the exegetical paper. The format of your paper will affect your grade points for the paper. Be sure to make careful use of *A Student's Guide to Exegetical Work* for information regarding the proper format of your exegetical paper. The guide contains complete formatting instructions and a sample/model paper.

Be sure to maintain consistency in the use of your headings. Your headings and subheadings should follow this format:

LEVEL ONE HEADING LEVEL TWO HEADING
<u>Level Three Heading</u>

Please use the style of headings illustrated above for your exegetical paper. Level one headings should be centered and all capitals. Level two headings should be centered, underlined, and all capitals. Level three headings should be left-aligned and underlined.

Following is an example of how the headings and the subheadings in the paper should look:

	INTRODUCTION
	<u>ORIENTATION AND CONTEXT</u>
<u>Significance of Text</u>	
<u>Historical and Social Setting</u>	
<u>Literary Setting</u>	
	<u>PRESENTATION OF TEXT</u>
<u>Scripture Passage</u>	
<u>Text Critical Notes</u>	
<u>Outline of Passage</u>	
	ARRIVAL AT NEW LOCATION
	ENCOUNTER WITH GOD
	JACOB'S RESPONSE
	CONCLUSION
	<u>SUMMATION</u>
	<u>APPLICATION</u>
	WORKS CITED

You will use the same headings in the same format as illustrated above, except for the headings you use in the body of the paper. In this example, the headings in the body of the paper are "Arrival at Bethel," "Encounter with God," and "Jacob's Response". In your paper, you will use headings which come from your own **outline of your passage** (which appears at the end of the "Introduction" section of the paper).

If you make use of a block quote, be sure to indent the entire quote. Remember a block quote is a direct quote which takes more than four (4) lines of text space in the paper. This paragraph illustrates the format of a block quote (it may or may not be longer than 4 lines here, depending

on the screen size in which the note is displayed). Block quotes should not be surrounded by quotation marks. Instead, a block quote is simply indented in its entirety. In the case of a block quote, the period at the end of the last sentence of the quote should be placed before the parenthetical reference which stands at the end of the quote.

Also, pay attention to the proper format for parenthetical references (**citations**). *The Student's Guide to Exegetical Work* includes a number of examples illustrating how parenthetical references should be formatted.

The bibliography for the paper should actually be called "Works Cited," because it will be a list of the works which are actually used in your paper. Be sure to carefully follow the proper format for your works cited entries. *A Student's Guide to Exegetical Work* includes examples of how to format the various types of resources which you might use for writing the exegetical paper.

Below are some of the more common types of entries which might appear in the Works Cited section of your exegetical paper. Below each type of entry is a description of the elements included in that type of Works Cited entry. This information corresponds to that presented in *A Student's Guide to Exegetical Work*. Be sure to follow the correct format for each type of bibliographic entry in your Works Cited.

For study notes taken from a Study Bible:

Stackert, Jeffrey. "Study Notes on Leviticus." *The New Oxford Annotated Bible*, edited by Michael D. Coon, 4th ed., Oxford University Press, 2001, pp. 142-183.

This entry includes the following, in this order: Contributor's name (person who wrote the study notes), Title for study notes, Title of the Study Bible, Editor, Edition, Publisher, Copyright date of publication, Pages of the entire biblical book on which the study notes appear.

For a commentary in a series:

Milgrom, Jacob. *Leviticus 1-16: A New Translation with Introduction and Commentary*. 1991. *Anchor Bible*, edited by William Foxwell Albright and David Noel Freedman, vol. 3, Doubleday.

This entry includes the following, in this order: Author's name (person who wrote commentary for that particular volume/book of the Bible), Title of the volume/book of the Bible, Copyright date for that particular volume, Title of commentary series, Editor(s), Volume number, Publisher.

For an article in a journal:

Auffret, Pierre. "The Literary Structure of Exodus 6.2-8." *Journal for the Study of the Old Testament*, vol. 8, no. 27, 1983, pp. 46-54.

This entry includes the following, in this order: Author's name, Title of article, Title of journal, Volume number, Issue number, Date of journal volume, Pages upon which the entire article appears.

For an entry from a Bible Dictionary or Encyclopedia:

Anderson, Gary A. "Sacrifice and Sacrificial Offerings (OT)." *Anchor Bible Dictionary*, edited by David Noel Freedman, vol. 5, Doubleday, 1992.

This entry includes the following, in this order: Author's name (person who wrote entry/article), Title of entry/article, Title of dictionary, Editor, Volume number, Publisher, Copyright date of dictionary.

For additional same Works Cited entries, including those for electronic sources, you should consult *A Student's Guide to Exegetical Work*.

You will need to carefully review *A Student's Guide to Exegetical Work* in order to successfully format your exegetical paper for this class. The guide describes all of the necessary formatting issues for an exegetical paper and includes numerous additional illustrations. Furthermore, *A Student's Guide to Exegetical Work* includes a "Model Paper" so that you can see how the final product should appear.

Exegetical Paper - Grade Report

Name: _____

I. Format and Grammar (50 points; 25% of grade)

A. Organization: Headings and subheadings (10 pts)

score = _____

Three or more headings are inconsistent and/or one or more headings are missing = 0

One or two headings are inconsistent = 3-5

All headings consistent for each level and follow Student's Guide = 10

B. Parenthetical References (10 pts)

score = _____

More than 10% of the citations reflect improper format and citations are inconsistently applied (some missing or misplaced) = 0

Up to 10% of citations reflect improper format (missing punctuation or data item) = 3-5

All citations follow proper format and are consistently applied for print and electronic sources = 10

C. Bibliography (10 pts)

score = _____

More than 10% of the entries reflect improper format = 0

Up to 10% of entries reflect improper format (missing punctuation or data item) = 3-5

All entries follow proper format for print and electronic sources = 10

D. Grammar/Spelling (Sentence Structure) (20 pts)

score = _____

More than 3 grammar and/or spelling errors on most pages = 0-5

Reading is disrupted by grammar and/or spelling errors scattered throughout the paper = 8-12

Free of grammar and spelling errors = 20

II. Content (150 points; 75% of grade)

A. Introduction: (50 pts total for section)

Significance of Text (5 pts)

score = _____

Fails to describe text and highlight important themes, issues & questions = 0

Fails to either describe text or highlight important themes, issues & questions (or does both poorly) = 3

Presents brief description of text and highlights important themes, issues & questions raised by text = 5

Historical and Social Setting (20 pts)

score = _____

Little or no discussion of authorship, date, or original audience = 0-6

Discussion of some issues, but fails to address one or more of (or poorly addresses): authorship, date of comp., original audience = 12-16

Addresses historical and social setting in thorough, yet concise manner, with well-supported conclusions = 20

Literary Context (15 pts)

score = _____

Little or no discussion of genre, limits of text, structure, immediate context = 0-5

Discussion of some issues, but fails to address one or more of (or poorly addresses): genre, limits of text, structure, immediate context = 10-12

Complete presentation of literary context, with support (genre, limits of text, structure, immediate context) = 15

Passage + Text Critical Notes (5 pts)

score = _____

No clear discussion of any issues pertaining to translation of text; or omission of passage or text critical discussion = 0

Limited to comparison of English translations without considering textual variants = 3

Presents variants among ancient manuscripts = 5

Outline of Passage (5 pts)

score = _____

Portions of text are not reflected in the major headings of the outline = 0

Appropriate major headings, but lacking development (missing subheadings for one or more major sections), or headings do not clearly reflect content = 3

Clear, organized outline reflecting the themes and flow of the text = 5

B. Body: (60 pts total for section)

Understanding of key words, phrases (20 pts)

score = _____

No or little evidence of word study or explanation of key terms = 0-6

Identification of some key terms/phrases with limited explanation of the word/phrase within the context = 12-16

Informative explanation of at least 3 key terms/phrases, demonstrating thorough word study – integrated into discussion = 20

Discussion of issues pertinent to text (biblical, theological) (20 pts)

score = _____

Discussion neglects a majority of significant issues pertinent to the text in its historical setting = 0-6

Discussion relates to issues pertinent to the text, though some major issues are neglected or poorly described = 12-16

Thorough, yet concise, discussion of issues pertinent to the text in its historical setting = 20

Dialogue with scholarly views (present, evaluate, respond) (10 pts)

score = _____

Little or no mention of scholarly viewpoints related to issues raised in the text = 0-3

Mention of scholarly views, but lacking noticeable evaluation or response = 6-8

Clear explanation of scholarly views, with insightful evaluation and response to those views = 10

Presentation/defense of your understanding/interpretation (10 pts)

score = _____

Conclusions regarding issues from the text are not clear and are poorly defended = 0-3

Conclusions regarding issues from the text are expressed but not well defended = 6-8

Thorough and persuasive presentation of evidence and argument defending conclusions = 10

C. Conclusion: (30 pts total for section)

Summation of main points and clear identification of message (15 pts)

score = _____

Poor summation: introducing issues not related to text and/or introduces issues not previously discussed = 0-5

Neglects major concerns addressed in the body of the paper; has already moved toward application = 10-12

Comprehensive summation of conclusions reached in body of the paper and clear identification of the message of the text = 15

Discussion of appropriate contemporary application (15 pts)

score = _____

Poor discussion of application = 0-5

Inadequate demonstration of relevance of text;
lacking significant points of application = 10-12

Clear explanation of modern application which is
consistent with message of text = 15

D. Sources: (10 pts)

Appropriateness, variety and depth of sources, reflecting sound research score = _____

Poor variety of sources and perspectives, and/or
too few in number to provide needed information
= 0-3

Limited in sources & perspective = 6-8

Excellent number and variety of sources and
perspectives (at least 8-10 sources; including at
least 4-6 commentaries) = 10

Format points = ____/50

Content points = ____/150

Total points = ____/200

Grade Percentage: _____

Letter Grade: _____

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB3123: Old Testament Historical Books

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Introduction to the Old Testament and Biblical Interpretation.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

An exegetical study focusing on the historical, literary, and theological dimensions of the historical books in the Old Testament. Prerequisites: Introduction to the Old Testament and Biblical Interpretation.

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Recognize the history of ancient Israel from the period of the Judges to the late postexilic period.
2. Understand the theories regarding the emergence of the nation of Israel in biblical times.
3. Distinguish the character and message of the Deuteronomistic History from the Chronicler's History.
4. Identify the major themes and content reflected in the Old Testament Historical Books.
5. Explain the theological messages evident in the Old Testament Historical Books.

The following are competencies for Ministry as outlined in the Sourcebook for Ministerial Development that will be addressed in this course:

1. Ability to identify the literary structure, the theological concepts and main story line of the Old Testament (CN-1).
2. Ability to describe the historical and cultural contexts of the major sections of the Old Testament (CN-2).
3. Ability to exegete a passage of Scripture using contextual, literary, and theological analysis (CN-6).

COURSE TEXTBOOKS

Holy Bible. Holy Bible - Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or ESV

King, Thomas J., and Daniel G. Powers. *A Student's Guide to Exegetical Work. 6th ed.*, Department of Bible and Theology, 2017.

ISBN: 8780000122200

Hamilton, Victor P. *Handbook on the Historical Books: Joshua, Judges, Ruth, Samuel, Kings, Chronicles, Ezra-Nehemiah, Esther.* Baker Academic, 2001.

ISBN: 9780801036149

COURSE RESOURCES:

- **BIBLECENTRE:**
Biblecentre.org provides several valuable resources for Bible study. I especially want to draw your attention to the Commentaries section. There are a wide number of full commentaries that are available here. This is a good website for finding some commentaries that you might not otherwise have access to.
- **NET BIBLE:**
Netbible.org is an excellent resource that provides a good new translation of the Bible. Its greatest value for students, however, is the fact that it provides many notes along with the translation that are very helpful.

BIBLIOGRAPHY

Arnold, Bill T., and H. G. M. Williamson, eds. *Dictionary of the Old Testament Historical Books.* InterVarsity Press, 2005.

Branick, Vincent P. *Understanding the Historical Books of the Old Testament.* Paulist Press, 2011.

Bright, John. *A History of Israel.* 4th ed., Westminster John Knox Press, 2000.

Hamilton, Victor P. *Handbook on the Historical Books.* Baker Academic, 2008.

Hayes, John H., and Paul K. Hooker. *A New Chronology of the Kings of Israel and Judah and Its Implications for Biblical History and Literature.* Wipf & Stock, 2007.

Howard, David M., Jr. *An Introduction to the Old Testament Historical Books.* Moody Publishers, 1993.

Kaiser, Walter C., Jr. *A History of Israel From the Bronze Age Through the Jewish Wars.* Broadman & Holman, 1998.

Miller, J. Maxwell, and John H. Hayes. *A History of Ancient Israel and Judah.* 2nd ed., Westminster John Knox Press, 2006.

Nelson, Richard D. *The Historical Books.* Abingdon Press, 1998. Interpreting Biblical Texts.

Satterthwaite, Philip E., and J. Gordon McConville. *A Guide to the Historical Books.* InterVarsity Press, 2007. Exploring the Old Testament 2.

Williams, Michael E., ed. *Judges-Kings.* 1992. The Storyteller's Companion to the Bible, vol. 3, Abingdon Press.

COURSE REQUIREMENTS:

The following is a summation and description of the various assignments which are required throughout this course.

Assignments:

1. Students are expected to complete the assigned readings in time that the readings may inform the student's contribution to the discussion. The student is encouraged to read ahead as necessary in order to be prepared for each session. Scan read when needed. This does two things for you: it gives you a passing acquaintance with the material overall, and it helps you to decide on which areas you need to focus for a more detailed study effort.

2. Certain sessions, comprehension questions will be assigned in order to check the student's understanding of the material being covered. Responses to the questions should, at the least, interact the assigned reading.
3. Certain sessions, an article critique will be due in order to enrich the student's understanding of the biblical books which are the focus of this course.
 - a. Find an article (on the internet or in a regular paper journal or magazine) which relates to any of the biblical books which are the focus of this course. Submit a critique of the article which includes the following two elements:
 - i. A summation of the main points of the article. In section one, be sure to explain the thesis presented in the article (purpose for writing the article) and the author's conclusion regarding the main issue(s) addressed in the article.
 - ii. Your thoughtful reaction/response to the article. In the second section of the critique (your response), critically evaluate the thesis and conclusion presented in the article. Discuss any strengths and weaknesses which you see in the author's argument and explain your view on the issue(s) presented in the article.
4. Students will write a preliminary report concerning the passage about which they will write an exegetical paper.
5. Students will write an exegetical paper. Details concerning what should be included in the exegetical paper and how to properly format the exegetical paper are presented in the *Student's Guide to Exegetical Work*. It is important that you begin working on the exegetical paper right away. The Bible courses are intentionally structured to allow the student some extra time regularly for working on the paper.
6. Students will be required to submit a summation of the most significant aspects of each session.

COURSE EVALUATION:

Grading Points

Assignments:	Pts/each	Pts.	Final Grade %
Comprehension	4 x 50 pts/each	200	20%
Article Critiques	4 x 50 pts/each	200	20%
Session Reflection	6 x 10 pts/each	60	6%
Preliminary Report		130	13%
Exegetical Paper		230	23%
Final Exam		180	18%
	Total	1000	100%

Point Criteria

Points awarded to written assignments:

Point values for each assignment will be determined by the instructor's judgment regarding the quality of the work submitted. Quality will be measured according to **how well** each submission fulfills the described requirement(s) for the particular assignment. Thus, simply meeting the requirements of an assignment does not earn all of the possible points for the assignment. Points are assigned according to the **quality** of the work, as judged by the instructor.

Grade Scale

Grade	Percentage	Points	Description
A Excellent	90-100%	A = 930-1000 A- = 900-929	Distinctively superior work; freedom from error; outstanding accomplishment in mastering the subject.
B Very Good	80-89%	B+ = 870-899 B = 830-869 B- = 800-829	Considerable understanding; better than average accomplishment in mastering the subject.
C Satisfactory	70-79%	C+ = 770-799 C = 730-769 C- = 700-729	Fulfills the basic requirements; acceptable progress toward mastering the subject.
D Inferior	60-69%	D+ = 670-699 D = 630-669 D- = 600-629	Work less than satisfactory. Meets only the minimum standards for obtaining credit in the subject.
F Failure	59% and below	F = 599 and below	Work that is unsatisfactory and falls below minimum standards of accomplishment. No credit is given.

COURSE SCHEDULE:

I. Session 1 Introduction to the Historical Books of the Old Testament

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Preface + Begin reading ahead
 - *Bible Focus*: begin reading ahead
- Comprehension questions
 - Identify the theory of the "emergence of Israel" which you consider to be most accurate, and defend (give reasons) why you think that view is most accurate.
 - Explain the significance of the phrase "Deuteronomic History," and how it relates to the "Historical Books" of the Old Testament.
 - Describe the unique message reflected in the "Chronicler's History," and briefly explain the need for this message (in relation to its original setting).
- Article critique
- Preliminary Report on Exegetical Paper
 - Compose a preliminary report concerning your exegetical paper by submitting the passage which you have selected for the project, (for example: 2 Samuel 11:1-21), along with your initial investigation of the passage. This report is NOT part of the exegetical paper itself; rather it is a report about the passage you will use for your exegetical paper. You must choose a passage from the Old Testament Historical Books. Select carefully a passage for which you have the resources to do an in-depth investigation. Choose a passage which is an appropriate length for this project. The Student's Guide suggests approximately 8-15 verses long. However, some texts may require a slightly longer passage

due to the length of some stories, poems, or dialogues (for example, 12-25 verses). Follow directions from your instructor regarding the length of your passage. Make sure that your passage is a complete unit or subunit within its context (i.e., don't pull verses out of the middle of a story or argument or oracle, unless they form an identifiable subunit of the material).

- Conduct an initial investigation of your selected passage. You should begin the investigation of your passage by carefully reading the passage a number of times. Pray about your passage, and think about its meaning and impact. Read the biblical material leading up to your passage and the material following it. Write down your impressions, thoughts, inspirations, and insights from this initial investigation of your passage. Construct an outline of the passage. This report should not consist of merely your feelings regarding why you like the passage or how it has impacted you in the past. Rather, this report needs to provide an explanation of your insights and impressions regarding the meaning and interpretation of the passage based on your initial investigation (before consulting outside sources). As you consider what questions the passage raises, explain how you would initially answer them. Explain what you think the passage meant to its original audience in its original setting. In sum, here is a checklist of elements which you should address in this report:
 - Your passage selection
 - A formal outline of the passage
 - Discussion of how you think the passage is structured (explanation of your outline)
 - Discussion of the type of literature you recognize in the passage (historical narrative, law, parable, oracle, type of poetry, etc.)
 - The main themes of the passage based on your initial investigation
 - Identify questions that come to mind when reading the passage, and provide your initial answers to those questions.
 - Your initial understanding of the main message/purpose of the passage for its original audience
- How to Create a Good Passage Outline
 - Here are some important reminders for creating good Passage Outlines. This is important, not only for the preliminary reports but also for improving the passage outlines which will appear at the end of the "Introduction" section of the exegetical papers.
 - Be sure to look at the sample passage outlines which are in the Student's Guide to Exegetical Work. Sample passage outlines can be found in the "Samples and Illustrations" section of the instructions, and in the model paper.
 - Given the suggested size of the passages for our papers, the passage outline should not have more than 4 major headings. Thus, it should have 2, or 3, or 4 "major" headings, depending on the particular content of the passage.
 - Every "major" heading should be developed with appropriate subheadings. Thus, there should not be any "major" heading by itself. Each major heading should have some appropriate subheadings underneath it.
 - "Major" headings should summarize all the information within that section of the passage. A major heading should not simply reflect what occurs just

before the subheading which follows underneath the major heading. Instead, the major heading should summarize all the information in the subheadings within that section of the outline. That is why outlines are structured with indentation (subheadings are indented below the major headings which they develop). An outline reflects a hierarchy which demonstrates the structure and organization of a passage.

- Avoid interpreting or preaching in the outline (this should not be a "sermon" outline). Instead, simply use the outline to reflect the direct content of the passage.
- Be sure to indicate which verses of your passage are linked to the sections of your outline. Do this by placing the appropriate verses in parenthesis at the end of each "major" heading (see the following illustration):

- a. Arrival at New Location (vv 6-8)
 - i. Jacob and company arrive at Luz
 - ii. Jacob builds altar
 - iii. Notice of death of Rebekah's nurse
- b. Encounter with God (vv 9-13)
 - i. God appears
 1. Jacob's name is changed
 2. God repeats covenant promises
 - ii. God disappears
- c. Jacob's Response (vv 14-15)
 1. Jacob sets up pillar and pours out libation
 2. Jacob names the place Bethel

- Session Reflection

II. Session 2 Joshua, and Judges

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Chs. on Joshua, Judges (pp. 15-185).
 - *Bible Focus*: Joshua, Judges
- Comprehension questions
 - Summarize the main content and arrangement of the book of Joshua.
 - How is the description of the conquest of the promised land in the book of Joshua different from the description of the conquest described in the book of Judges?
 - Describe the "open-ended" character of the book of Judges in comparison to that of Deuteronomy.
- Article critique
- Work on exegetical paper
 - *A Student's Guide to Exegetical Work* – https://coursefinder.dcourseweb.com/campus/nbc/resources/Learning_Center/Study_Helps/Bible_Theology/Exegetical_paper/ExegeticalGuide.pdf
- Session Reflection

III. Session 3 I-II Samuel

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Chs. on I-II Samuel (pp. 211-378).

- *Bible Focus*: I-II Samuel
- Comprehension questions
 - Identify the lessons which Israel and the Philistines should have learned from the events depicted in the two "Ebenezer" stories.
 - Compare and contrast the people's desire for a king, and God's idea of a king for Israel.
 - Identify and describe the significance of the Davidic covenant.
- Article critique
- Continue work on exegetical paper
- Session Reflection

IV. **Session 4 I-II Kings**

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Chs. on I-II Kings (pp. 379-475).
 - *Bible Focus*: I-II Kings
- Article critique
- Continue work on exegetical paper
- Session Reflection

V. **Session 5 I-II Chronicles, Ezra, and Nehemiah**

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Chs. on I-II Chronicles, Ezra-Nehemiah (pp. 477-528).
 - *Bible Focus*: I-II Chronicles, Ezra, and Nehemiah
- Comprehension questions
 - Describe the fall of the Southern Kingdom (Judah) by addressing the following: what nation brought the destruction, and what happened to the various groups of citizens of Judah?
 - Describe the political and religious circumstances of the post-exilic period which prompted the need for the message reflected in the "Chronicler's History."
 - Describe the distinct roles and missions of both Ezra and Nehemiah.
- No Article critique
- Exegetical Paper
- Session Reflection

VI. **Session 6 Ruth, and Esther**

- Reading Assignments
 - Hamilton, *Handbook on the Historical Books*: Chs. on Ruth, Esther (pp. 187-209, 529-549).
 - *Bible Focus*: Ruth, and Esther
- Session Reflection
- Final Exam

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

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Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

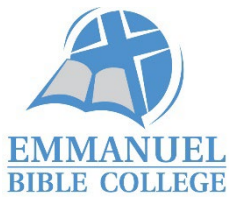
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 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
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 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

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- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
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- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
CEM2133: Leadership of Christian Educational Ministries

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A study of the role of Christian educational ministries in developing mature and healthy believers and congregations with a particular focus on the key leadership tasks of directing an effective educational ministry in a local congregation.

COURSE INTENDED LEARNING OUTCOMES:

The following learning objectives will be achieved by this course:

1. Identify, understand, and implement critical elements of an educational ministry that enable a local church to lead its members to Christian maturity.
2. Implement key principles and practices in leading an educational ministry to fulfill its purpose in a local church.
3. Develop an organization that will facilitate effective educational ministry in the local church and in cooperative denominational programs of education.

The following competencies as outlined in the (**Sourcebook**) to meet the educational requirements for Ordination within the Church of the Nazarene will be achieved by completing this course:

- Ability to oversee ministry using management skills including servant leadership, conflict resolution, administration, and team building. (CP2)
- Ability to cultivate, cast and strategically implement vision. (CP3)
- Ability to lead congregations in the biblical stewardship of life resources. (CP4)
- Ability to reason logically for discernment, assessment, and problem solving. (CP5)
- Ability to describe and apply knowledge of human development in leading people to Christian maturity. (CP9)
- Ability to prepare and lead discipleship ministries that are biblically sound, age-appropriate, intergenerational, and culturally sensitive. (CP15)

- Ability to discern sociological dynamics, (including the power dynamics of gender, age and ethnicity) and to apply that information to specific ministry settings. (CX3)
- Ability to understand and articulate the biblical, historical, and theological bases for Christian mission. (CX7)

COURSE TEXTBOOKS:

Wiesman, Bill. *A Holy Purpose: Five Strategies for Making Christlike Disciples*. Beacon Hill Press, 2011.

ISBN: 9780834126145

Moore, Frank M. *Holiness Today: Nazarene Essentials*. NPH, 2014.
Print.

Available in the NBC Bookstore or Free Download

Gallaty, Robby F., and Ed Stetzer. *Rediscovering Discipleship: Making Jesus' Final Words Our First Work*. Zondervan, 2015.

ISBN: 9780310521280

The Navigators. *Growing in Discipleship Book 6*. Design for Discipleship. Book 6, NavPress, 2006.

ISBN: 9781600060090

(Will need two copies to conduct this discipleship study.)

Hawkins, Greg L., & Cally Parkinson. *Move: What 1,000 Churches Reveal about Spiritual Growth*. Reprint Ed, Zondervan, 2016.

ISBN: 9780310529941

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE REQUIREMENTS:

1. Reading

Students are expected to complete the assigned reading in time for it to inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary.

2. Session Summary Assignments:

The core textbooks for the course are *Rediscovering Discipleship*; *A Holy Purpose: Five Strategies for Making Christlike Disciples*; *Design for Discipleship 6 Growing in Discipleship*; *Grow*; and *Nazarene Essentials*. Each session students will write a 200-word summary of assigned readings. The summaries must follow MLA acceptable writing guidelines.

3. Session Peer Response:

Each session, students will write a brief, logical, and concise response to one or more peers' Session Summary assignments. These responses will be based on course textbooks' content and students own critical thinking and personal ministry experiences.

4. Personal Philosophy Papers:

The student will write a 500- to 750-word paper stating his or her personal philosophy of Christian educational and Discipleship ministries. The paper should be done in proper MLA style for a formal paper. The paper should be organized around the following three topics.

- A. Key Characteristics of an Effective Christian Educational and Discipleship Ministries. What is the mission and purpose of CEM and Discipleship ministries, and what are the primary criteria or results that indicate a local church CEM and Discipleship Ministries is functioning effectively and achieving its purpose?
- B. My Role as a Leader in Developing an Effective Christian Educational and Discipleship Ministries. What is the ministry position and role in which you will serve in the future? In this role, what are the primary responsibilities you will fulfill in helping your church's Christian education and Discipleship ministry to achieve its purpose? What do you see as the primary function of paid church staff in creating and maintaining a quality Christian educational and Discipleship ministry?
- C. Key Principles for Developing an Effective Christian Education and Discipleship Ministries. What are the three or four most critical principles, guidelines, or practices a church must follow in creating and maintaining a Christian education and Discipleship ministry that fulfills its biblical purpose? What are the most important factors in determining the effectiveness of a church's Christian education and Discipleship ministry?

All views expressed in this paper should be supported with Scripture, the course texts, and other sources.

5. DFD6: Design for Discipleship - Growing in Discipleship (20 points per chapter)

Find a friend, family member, or ask your pastor for someone within your church body who needs to be discipled and begin the process of leading them through this DFD6 discipleship series. You can meet them via face-to-face, online, or even on the phone. Each session, submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling. Due to copyright laws, you will have to either purchase an additional book or have your disciple purchase a book, or you can share a book. Please do not break the law and copy any part of the book.

Students will submit a final DFD6 Report. The DFD6 Report is an overview in a bibliographical-like format of the total chapters that the student has completed and discipled someone through the course. The DFD6 Report is due at the last class session and will be worth 100 points.

Example:

DFD6 Reading Report Chapter Read	
Growing in Discipleship	Chapter 1,2
	Total Chapters = 2

The points are awarded according to the percentage of the required chapters actually completed. The student is expected to complete the assigned chapters, which totals 5 chapters. If the student leads someone through 100% of the required chapters, he will receive

the full 100 points. If the student only reads 90% of the required, he will receive 90 points, and so forth.

6. Extra Credit:

1. Evangelism: 25 points

Any student who leads an individual in receiving Jesus as his or her personal Savior during the trimester can earn 25 points extra credit by presenting a one or two-page summary of that experience sharing the background of the individual, the circumstances and methods in which the gospel was shared, and the individual's response. The presentation must be conducted during the time the student is taking this course and must include a specific request for the other person to receive Jesus as his or her personal savior. However, it is not necessary that the person agree to do so. Only one-on-one presentations apply (no public sermons, Bible studies, or Sunday School presentations).

2. SDMI/CEM Conference/Seminar/Workshop: 50 points

Attend or lead an SDMI/CEM Conference/Seminar/Workshop during the course and share your experience. The paper must include highlights of the conference, seminar, or workshops attended. Submit a 250 to 300-word summary of your experience.

7. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?
- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning this topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the session's learning experiences
- include suggested real-world applications of the course material
- For additional information see: Session Reflection Rubric (below).

COURSE EVALUATION:

Grading Points

Assignments		Points
Session Assignments:		
Discussion Questions (10 for 15 points each)		150
Session Summary Assignment (6 for 25 points each)		150
Session Reflection (6 for 25 points each)		150
Session Peer Response (6 for 25 points each)		150

Philosophy Papers (3 for 100 points each)	300
DFD6-Design for Discipleship Reading Report	100
TOTAL ALL ASSIGNMENTS	1000

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 67	D+ 67	F 59
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C".

COURSE SCHEDULE:

1. Session One

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 1: "The Master's Model for Making Disciples"
 - *Rediscovering Discipleship*: Chapter 2: "Think Like a Hebrew"
 - *A Holy Purpose*: Introduction and Chapters 1, 2, and 3
 - *Growing in Discipleship*: Chapter 1: "What Is a Disciple?"
- Discussion Question
 - How would you measure the spiritual growth of an elementary, youth, millennial, or senior adult that is a regular attender of your discipleship ministry?
- Session Summary – 200-word summary of assigned reading
- DFD6: *Growing in Discipleship*: Chapter 1: What is a Disciple?
 - Submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling.
- Reflection Paper – Using the "Nazarene Essentials" resource (<https://nazarene.org/nazarene-essentials-documents>) as your only source to write your paper, write a 500-750-word paper stating or summarizing what the church believes and how it is organized for leaders of Christian Educational Ministries. Your paper and writing should reflect:
 - Because we believe this...we do this...."
 - Because we came from this...we do this...."
 - Because we are organized this way...we do this...."
- Session Reflection – 500-word referenced reflection on the session

2. Session Two

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 3: "A Picture is Worth a Thousand Words"
 - *A Holy Purpose*: Chapters 4, 6, 7, 8, 9
 - *Move*: Chapters 1-3
 - *Growing in Discipleship*: Chapter 2: "The Responsible Steward"
- Discussion Questions
 - What is the purpose of numbers in the life of the church? Do they have a positive or negative effect on what we are doing as leaders?

- Of the 12 Reasons listed in the article “12 Reasons Why Your Church Doesn’t Produce Spiritual Growth” by Tony Morgan (<https://tonymorganlive.com/2012/06/20/12-reasons-why-your-church-doesnt-produce-spiritual-growth/>), what is the one that resonates with you? Why does it resonate with you? If you could change one thing in your present or potential ministry assignment, what would that be?
- Session Summary – 200-word summary of assigned reading
- DFD6: *Growing in Discipleship*: Chapter 2: The Responsible Steward
 - Submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling.
- Session Reflection – 500-word referenced reflection on the session

3. Session Three

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 4: "Disciple-Makers Are Made, Not Born"
 - *Rediscovering Discipleship*: Chapter 5: "A Forgotten Practice"
 - *Move*: Chapters 4-5
 - *Growing in Discipleship*: Chapter 3: "Helping Others Find Christ"
- Discussion Questions
 - If you were interviewing at a church today or were asked today about your discipleship strategy, how would you answer?
 - Before reading this session’s assigned readings, how would you have answered the question, "How do we grow and mature as Christians?" Has your answer changed as a result of the insight in these readings?
- Session Summary – 200-word summary of assigned reading
- DFD6: *Growing in Discipleship*: Chapter 3: Helping Others Find Christ
 - Submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling.
- Session Reflection – 500-word referenced reflection on the session

4. Session Four

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 6: "A Band-Aid for the Church"
 - *A Holy Purpose*: Chapters 10, 11, 12, 13
 - *Move*: Chapter 6-9
 - *Growing in Discipleship*: Chapter 4: "Establishing"
- Discussion Questions
 - How important is spiritual growth to you?
 - Why is spiritual growth so important in effective discipleship ministries?
- Session Summary – 200-word summary of assigned reading
- My Role as a Leader in Developing an Effective Christian Educational and Discipleship Ministry – Paper
 - Write a 500- to 750-word paper describing the ministry position and role in which you will serve in the future. In this role, what are the primary responsibilities you will fulfill in helping your church’s Christian Education and Discipleship ministry to achieve its purpose? What do you see as the primary function of paid church staff in creating and maintaining a quality Christian Educational and Discipleship ministry?
- DFD6: *Growing in Discipleship*: Chapter 4: Establishing

- Each session, submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling.
- Session Reflection – 500-word referenced reflection on the session
- Midcourse Evaluation (Voluntary)

5. Session Five

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 7: "A Comma That May Have Kept the Church in a Discipleship Coma"
 - *Rediscovering Discipleship*: Chapter 8: "Making Disciples in a McChristian Culture"
 - *Rediscovering Discipleship*: Chapter 9: "One for All, Not One at a Time"
 - *Rediscovering Discipleship*: Chapter 10: "Roadblocks to Making Disciples"
 - *A Holy Purpose*: Chapters 14, 15, 16, 17
 - *Move*: Chapter 10-12
 - *Growing in Discipleship*: Chapter 5: "World Vision"
- Discussion Questions
 - Convince your readers and leadership team in one paragraph how your discipleship ministry is going to be successful in the life of your church.
 - Dr. Howard Hendricks said, "When a person makes a confession of faith and is never taken through a formal discipleship process, there is little hope of seeing genuine spiritual transformation." What is the process of taking someone through discipleship or ensuring spiritual transformation takes place?
- Session Summary – 200-word summary of assigned reading
- Key Principles for Developing an Effective Christian Education and Discipleship Ministry – Paper
 - Write a 500- to 750-word paper identifying the three or four most critical principles, guidelines, or practices a church must follow in creating and maintaining a Christian Education and Discipleship ministry that fulfills its biblical purpose. What are the most important factors in determining the effectiveness of a church's Christian Education and Discipleship ministry?
- DFD6: *Growing in Discipleship*: Chapter 4: Establishing
 - Each session, submit a brief summary of your experience not only with the content of the study, but with the individual you are discipling.
- Session Reflection – 500-word referenced reflection on the session

6. Session Six

- Reading Assignments
 - *Rediscovering Discipleship*: Chapter 11: "Why You Can't Disciple an Unbeliever"
 - *Rediscovering Discipleship*: Chapter 12: "Can I Make Disciples?"
 - *Rediscovering Discipleship*: Chapter 13: "MARCS of a D"
 - *A Holy Purpose*: Chapters 18, 19, 20, 21, 22
 - *Move*: Chapters 13-16
- Discussion Questions
 - If you were asked to write a blog, review, and or posting on "A Holy Purpose" (Wiesman) or The Church of the Nazarene perspective or philosophy of Discipleship Ministries, what would it say?

- If you were given the assignment of identifying 5 Ways to Start Making Disciples, what would you suggest based on the course textbooks, course discussions, peer responses, and from your own experiences?
- Session Summary – 200-word summary of assigned reading
- Design for Discipleship – Paper and Response
 - Write a 500- to 750-word paper stating your experiences of the DFD6. This paper can be written in first person format.
- Session Reflection – 500-word referenced reflection on the session.
 - Focus on the impact of the entire course on your life and ministry. Address the relevance of the material studied throughout the course. Base your comments on the intended course learning outcomes as listed in the class syllabus. Identify how the key issues studied during the course have specifically impacted your professional and personal life and ministry. Conclude this final reflection by completing this statement: “From my learning in this class, the one major skill I will apply to my ministry is ____.”

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

Writing Rubric

Nazarene Bible College: Writing Rubric (100 points)					
Categories	A Excellent (18-20 points per category)	B Proficient (16-17 points per category)	C Acceptable (14-15 points per category)	D Limited (12-13 points per category)	F Unacceptable (0-11 points per category)
Organization: Focus and Sequencing	An inviting introduction draws the reader in; paper contains a clear, focused thesis statement detailing overall purpose; reasoning supports paragraph topics in a logical sequence; transitions are effective and masterfully woven into the content; conclusion is satisfying and provides resolution or initiative for further action.	Includes an inviting introduction; paper contains a clear thesis statement outlining overall purpose; reasoning and supporting paragraphs have a logical sequence; transitions are effective; conclusion is satisfying.	Includes an introduction, a clear thesis statement, paragraphs supporting the thesis in logical sequence, transitions, and a conclusion.	Includes an introduction, body paragraphs, and a conclusion. Logical sequence may be lacking and transitions may be absent or ineffective. Thesis statement is not clear. The statement may be vague or address a topic rather than a specific position.	May or may not include effective introduction, body paragraphs, transitions, or conclusion. Thesis statement is not identifiable.
Idea Discussion	In-depth discussion and elaboration, with evidence and examples in every section of the paper. Resource material from scholarly or credible electronic and print sources effectively and seamlessly incorporated. Exhibits an advanced grasp of paraphrase, summary, and synthesis. Provides new perspective or insight into the topic.	Relevant discussion and elaboration, with evidence and examples in most sections of the paper. Resource material from scholarly or credible electronic and print sources well incorporated. Exhibits a proficient grasp of paraphrase, summary, and synthesis. Provides a new perspective on the topic.	Adequate discussion and elaboration, with evidence and examples in most sections of the paper. Resource material from scholarly or credible electronic and print sources occasionally incorporated. Exhibits some ability to paraphrase, summarize, and synthesize information. Provides an expected perspective on the topic.	Brief discussion and elaboration, with evidence and examples in few sections of the paper. Resource material is not sufficient or well incorporated, and may or may not be credible. Needs to develop an ability to paraphrase, summarize, and synthesize information. Quotations from others may be used in excess. Lacks perspective or insight.	Discussion is too brief or omitted in most sections of the paper. Details may be off-topic or irrelevant. Resource material is not sufficient, credible, or well incorporated. No attempt or ability to paraphrase, summarize, or synthesize information. No perspective or insight provided.
Critical Thinking and Integration of Course Content	Statements demonstrate full understanding of course material through application of course concepts. Student analyzes personal assumptions and perspectives; integrates course content; and thoughtfully applies a new approach, perspective, insight, evaluation, or thoughtful analysis or synthesis.	Statements made are the result of research and logical thinking, and demonstrate understanding of course material through application of course concepts. Student addresses personal assumptions, and realizes a connection between course content and research; offers a new approach,	Statements made are the result of research and logical thinking, and demonstrate some understanding or application of course material. Shows attempts to analyze or synthesize information.	Statements made are the result of research and logical thinking, but demonstrate limited understanding or application of course material. Statements lack insight or original thought beyond presented material.	Statements made do not result from research or logical thinking, and do not demonstrate understanding or application of course material. No evidence of thinking beyond presented material.

		perspective, insight, evaluation, or thoughtful analysis or synthesis.			
Word Choice, Voice, and Sentence Structure	Distinctive, original, strong, precise, and concise word choice; facility with figures of speech; perception of word connotation. Extended, academic vocabulary using (primarily) active voice. Variety of sentence lengths and structures helps ideas flow naturally and smoothly.	Original and strong word choice; evident use of figures of speech; some perception of word connotation. Academic vocabulary used with (primarily) active voice. Variety of sentence lengths and structures helps ideas flow smoothly.	Some attention to original or strong word choice; some evident attempt to use of figures of speech. Vocabulary is primarily academic but may use passive and active voice. Limited variety of sentence lengths and structures. Phrasing may be awkward or unnatural so ideas do not flow.	No attention to original or strong word choice; no evident use of figures of speech. Vocabulary is basic or unclear. Passive and active voice, or second person is used. Limited variety of sentence lengths and structures. May have an awkward or choppy feel so ideas seem to be pieced together.	No attention to original or strong word choice; no evident use of figures of speech. Vocabulary is unclear. Passive and active voice, or second person is used throughout. No variety of sentence lengths or structures. Has an awkward, choppy, or incoherent feel. Ideas are unconnected.
MLA Documentation: Citations, References, and Works Cited	Uses correct MLA style and format, including parenthetical documentation and the works cited page. Contains at least, and probably more than, the assigned number and type of reliable resources.	Uses correct MLA style and format, including parenthetical documentation and the works cited page, although there may be a few minimal errors. Contains at least the assigned number and type of reliable resources.	Uses mostly correct MLA style and format, including parenthetical documentation and the works cited page, but some errors are apparent. Contains the assigned number and type of reliable resources.	Many errors in using MLA style and format, including parenthetical documentation and the works cited page. May or may not contain the assigned number and type of reliable resources.	Incorrect or nonexistent use of MLA style and format, including parenthetical documentation and the works cited page. May or may not contain the assigned number and type of reliable resources.

Adapted from Six Traits; Whalen, S. "Rubric from Contemporary Health Issues Research Paper"; Community College of Rhode Island's "Grading Criteria; Composition I"; and Colorado Christian University's Written Communication Rubric.

Session Reflection Scoring Guide
Carefully Review

Session Reflection Rubric		
Grade	Criteria	Explanation
A Earns up to 100% of the points possible	Assignment is clear, specific, thoughtful, complete, and demonstrates integration of the session's learning experiences.	The reflection clearly indicates that the student has fully participated in the session's learning experiences. It includes clear, detailed, outstanding answers to the assigned questions. Integrates at least two quotes or direct references from other course material. Includes pertinent personal examples, views, and/or thoughts.
B Earns up to 90% of the points possible	Assignment is clear, thoughtful, and complete, but lacking substantive details and connections with the session's learning experiences.	The reflection clearly indicates that the student has participated in the session's learning experiences. It includes clear, above average answers to the assigned questions. Integrates at least one quote or direct references to text other course material. Includes connected personal examples, views, and/or thoughts.
C Earns up to 80% of the points possible	Assignment is complete, includes personal thoughts, but lacking in detail and connections with the session's learning experiences.	The reflection indicates that the student participated in some of the session's learning experiences. It includes average answers to the assigned questions. Refers to the other course material, though doesn't identify the source. Includes personal examples, views, and/or thoughts.
D Earns up to 70% of the points possible	Assignment is incomplete or very vague, includes mainly personal thoughts, and few connections with the session's learning experiences.	The reflection indicates the student participated little in the session's learning experiences. It includes vague answers to some of the assigned questions. Weak references to other course material, with no sources cited. Includes mostly personal examples, views, and/or thoughts.
F Earns no more than 60% of the points possible	Assignment clearly indicates the student did not attempt to complete, nor integrate, the session's learning experiences into the reflection.	The reflection indicates the student did not participate in the session's learning assignments. The answers to the assigned questions are based solely on personal opinion or have no convincing references to other course material. Short on word count.

Carefully Review

Class Participation Assignment Rubric Table		
Grade	Criteria	Explanation
Earns up to 100% of the points possible	Assignment is clear, specific, thoughtful, complete, and fully meets the assignment's requirements.	The contents of the class participation assignment note are fully relevant to the topic under consideration, show a clear understanding of the topic, refer to other course material related to the topic, add insight to the discussion of the topic, and exceed the minimum required word count for the assignment.
Earns up to 80% of the points possible	Assignment is clear, thoughtful, and complete, and meets the assignment's requirements.	The contents of the class participation assignment note are relevant to the topic under consideration, show an understanding of the topic, refer to other course material related to the topic, add insight to the discussion of the topic, and exceed the minimum required word count for the assignment.
Earns up to 60% of the points possible	Assignment is complete, includes personal thoughts, and partially meets the assignment's requirements.	The contents of the class participation assignment note are somewhat relevant to the topic under consideration, show some understanding of the topic, refer to other course material related to the topic, contribute some insight to the discussion of the topic, and meet the minimum required word count for the assignment.
Earns up to 40% of the points possible	Assignment is partially complete or vague, includes mainly personal thoughts, and barely meets the assignment's requirements.	The contents of the class participation assignment note are barely relevant to the topic under consideration, show little understanding of the topic, do not refer to other course material related to the topic, add little insight to the discussion of the topic, and meet the minimum required word count for the assignment.
Earns up to 20% of the points possible	Assignment is incomplete and does not meet the assignment's requirements.	The contents of the class participation assignment note are not relevant to the topic under consideration, do not show understanding of the topic, do not refer to other course material related to the topic, do not add insight to the discussion of the topic, and do not meet the minimum required word count for the assignment.

Adapted from: *Discussion Participating Scoring Guide*, Capella University

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
ENG1013: English Composition I

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Passing score on the placement test or passing ENG0013 – Basic English Skills.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A study of the fundamental principles of sentence, paragraph, and essay composition, including a study of grammar, usage, and spelling. A proficiency essay is required for course credit.

COURSE INTENDED LEARNINGS OUTCOMES:

The following learning objectives will be achieved by this course:

1. Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
2. Acquires the habit of writing spontaneously and regularly in a journal.
3. Masters the writing process skills of planning what to say and implementing how to say it.
4. Demonstrates satisfactory progress in his/her ability to communicate ideas in clear and interesting written English.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

- Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity, and creativity, utilizing gender inclusive language. (CP1)

COURSE TEXTBOOKS:

Laurie G. Kirszner, Stephen R. Mandell. *Patterns for College Writing A Rhetorical Reader and Guide*. 14th, bedford / st.martin's Macmillan Learning.

ISBN: 9781319056643

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 8, Bedford/St. Martin's, 2018.

ISBN: 9781319057404

Anker, Susan, and Nicole Lask Aitken. *Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life*. 7th ed, Bedford/St. Martin's, 2015.

ISBN: 9781319003197

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

1. Bibliography

The books listed in the bibliography are either ones used as resources for this course or will be helpful for further study.

Bibliography

Glazier, Teresa, and Paige Wilson. *The Least You Should Know about English*, Form A: Writing Skills. 9th ed. Independence: Heinle & Heinle, 2005. Print.

Gray, Glenn, Cheryl Gray, and Loretta Gray. *Hodges Harbrace Handbook*. 18th ed. Independence: Heinle & Heinle, 2006. Print.

2. The OWL at Purdue

The OWL at Purdue is an excellent website for developing English skills.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time for it to inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary.

II. Writing

Assignments will be taken from Patterns for College Writing, Real Writing with Readings, A Pocket Style Manual, Launchpad.

III. Essay Outline

Submit an accompanying outline for this session's essay. An outline is the framework of your essay. Essay Outline Rubric and Sample Outline with Guidelines

IV. Essay

In Sessions One through Five, you are to write session essays. This is the focus of this class, so 42% of your grade is based on essay writing.

~~V. Proficiency Essay~~

~~You are to submit your proficiency essay by proofreading and editing a previously submitted essay. NOTE: A satisfactory level of proficiency demonstrated on the Proficiency Essay is required to earn a passing grade for the course.~~

Replace this section with:

Public Speech

In order to fulfill the speech component for ordination a speech will be presented. The topic should be about one of your hobbies or interests, an essay that you wrote for this class, or an event or ministry that is important to you. Your speech should be at least 15 minutes in length. Present your speech to a live audience.

Print off copies of the [Observer's Feedback Form](#) and ask at least five (5) people in the audience to complete the form and return it to you. Synthesize the feedback given to you and provide a self-critique. Your grade will be based on your self-critique. Your self-critique should include answers the following questions:

- How do I feel the speech went?
- Based on the feedback forms, what did I do well?
- Based on the feedback forms, what do I need to improve?
- What did I learn from this experience?
- How can I improve my future public speeches?

**** Ideas for gathering an audience. Depending on the content of your speech, you could ask friends or family members to your house for a speech party. You could ask your Sunday School class to allow you to give your speech during Sunday School. Ask five friends to meet you at your church to help you with this project.

VI. Journal

Each session, you will need to send one entry from your daily journal. Submitted journal entries need to be 150–250 words. All journal entries must be written within the last seven days of the due date with the exception of the journal project.

VII. Quizzes

Students will take a quiz in each session.

VIII. Journal Project

You will write a short one-paragraph essay on the value of journaling plus send in three journal entries not previously sent in during the first five sessions of this course. Also assigned, is a practical application statement to each journal entry.

IX. Spelling

As part of your session reflection, you are to keep track of the words you misspell in all assignments. Then, you are to send this list (spelled correctly, of course) along with your session reflection. Three points of the ten are awarded for this list, so it is important you do not pass this off.

If you do not have any misspelled words for the session, please state that in your Session Reflection.

X. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?

- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning this session's topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the session's learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

I. Grading Points

Assignments		Points
Session Assignments:		
Journals		10
Participation		10
Session Reflection		10
TOTAL EACH SESSION		30
Course Level Assignments:		
Textbook Assignments (Sessions 1-6)		210
Essays (Sessions 1-5)		300
Proficiency Essay		120
Outlines (Sessions 2-6)		50
Quizzes (Sessions 1-6)		60
Journal Project		80
TOTAL COURSE ASSIGNMENTS:		820
TOTAL ALL ASSIGNMENTS		1000

II. Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C".

COURSE SCHEDULE:

I. Part I - Basic Essay Structure

We will explore the structure of the basic essay. We will discuss ways to make your essays more effective, including structure and accuracy. Then, we will try our hand at a simple essay

assignment. We will discuss and participate in a blueprint assignment and learn what is required of spelling skills for this course.

- Intended Learning Outcomes
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
 - Acquires the habit of writing spontaneously and regularly in a journal.
- Reading Assignments
 - Anker, Susan, and Nicole Aitken. *Real Writings with Readings*. 7th ed.
 - Chapter 2 – Writing Basics
 - Chapter 3 – Finding Your Topic and Writing Your Thesis Statement
 - Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 8th ed.
 - Pages 2-18—Clarity
 - Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th ed.
 - Chapter 2—Invention
 - Chapter 3—Arrangement

II. Part II - The Descriptive Essay

We will look at the descriptive essay and begin working with outlines, including sending an outline before the essay is due.

- Intended Learning Outcomes
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
 - Acquires the habit of writing spontaneously and regularly in a journal.
- Reading Assignments
 - Anker, Susan, and Nicole Aitken. *Real Writings with Readings*. 7th ed.
 - Chapter 8 – Description
 - Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th ed.
 - Chapter 7—Description (read pages 149-166)
 - Essay to read:
Page 169—“Goodbye to My Twinkie Days”
 - Review pages 60-62 (Outline)

III. Part III - The Narrative Essay/ Drafting and Revising Essay

We will learn about and write a narrative essay and outline. We will learn how to draft and revise any writing before submitting it. We will learn about the MLA Documentation style. As usual, we will continue to journal every day and send a sample entry to the class for all to enjoy.

- Intended Learning Outcome
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
- Reading Assignments
 - Anker, Susan, and Nicole Aitken. *Real Writings with Readings*. 7th ed.
 - Chapter 4—Supporting Your Point

- Chapter 6—Narration
- Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 8th ed.
 - Pages 109-177—MLA Papers
- Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th ed.
 - Chapter 4—Drafting and Revising
 - Chapter 6—Narration (read pages 95-110)
 1. Essay to read: Page 116—“Surrendering”
 - Chapter 18—Documenting Sources: MLA
 1. All assignments at NBC are to be formatted in MLA style. These pages are for reference only but you are required to know how to find the reference.

IV. Part IV - The Comparison/Contrast Essay

We will work with comparison/contrast essays. By now, we should be comfortable with journaling and improving our spelling.

- Intended Learning Outcomes
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
 - Acquires the habit of writing spontaneously and regularly in a journal.
- Reading Assignments
 - Anker, Susan, and Nicole Aitken. *Real Writings with Readings*. 7th ed.
 - Chapter 12—Comparison and Contrast
 - Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th ed.
 - Chapter 11—Comparison and Contrast
 Essays to read:
 1. Page 392—“Grant and Lee: A Study in Contrasts”
 2. Page 402—“Why Chinese Mothers Are Superior.”

V. Part V – The Argument Essay

We will study argument essays. We will learn how to properly argue a point. As always, journal, journal, journal!

- Intended Learning Outcomes
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
 - Acquires the habit of writing spontaneously and regularly in a journal.
- Reading Assignments
 - Anker, Susan, and Nicole Aitken. *Real Writings with Readings*. 7th ed.
 - Chapter 14—Argument
 - Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th ed.
 - Chapter 14—Argumentation (read pages 517-541)
 Essays to read:
 1. Page 544—“The Declaration of Independence.”

VI. Part VI – Editing/Proofreading The Proficiency Essay

We will be submitting our proficiency essay by proofreading and editing a previously submitted essay, sending in a brief journaling project, taking a final, and submitting a final summary and journal entry to the class. Because of the work load this session, you may send in any assignment early except the final reflection. Please do not wait until the due date to begin these assignments.

- Intended Learning Outcomes
 - Accepts the attitude that skillful writing, correct language usage, and correct spelling are necessary for the effective carrying out of his/her ministry.
 - Acquires the habit of writing spontaneously and regularly in a journal.
 - Masters the writing process skills of planning what to say and implementing how to say it.
 - Demonstrates satisfactory progress in his/her ability to communicate ideas in clear and interesting written English.
- Journal Project
- Final Essay

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

Observer's Feedback Form

Thank you for participating in this exercise. This speech is given to fulfill a requirement for a Nazarene Bible College course. We are interested in this presenter's ability to speak publicly. Please write your comments about the presenter's speech and return this form to the presenter. Thank you.

How long was the speech? _____

Please comment about:

1. body language (posture, eye contact, use of hand gestures, etc.)

2. vocalization (tone, volume, inflection, etc.)

3. the introduction (Did it catch your attention?)

4. the conclusion (Was it clear and fitting for the speech that was given?)

5. clarity of thought (Was the speech organized in a logical manner that was easy to follow?)

6. overall speech delivery (Was the presenter able to hold your interest?)

ESSAY OUTLINE AND ESSAY RUBRICS
Carefully Review

Essay Outline

Session Two through Session Six Outline: 10 Points total possible

Essay Outline Rubric			
Sessions 2-6	0 Pts	1 Pts	2 Pts
Structure (1)	Structure is confusing and/or unclear.	Structure is missing either thesis or fact.	Outline structure has clear thesis and fact statement.
Structure (2)	Supports and unclear and/or are missing.	Thesis lacks some support and/or is weak in the conclusion.	Thesis has multiple supports, and is reworded in conclusion.
Thesis OP Statement	Thesis statement and/or O/P statement is missing.	Thesis statement is unclear to meaning. O/P format is incorrect or missing.	Thesis statement clearly define meaning and is at the beginning. Proper use of O/P.
Content	Outline content is inconsistent and detracts from thesis.	Outline content is inconsistent with thesis.	Outline content is consistent and strongly supports thesis.
Conventions	Convention errors make the outline unreadable.	Outline has many errors.	Outline has minimal errors.
Total 10 Points			

Essay

Session One through Session Five Essay: 60 Total Points Possible

Session Six Essay: Points Doubled – 120 Points Possible

Essay Rubric				
Sessions 1-5	1-3 Pts	4-6 Pts	7-8 Pts	9-10 Pts
Thesis/Purpose	Thesis is not clear. Details do not support thesis.	Thesis is not clear. Support is not consistent.	Thesis is clearly stated but lacks some consistency.	Thesis is clearly stated and is consistent throughout.
Ideas and Content	Details do not support thesis. Content lacks persuasive elements when assigned.	Support is there but not clear. Content is weak on persuasive elements when assigned.	Ideas & content give some support. Content is somewhat persuasive when assigned.	Ideas and Content strongly support thesis. Content is persuasive when assigned.
Word Choice	Wording is non-descriptive and confuses meaning.	Words are appropriate but do not add to interest.	Words are appropriate and give interest. Words are not distracting.	Words are appropriate and give interest. Vocabulary enhances thesis.

Organization Blueprint / Intro/Conclusion	Blueprint is missing. Intro does not match conclusion.	Blueprint is incorrectly placed. Intro does not match conclusion.	Blueprint is correctly placed. Intro matches conclusion.	Blueprint is memorable and correctly placed. Intro matches conclusion.
Conventions	Use of grammar, conventions & spelling makes the essay difficult to read.	There are multiple errors in grammar, conventions & spelling.	There are some errors in grammar, conventions & spelling.	Most of the grammar, conventions & spelling are correct.
Fluency	The essay is choppy and difficult to read as a whole.	The essay is choppy and difficult to read in some parts.	There is some hesitation in some parts of the essay.	The essay reads smoothly and enhances meaning.
Total 60 Points				
Session 6	2-7 Pts	8-13 Pts	14-17 Pts	18-20 Pts
Total 120 Points				

Sample Outline with Guidelines

Below is a sample outline and additional guidelines. Please use this format as you write your outlines each session.

Title of Essay

- I. Introduction
 - A. Thesis: Although owners must train their cats to keep them from being destructive indoors, cats can make excellent house pets.
 - B. Blueprint: Cats are good company, civilized, and easy to care for.
- II. Good company
 - A. Affectionate
 - B. Trainable
 - 1. Behavior
 - 2. Tricks
 - C. Playful
- III. Civilized
 - A. Quiet
 - B. Graceful
- IV. Easy to care for
 - A. Exercise themselves
 - B. Use a litter box
 - C. Bathe themselves
 - D. Can be left alone
- V. Conclusion: Because cats are good company, civilized, and easy to care for, they are a good choice for a house pet.

Please follow these guidelines:

1. There must be more than one point on a level. For example, if you have an "A" point, there must be a "B" point. The same goes for the more detailed levels.
2. The points on a level should use parallel wording. For example, for the level "A", "B", and "C", all these points should be worded in the same form:
 - A. Affectionate
 - B. Trainable
 - C. Playful

Notice that all three words are adjectives.

3. Use either words or phrases, not whole sentences, in your points.

A Note on Journaling

Christine E. Phillips, Ph.D.

One of the best ways to improve your writing is to practice, practice, and practice. So that is what the journaling exercise is all about. Also, it is a wonderful way to learn to express your spiritual journey. It helps equip you to be able to verbalize spiritual truths you have learned with others. For some people, it also helps cement their progress with God. Former students who have expressed strong dislike for journaling usually discover its value after this class. The last course, several students responded that they began the exercise very negatively but ended up singing its praises. A couple of students have written to me since and said they were still journaling and spoke about how valuable journaling has become in their spiritual walk.

Below are some points that will be helpful as you work on your journals.

I. Journal Project

A special journal project is assigned for the final session. You will write a short one-paragraph essay on the value of journaling plus send in three journal entries not previously sent in during this course. Also assigned will be a practical application statement to each journal entry. This is explained in greater detail below.

- A. In 150 words or more, write a one-paragraph essay on the value of journaling.
- B. Send three journal entries that you have not sent yet during this course. In addition, state the subject matter of each entry and how you might use each in your ministry.

II. Session Journal

Each session, you are to send a journal entry separate from the session reflection. Submitted journal entries need to be 150-250 words. All journal entries must be written within the last seven days of the due date.

This assignment is to be a nagging reminder that you need to keep current with your journal! The entry COULD include...

- a sample of one entry from the week, or
- a topic that you included in your journal and how you can use it, or
- anything that you learned because you journaled.

You can also say anything else about it if you choose – these are only ideas. I believe this will be a valuable experience even if you do not continue journaling after the class closes. By having this experience, you will gain first-hand knowledge of how journaling might help in your ministry.

It need NOT be overly personal; in fact, this is not to be day-to-day diary exercise. Rather, I would like for you to respond to something you learned. The general idea is to record just enough information to help you recall a significant experience. This might be an inspiration you received from reading. It could be a thought you had while listening to a tape, radio, or even a sermon or Sunday school lesson. The main thing is to make notations of something that elicited a response from you. It could even include an impression or burden from the Lord.

Cultivating the skill of keeping a journal will be a source of help and inspiration to you later. If you are in doubt, a good exercise is to read the journal entries by John Wesley.

Examples from My Journal

Example One

I was reading about the great span of time in the Old Testament between answers to prayers. These prayer-petitions were offered by prophets, but sometimes the answers did not even come in their lifetimes. I am always in such a rush to see what God is doing next. I totally identify with the Psalmist when he says “How long, O Lord, do I wait for thee?” and “It is time for you to act, O Lord; your law is being broken.” (Psalm 118:126) I want to take things into my own hands and fix the problems in my world before God even answers.

I am so guilty of this! My lack of the “mirror ability” gets me every time. I am a “doer” who wants to be a servant. I want to pick up the cross, climb the toughest hill, then knock myself out doing push-ups with it! Christ wants me to pick up the cross, then climb inside it and let Him carry the cross and me together. He designed a team plan – that’s probably why the cross has no handles! Forgive me, Lord, for tackling so much of life alone. When I do this, I doubt your strength.

Example Two

Sometimes there is emotion in an entry; this day’s was personal. Yesterday’s was funny! I hope you get the idea that this is something to which I responded. Not all journal entries need to be lessons learned or sermons in the making, but they should reflect some personal interaction with the lessons of life.

Example Three

I received a great idea about _____. I am excited about using this in the teen retreat this weekend by...

Example Four

Danny taught me a lesson today. He was outside playing in the mud. All I could see were dirt and germs. What he saw was the chance to be cool and creative. When I finally convinced him to come in and get cleaned up, he turned and gave me a great big hug. Then he looked up at me, and seeing I was now covered with mud too, said, “Look, Mommy! Are you cooler now too?” I had to laugh with him. “What is more important, mud or hugs?” I think God knows the answer to this!

Sometimes as a mom I am guilty of criticizing the “goo” on the outside and not appreciating the “glow” on the inside. Do I do this with other Christians, too? Do I only see the “goo?” Lord, forgive my critical spirit. Help me appreciate the inside of people and not judge by what I see on the outside. Purify my intentions and cleanse me from the inside out.

Please feel free to contact your instructor with any questions.

Session Reflection Scoring Guide
Carefully Review

Session Reflection Rubric		
Grad	Criteria	Explanation
A Earns up to 100% of the points possible	Assignment is clear, specific, thoughtful, complete, and demonstrates integration of the session's learning experiences.	The reflection clearly indicates that the student has fully participated in the session's learning experiences. It includes clear, detailed, outstanding answers to the assigned questions. Integrates at least two quotes or direct references from other course material. Includes pertinent personal examples, views, and/or thoughts.
B Earns up to 90% of the points possible	Assignment is clear, thoughtful, and complete, but lacking substantive details and connections with the session's learning experiences.	The reflection clearly indicates that the student has participated in the session's learning experiences. It includes clear, above average answers to the assigned questions. Integrates at least one quote or direct references to text other course material. Includes connected personal examples, views, and/or thoughts.
C Earns up to 80% of the points possible	Assignment is complete, includes personal thoughts, but lacking in detail and connections with the session's learning experiences.	The reflection indicates that the student participated in some of the session's learning experiences. It includes average answers to the assigned questions. Refers to other course material, though doesn't identify the source. Includes personal examples, view, and/or thoughts.
C Earns up to 80% of the points possible	Assignment is complete, includes personal thoughts, but lacking in detail and connections with the session's learning experiences.	The reflection indicates that the student participated in some of the session's learning experiences. Includes personal examples, views, and/or thoughts.
D Earns up to 70% of the points possible	Assignment is incomplete or very vague, includes mainly personal thoughts, and few connections with the session's learning experiences.	The reflection indicates the student participated little in the session's learning experiences. It includes vague answers to some of the assigned questions. Weak references to other course material, with no sources cited. Includes mostly personal examples, views, and/or thoughts.
F Earns no more than 60% of the points possible	Assignment clearly indicates the student did not attempt to complete, nor integrate, the session's learning experiences into the reflection.	The reflection indicates the student did not participate in the session's learning assignments. The answers to the assigned questions are based solely on personal opinion or have no convincing references to other courses material. Short on word count.

Adapted from: *Discussion Participating Scoring Guide*, Capella University

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
HIS2013: The Western World in Ancient and Medieval Times

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A survey course from a Wesleyan perspective that traces the social forces (sacred and secular) contributing to the development of Western civilization in global context from the Hellenistic period (1000 BC) to the Reformation era. The study of key events, ideas, personalities, and movements that have contributed to the major periods of history and the passages between them increases students' understanding of and appreciation for God's redemptive purposes. Students are enabled to build bridges from historical understanding to personal spiritual formation, the role of the church in society, and contemporary ministry.

COURSE INTENDED LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- I. Describe the general storyline of the history of the West and Christianity.
- II. Understand key cultural and philosophical developments and their influence on Western Civilization.
- III. Describe the relationship between the Christian Church and culture.
- IV. Think critically about Western History.
- V. Connect their ministry context to an understanding of history of the West and Christianity.
- VI. Develop an appreciation of the Wesleyan perspective of Western Civilization.

The following are competencies for Ministry as outlined in the Sourcebook for Ministerial Development that will be addressed in this course:

- Ability to tell the story of Christian history and the development of creeds and major doctrines. (CN10)
- Ability to describe the mission and practice of the Church throughout its history. (CN11)
- Ability to understand, appreciate, and work sensitively with cultures and sub-cultures. (CX1)

COURSE TEXTBOOKS:

Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Baker Academic, 2001.
ISBN: 9780801022494

Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed, Baker Academic, 2012.
ISBN: 9780801039966

Sherman, Dennis, and Joyce Salisbury. *The West in the World*. 5th ed, McGraw-Hill, 2013.
ISBN: 9780073407036

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE REQUIREMENTS:

I. Reading

The reading of the assigned course textbooks and resource materials is required. Reading assignments are clearly defined within the Course Schedule section of the syllabus. Because of the amount of reading required by this college degree course, it is strongly recommended that each student stay ahead of the actual assigned reading.

II. Reflection Questions Essays

For each session, students are to write two 350- to 500-word essays answering two of the provided questions. Answers should show an understanding of the subject based upon the reading of assigned material. This assignment is designed to reveal the student's completion and understanding of the reading material.

III. Student Questions

Submit 5 review questions, at least one from each chapter. These questions should require comprehension of the material (not just a one-word answer). Cite the chapter the question comes from but not the page number.

IV. Research Paper

Write a 1,200- to 1,500-word research paper on a topic selected from the list (on page 7).
Include:

- A. Identify the key aspects of the topic's details.
- B. Identify the key aspects of the topic as it relates specifically to the ramifications in Western History.
- C. Identify key details of the topic and develop an opinion about the value of its contribution to history.
- D. Identify the effect of that topic on history.
- E. Identify the consequences of that topic on you today.

Topic Selection:

Choose three subjects and discuss with your instructor. The instructor will select one topic for the assignment.

Bibliography Resource Listing

After identifying your subject, find at least eight sources you will use in your research paper and submit the list to your instructor.

- 4 Books – Texts books and/or Library Resources
- 2 Peer Reviewed Articles – (Peer reviewed articles are ones that have been scrutinized by academic peers. Articles from sites that end in .edu are often appropriate. Use the Internet and/or the Library.
- 2 Internet Articles – Make sure they are from reliable sources. They can be forums but be careful they are academically sound.

V. Final Project – The Historical Timeline

Develop a Timeline of the 15 most influential people and events (positive or negative) throughout our study of Western History. The student's list should include both individuals and events, not exclusively one or the other. Annotate each item, highlighting the contribution to the development of the Western World. Each annotation should be 50 to 100 words in length. Use material from the texts to support your entries. Finally, submit a 100- to 200-word final paragraph to answer the question: "How would you defend the idea that God uses historical figures and events to accomplish his purposes?"

VI. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about the topic(s)?
- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning the topic(s)?

To score well, the reflection assignment must:

- Cite references from the assigned reading.
- Include suggested real-world applications for the course material.

For additional information see: Reflection Rubric.

COURSE EVALUATION:

I. Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may not choose to accept any class for which a student scores a final grade below a "C".

COURSE SCHEDULE:

This class is organized around six sessions. The information provided below is an outline of the course and a list of the textbook readings that will be assigned.

I. Session One - From the Beginning to Pre-Christian Developments

Session One will introduce the student to the Wesleyan perspective and understanding of history and how to look at events in history through God's grace, mercy, and design. It specifically looks at ancient societies, their development, technologies, advancement in philosophy and culture, and influence upon later societies.

Assignments:

Reading

- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 1-4.

Reflection Question Essays (choose two)

- The Apostle Paul wrote in Galatians 4:4 these intriguing words: "But when the time had fully come, God sent his Son." From what you have read about the Greek and Roman world prior to the coming of Christ, why might the conditions at the time of Christ's birth have been just right for God's plan of salvation for all peoples?
- What values of the Roman world were complimentary to the values of Christianity? What values did the Romans embrace that were contrary to the message of Christ?
- In what way(s) do you see Ancient Greek accomplishments influencing the development of Western societies as a whole?
- Of the nine Ancient societies: Sumerians, Indo-Europeans, Egyptian Empire, Phoenicians, Hebrews, Assyrians, Babylonians, Persians, and Greeks – which is most interesting to you and why?

Session Reflection

II. Session Two - Greek and Roman Foundations and Their Influence on Christianity

Session two seeks to introduce the student to the developing Greek and Roman world and to see this world as the environment in which Christianity found its roots, formation, and continuing development. More so, it seeks to help the student understand the connectedness between Christianity, Rome, Greece, and Israel and how each of these came to influence the polity, ritual, and organizational scope of Christianity. Furthermore, we will take a look how America traces its roots to this time in history.

Assignments:

Reading

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed. Chapters Introduction, Chapters 1-2.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 5.

- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 1-3.

Reflection Question Essays (choose two)

- On pages 52 and 53 of *A Global History*, W.H.C. Frend writes a sympathetic account of the Monastics, who are usually considered heretics. Do you agree with the church's rejection of Spirit-inspired authority? Which do you believe should have authority over spiritual matters: the Spirit-inspired church or the Spirit-inspired individual?
- Why does Noll consider the fall of Jerusalem to be a decisive turning point? What did it compel Christianity to become?
- Do you see Jesus a reformer in that his ultimate attempt was to steer Judaism in a corrected direction, or was he a revolutionary in that his desire was to create a new movement of faith?
- In your opinion, founded on the reading, why were the Creeds initially formulated? What place ought the creeds (Apostles' and Nicene) to have in the contemporary church? Should Christians know the creeds?

Session Reflection

Research Paper: Topic Selection

III. Session Three - The Beginning of Christianity and Early Development Within Western Culture

Session three seeks to inform the student concerning the key players and development of early Christianity. The student will also be asked to review early leadership, developing theologies, creeds, and heresies. The student will also make a judgment as to the value of Constantine and begin considering the strengths and weaknesses of the relationship between church and state.

Assignments:

Reading

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed. Chapters 3-4.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 6.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 4-5.

Reflection Question Essays (choose two)

- Was the collusion between Constantine and the church a "disaster that wrecked the purity of the early church" (Spickard and Cragg 59), or was this beneficial to Christianity? Is it better for the faith to live alienated from civic society, or is it better for the faith to exist in a society that does not threaten its existence?
- Spickard and Cragg write on page 90, that the monastic system "allowed a balanced life of work, prayer, and rest." In light of that supposed balance, how balanced are we? How would you compare your spiritual discipline to that of the Monastics? Are such spiritual disciplines necessary?
- What might have been the value of penance for the medieval Christian? Would there be any value in requiring some sort of penance of Christians today?
- In your opinion, what are the factors that accounted for the rapid expansion of Islam?

Session Reflection

Research Paper: Bibliography Resource Listing

IV. Session Four - Christianity's Growth in the West

In session four, the students will be asked to consider the growth of Christianity in Europe and beyond. They will review the growing pains of a massively growing institution and differing developments between East and West. They will also be asked to consider the strengths and weaknesses of ecclesial power and corruption in Papal and clergy authority. Students will also be introduced to Monasticism and its value to holiness and ecclesial renewal.

Assignments:

Reading

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed. Chapter 5.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 7.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapter 6.

Reflection Question Essays (choose two)

- Is monasticism (escape, prayer, celibacy, and solitude) an appropriate response in recovering the purity of a corrupt church?
- During the early Middle Ages, the clergy became active in the politics of their area. What were the advantages or distractions to their task? Is it appropriate for today?
- Noll writes on page 115 concerning the medieval Roman Catholic understanding of the sacraments that "receiving God's grace depended upon actually receiving the vehicle of that grace, and not so much on how one felt about the transaction." In your opinion, is God's grace dependent upon the receiving of the sacraments?
- Noll refers to the Roman Catholic's understanding of Matthew 16:18 on pages 103-104. What do you think Jesus meant when he said, "Whatever you bind on earth will be bound in heaven, and whatever you loose on earth will be loosed in heaven"? How are we to understand this passage (and one like it in John 20:23)?

Session Reflection

V. **Session Five - The West in Medieval Times: Christianity in Crisis**

In session five, the students will be introduced to one of the most painful parts of Western History: the Crusades, the Inquisition, and Church Corruption. The student will be asked to view each of these events in respect to Wesleyan foundations. Students will also begin to see, at least in small part, the foundations upon which Luther's Reformation was laid.

Assignments:

Reading

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed. Chapter 6.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 8.

Reflection Question Essays (choose two)

- In your opinion, what are some of the problematic issues with the growing power of the Papacy?
- What was the position of Pope Urban II and the Church regarding the acts of Muslim aggression in the Holy Land? In your opinion, what was the guiding motivation behind their response? What effect did the decision have on them and on us?
- Sherman and Salisbury talk about Gothic Church architecture. How does this type of architecture reflect the Medieval conception of God and faith?
- With all the trouble and conflict surrounding the church of the Middle Ages (i.e., Corruption, the battle for power, the Schism, the Crusades, the Inquisition), was God at work? And if so, how do you see God at work?

Session Reflection

Final Research Paper

VI. Session Six - The Pre-Reformation Environment

In session six, the student will be introduced to the pre-reformers and their role in bringing about the Lutheran Reformation. They will also consider the ramifications of the continuing divide between the church in the East and the church in the West. Finally, they will review and reconsider their personal Wesleyan perspective of history.

Assignments:

Reading

- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 9-10.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapter 7.

Reflection Question Essays (choose two)

- In the 7th chapter of *Global History*, Spickard and Cragg briefly review many reform movements and reformers, among them, the *devotio moderna*, John Wycliffe, the Lollards, and John Hus. Evidently, many people in the 14th and 15th centuries believed the church in need of reform. Is the denomination or church you are a part of in need of reform, and if it is, in what ways is it in need of reform?
- Sherman characterizes the Renaissance on page 306 this way: "This vital new age witnessed a renewed belief in human beings' capacity to perfect themselves, to assess the world realistically, and to act vigorously to make an impact on their society. The key to this transformation was education." Based on this analysis, is our culture still defined by the vision of the Renaissance? Would this description be reflective of our age? Why or why not?
- Thomas à Kempis, a monk from the 14th century, wrote "Do not desire too much knowledge, for in that pursuit there is much distraction and delusion. Intellectuals like to appear learned and to be called wise ... knowledge does not satisfy the soul; but a good life refreshes the mind and a clean conscious inspires great trust in God." In Spickard (168), Erasmus is quoted as writing, "I would like to point out briefly two weapons that we should prepare to use in combating the chief vices. These weapons are prayer and knowledge ... these two are inseparable. "Who are you more inclined to agree with? And why?"
- All Students Must Answer: Write a 300- to 500-word essay answering the question, "As a student of history, how would you defend the idea that God uses historical figures and events to accomplish his purposes?" Give examples from our study using the books to support your case.

Session Reflection

- In addition to the usual questions, this reflection will focus on the impact of the entire course on your life and ministry. Address the relevance of the material studied throughout the course. Base your comments on the intended course learning outcomes as listed in this class syllabus. Identify how the key issues studied during the course have specifically impacted your professional and personal life and ministry. Conclude this final reflection by completing this statement: "From my learning in this class, the one major skill I will apply to my ministry is _____."

Historical Timeline Project

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

Examples of Student Questions

1. How do you think the invention of the printing press affected the early spread of Protestantism? How did it affect Christianity as a whole?
2. How did the appearance of the Virgin of Guadalupe in 1531 and the Council of Mexico in 1555 differ in their impacts of bringing Christianity to Mexico?
3. How did Menno Simons' stance on the relationship between church and state differ from both the Catholic and Protestant Churches?
4. What is Deism, and what were some socio-political factors that led to its origin?
5. How did the prevailing world-views during the seventeenth and eighteenth centuries contribute to the significant scientific advancements of people like Sir Isaac Newton, or Johannes Kepler?

Paper Topic Selection and Guidelines

Here are some topics for you to consider. You may also submit your own topic to be approved. Also, you may do an extended biography on any of the people mentioned in your reading. However, a biography must be more than biographical information, it must also consider their part in the history of the West and prove its significance.

Topic Selection

Please choose three topics and submit them to your instructor A.S.A.P. Duplicate selections will be awarded first come, first served. Email your top three selections to the instructor.

- The Conversion of Constantine: Real or Convenient?
- Jesus a Revolutionary or Reformer?
- The Role of Judaism on Christianity's Formation
- Toleration: Positive or Negative for the Christian Church?
- The Lasting Effects of the Crusades?
- The Councils and Their Effects on the Growth of Christianity.
- Origen's View of the Old Testament
- Reason: Its Role in Church History
- Philosophy's Influence on Christianity
- Corruption in the Church: God's Tool
- East vs. West: Enduring Questions Concerning the Great Divide
- Papal Authority: Good or Bad for the Church?
- The Crusades: Reasons for Islam's Advances.
- Monasticism, Mysticism and Spirituality
- Monasticism: Keeping the Foundation of the Church Alive in the Middle Ages
- The Role of Women in Church History
- The Foundations of Christianity: Greek, Roman, Jewish and Heathen Traits found in Early Christianity.
- Turning Points in Church History
- Comparison: Eastern and Western
- The Role of Persecution in the Church
- The Formation of Theology: Responding to Heresies
- Indebted to Leadership: The Role of Early Church Father's
- The Arian Controversy and the Council of Nicaea.
- Trinitarian Doctrinal Formation

- The Development of Christian Rituals: Early Practices and Their Foundations
- Early Writings: Their Role in the Formation of the Church
- Gnosticisms Challenge
- Moments of Reform and their Reformers
- Augustine: His Influence of the Christian Church
- The Role of Education and The Church: The Rise of Universities
- Heretics or Heroes: The Church's Response to Heresies.
- Politics and Power: The Influence of Politics in Key Turning Points

Expected Content

Event papers should not be a compilation of details but a position paper choosing to prove the event's significance in history. (E.g., "The Reformation created one of the greatest movements in modern history, antisestablishmentarianism.) Prove how it was done.

Biographical papers should not be a compilation of life-facts. If you choose an individual to write about, we want to know details of their life and work as it contributed to a key event in history. You must take an opinion! (E.g.: "Luther's posting of the 95 theses was accidental. He thought he was putting up a yard sale sign.") Then prove your opinion.

Below is an abbreviated template for your final papers. If you stay close to it, you will do well on your form and function. It should not be used to measure the length of your paper. Use it to check your form and function.

Section One: Introduction

General Introduction: State the problem and/or issues that create the problem or introduce your individual as it pertains to their key event or contribution. Keep any comments general in nature, attempting to build formative support for your thesis statement.

Thesis Statement: State what you attempt to prove or accomplish in this paper. State it directly and succinctly. Answer in one or two sentences these questions: "What do I want the reader to learn from this paper?"; and/or "What do I want to prove about this subject?" Your thesis is the compass that keeps your paper on track. If your thesis is weak, your paper will tend to take on ambiguous directions. If your thesis is strong, your formative support tends to stay focused on the issue(s).

Section Two: Formative Support

Prove or support your strong, succinct thesis statement with a least three substantive sections containing at least three separate and critically supportive opinions and/or research. You might consider using one of the following questions to help you cover all the possible supportive opinions and research.

- What do others who have studied this subject say about it?
- What are the issues that support my thesis?
- What do I see (opinion) that supports my thesis?
- What are contemporary reactions to the subject?
- What is the antithetical stance on the subject? Does this stance have merit?
- Why is this subject so important to engage?

Section Three: Conclusion

Conclude your paper with a summary of findings or conclusions and a final statement of relevance and/or purpose. Use these questions/statements to help you formulate this section:

- As I look at the material, it is apparent that ...
- Concerning my topic, I have become aware of ...
- What is my final conclusion concerning my topic?
- Did I prove my thesis statement, or did I find something altogether different?
- What difference do my findings make to:
 - The study of this subject?
 - Context of the understanding of the subject?
 - Contemporary issues and/or my ministry?

Abbreviated Example

The Phenomenal Growth of Christianity through 300 C.E

By Steve Redmond

Section One:

Christianity grew in a phenomenal rate throughout the first 200 years of its history. Several factors contributed to this and thus, it is hard to give credit to one aspect over another. Within the natural dynamics of earth-shaking events you can see some influence. These are important but may be peripheral in nature. (Thesis in bold) **Christianity grew because its method and message resonated with the common person.**

Section Two:

- Christianity's language translated well to all sections of society, including and especially among the poor and women. (citations and research ...)
- Christianity's message gave people hope from oppression within the context of political and religious entities and value in community. (citations and research ...)
- Christianity satisfied basic philosophical and religious quests for immortality, morality, ethics and community. (citations and research ...)
- Christianity's message brought results in transforming people's lives. Christian's testimonies both in their lives and their deaths were powerfully compelling. (citations and research ...)

Section Three:

While the destruction of the temple, the Roman Empire and its developing infrastructure, and the religious relativism of the day were important, the growth of Christianity was most influenced by the message that rang true to the common man. Its method supported its message and created a community that met the needs of everyone who joined it. Today we see much of the same dynamics within culture. In my ministry I see a real need for people to be validated and given a sense of purpose in this mixed-up world.

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
HIS2023: The Western World and the Emerging Modern Society

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A survey course from a Wesleyan perspective that traces the social forces (sacred and secular) contributing to the development of Western civilization in global context from the Reformation era to the present. The study of key events, ideas, personalities, and movements that have contributed to the major periods of history and the passages between them increases students' understanding of and appreciation for God's redemptive purposes. Students are enabled to build bridges from historical understanding to personal spiritual formation, the role of the church in society, and contemporary ministry.

COURSE INTENDED LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- I. Describe the general storyline of the history of the West and Christianity.
- II. Understand key cultural and philosophical developments and their influence on Western Civilization.
- III. Describe the relationship between Church and culture.
- IV. To think critically about Western History.
- V. Be able to connect their ministry context to an understanding of history of the west and Christianity.
- VI. Develop an appreciation of the Wesleyan perspective of Western Civilization.
- VII. Develop an appreciation for the West in contrast with other civilizations.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

- Ability to tell the story of Christian history and the development of creeds and major doctrines.
- Ability to describe the mission and practice of the Church throughout its history. (CN11)

- Ability to understand, appreciate, and work sensitively with cultures and sub-cultures. (CX1)

COURSE TEXTBOOKS:

Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Baker Academic, 2001.

ISBN: 9780801022494

Noll, Mark A. *Turning Points: Decisive Moments in the History of Christianity*. 3rd ed, Baker Academic, 2012.

ISBN: 9780801039966

Sherman, Dennis, and Joyce Salisbury. *The West in the World, 5th*. 5th ed, McGraw-Hill, 2013.

ISBN: 9780073407036

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE REQUIREMENTS:

I. Reading

The reading of the assigned course textbooks and resource materials is required. Reading assignments are clearly defined within the Course Schedule section of the syllabus. Because of the amount of reading required by this college degree course, it is strongly recommended that each student stay ahead of the actual assigned reading.

II. Reflection Essays

Select two of the questions provided by your instructor and write an essay of 300-500 words for each one. Answers should show an understanding of the subject based upon the reading of assigned material. This assignment is designed to reveal the student's completion and understanding of the reading material.

III. Student Questions

Submit five review questions. Cite the chapter but not the page number from which the question is drawn. Please do not ask simple, basic questions, but ones that require comprehension of the material in order to answer fully.

IV. Research Paper

Topic Selection:

Choose 3 selections from the list of topics provided below and notify your instructor of your choices. Your instructor will then inform you of your assignment. Students will be awarded priority based on the timing of their requested selection. (First come, first served). A topic from the provided list may only be selected once.

Bibliography Resources Listing

After identifying your subject, find a minimum of eight (8) sources you will use in your research paper and submit.

- 4 Books – Texts books and/or Library Resources
- 2 Peer Reviewed Articles – (Peer reviewed articles are ones that have been scrutinized by academic peers. Articles from sites that end in .edu are often appropriate. Use the Internet and/or the Library.)
- 2 Internet Articles – Make sure they are from a reliable source. They can be forums but be careful they are academically sound.

Write your Research Paper

Write a minimum 1,200 to 1,500 word research paper.

Include the following criteria:

- A. Identify the key aspects of the person's life (biography) or the event's details (when, where and who?).
- B. Identify the key aspects of the event or person as it relates specifically to its/their ramifications in Western History.
- C. Include key details of the historical event or person and develop an opinion(s) about the value of their/its contribution to history.
- D. The effect of that event or person on history.
- E. The ramification of that person or event on you today.

V. Final Project – The Historical Timeline

Develop an Historical Timeline of the 15 most influential people and/or events (positive or negative) throughout our study of Western History. Annotate each submission highlighting their contribution to the development of the Western World. Each annotation should be 50 to 100 words in length. Resist the temptation to cut and paste or simply restate facts. After annotating the information, answer the questions, "Why do I consider this a key event in Western History?" and/or "Why is this individual or event important in Western History?" This is your final, so demonstrate your understanding of these key items. Stay academically viable by citing your sources, using guidelines including bibliographical information. Use material from the texts to support your entries. Finally, submit a 100-200 minimum word final paragraph answering the question: "How would you defend the idea that God uses historical figures and events to accomplish his purposes?"

VI. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this topic(s)?
- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning this topic(s)?

To score well, the reflection assignment must:

- Cite references from the assigned reading for the learning experiences
- Include suggested real-world application of the course material

I. Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may not choose to accept any class for which a student scores a final grade below a “C”.

COURSE SCHEDULE:

This class is organized around six sessions. The information provided below is an outline of the course and a list of the textbook readings that will be assigned.

I. Part I - Pre-Reformers

We will review the pre-reformers and ask the students to consider Martin Luther's reformation, its foundations, influences, technology and the developing denominational divide. The student will also be introduced to Protestantism and its key leaders.

Reading Assignments

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. Chapters 7-8.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 11-12.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 8-9.

II. Part II- The Age of Reason

We will see the ramifications of the Reformation, in the Enlightenment, reason, humanism and the advancement in social development in the west, its influence (positive and negative) on the church, and on the developing nation of America. Students will be introduced to John Wesley and asked to consider the development, philosophy, and influences of Methodism.

Reading Assignments

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. Chapter 9.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 13-15.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapter 10.

Research Paper Topic Selection

III. Part III- The Age of Revolution

We will be introduced to Europe's changing dynamics and asked to consider the ramifications of the French Revolution. Students will also consider the advancement in technology, philosophy, and culture in the 18th and 19th centuries. The student will also be asked to consider the ramifications of movements such as communism and liberalism.

Reading Assignments

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. Chapters 10-11.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 16-18.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapter 11.

IV. Part IV - The Age of... Conquest

We will be introduced to the growing Christian landscape of the American experiment. Students will be asked to consider the foundations and influences of capitalism and whether or not it is a biblical concept. Students will also consider the growing cultural and theological reform in the church and its ramifications for evangelism and global ministry.

Reading Assignments

- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapters 19-21.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 12-13.

V. Part V - An Age of Progress?

We will be asked to consider the philosophical and biblical nature of war. They will also be introduced to some modern theological developments and their influence on Christian orthodoxy, practices and missiology.

Reading Assignments

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. Chapter 12.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 22.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 14-15.

Research Paper

VI. Part VI - The Age of Disappointment

We will we will look at the current cultural context (21st Century Developments). Students will be asked to consider the landscape in which we live and determine its ramifications, influences, and complexities toward the development of Christianity and Western Civilization as a whole (e.g. Postmodernism, relativism, and secular philosophies). Students will also consider the current changes in religious landscapes, namely Islam and its relationship to the West. Finally, students will be asked to reconsider the Wesleyan understanding of history and its current cultural application.

Reading Assignments

- Noll, Mark. *Turning Points: Decisive Moments in the History of Christianity*. Chapter 13 - Afterword.
- Sherman, Dennis, and Joyce Salisbury. *The West in the World*. Chapter 23.
- Spickard, Paul R., and Kevin M. Cragg. *A Global History of Christians: How Everyday Believers Experienced their World*. Chapters 16-17.

Historical Timeline Project

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

Examples of Student Questions

1. How do you think the invention of the printing press affected the early spread of Protestantism? How did it affect Christianity as a whole?
2. How did the appearance of the Virgin of Guadalupe in 1531 and the Council of Mexico in 1555 differ in their impacts of bringing Christianity to Mexico?
3. How did Menno Simons' stance on the relationship between church and state differ from both the Catholic and Protestant Churches?
4. What is Deism, and what were some socio-political factors that led to its origin?
5. How did the prevailing world-views during the seventeenth and eighteenth centuries contribute to the significant scientific advancements of people like Sir Isaac Newton, or Johannes Kepler?

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
OTR4013: Developing a Missional Church

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Introduction to Christian Service.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A study of the principles and strategies required to develop a healthy congregation that fulfills the great commission as a missionary church within our diverse cultural context. *Prerequisite: Introduction to Christian Service.*

COURSE INTENDED LEARNING OUTCOMES:

The following intended learning outcomes will be achieved by this course:

- I. The student will be able to demonstrate by discussion and dialog a basic understanding of the trends of modern culture and its impact on the church in the postmodern world.
- II. The student will be able to articulate the components that are evidenced in a missional church.
- III. The student will explore the differences between being a sending church and being a sent church, in the context of Mission USA/Canada, and the Wesleyan-Arminian tradition.
- IV. The student will be able to explain possible options to be used in bringing the truth of the Gospel of Jesus Christ to address the trends of the relativistic, pluralistic society, and the individual caught up in that society.

The following are Competencies for Ministry as outlined in the *Sourcebook on Ordination USA* that will be addressed in this course:

1. Ability to lead evangelistically through preaching, modeling and equipping others. (CP7)
2. Ability to lead in discipling and assimilating new converts into the Church. (CP8)
3. Ability to understand, appreciate, and work sensitively with cultures and sub-cultures. (CX1)
4. Ability to identify and apply the principles of cross-cultural communications. (CX2)
5. Ability to discern sociological dynamics, (including the power dynamics of gender, age and ethnicity) and to apply that information to specific ministry settings. (CX3)
6. Ability to analyze and describe congregations and communities. (CX4)

COURSE TEXTBOOKS:

David Hesselgrave. *Planting Churches Cross-Culturally: North America and Beyond*. 2, Baker Academic, 2000.

ISBN: 9780801022227

Richardson, Rick. *You Found Me: New Research on How Unchurched Nones, Millennials, and Irreligious Are Surprisingly Open to Christian Faith*. IVP Books, 2019.

ISBN: 9780830841517

Supplemental: (Not Required But Highly Recommended)

Brad & Ford Brisco. *Missional Essentials: A Guide for Experiencing God's Mission in Your Life*. Foundry Publishing, 2012.

ISBN: 9780834151123

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

I. Libraries

In addition to the textbooks that have been assigned for this course, I encourage you to make use of your local public library, and if you have access to a college/university library to spend some time browsing the appropriate sections. The Library staff at NBC are also very helpful in locating and providing information as well as sending books to you that you may wish to borrow.

Bibliography

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- Bridges, William. *Managing Transitions: Making the Most of Change*. Reading: Addison-Wesley Publishing Company, 1991. Print.
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- Callahan, Kennon L. *Twelve Keys to an Effective Church*. New York: Harper Collins Publishers, 1983. Print.
- . *Effective Church Leadership: Building on the Twelve Keys*. New York: Harper Collins Publishers, 1990. Print.
- . *Visiting in an Age of Mission: A Handbook for Person-to-Person Ministry*. New York: Harper Collins Publishers, 1994. Print.
- . *A New Beginning for Pastors and Congregations*. San Francisco: Jossey-Bass, 1999. Print.
- . *Small, Strong Congregations*. San Francisco: Jossey-Bass, 2000. Print.
- . *Preaching Grace*. New York: Josey Bass, 1999. Print.
- . *The Future That Has Come*. New York: Wiley and Sons, 2002. Print.
- Collins, James C. and Jerry I. Porras. *Built to Last: Successful Habits of Visionary Companies*. New York: Harper Collins Publishers, 1994. Print.
- Covey, Stephen R. *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Simon & Schuster, 1989. Print.
- Dale, Robert D. *Leadership for a Changing Church: Charting the Shape of the River*. Nashville: Abingdon Press, 1984. Print.
- DePree, Max. *Leadership Jazz*. New York: Doubleday, 1992. Print.

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Drucker, Peter F. *Managing in a Time of Great Change*. New York: Truman Talley Books/Dutton, 1995. Print.

Greenleaf, Robert K. *On Becoming a Servant Leader*. San Francisco: Jossey-Bass, Inc., 1996. Print.

Guder, Darrell L. *Missional Church*. Grand Rapids: Eerdmans Publishing Co., 1998. Print.

Herrington, Jim, Mike Bonem, and James H. Furr. *Leading Congregational Change*. San Francisco: Jossey-Bass, Inc., 2000. Print.

Hunsberger, George R and Craig Van Gelder, eds. *The Church Between Gospel & Culture*. Grand Rapids: Eerdmans Publishing Co., 1996. Print.

Hunter, George III. *How to Reach Secular People*. Nashville: Abingdon, 1992. Print.

Hurst, David K. *Crisis & Renewal*. Boston: Harvard Business School Press, 1995. Print.

Johnson, Barry. *Polarity Management: Identifying and Managing Unsolvable Problems*. Amherst: HRD Press, Inc., 1992. Print.

Kao, John. *Jamming: The Art and Discipline of Business Creativity*. New York: Harper Collins Publishers, 1996. Print.

Katz, John. *Running to the Mountain*. New York: Villard, 1999. Print.

Kotter, John P. *Leading Change*. Boston: Harvard Business School Press, 1996. Print.

Kouzes, James M. *Achieving Credibility*. New York: Simon & Schuster, 1995. Audio.

Malphurs, Aubrey. *Advanced Strategic Planning*. Grand Rapids: Baker Books, 1999. Print.

---. *Developing a Vision for Ministry in the 21st Century*. Grand Rapids: Baker Books, 1999. Print.

---. *Strategic Planning: A New Model for Church and Ministry Leaders*. Grand Rapids: Baker Books, 1999. Print.

Nelson, Alan E. *The New Thing*. Scottsdale: The Southwest Center for Leadership, 1998. Print.

O'Toole, James. *Leading Change: The Argument for Values-Based Leadership*. New York: Ballantine Books, 1995. Print.

Payne, Bishop Claude. *Reclaiming the Great Commission*. New York: John Wiley & Sons, 2000. Print.

Peters, Tom. *Thriving on Chaos, Handbook for a Management Revolution*. New York: HarperCollins Publishers, 1989. Print.

Phillips, Donald T. *Lincoln on Leadership: Executive Strategies for Tough Times*. New York: Warner Books, 1992. Print.

Roof, Wade Clark. *A Generation of Seekers*. San Francisco: Harper, 1993. Print.

Schaller, Lyle E. *It's A Different World!: The Challenge for Today's Pastor*. Nashville: Abingdon Press, 1987. Print.

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---. *The Change Agent: The Strategy of Innovative Leadership*. Nashville: Abingdon Press, 1972. Print.

Senge, Peter M. *The Fifth Discipline*. New York: Doubleday, 1990. Print.

Sweet, Leonard. *Aqua Church*. Loveland: Group Publishing Co., 1999. Print.

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Toler, Stan and Alan Nelson. *The Five Star Church*. Ventura: Regal Books, 1999. Print.

Towns, Elmer, C. Peter Wagner, and Thom S. Ranier. *The Everychurch Guide to Growth*. Nashville: Broadman & Holman Publishers, 1998. Print.

Van Gelder, Craig ed. *Confident Witness - Changing World*. Grand Rapids: Eerdmans Publishing Co., 1999. Print.

Watson, David Lowes. *Covenant Discipleship* Nashville: Discipleship Resources, 1996. Print.

Webber, Robert E. *Ancient-Future Faith: Rethinking Evangelicalism for a Postmodern World*. Grand Rapids: Baker Books, 1999. Print.

Willard, Dallas. *The Divine Conspiracy*. San Francisco: Harper, 1998. Print.

II. Internet

The Internet has made it much easier for most of us to have access to a large quantity of information. Much of the most reliable, scholarly, and up-to-date information, however, is not available through commonly used search engines or through popular sites like Biblegateway.com.

In order to access some of the better resources, and consult current journals, it is usually necessary to have a subscription and password to a specialized search program.

COURSE REQUIREMENTS:

I. Reading/Lecture Notes

Students are expected to complete the assigned reading so that it may inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

II. Reading Report

Each session the student is to submit a 250-word reading report summarizing two key issues discovered in the readings. Use parenthetical references when citing passages.

III. Discussion Questions

Each session there will be two discussion questions. The student is to provide a well-thought-out response to both questions. The response should be at least 500 words in length (roughly 250 words per question), reflect knowledge and comprehension of the subject, and include specific reference (with proper MLA citation) to the assigned reading to be effective.

IV. Competency Projects

Each session students will complete a specific project and give a report. The reports are to be at least 250 words in length.

V. Final Paper

Students will write a paper which will synthesize the material covered in this course. This paper will center around a plan of action to move a local congregation toward becoming a missional church, as defined in this course. (The paper is to be a minimum of 2000 words and a maximum of 3000 words.)

In writing this paper, please use the following eight points as an outline for your evaluation:

- The church's ability to conceive and articulate purpose, mission, vision, and to develop strategic plans.
- The church's ability to develop team building, including identifying, cultivating and deploying spiritual gifts in volunteers.
- The church's ability to face, diagnose, and intervene in problems.
- The church's ability to disciple and assimilate new converts.
- The church's ability to discover, understand, and deal with social and congregational factors that influence the church's mission.
- The church's ability to understand and follow social dynamics and trends in their world and their area.
- The church's ability to analyze and describe their congregation and community and identify changes in their internal culture that may be necessary to more effectively reach their community with the gospel.
- The church's ability to identify and apply cross-cultural communication and plan for such ministries.

As you work on your paper, it is important for you to remember that you will not want to be negatively critical of the church you are studying. You should be honest in your evaluation, but as you find areas of the church that need improvement it will be more important for you to offer guidelines that you believe would be helpful for leaders of the church you are studying to follow in order to become more missional. **Be prescriptive rather than just diagnostic.**

In Session Six you will do an article review from a peer-reviewed journal that relates to something discussed in your paper. You are to include a quote from this article in your final paper.

This is an important paper. It needs to demonstrate that you know how to exegete a congregation and apply what you have learned. This is a major assignment, and will comprise 10% of your final grade.

VI. Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the week and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this topic(s)?
- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning this topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments	
	Points
Weekly Assignments:	
Reading Reports	30
Discussion Questions	30
Competency Projects	30
Participation	30
Reflection	30
<i>TOTAL EACH SESSION</i>	<i>150</i>
Course Level Assignments:	
Final Paper	100
<i>TOTAL COURSE ASSIGNMENTS:</i>	<i>100</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

I. Week One - If the Foundations Be Destroyed, What Can the Righteous Do?

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Forward – Chapter 3)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Preface and Chapters 1-3)
- Discussion Questions
 - George G. Hunter, III, in his book *How to Reach Secular People*, has listed ten characteristics of secular people. Read the following list. Notice that many of these characteristics are also displayed by individuals who have been in the Church for a number of years. Discuss all of these characteristics which you see displayed in the people who have attended the church you attend for more than 2 years.
 - What are the implications of the fact that these characteristics of secular people are also characteristics of individuals who have been a part of the Church for a long time? Secular People:
 - Are essentially ignorant of basic Christianity
 - Are seeking life before death
 - Are conscious of doubt more than guilt
 - Have a negative image of the Church
 - Have multiple alienations
 - Are untrusting
 - Have low self-esteem
 - Experience forces of history as "out of control"
 - Experiences forces in their personality as "out of control"
 - Cannot find "the door" (meaning they are unable to know how to find the "door" to salvation)
 - In our text by Hesselgrave, he lists ten characteristics of the Apostle Paul's mission strategy (Ch. 3). While this is a good biblical model to draw upon, he recognizes that some are pro and other con to identifying such a missions method. He ends the chapter with "Four Important Aspects of the Pauline Cycle." Two-part Question:
 - Do you find the Pauline Cycle to be biblical, logical and practical? Yes, No, Why?
 - Which of the Four Aspects do you believe are the strongest argument for the validity of the Pauline Cycle?
- Competency Project
 - Read the Core Values material at <https://nazarene.org/core-values>. That material explains the three aspects of our core values as a denomination. They are:
 - We are a Christian people
 - We are a Holiness people

- We are a Missional people

One primary concept of being missional is understanding that we are not just a "sending" church, but that we are a "sent" church.

After you have read this material, submit a summary of the ways in which the church you have chosen to study for your final paper lives out the three main points of the core values of the Church of the Nazarene. Especially focus on how the church may (or may not) be displaying the concept of being sent, rather than just being a sending church. (You will want to have finished reading the reading assignment for this session before addressing this question.)

As you formulate your response, you may wish to interview the pastor and/or members of the congregation asking them specific questions that come from your reading of the material.

- Reflection

II. Week Two - Who are "They", and Why are "They" Like That? – The Contemporary Context in which the Church Operates

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Chapter 4 – 8)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Chapters 4-5)
- Discussion Questions
 - Last week we read the material on our Church of the Nazarene's Core Values. This week we want to discuss those values a bit further AND begin to develop a personal definition of what the word MISSIONAL means. When you have completed the reading for this session, write out a definition of what you understand the word MISSIONAL to mean.
 - David Hesselgrave in his dealing with church planting endeavors refers to the biblical texts of Romans 12:7-8, I Corinthians 12:28, and also Ephesians 4:11-13. However, the author indicates that in church planting or the commissioning of missionaries, some gifts need to be considered, because there is a difference between "gifts to persons" and "persons gifted to the church." This is a two-part question:
 - What is the difference between "gifts to persons" and "persons gifted to the church" according to Hesselgrave?
 - How does this differentiation affect the selection of a church planting team, or the commissioning of missionaries to other harvest fields?
- Competency Project
 - You are to ask between 12 and 15 non-churched persons two questions. The first question is for all individuals and is simply this: Do you attend church regularly? If the person responds "yes" thank them for their time, and tell them that you are attempting to take the survey among people who do not attend church regularly. If the person responds "no", then ask one of the other two questions.
The second question is for those who respond "no" to the first question. You will ask between 12 and 15 persons each of the two questions below, but ask no one both questions. In other words, you will need to talk to 24-30 people who identify themselves as not attending church regularly. Ask each of them one of the following questions. Your assignment is to simply record and report their answers.
You may ask a neighbor who doesn't attend church, a parent of some friends of your children, someone with whom you work, a waitress at a restaurant where you are eating, a clerk at a store where you are buying something, someone you meet while at the health

club or biking, hiking, etc. This must be a face-to-face contact. Do not use the telephone or the Internet to make the contact.

When asking the question, do NOT offer any explanation or comment beyond the simple words of the question. You can say that you are taking a survey for a college class, ask their permission to ask them two questions, and when they give permission, ask the questions.

Memorize these questions, and do not vary the script. This is not a backdoor evangelism tool. If a person seems to want to talk more about spiritual things, do so, but remember that is not the purpose of this project.

Remember that you are to ask each person only one of the following questions.

- Question 1: What do you think it means when someone says they love Jesus Christ?
- Question 2: What does the word "Grace" mean?

You will simply record the answers of 12-15 different persons for each question. Write down those answers and submit them in list form.

- Reflection

III. Week Three - Congregational Transformation - Or Incremental Congregational Change?

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Chapter 9 – 11)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Chapter 6)
- Discussion Questions
 - In *The Postmodern Challenge*, edited by David Dockery, is this statement: "We dare not fall into the trap of wistfully longing for a return to the modernity that gave evangelicalism its birth – indeed, we simply cannot turn back the clock – for we are not called to minister in the past, but in the contemporary context, influenced as it is by postmodern ideas." List some reasons you would agree or disagree with this statement.
 - In Chapter 10 Hesselgrave develops the understanding and importance of worldview and how teaching and biblical theology are important for communicating the gospel.
 - How does Hesselgrave develop the understanding of worldview, and do you think it is important for the missional church? Yes, No, Why?
 - Why does Hesselgrave believe biblical theology and teaching are important when seeking to communicate the gospel of Christ to others? Do you agree or disagree, why?
- Competency Project
 - Please read Rainer's blog at Pastors and Time in Sermon Preparation: Some Good News (https://thomrainer.com/2012/07/pastors_and_time_in_sermon_preparation_some_good_news/). After having read that blog, talk with the pastor of the church you are studying about the amount of time she/he spends in sermon preparation. Discuss together whether you and she/he agree with Rainer's findings or not. Then, report that conversation to the class, including why you agree or disagree with Rainer's conclusions. (Hint: You may also want to read some of the comments posted below the blog and Rainer's responses to them, to help you as you think about what he is saying.)
 - After reading all the lectures, especially the lecture titled Pre-Modern, Modern, or Post-Modern, write an essay listing at least three people you know (perhaps from your church) who would fall into each of the categories described in the lecture. Tell about one pre-

modern, one modern, and one post-modern person you know and compare their responses to various events in their life, world, or church.

- Reflection

IV. Week Four - Learning to Lead Change with Discipline

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Chapters 12 – 13)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Chapters 7-8)
- Discussion Questions
 - In chapter twelve, Hesselgrave , discusses the issue of “Belonginess” as related to the assimilation ion of New Believers into the “Believing Community”. Using Scripture, principles addressed in the reading and steps Hesselgrave identifies in meeting the spiritual needs of New Believers, discuss and explain the experience of “Belonginess” and the development of a healthy church. (Minimum of 300 words.)
 - In chapter thirteen, Hesselgrave addresses the theme of Confirmation. Identify the author’s definition then discuss the strengths, weaknesses and importance of Confirmation in the context of a growing, learning, healthy church. As a pastor and/or staff person, how would you implement an effective, Biblical and practical ministry of Confirmation. Consider church tradition, the Biblical concept of “priesthood of believer’, the Great Commission, the impact of Confirmation upon church health to include worship patterns and type of disciple you vision as the end product for your local church? (Minimum of 300 words.)
- Competency Project
- Reflection

V. Week Five - Moving from Where We Are to Where We Need to Be - Becoming Missional

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Chapters 14 – 16)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Chapters 9-10)
- Discussion Questions
 - It is obvious in Scripture that the Early Church was organized and had structures in place that were rooted in both Scripture and tradition. The New Testament has much to say about the qualifications and consecration of local church leadership, both lay and pastoral. It is noted that no organization will rise above the competency of its leadership. With that in mind, answer the following questions from a biblical, practical, and cultural context.
 - Why is the development of “spiritual leaders” so important to the ongoing ministry of a local church?
 - Churches who have competent and spiritual lay leadership teams can navigate change more effectively than churches where such leadership is absent. Agree/Disagree? Why?
 - The Church of the Nazarene has a representative form of governance, thus providing a denominational structure while allowing local autonomy. While this makes it possible for form to follow function, it also provides a greater sense of unity by a shared understanding of “mission.” It also helps churches avoid the error of being isolated. With this in mind, Hesselgrave points out that the following relationships are important:

- The relationship between the local church and its denomination
- The relationship of a local church with other Christian congregations
- The relationship of the local church with the greater goal of world evangelism.
- Two: Questions:
 - What is the pastor's role in maintaining these relationships?
 - In the church you attend, rate the quality of these relationships as you perceive them. Think in terms of the congregation's awareness and commitment to these relationships.
- Rating Scale: 1 – 5:
 - 1 = Very poor: not very apparent, little publicity or involvement
 - 2 = Poor: somewhat aware but not very involved
 - 3 = OK: importance taught but not very engaged in practice
 - 4 = Good: taught as part of membership, engaged from time to time
 - 5 = Very Good: understood as part of our mission, strategy and purpose and very much integrated into the life and calendar of the church.
- Competency Project
 - Hesselgrave in Chapter 14, p. 276, lists three steps for a good master plan for local church leadership development.
 - Step One: Intentional teaching and preaching on the subject of spiritual leadership in the church
 - Step Two: Discovering, discipling, and preparing local leaders as well as instructing the congregation in how to recognize and select spiritual leaders in the local church.
 - Step Three: Special responsibilities and on-going training should be provided for both recognized and potential lay leaders. (i.e. involved in ministry and honing their skills)
 - Write a description of a three-fold master plan of how you would ensure that this would take place in a church where you were the lead pastor. (If you are preparing to be a staff pastor or pastor a special age group, then think in terms of developing spiritual leaders for your ministry or department.) Outline your answer as follows:
 - What passages would you preach or teach?
 - How would you help people discover that they had the gift of leadership?
 - How would you prepare others for knowing how to choose good “spiritual leaders”?
 - How would you create and calendar on-going leadership training?
- Reflection

VI. Week Six - Structures and Forms of a Missional Church

- Reading Assignments
 - Hesselgrave, David J. *Planting Churches Cross-Culturally*. (Chapter 17)
 - Herrington, Jim, Mike Bonem, & James H. Furr. *Leading Congregational Change*. (Chapter 11)
- Discussion Questions
 - State the three primary things that you feel have been the most important things you have gained from this course. You may include:
 - Insights gained that you were unaware of before. (Do not include your ideas and opinions with which you entered the class, but which were reaffirmed during the class.)
 - Learning Resources that you will want to share with others.

- Concepts or principles that will assist you in leading a church to become more missional.
 - Any other thing that you may have learned.
- David Hesselgrave in Chapter 17 shares one of his concerns as being the loss of the traditional “Mission Conference,” and what that means for the lack of meaningful reporting to sponsoring congregations about the work of the Lord. The text then lists six ways a congregation can experience active participation in the mission of the church. This is a two-part question:
 - Share some additional ways that you may have thought of for local congregations to experience active participation in the mission of the church.
 - Select two or three suggestions (from the text and your own) that you would recommend for your local congregation to embrace in order to develop a strong engagement in their participation in the mission of the church, and why these suggestions would fit your local context.
- Final Paper
 - Throughout the six weeks of this course we are seeking to discuss how to lead a church to be more missional. As a final synthesis of all that you have learned in this course you are to write and submit a paper (Minimum of 2,000 words – Maximum of 3000 words) on a church that you choose to study. This church may be the church you attend, but it does not have to be. In the final paper you will analyze the study church's current level of being missional and outlining steps you would suggest to enable that church to progress toward being more missional. This is an important paper. It needs to demonstrate that you know how to exegete a congregation and apply what you have learned. This is a major assignment, and will comprise 10% of your final grade.
 - In writing this paper, please use the following eight points as an outline for your evaluation:
 - The church's ability to conceive and articulate purpose, mission, vision, and to develop strategic plans.
 - The church's ability to develop team building, including identifying, cultivating and deploying spiritual gifts in volunteers.
 - The church's ability to face, diagnose, and intervene in problems.
 - The church's ability to disciple and assimilate new converts.
 - The church's ability to discover, understand, and deal with social and congregational factors that influence the church's mission.
 - The church's ability to understand and follow social dynamics and trends in their world and their area.
 - The church's ability to analyze and describe their congregation and community and identify changes in their internal culture that may be necessary to more effectively reach their community with the gospel.
 - The church's ability to identify and apply cross-cultural communication and plan for such ministries.
 - As you work on your paper it is important for you to remember that you will not want to be negatively critical of the church you are studying. You should be honest in your evaluation, but as you find areas of the church that need improvement it will be more important for you to offer guidelines that you believe would be helpful for leaders of the church you are studying to follow in order to become more missional. **Be prescriptive rather than just diagnostic.**

- In Session Six, you will do an article review from a peer-reviewed journal that relates to something discussed in your paper. You are to include a quote from this article in your final paper.

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
OTR2013: Global Evangelism

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

An overview of the biblical, theological, and historical foundations for personal, congregational, and mass evangelism strategies, both local and global. Attention will also be given to the role of the Church of the Nazarene in global missions as well as the development of new Great Commission strategies.

COURSE INTENDED LEARNING OUTCOMES:

The following are competencies for Ministry as outlined in the Sourcebook for Ministerial Development that will be addressed in this course:

1. CN11 Ability to describe the mission and practice of the Church throughout its history.
2. CP7 Ability to lead evangelistically through preaching, modeling and equipping others.
3. CP8 Ability to lead in discipling and assimilating new converts into the Church.
4. CP15 Ability to prepare and lead discipleship ministries that are biblically sound, age-appropriate, intergenerational, and culturally sensitive.
5. CX1 Ability to understand, appreciate, and work sensitively with cultures and sub-cultures
6. CX2 Ability to identify and apply the principles of cross-cultural communications.
7. CX7 Ability to understand and articulate the biblical, historical, and theological bases for Christian mission.
8. CX8 Ability to describe basic missiological principles and to apply them to the development of ministry in the local church.

COURSE TEXTBOOKS:

Shaver, Charles (Chic). *Basic Bible Studies for New/Growing Christians*. Memory Verse Cards. 2nd ed., Beacon Hill Press, 1994.

ISBN: 8780000135736

Gailey, Charles R., and Howard Culbertson. *Discovering Missions*. Beacon Hill Press, 2007. ISBN: 9780834122574

Supplemental: (Not Required But Highly Recommended)

Shaver, Charles (Chic). *Basic Bible Studies for the Spirit-Filled and Sanctified Life*. 3rd ed., Beacon Hill Press, 2009. ISBN: 8780000122194

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Bibliography

- Mandryk, Jason. *Operation World: the definitive prayer guide to every nation*. 7th ed. Colorado Springs: Biblica, 2010. Print.
- Richardson, Don. *Eternity in Their Hearts*. Ventura: Regal Books, 1981. Print.
- Saint, Steve. *The Great Omission*. Seattle: YWAM Publishing, 2001. Print.
- Tucker, Ruth. *From Jerusalem to Irian Jaya*. Grand Rapids: Zondervan, 2004. Print.
- Tucker, Ruth. *Guardians of the Great Commission*. Grand Rapids: Zondervan, 1994. Print.
- Winter, Ralph, and Steven Hawthorne, eds. *Perspectives on the World Christian Movement*. 4th ed. Pasadena: William Carey Library Publishers, 2009. Print.
- Zumwalt, John. *Passion for the Heart of God*. Choctaw: HGM Publishing, 2000. Print.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading so that the reading may inform the student's contribution to the class discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

II. Reading Reports

Write a 250-word response to each session's reading.

- a. Here are some starter questions. You do not need to respond to all or even to any of these. Select only those for which you can write a substantive answer.
 - What did you learn from the textbook or the PDF book excerpt? What do you know now that you didn't know before?
 - What did you feel as you read?
 - Did you wind up sharing any of this with someone else?
 - Did it challenge some assumptions you held?
 - Did it confirm something you have been thinking about for a while?
 - Was there a phrase that grabbed your attention and has remained impressed in your mind?
 - What relevance do you see between the material you read and your own local ministry?

- b. Pick one of the end-of-chapter reflection or study questions from this textbook reading. Respond to only one question each session, not one question per chapter. Clearly state the textbook question you have chosen and then answer your study question.

III. **Global Mission Sermons**

From the reading in this first session, submit two sermon ideas that clearly reflect global missions.

Don't give us the entire sermon, but provide the following:

- **Sermon Title** – You may be creative, but make sure the title reflects the passage and the thesis of the sermon
- **Sermon Text** – Provide the passage that contains the text of the sermon
- **Summary Statement of Sermon** (Thesis statement) – Reduce your sermon to one complete sentence. After all, this is the main thing you are going to communicate when you share this message on global missions.

The sermons could be motivational (trying to get believers to embrace the cause of world evangelism), inspirational (rejoicing at what God has done and is doing), or informational (such as helping young people listen for God's call). Submit two sermon ideas as stated above to the class discussion under the appropriate thread.

IV. **Sermon Illustration**

Pastors who sprinkle their sermons with illustrations from the history of the global expansion of the Church will educate their people about world evangelism even when they're not specifically preaching on it.

Session two is full of historical information. Surely, you'll see at least one great sermon illustration in this reading. In 75 to 150 words, re-tell a story or event from this session's reading that you could envision using as an illustration to make a point in a sermon or in a Sunday school class or in a small group meeting.

Don't just refer to the illustration saying: "I like the life story of William Carey because it shows..." Indeed, for this assignment, there is no need to tell us "the point." Just tell the particular story vividly enough that people can visualize it. To flesh it out, you may need to do some research to come up with additional details.

V. **Missionary Book Report**

One primary objective of this assignment is to have you evaluate a tool being used in local churches to promote the cause of world evangelism.

Students will read one of the NMI missionary reading books (adult or youth sets) produced each year by Nazarene Publishing House. If you are not familiar with these books, contact your Sr. Pastor or your local NMI President to obtain a book or they are also available in ebook format through NPH.

NOTE: If you don't have access to the materials, you may use a book about a missionary or a global missionary ministry within your denomination or in the evangelical world at large. It can be as small as 80 or so pages.

Submit a book report according to the following requirements and format:

- Book Title, Author and Year Published
- (Publisher's Name if not NMI)
- Part I. Basic Summary of the Book
- Part II. Insights That Have Influenced My Perception of Global Evangelism
- Part III. Action Steps: Plans, ministries, activities that could be incorporated into a local church ministry based on what I have learned.

This report should be 350-500 words in length. Application is more important than Part I, so avoid the tendency to make the book summary the majority of the assignment.

VI. My Local Church's Worldwide Involvement

For this research project, find out specifics about everything being done in your local church to promote, support, and mobilize for outreach efforts in other parts of the world: inspiration, education, financing, prayer support, and children/youth involvement. This will include events throughout the year, publicity about world missions in church facilities and newsletters, participation with other churches in services featuring missions speakers, drumming up prayer support, promotion of offerings, connections with missionaries on the field during the year, involvement of children and youth, and so on.

This report is NOT to be about local ministries. This is about "ends-of-the-earth" stuff. Note: This is also not just about whether people in your church go on mission trips.

This report is to be based on actual research. Do NOT just write about what you already know is happening or think you know. Talk to your pastor as well as those involved in your local Nazarene Missions International organization (or whatever it is called in your church). Even if you are the pastor, do not write this report just off the top of your head. There may be global evangelism promotion and prayer going on that you are only dimly aware of.

Follow up on leads. If it is mentioned that a particular Sunday school class sends birthday cards to missionaries, call the teacher of that class and find out what they are doing. Speak to the leaders of ministries to youth and children to see what they are doing to promote a global vision.

Your written report should give us an accurate, comprehensive picture of your church's involvement in global outreach. Do not assume we know what is going on; give us specific details so we can visualize it. The length of your report will depend largely on what you discover that your church is doing. Most such reports will run 500-750 words.

This is an academic research project, so list the sources of your information (who you talked to). A report without a list of sources will not receive full credit.

Mission Mobilization Attempt

During Session Five, you will report on an extended conversation you've had with someone you tried to get "on board" with missions. That is, you need to be a mobilizer or motivator. It could be:

- Someone to fill a position on your local missions council
- Someone to do a one-time job for your missions council (such as a bulletin board or decorations for a Faith Promise weekend)
- Someone who's resisted getting involved with committing to missions giving through Faith Promise
- A young person thinking about a missions call
- Someone you want to encourage to go on a Work and Witness project or even to a missions rally of some kind.

The conversation needs to be more than two sentences in the church foyer. It should be both a listening to them as well as your attempts to sell them on their involvement with some part of the world missions enterprise. Submit a 500-750 word report. Be sure to include who, what the subject of the conversation was, the results, and some of your own later reflections. Were they resistant or receptive? Why?

Missionary Interview

Students will interview someone who has had significant mission field experience. Ideally, this would be an actual missionary. If someone like that is not available, talk to someone who has been on a short-term experience like a college student with Youth in Mission or someone who has been on a Work and Witness trip. Your district NMI president may be able to suggest someone living near you as a subject for this interview.

As you prepare for the interview, think back over these six sessions. Let your questions flow from the insights from the material: biblical and theological foundations, cultural dimensions, and strategic dimensions. Submit your 500-750 word interview.

Final Exam

This is an "open book" test. You may refer to all of the materials you have at your disposal during the test. The Final Exam is to be written in MS Word and submitted to your instructor.

Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this topic(s)?
- How will you use the knowledge gained in your life or ministry?
- [Optional] What additional information would you like concerning this topic(s)?

To score well, the reflection assignment must cite references from the weekly assigned reading for the learning experiences and include suggested real-world applications of the course material.

COURSE EVALUATION:

Course Assignments

Assignments

	Points
Weekly Assignments:	
Reading Reports	25
Class Discussion/Participation	40
Session Reflection	35
<i>TOTAL EACH Session</i>	100
Course Level Assignments:	
Sermon Titles	15
Sermon Illustrations	15
My Church's Mission Involvement	100
Mission Mobilization Attempt	50
Missionary Interview	70
Missionary Book Report	50
Final Exam	100
<i>TOTAL COURSE ASSIGNMENTS:</i>	400
<i>TOTAL ALL ASSIGNMENTS</i>	1000

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

I. Session One - Biblical/Theological Foundations

Question of the session: What is the scriptural basis for God's redemptive plan for the nations? To answer that question, we'll trace the Great Commission back to Abraham, looking at how God was faithfully unfolding His purpose and expanding His kingdom from Abraham on. Imagine the difference it would make in you if God Himself would transport you to heaven and reveal to you the world as He sees it from His perspective.

- Intended Learning Outcomes
 - Students will have acquired an understanding of foundational concepts in missiology including the changing global context.
 - Students will be able to articulate how God's purpose to bless all peoples and be worshiped and glorified by them is a theme that runs through all of Scripture.
 - Students will be able to explain some of the varying philosophies of world mission leaders and organizations.
- Reading
 - *Discovering Missions*. Chapters 1, 2, and 11.

- "Let the Nations Be Glad" by John Piper (<https://document.desiringgod.org/let-the-nations-be-glad-pdf-excerpt-en.pdf?ts=1446647796>)
- Sermon Titles

II. Session Two - Historical Dimension

Question of the session: How has God been at work since the time of Christ to further His redemptive plan for the nations? This is history time. We'll look at 2,000 years of expansion of Christianity with a focus on key pioneers of the Christian Movement. We'll see how well God's servants are doing to reach the lost. We will marvel at the testimonies of people that have responded to the Gospel through the centuries. This will be a different look at church history. Often church history focuses on doctrinal controversies and development. We're going to focus on the expansion of the church around the globe.

- Intended Learning Outcomes
 - Students will be able to trace the global expansion of Christianity and describe the task yet to be done.
 - Students will be able to articulate what it means for the "center of gravity" of Christianity to have shifted away from the West.
 - Students will be able to name and describe some of the key human leaders of world outreach across the centuries.
- Reading
 - *Discovering Missions*. Chapters 3, 5, and 6.
 - "Four Men, Three Eras, Two Transitions" by Ralph D. Winter (http://www.foundationscourse.org/uploads/documents/reader/31_four_men_three_eras.pdf)
- Sermon Illustrations

III. Session Three - Cultural Dimension

Question of the session: How do we make the Gospel relevant to people in other cultures? We'll be looking at the Gospel and cross-cultural communication. I hope you'll see future relevance in the material for your own ministry, even if that happens within 50 miles of where you were born!

- Intended Learning Outcomes
 - Students will be able to explain how applied anthropology intersects with the goals and mandate of Christian mission.
 - Students will be able to identify the problems and skills important for doing cross-cultural ministry.
 - Students will be able to articulate the importance of communicating the gospel in a person's "heart language."
- Reading
 - *Discovering Missions*. Chapters 7-8.
 - *Basic Bible Studies for New and Growing Christians* by Chic Shaver
 - "The Viable Missionary: Learner, Trader, Story Teller" by Donald Larson (<https://story4glory.net/wp-content/uploads/2015/10/The-Viable-Missionary.pdf>)
 - Your choice of One of the following two book excerpts:
 - "Redemptive Analogy" by Don Richardson (<https://www.gatewaycwm.org/sites/gatewaycwm.org/files/Team%20training%204.2%20Redemptive%20Analogy.pdf>)
 - "Identification in the Missionary Task" by William Reburn (<https://journals.sagepub.com/doi/abs/10.1177/009182966000700101>)

- Missionary Book Report
 - Read and report on a Nazarene missionary reading book of your choice. About 4-5 of these are produced each year. You do NOT have to choose a book from the current year's list. Non-Nazarenes may read something written by or about a missionary supported by their own church or denomination.

IV. Session Four - Strategy Dimension, Part I

Question of the session: What are the most effective ways to complete God's redemptive plan for the nations? This is the first of two weeks we'll spend on world evangelism strategy. A key question will be: What are "unreached people groups" and why are they so important in the completion of God's eternal purpose?

- Intended Learning Outcomes
 - Students will be able to evaluate contemporary strategies for completing the task of world missions.
 - Students will be able to explain the pros and cons of short-term volunteer mission.
 - Students will be able to list and explain some of the strategic principles for reaching a people group with the gospel.
- Reading
 - *Discovering Missions*. Chapters 9, 10, and 12.
 - "The New Macedonia: A Revolutionary New Era in Mission Begins" by Ralph Winter (<https://joshuaproject.net/assets/media/articles/the-highest-priority.pdf>)
- My Church's Mission Involvement
 - Give an accurate and fleshed-out picture of your church's involvement in global outreach (most will run 500-750 words). This will include events throughout the year, publicity in church facilities and newsletters, participation in multi-church services featuring missions speakers, drumming up prayer support, promotion of offerings, connections with missionaries on the field during the year, involvement of children and youth and so on. Do not assume we know what is going on; give enough detail for us to visualize it.
 - This is an academic research project. So, list the sources of your information (who you talked to). A report without a list of sources will not receive full credit.

V. Session Five - Strategy Dimension, Part II

Question of the session: What are the most effective ways to complete God's redemptive plan for the nations? This is the second of two weeks we'll spend on world evangelism strategy. A key question will be: What are "unreached people groups" and why are they so important in the completion of God's eternal purpose?

- Intended Learning Outcomes
 - Students will be able to talk in terms of what current trends seem to be saying about the future of the global church.
 - Students will be able to explain what the church must do in order to "finish the task."
- Reading
 - *Discovering Missions*. Chapter 14.
 - "The Spontaneous Multiplication of Churches" by George Patterson (http://www.worldevangelicals.org/resources/rfiles/res3_422_link_1342018227.pdf)
 - "Finishing the Task: The Unreached Peoples Challenge" by Ralph Winter and Bruce Koch (https://www.ijfm.org/PDFs_IJFM/19_4_PDFs/winter_koch_task.pdf)
- Mission Mobilization Attempt

- Submit a 500-750 word report to the class discussion. Be sure to include who, what the subject of the conversation was, the results, and some of your own later reflections. Were they resistant or receptive? Why?

VI. Session Six - Where Nazarenes Fit In

We'll wrap up these six sessions on Global Evangelism with a look at Nazarene world mission outreach.

- Intended Learning Outcomes
 - Students will embrace strategic sacrifice in order to accomplish God's global goal.
 - Students will choose to pursue lifelong personal engagement in world evangelism as a "sender" or as a "sent one."
 - Students will be able to articulate how to mobilize a local congregation for the cause of world evangelism.
- Reading
 - *Discovering Missions*. Chapters 4, 13, and appendix.
 - "Senders" by Steven Hawthorne
- Missionary Interview
 - Interview someone who has had significant foreign mission field experience. Ideally, this would be a career missionary. If someone like that is not available, talk to a person who has short-term mission trip experience like a college student or an adult who has been on more than one Work and Witness trip. Your district NMI president may be able to suggest someone living near you as a subject for this interview. The interview should be done in person or by telephone or Skype. Please do not try to do it via email. This assignment is not about getting information; it is about feeling the heartbeat of someone involved in global evangelism. Suggested questions for the interview:
 - Biographical data: dates and places of missionary service, formal education, family, other pertinent background.
 - What in your childhood prepared you for missionary service?
 - How did you receive your missionary call?
 - Were family/friends supportive?
 - Who or what was most helpful in preparation times (book or person)?
 - If the clock could be turned back, what changes (if any) would you want to make in your own personal preparation for service?
 - Misconceptions which had to be overcome
 - What do you perceive are your strengths in ministry?
 - What you see as your weak points in ministry
 - What part of missionary work do you enjoy most?
 - What parts of cross-cultural service would you like a chance to do differently?
 - A humorous incident involving either the target language or culture
 - Most embarrassing or humiliating moment in cross-cultural contact
 - Greatest disappointment or disillusionment
 - Most treasured memory?
 - Specific ways life has been richer because of cross-cultural service?
 - Favorite scripture passage that relates to experience
 - Your own missionary hero or model
 - Are there specific people in the target culture who have had a significant impact on you? If so, who and in what ways?
 - Advice you would give to people headed for cross-cultural service

- As you prepare for the interview, think back over these six sessions. Let your questions flow from the insights from material in weeks one, three, four and five: Biblical and Theological foundations, cultural dimensions, and strategic dimensions. This is a research project. Therefore, at the end of your report, please add a bibliographic entry with the person's name, the date of the interview, its length and how it was conducted (face-to-face, phone, or Skype). Submit your 500-750-word interview.
- Final Exam

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
PAS1023: Spiritual Formation

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A course integrating fundamental Christian doctrine with personal experience in the journey toward wholeness in Christ emphasizing scripture, discipline, and community as essential Wesleyan patterns of devotion.

COURSE INTENDED LEARNING OUTCOMES:

The following intended learning outcomes will be achieved by this course:

1. Understand the nature of spiritual formation - what it is and how it happens.
2. Understand fundamental truths from Scripture about God, man, and salvation.
3. Identify and explore classical and individual spiritual disciplines which can be used to express our faith, receive God's grace, and transform us into the image of Christ.
4. Explore Wesleyan paradigms and practices of devotional living, particularly the instituted and prudential means of grace.
5. Examine the corporate and social dimensions of holistic spiritual formation - the impact on others within and beyond the body of Christ.
6. Identify cultural attitudes and norms that inhibit spiritual formation.
7. Develop the discipline of spiritual journaling and discover patterns that are most appropriate for one's unique personality and growth.
8. Engage in intentional nurture of individual spiritual growth.

The following are Competencies for Ministry as outlined in the *Sourcebook on Ordination USA* that will be addressed in this course:

Spiritual Formation

CH4 Ability to pursue holy character (Christlikeness) by practicing faith formation and the classic Christian disciplines as means of grace.

CH5 Ability to locate, understand, and use resources for individual and corporate spiritual formation.

Person of the Minister

CH6 Ability to articulate his or her call from God to ministry as affirmed by the Church.

CH7 Ability to demonstrate a realistic self-understanding including personal strengths, gifts, weaknesses, and areas of needed growth.

CH8 Ability to practice holistic stewardship (mutual submission in gender relationships, sexual purity, marriage and family, personal finance, professional conduct, practicing Sabbath, etc.).

COURSE TEXTBOOKS:

Barton, Ruth Haley. *Life Together in Christ: Experiencing Transformation in Community*. IVP Books, 2014.

ISBN: 9780830835867

Calhoun, Adele A. *Spiritual Disciplines Handbook: Practices That Transform Us*. Rev. ed., InterVarsity Press, 2015.

ISBN: 9780830846054

Mulholland, M. Robert, Jr. *Invitation to a Journey: A Roadmap for Spiritual Formation*. Expanded ed, InterVarsity Press, 2016.

ISBN: 9780830846177

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Bibliography

A Pastor's Guide to Spiritual Formation. Kansas City: Beacon Hill Press of Kansas City, 2005.

Augustine, Saint. *The Confessions of Saint Augustine*. London: Oxford Press, 1998.

Bangley, Bernard. *Spiritual Treasure: Paraphrases of Spiritual Classics*. Mawah: Paulist Press 1985.

Benson, Bob. *See You at the House*. Nashville: Thomas Nelson, 1989.

Benson, Bob and Michael Benson. *Disciplines for the Inner Life*. Waco: Word Books, 1985.

Bilezikian, Gilbert. *Community 101: Reclaiming the Local Church as Community of Oneness*. Grand Rapids: Zondervan, 1997.

Boa, Kenneth. *Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation*. Grand Rapids, MI: Zondervan, 2001.

Bonhoeffer, Dietrich. *The Cost of Discipleship*. New York: Simon and Schuster, 1995.

Bonhoeffer, Dietrich. *Life Together*. San Francisco: Harper and Row, 1954.

Broyles, Anne. *Journaling: A Spiritual Journey*. Nashville: The Upper Room, 1999.

Buechner, Frederick. *A Room Called Remember*. New York: HarperCollins, 1992.

Dunnam, Maxie. *Alive in Christ*. Nashville: Abingdon, 1987.

Foster, Richard. *Celebration of Discipline: The Path to Spiritual Growth*. San Francisco: Harper, 2003.

- . *Prayer: Finding the Heart's True Home*. New York: HarperSanFrancisco, 1992.
- Harper, Steve. *Devotional Life in the Wesleyan Tradition*. Nashville: The Upper Room, 1983.
- . *Embrace the Spirit: An Invitation to Friendship with God*. Wheaton: Victor Books, 1987.
- Hernandez, Wil. *Henri Nouwen and Soul Care: A Ministry of Integration*. New York: Paulist Press, 2008.
- Job, Rueben. *A Guide to Prayer for Ministers and Other Servants*. Nashville: The Upper Room, 1983.
- à Kempis, Thomas. *The Imitation of Christ*. San Francisco: Harper, 2000.
- Klug, Ronald. *How to Keep a Spiritual Journal*, Rev. Ed. Minneapolis: Augsburg, 2002.
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- LeRoy, Matt and Jeremy Summers. *Awakening Grace: Spiritual Practices to Transform Your Soul*. Indianapolis: Wesleyan Publishing House, 2012.
- Mulholland, M. Robert., Jr. *Invitation to a Journey*. Downers Grove: InterVarsity, 1993.
- . *Shaped by the Word: The Power of Scripture in Spiritual Formation*. Nashville: The Upper Room, 1985.
- Nouwen, Henri J.M. *Making All Things New*. San Francisco: Harper and Row, 1981.
- Roller, Julia L., ed. *25 Books Every Christian Should Read: A Guide to the Essential Spiritual Classics*. New York: HarperOne, 2011.
- Shaw, Luci. *Life Path*. Vancouver, BC: Regent College Publishing, 2004.
- Tracy, Wesley D. *Reflecting God Workbook*. Kansas City: Beacon Hill Press of Kansas City, 2000.
- . *The Upward Call: Spiritual Formation and the Holy Life*. Kansas City: Beacon Hill Press of Kansas City, 1990.
- Warren, Rick. *The Purpose-Driven Life*. Grand Rapids: Zondervan, 2002.
- Watson, David Lowes. *Accountable Discipleship*, Rev. Ed. Nashville: Discipleship Resources, 1984.
- Welch, Reuben. *We Really Do Need Each Other*. Nashville: Impact Books, 1973.
- Whitney, Donald S. *Spiritual Disciplines for the Christian Life*. Colorado Springs: NavPress, 1991.
- Willard, Dallas. *The Spirit of the Disciplines: Understanding How God Changes Lives*. San Francisco: Harper Collins, 1988.
- Wiseman, Neil B. *Hunger for the Holy*. Grand Rapids: Revell, 1996.
- Wonch, Mike, ed. *Sacred Life: Spiritual Practices for Everyday Living*. Kansas City, MO: Barefoot Ministries, 2008.
- Woodbridge, Barry A. *A Guidebook for Spiritual Friends*. Nashville: Upper Room Books, 1985.

COURSE REQUIREMENTS:

1. Reading

Students are expected to complete the assigned reading so that the reading may inform the student's contribution to the class discussion.

2. Reading Report

Each session, the student will submit a 250-word reading report summarizing two key issues discovered in the readings. Parenthetical references should be used when citing passages.

3. Discussion Questions

One or more discussion questions will be provided each session. Answers should be complete, demonstrate a clear comprehension of the subject, adhere to instructions provided, reflect a

significant investment of thought, and include specific reference to assigned reading with proper MLA citation. The response to each question should be at least 250 words.

4. **Spiritual Friendship**

Each student will develop a "**spiritual friend**" or a "**mentoring partner**" relationship with someone for the duration of the course. The main purpose will be to establish a pattern of life-on-life exchanges that promote mutual growth. The "ideal" would be to select someone

- within your community, but not your household,
- with whom you already have a relationship established,
- who has a mutual desire for spiritual growth and accountability,
- who is "like-minded" and has a "kindred spirit,"
- who will commit to meeting with you face to face at least once each session,
- who is of the same gender,
- who will demonstrate honesty, sensitivity, and authenticity,
- who will stimulate discernment and dependence on God and His Word,
- who will provide continual prayer support,
- who will maintain confidentiality.

Some variations of these ideals are inevitable, negotiable, and acceptable. For example, if there does not seem to be anyone available in your locale, you may choose to initiate a spiritual friendship with someone in this class and that might be someone you have never met before. This is perfectly fine. It can be meaningful. Although it may not have the same "jump-start," the relationship can progress and even accelerate with devoted attention. Refer to the "**Spiritual Friendships**" guidelines in **Addendum One** for details related to this requirement. This friendship is to begin the first day of class and continue throughout the duration of the course. PLEASE NOTE, the spiritual friend or mentoring partner should be someone other than your spouse.

At the end of each session, you will account for your contact and assign value to your involvement in the friendship. This means you will evaluate the significance of the interaction, particularly your investment. See the "**Session Account Form**" in **Addendum Two** for details.

In Session Four, you will submit a report of written observations (400-500 words) assessing the development of the relationship and how well the purpose and expectations for this dimension of the course have been accomplished.

5. **Spiritual Journal**

As a regular discipline, each student is expected to maintain a spiritual journal of reflections during the term. Your entries should be based on the "options" provided in each session's schedule to receive credit. Any spiritual journaling unrelated to those options is permissible, even encouraged, but will not count toward the required number of days. Entries must go beyond reporting; they should have a "process" orientation – demonstrate application and integration. Give priority to consistency, honesty, discovery, clarification and growth. The following questions will assist you in achieving significant reflection:

- How does this challenge or affirm my past knowledge and experience?
- How has the Holy Spirit confronted me or led me to admit a deep spiritual need?
- Does this session's focus introduce a spiritual turning point for me?
- In what ways have I been challenged to higher levels of obedience?
- How will I apply what I've learned in my present and future ministries?
- Is there a discipline here to which I am willing to make a personal commitment as a part of a plan for spiritual growth?

A variety of formats (e.g. *spiral or three-ring notebooks, blank books*) and approaches (e.g. *prayers, lists, poetry, conversation, prose*) are acceptable. Dated entries must be made on a minimum of three days per session to receive full credit. You are encouraged to occasionally share from your journal with your spiritual friend.

At the end of each session, you will account for your involvement in the Spiritual Journal. See the “**Session Account Form**” in **Addendum Two** for details.

For session six, you will submit a 350- to 500-word report describing your journaling activity. It should include these items:

- A brief review of your approach.
- One sample entry. (*This will be in addition to the total word limit.*)
- Miscellaneous observations. Consider these questions when writing your report:
 - What purposes of spiritual journaling have been accomplished in my writing?
 - How has this affected my relationship to God?
 - What have I learned about myself?
 - What patterns (if any) emerged over the sessions of the course?
 - At what point did I find difficulty?
 - Which parts brought a sense of fulfillment?
 - Where do I go from here in this discipline?

6. Feature Experiences

Designed activities will be assigned to illustrate, augment, or experience the subject we are studying. For example, you will be required to engage in Scripture meditation. You may be encouraged to experience various spiritual disciplines as a part of your daily quiet time with God. You might be asked to interview someone, or locate or develop a resource others can use. Instructions will be provided.

7. Spiritual Autobiography

To strengthen your awareness of the dynamic, transforming power of God throughout your life, write a 5-7-page double-spaced essay (approximately 250 words per page) in which you recall significant "intersections" God has used to enable you to mature toward Christlikeness. The requirements for this assignment are listed in Appendix Two.

8. Spiritual Retreat

Each student enrolled in the class will designate a period of concentrated time during the first five sessions of the course to withdraw from normal routine to be alone with God. It would be ideal to schedule a 24-hour period for this; however, the minimum required time will be four consecutive hours. The requirements for this assignment are listed in Appendix Three.

9. Session Reflection

Submit a 500-word (minimum) referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this topic(s)?
- How will you use the knowledge gained in your life or ministry?

- [Optional] What additional information would you like concerning this topic(s)?

To score well, the reflection assignment must:

- cite references for the learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments	
	Points
Assignments:	
Session Reading Report	25
Discussion Questions	25
Spiritual Friendship	15
Journaling	15
Participation	20
<i>TOTAL EACH SESSION</i>	<i>100</i>
Course Level Assignments:	
Spiritual Highlight Reel	20
Silence/Solitude Experience	30
Scripture Meditation Experience	30
Spiritual Friend Report (Session Four)	30
Spiritual Autobiography	50
Spiritual Retreat	50
Journal Report	50
Reflection (Sessions 1-5)	100
Final Reflection	40
<i>TOTAL COURSE ASSIGNMENTS:</i>	<i>400</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

1. *Session One - The Nature of Spiritual Formation (Toward His Image)*

We will give attention to the nature of spiritual formation. We will encounter significant questions that dominate humankind's search for meaning and ultimately for "the one who is the true Light, that gives light to everyone" (*John 1:9 NLT*). We will examine what is involved in our movement toward His image - how that transformation is possible in our lives. We will consider how the process of finding and living our spiritual potential goes against the grain of our post-modern culture.

We will sense the compelling invitation to cooperate with God in finding and living our spiritual potential.

We will also spend some time getting acquainted.

The following Intended Learning Outcomes for this week support the Learning Outcomes for the course:

- To understand the nature of spiritual formation-what it is and how it happens.
- Engage in the intentional nurture of individual spiritual growth.

Reading

- *Invitation to a Journey* (Prologue and Part I, Chapters 1-4)
- *Life Together in Christ* (Introduction and Chapter 1)

Reading Report – 250 words summarizing two key issues from the reading.

Discussion Questions

- In the four chapters of Part I, Mulholland develops his definition of spiritual formation as a "move against the grain of our culture."
 - The Process vs. Instant Gratification
 - Being Conformed vs. Do-It-Yourself
 - Image of Christ vs. Self-actualization
 - For the Sake of Others vs. Privatized, Individualized Religion

Choose one of these dichotomies that you believe is the most significant issue of spiritual growth in your life or the people to whom you minister. Spin off of any statement the author makes to explain why.

- Henri Nouwen uses the term "downward mobility" to describe the pattern Christ gave to us who want to bear his image. Explain what this term means. Contrast it to "upward mobility," the spirit of our present age.

Journaling

As we get started, establish a pattern of regular entries in your spiritual journal. Perhaps you will want to make journaling a part of your normal quiet time with God for the duration of this course.

Entries must be made on a minimum of three days this week to receive full credit. Any spiritual journaling you do this week unrelated to these listed options is permissible and encouraged, but will not count toward the required number of days.

Give yourself freedom to experiment with a variety of approaches. As stated in the syllabus, "give priority to . . . honesty . . . discovery, reflection, clarification . . ." There is no set word count requirement for the journaling assignment.

You may select from any of the ideas listed below. There is no order of preference intended. Before you start, browse through the list to discover which options might stimulate strong reflection for you.

- Based on *Spiritual Disciplines Handbook: Spiritual Growth Planner* - Follow the directions in Appendix 1 of *Spiritual Disciplines Handbook* (293-300) to take inventory of your present spiritual journey - to identify where God is at work, your longings and desires, and intentional motivations. (Make a note to revisit this during the last session of the course.)
- Based on chapters 1-4 in *Invitation to a Journey*, what does Mulholland say in chapters 1-4 that demands the greatest soul-searching for you? Explain.

Spiritual Friendship

Each student will develop a "spiritual friend" or a "mentoring partner" relationship with someone for the duration of the course. The main purpose will be to establish a pattern of life-on-life exchanges that promote mutual growth. The "ideal" would be to select someone:

- within your community, but not your household,
- with whom you already have a relationship established,
- who has a mutual desire for spiritual growth and accountability,
- who is "like-minded" – has a "kindred spirit,"
- who will commit to meeting with you face to face at least once each week,
- who is of the same gender,
- who will demonstrate honesty, sensitivity, and authenticity,
- who will stimulate discernment and dependence on God and His Word,
- who will provide continual prayer support,
- who will maintain confidentiality.

Some variations of these ideals are inevitable, negotiable and acceptable. For example, if there does not seem to be anyone available in your locale, you may choose to initiate a spiritual friendship with someone in this class and that might be someone you have never met before. This is perfectly fine. It can be meaningful. Although it may not have the same "jump-start," the relationship can progress and even accelerate with devoted attention. Refer to the Guidelines summary (Appendix One) for weekly expectations related to this requirement. This friendship is to begin the first day of class and continue throughout the duration of the course. PLEASE NOTE, the spiritual friend or mentoring partner should be someone other than your spouse.

Session Account Form

At the end of each session, you will account for your contact and assign value to your involvement in the friendship during that week. This means you will evaluate the significance of the interaction, particularly your investment. This will be reported to the professor on the Session Account Form,

so to receive credit for your interaction with your spiritual friend during this week, you will need to complete **“Session Account Form” in Addendum Two.**

Due by Day Seven (7)

Session Reflection

2. Session Two - Amazing Grace: The Classical Christian Pilgrimage

We will study and celebrate the **amazing grace** of God - His atoning, prevenient, justifying, sanctifying, refining/perfecting and glorifying grace! It permeates our lifelong pilgrimage "that begins when we awaken to God's call to wholeness and 'ends' in an eternal life in relationship with God." (Mulholland, *Invitation* 94) We will review significant Scriptures that open our understanding to the Truth and confirm what we know in our hearts about sin, a Holy God, Jesus Christ, salvation, sanctification, and the leadership of the Holy Spirit.

The following Intended Learning Outcomes for this week support the Learning Outcomes for the course:

- To gain a better understanding of God's grace in our lives
- To learn more about the nature of sin
- To learn more about the stages of faith and their relationship to spiritual formation

Reading

- *Invitation to a Journey* (Chapter 8)
- *Life Together in Christ* (Chapters 2-4)
- *Spiritual Disciplines Handbook* "Confession and Self Examination" (101-104)

Reading Report – 250 words summarizing two key issues from the reading.

Discussion Questions

- *Listening communities* - Using the disciples' experience on the Emmaus Road, Ruth Haley Barton describes listening as a necessary spiritual practice. How can listening transform relationships and spur Christian formation? How would you rate yourself as a listener? Identify potential areas of growth. (chapter 3, *Life Together in Christ*)
- *Four Stages* - You have been asked to explain the 4 stages of the classical Christian pilgrimage. Identify a significant statement (or more if necessary) that best describes/defines each stage toward wholeness in Christ. (chapter 8, *Invitation*)

Spiritual Journal

- You may select from any of the ideas listed below. There is no order of preference intended. Before you start, browse through the list to discover which options might stimulate strong reflection for you. Please notice that some sources have multiple options.
- Based on reading in *Invitation to a Journey, The Classical Christian Pilgrimage* (Ch. 8)
 - Review the 4 stages of the classical pilgrimage toward wholeness in Christ. Stop at each one to reflect on how it is happening in your life, either your life as a whole, or some specific area "right now". Allow God to bring anything to your mind. Engage in a powerful response of confession, or thanksgiving, or submission, or petition.
- Based on *Spiritual Disciplines Handbook* (Each question/exercise is a separate journal entry.)

- "Confession and Self-Examination" (Calhoun)
 - Respond to any of the reflection questions on p. 103.
 - Choose from any of these Spiritual Exercises (1, 6, 7, 8) on pp. 103-104
- "Detachment" (Calhoun) - Respond to Spiritual Exercise #5 on p. 108
- Based on YouTube video: "Cardboard Testimonies" - Journal responses to these items: <https://www.youtube.com/watch?v=RvDDc5RB6FQ>
 - What did you discover about grace by watching this video clip?
 - What words would you write on both sides of the cardboard if you were participating in this event?
 - In a couple paragraphs, describe who you were before Christ entered your life and then describe your "new you."
 - Write a prayer of thanksgiving to God for His transformation in your life. Invite Him to continue shaping you into the person He wants you to be.

Spiritual Friendship

- Report how much time you spent in meaningful interaction with your spiritual friend. See the **"Session Account Form" in Addendum Two** for details.

Session Reflection

3. Session Three - The Nature of Spiritual Disciplines

We will focus our attention on the nature and inner dynamics of spiritual disciplines as a means of opening ourselves to the shaping power of Christ as we grow into His likeness. We will examine several matters:

- The distinctions between classical and personal disciplines,
- The interface between corporate and individual participation in the disciplines, and
- The relationship between our engagement in the disciplines and God's transforming grace.

We will briefly consider worship, daily office, study, fasting and retreat as specific elements of the classical spiritual discipline identified as "liturgy". We will explore the personal disciplines of silence, solitude, and journaling.

Reading:

- *Invitation to a Journey* Chapters 9-11)
- *Life Together in Christ* (Chapters 5 & 6)
- *Spiritual Disciplines Handbook*.
 - "Silence"(121-124)
 - "Solitude"(128-131)

Reading Report – 250 words summarizing two key issues from the reading.

Discussion Questions

- Silence and Solitude - We usually associate silence and solitude with specific behaviors or practices. Mulholland says they carry a far deeper significance. He challenges us to view each as an "inner posture of being." Write a clear paragraph about each that describes this inner dynamic.

- Relationships in Community - A number of important issues are raised in *Life Together in Christ* (chapter 5) regarding the role of women in ministry, sexuality in the church, and healthy male/female relations. Write a one paragraph reaction. What did you learn from the author? Consider how Christian men and women can move toward mutual Christ-like expressions of love in community and not conform to cultural distortions and stereotypes.

Feature Experience: Silence and Solitude

Prior to completing the assignment, spend 30 minutes alone and simply listen, without reading or participating in planned meditation or prayer.

Choose one (1) of the following exercises for your project. Write a response paper of 250-500 words. Was this experience easy/difficult for you to do? Why/Why not? Was there anything unique, unusual, or special about your solitude? How did God's Spirit meet with you? What is your response to this as a spiritual discipline?

- **Exercise 1:**
 - Make yourself comfortable wherever you are. Spend some time collecting and relaxing yourself in God's presence
 - Pray for the grace of a deep-felt appreciation of how the Lord has been present in your life.
 - Take time to remember your own personal history. This remembering is an awareness of the exterior events in your life and your interior responses to them. Memory makes them present. Let one memory touch off another. Make a list of these events and experiences. (I suggest not more than 10.)
 - As you remember these events/experiences in your life-history, try to notice all the gifts you have received. As Paul writes: "What do you have that you did not receive" (1 Cor 4:7).
 - Ask God to show you how he has been present in these experiences and events. Sometimes reading a psalm like Ps 139 can deepen your awareness of his presence in your personal history.
 - After you have been in touch with these special moments when you have experienced the Lord's presence, repeat the trip down "memory lane." However, now seek to notice how the Lord has been constantly with you in a more dynamic way, not only in isolated moments, but continuously as companion, friend, guide, lover ...
 - From time to time through the exercise, express your feelings and thoughts to the Lord, asking him for a deep-felt appreciation of how he has been present in your life.
 - Think of one word or phrase which would describe God's presence in your life; take that phrase with you into your day so that it is always near you; draw on it from time to time.

Or you may choose . . .

- **Exercise 2:**

Follow Gordon MacDonald's model. Deliberately practice the discipline of listening. Withdraw to a solitary place in your home or elsewhere. Remove outward distractions. Sit down with your journal. Quiet your mind and heart. Breathe a prayer of expectancy. With

pen in hand, record anything God is whispering into your attention. This should flow out of Scripture and the meditations of your own heart. Let him speak about the things that concern you this day. Listen for words of reassurance, caution, instruction, rebuke, admonishment, and commendation. Before you leave these sacred moments, write your thanksgiving for the reality of His presence.

Spiritual Journal

- You may select from any of the ideas listed below. There is no order of preference intended. Before you start, browse through the list to discover which options might stimulate strong reflection for you. Please notice that one source has multiple options.
 - Based on *Invitation to a Journey*, Ch. 10
 - Search for "deadness"
 - Use the author's suggestion on page 149. As you read Mulholland's explanation of the "dead body", allow the Holy Spirit to search your own life to see if there is any present area of deadness. Explore what personal spiritual discipline(s) you can offer to God.
 - Based on *Spiritual Disciplines Handbook*
 - (Each question/exercise is a separate journal entry.) "Silence" (Calhoun)
 - Silence in My Life – Record your answers to any of these Reflection Questions (2-6) on page 123.
 - Solitude in My Life – Record your answers to any of these Reflection Questions (1-6) on page 130.
 - Based on the article, "Discipline and Means of Grace"

"Wesley described and recommended a number of 'instituted means of grace' - prayer, Scripture, the Lord's Supper, fasting, and Christian conference (pp 108-110). Describe something of your own practice of each of these" (113). What is your satisfaction level with each of these in your life right now?
 - Based on *Invitation to a Journey*, Ch. 9
 - Practice: A Spiritual Inventory
 - Use the author's suggestion on pp. 137-138 to take inventory of the classical disciplines you have in place in your life and how you are practicing them. (This resembles the journaling you would do in the previous option. Choose this one or that one, but not both.)

Spiritual Friendship Report how much time you spent in meaningful interaction with your spiritual friend. See the **"Session Account Form" in Addendum Two** for details.

Session Reflection

4. Session Four - Spiritual Disciplines - Part II

We will focus our attention on the classical spiritual disciplines of Scripture reading, prayer, and worship as means of grace that enable us to grow in intimacy with God. We will concentrate on the formational value of SCRIPTURE especially through an examination of the ancient practice of

spiritual reading (*lectio divina*). We will explore PRAYER as a primarily relational discipline rather than a functional one, enhanced by our ability to listen. We will emphasize the centrality of God in WORSHIP, whether in corporate or individual expression. The essentials of Christian worship shared by the body of Christ become the core of spiritual formation.

Reading:

- Review or re-read *Invitation to a Journey* (Chapter 9, Pages 122-133)
- *Life Together in Christ* (Chapter 7)
- *Spiritual Disciplines Handbook*
 - "Breath Prayer" (232-234)
 - "Worship" (49-51)

Reading Report – 250 words summarizing two key issues from the reading.

Discussion Questions

- Scripture
 - Information vs. Formation - Define and compare the informational and formational approaches to Scripture. Briefly explain their relationship to each other. Use material from *Invitation to Journey* Ch. 9 & *Life Together in Christ* Ch. 7 to articulate a one paragraph response.
- Worship
 - In this session's reading assignments on Worship:
 - What was a new discovery for you (expanded your understanding)?
 - What challenged your perspective on worship? Explain.
 - What will change your personal approach to corporate worship?
 - What issue made its way into your journaling?
 - What statement did you believe so fully that you wish you had written it? Quote and comment.

Feature Experience: Scripture Meditation

- A designed experience in Scripture meditation is required. Each student will engage in spiritual reading of Scripture (*lectio divina*) to experience the formational purpose of the Word. You should allow 30 minutes to an hour for this. It may count as one of your journal entries. Follow these instructions:
 - Spiritual reading is not casual. The goal is not information, but formation and transformation. The approach is slow, thoughtful, prayerful dialogue with the passage. We lay our lives open before the Word of God to experience cleansing, renewing, and deepening. The truth must master us - intrude our hearts - affect our lives.
 - Preparation:
 - Choose ONE of the following Scriptures: Luke 10:38-42, Mark 6:45-52, Mark 14:3-9, Matt. 7:7-12, 2 Peter 1:3-11
 - Focus your attention on God. (Let go of issues/agendas that occupy your thoughts.)
 - Ask God to speak through the Word you are about to read. (Prayer for illumination.)
 - Step One Reading/Listening (*Lectio*)
 - Read (aloud) in an unhurried, systematic way.
 - Listen for words/phrases that speak to you.
 - What is the Spirit drawing your attention to?

- Step Two Meditation (*Meditatio*)
 - Let your imagination embrace the passage. Consider the following questions:
 - What is God saying to me in this word/phrase?
 - How does this truth touch my life?
 - A promise to claim? - A warning of something to avoid?
 - A principle to apply to my life? - An affirmation/commendation?
 - How can I begin to put this into practice in my life?
 - Spend adequate time here.
 - Record any decisions or resolutions.
 - Step Three Prayer (*Oratio*)
 - What is God leading you to pray?
 - Take the thoughts God has given you and offer them back to Him.
 - Give thanks ... Ask for guidance ... Ask for forgiveness ... Rest in God's love.
 - Step Four - Contemplation (*Contemplatio*)
 - Engage in stillness. Simply rest in God's presence - wait.
 - Stay open to God. Listen to God. Delight in being with Him.
- After you have completed the experience, write a 300- to 400-word summary. Use any of the following questions that apply:
 - What words or phrases of your Scripture passage had the greatest impact on you? Why? (Be sure to include the reference you used.)
 - What did the Lord communicate to you in this lesson (general or specific)? What do you need to do about it?
 - What struggles, if any, did you experience?
 - What was the most comforting thing about this experience?
 - Are there any thoughts you journaled that you want to share? If so, include them.
 - How did this experience compare with other Scripture meditation you have done at other times in the past?

Spiritual Journal

Based on *Spiritual Disciplines Handbook* (Calhoun): (Each question/exercise is a separate journal entry.)

- **Praying Scripture:** Choose one or more of the "spiritual exercises" on page 279-280.
- **Meditation:** Choose one or more of the "spiritual exercises" on pages 193.
- **Breath Prayer:** Engage in "spiritual exercises" #2 or #3 on page 234.
- **Worship:** Respond to "reflection question" # 3 on page 51. Engage in "spiritual exercises" #1 or #4 on page 51.

Based on all of your reading about prayer this week: Inventory of My Prayer Life

Respond to any or all of these questions:

- Does my prayer life need an "overhaul?" Why? Why not?
- What element(s) of my established prayer patterns should change?
- What did I read this week that I should adopt to revise my habits of prayer?

Spiritual Friendship

- Report how much time you spent in meaningful interaction with your spiritual friend. See the **“Session Account Form” in Addendum Two** for details.
- Prepare written observations (400-500 words) assessing the development of your Spiritual Friendship. Include the following:
 - A description of the relationship that has developed.
 - Comments on how the purpose is being accomplished and expectations realized. (Refer to the description in the syllabus.)

Session Reflection

5. Session Five - Community of Faith: Companions on the Way

We will shift our attention from the more personal aspects of spiritual formation to the corporate context. We will focus on the community of faith - how brothers and sisters in the body of Christ serve as "agents" of God's grace in our journey toward wholeness. We will consider "acts of belonging" that build community, how John Wesley's paradigm for Christian discipleship fits the contemporary church, and the historical Quaker "clearness committee" model.

Reading:

- *Invitation to a Journey* (Chapter 12 and Pages 165-166)
- *Life Together in Christ* (Chapter 8)
- *Spiritual Disciplines Handbook* – “Community” (150-152)

Reading Report – 250 words summarizing two key issues from the reading.

Discussion Questions

- Corporate Spirituality - Choose one of the following quotations from *Invitation to a Journey* (ch.12) and explain what the author means:
 - "Corporate spirituality is costly" (171)
 - "Corporate spirituality is essential, because privatization always fashions a spirituality that in some way allows us to maintain control of God." (173-174)
 - "When we are in control of our relationship with God ... we have to maintain a defensive posture toward others." (179)
- Discernment - According to Ruth Haley Barton, discernment is a spiritual practice we engage in both personally and corporately when we want to know the will of God regarding a specific decision we are facing (*Together in Christ*, pg. 140). Briefly describe the role of discernment in your spiritual life. What expressions of discernment are present within your faith community? What role could discernment play going forward? How might it be nurtured?
 - For a closer look at the role of discernment in community, review Parker J. Palmer's article on the clearness committee (CC) which has its historical roots among the Quakers.

Spiritual Autobiography

Write an essay in which you present and reflect upon the major events, persons, and experiences of your personal spiritual pilgrimage.

The following series of possible subjects are suggestions only and are designed to help you recall content you may wish to include. It is not necessary for you to answer all the following questions, but only those relevant to your own spiritual life. Feel free to include any other information about your spiritual growth and development that you wish.

- Describe the religious bearing (beliefs and practices) of the home into which you were born.
- Recall your earliest spiritual awareness (questions, yearnings, experiences.)
- Trace God's prevenient grace in your life. (Your first sensitivity to God's call, His seeking you, His will; your first awareness of conviction; your first wish to please God) How did you respond to this prevenient grace?
- Describe the critical encounter with Christ in which your sins were forgiven.
- Describe the critical encounter with Christ in which the power of sin was destroyed.
- Name and describe briefly any person(s), event(s) important to you at specific points in your spiritual pilgrimage.
- What decisions, commitments, and Christian service activities have significantly impacted who and where you are today?
- What have been some of the ups and downs of your spiritual life since you came to faith?
- How has the church nurtured your spiritual development?
- What religious truth seems most important to you now?
- How do you describe your present relationship(s) to God, fellow Christians, others?
- What gives you the greatest joy/concern in your journey?

Reflections on Personal Spiritual Retreat (Choose one)

- Write a thoughtful essay (400-500 words) reflecting on your personal spiritual retreat. Include a description of your approach (environment, when, length), what happened, insights you gained, satisfactions/frustrations, and how the purpose of this experience was accomplished. Submit the completed essay "Retreat Reflection" assignment to Projects.
- Create a 12-15 slide PowerPoint presentation (ppt) that serves as a visual narrative of your retreat. Include signs, symbols and images that enriched your experience. Use the slide note section to give a detailed account of spiritual insights gained. Visually describe your retreat journey with God. Submit the completed PowerPoint "Retreat Reflection" assignment to Projects.

Spiritual Journal

Write at least three entries in your spiritual journal. Entries should especially reflect what you are reading in the texts and articles. Entries should be based on the ideas provided in this list to receive credit. Any spiritual journaling you do unrelated to these listed options is permissible and encouraged, but will not count toward the required number of days.

- Based on *Spiritual Disciplines Handbook*
 - Community
 - Respond to any of these "reflection questions" (4, 5, 6) on page 151.
 - Engage in "spiritual exercises" 5 or 6 on page 151.
 - Spiritual Friendship
 - Respond to either of these "reflection questions" (3 or 4) on page 176.

- Engage in "spiritual exercise" 2 on page 176.

Spiritual Friendship – Follow the guidelines and expectations for engaging in this experience of spiritual accountability. Share issues and concerns that are most relevant to you.

Session Reflection

6. Session Six - Spiritual Health & Growth - Service

Our study for this closing session focuses on the integration and balance of personal holiness and social holiness. Our commitment in spiritual formation is to be "conformed to the image of Christ for the sake of others."

We will consider the normal rhythms of life as fertile soil for growth and how disciplined living enables us to keep God's standards for conduct. Our daily choices for Christ lead us to everlasting citizenship in heaven.

We will explore what it means to go beyond ourselves, to take holiness to the streets, to make a difference in our world as agents of grace through evangelism and service.

Reading:

- *Invitation to a Journey* (Chapter 13)
- *Life Together in Christ* (Chapter 9 & Appendix A & B)
- *Spiritual Disciplines Handbook*
 - "Sabbath" (42-45)
 - "Fasting" (245-249)

Reading Report – 250 words summarizing two key issues from the reading.

Discussion Questions

Telling the story of transformation. Only one for the final session. Write a one paragraph response to the ideas presented in *Invitation to Journey* ch. 13 and *Together in Christ* ch. 9. The following question prompts may be helpful in formulating your response:

- How does spiritual transformation support missional activity?
- What happens when we bifurcate social responsibility and personal holiness? Consider a balanced approach to these two commitments.
- Pastor "A" claims his/her greatest challenge is convincing his/her congregation that evangelism is essential to faithfulness. How might Pastor A's congregation be helped with the ideas presented in the assigned reading? Based on insights gained from this course, what advice would you give?

Spiritual Journal

This journaling assignment is in two parts:

- Submit a 350- to 500-word report to the class discussion under the thread "Journaling." Describe your journaling activity that should include the items listed below.

- A brief review of your approach.
- One sample entry. (This will be in addition to the total word limit.)
- Miscellaneous observations. Consider these questions when writing your report:
 - What purposes of spiritual journaling have been accomplished in my writing?
 - How has this affected my relationship to God?
 - What have I learned about myself?
 - What patterns (if any) emerged over the course?
 - At what point did I find difficulty?
 - Which parts brought a sense of fulfillment?
 - Where do I go from here in this discipline?
- Write at least three entries in your spiritual journal. Entries should especially reflect what you are reading in the texts and articles. Entries should be based on the ideas provided in this list to receive credit. Any spiritual journaling you do unrelated to these listed options is permissible and encouraged, but will not count toward the required number of days.
 - You may select from any of the ideas listed below. There is no order of preference intended. Before you start, browse through the list to discover which options might stimulate strong reflection for you. Please notice that one source has multiple options.
 - Based on *Spiritual Disciplines Handbook*
 - "Fasting" (Calhoun)
 - Respond to any of these "reflection questions" (4, 5, 6) on page 248.
 - Engage in any of these "spiritual exercises" (2, 3, 4, 5, 6) on page 248.
 - Spiritual Growth Planner - Appendix 1 (293-300)
 - Return to this planner and review the scores you gave yourself at the beginning of the course. What shifts have you made since then? Record your observations and reactions.

Spiritual Friendship

- Follow the guidelines and expectations for engaging in this experience of spiritual accountability. Share issues and concerns that are most relevant to you. You will want to engage in some dialog about what you have experienced in this friendship during this course.
- Closure/Continuation - Especially if your spiritual friend for this project has been someone where you live, and depending upon what seems appropriate, you will either bring meaningful closure to the relationship OR discuss the possibility of its continuation and the "shape" that would have. It would not be appropriate to place any expectation on him/her to continue. Definitely express your gratitude for the willingness to share in your journey.

Final Session Reflection

This reflection will have a much broader focus than the current material. The maximum point value has been increased. Your reflection must be at least 500 words. The goal is to synthesize. First, identify the most significant pieces of the course experience (what you've learned and what difference it has made), then think about how that relates to future days in your journey. How are

you motivated to respond in the weeks and months beyond this course? With the knowledge gained and a heart that is "strangely warmed," what will you do to insure a more productive, intentional, and meaningful journey ahead?

Questions to Consider: Choose any that seem appropriate:

- Looking Backward with Appreciation
 - What was the greatest "aha" moment for you?
 - At what point did the Spirit confront you and lead you to admit a deep spiritual need?
 - What did you learn about the heritage of Wesleyan spirituality that contributed to your knowledge and growth?
 - At what point did you reach an upward spiritual turning point?
 - In what ways did your reading for the course help you to raise your consecration and obedience to higher levels?
 - What stories, examples, principles, patterns, or experiences have you used in your own teaching, preaching, witnessing, family worship, or writing?
- Leaning Forward with Anticipation
 - What Christian disciplines do you intend to initiate, explore or develop? Why? How? When?
 - What specific resources do you intend to buy, read, encounter, share?
 - What changes need to occur in your ministry roles, responsibilities, and priorities?

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

ADDENDUM ONE

Spiritual Friendships Assignment Guidelines and Expectations

A Spiritual Friendship within the Class:

If you decide to have a person in the class as a "twin soul" (Wesley's description), at the beginning of week one, after reading the personal introductions of everyone enrolled in the class, you will be given an opportunity to indicate your preference to the professor who will facilitate that designation.

Your relationship will develop primarily through messages exchanged by e-mail and/or phone calls. At least two meaningful contacts per week will be considered appropriate.

A Spiritual Friendship outside the Class:

If you decide to maintain a spiritual friendship with someone outside the class, it should be someone that you can meet with face to face by appointment. A total of at least one hour of meaningful interaction (dialog and prayer) each week will be considered standard. Since you will be meeting in person, you may want to exercise creativity in your time and location. It does not have to be the same each week. Consider unusual, but conducive, environments that might fit your personality. It will be important to intentionally design your time together while remaining open to the Spirit's direction.

Any variations to the above expectations should be discussed with the professor.

ADDENDUM TWO

Session Account Form

NAME:

EMAIL:

Respond to each of these statements:

JOURNALING

Number of days I made entries in my journal this week, specifically based on the options provided:

_____.

If you did additional journaling, please comment:

SPIRITUAL FRIENDSHIP

If your spiritual friend is someone with whom you meet face to face respond to the following:

Amount of time I spent in meaningful interaction with my spiritual friend this week:

None: _____ 15 minutes: _____ 30 minutes: _____ 1 hour: _____ 1 hour plus: _____

If your spiritual friend is someone you meet with online respond to following:

Number of meaningful contacts I have made with my spiritual friend this week:

None: _____ One: _____ Two: _____ Three or more: _____

Point value I would give to the significance of our interaction, particularly *my* investment in the friendship during this week based on the expectations for this course requirement.

(0 = none; 7 = highest): _____

ADDENDUM THREE

Spiritual Autobiography Suggestions for Writing

Write an essay in which you present and reflect upon the major events, persons, and experiences of your personal spiritual pilgrimage.

The following series of possible subjects are suggestions only and are designed to help you recall content you may wish to include. It is not necessary for you to answer all the following questions, but only those relevant to your own spiritual life. Feel free to include any other information about your spiritual growth and development that you wish.

- Describe the religious bearing (beliefs and practices) of the home into which you were born.
- Recall your earliest spiritual awareness (questions, yearnings, experiences.)
- Trace God's prevenient grace in your life. (Your first sensitivity to God's call, His seeking you, His will; your first awareness of conviction; your first wish to please God) How did you respond to this prevenient grace?
- Describe the critical encounter with Christ in which your sins were forgiven.
- Describe the critical encounter with Christ in which the power of sin was destroyed.
- Name and describe briefly any person(s), event(s) important to you at specific points in your spiritual pilgrimage.
- What decisions, commitments, and Christian service activities have significantly impacted who and where you are today?
- What have been some of the ups and downs of your spiritual life since you came to faith?
- How has the church nurtured your spiritual development?
- What religious truth seems most important to you now?
- How do you describe your present relationship(s) to God, fellow Christians, others?
- What gives you the greatest joy/concern in your journey?

ADDENDUM FOUR

Personal Spiritual Retreat Guidelines

OBJECTIVE

To intentionally create significant space in my schedule that is wholly attentive to God

- time that cultivates an awareness of Him, and
- demonstrates an openness to respond to His initiatives

Each student enrolled in the class will designate a period of concentrated time during the first five weeks of the course to withdraw from normal routine to be alone with God. It would be ideal to schedule a 24-hour period for this, however, the minimum required time will be four consecutive hours. You should print this file for reference and planning.

Observations about your experience will be shared with the class in a 400-500-word essay during week five. Or, a visual narrative using PowerPoint (ppt) containing 12-15 slides. You will briefly describe your approach, what happened, insights gained, satisfactions/frustrations, and how the purpose of the experience was accomplished. The visual narrative will feature images, signs, symbols or spiritual metaphors relevant to your experience. This is considered a major written assignment and is to be submitted in appropriate and complete MLA style.

Visual narrative sample: Create a 12-15 slide PowerPoint presentation (ppt) that serves as a visual narrative of your retreat. Include signs, symbols and images that enriched your experience. Use the slide note section to give a detailed account of spiritual insights gained. Visually describe your retreat journey with God. Submit the completed PowerPoint "Retreat Reflection" assignment to Projects. See the embedded sample for some ideas.

ASSIGNMENT DETAILS

Length: Students must observe a minimum of four uninterrupted hours of silence and solitude. A 24-hour retreat is desirable though not required.

When: No later than the middle of Session Five. (Report is due on Day 7.)

Where: Select a venue that facilitates silence and solitude. Avoid conducting your retreat within the confines of your own home or local church. The temptation to assume a responsibility is too great. Securing overnight accommodations is ideal. A private location works best and not a commercialized venue. Consider a retreat center, cabin, or guest house. If you need special accommodations and must remain home due to inclement weather, a physical disability or special circumstances, please communicate with your instructor. Otherwise, it will be assumed students will locate an appropriate venue to conduct the retreat experience as described in the syllabus.

Other thoughts and recommendations: Don't expect a Damascus Road experience. Do expect mild withdrawal symptoms from the normal pace of life. Simply acknowledge it and proceed with your plans while reaching for those protracted moments of "being still" in the Lord's presence. Have a plan, but don't force your agenda, there is great wisdom in coming to the retreat experience with openness of mind and heart. During your retreat, take short nature walks and enjoy God's creation. Read the Bible and other devotional material, but don't over-do-it. A modest amount of journaling is recommended, but overly ambitious writing agendas are not. Be sure to notify family members of your whereabouts. Resist

the urge to phone them or text during the retreat itself. Protect your time alone with God and be glad for sacred moments!

Retreat Essentials

- Bible, journal, comfortable clothing, worship music, healthy snacks and plenty of water.
- Ensure comfort: wear appropriate, comfortable clothing
- Be physically rested
- Condition your spirit: invite God's leadership; pledge your openness
- Let someone know your general location.

Further Preparations for Your Spiritual Retreat

- Have some general plan in mind that allows for variety. There should be some rhythm of the elements of prayer (adoration, confession, thanksgiving, petition/intercession), silence, writing, and meditation on the Word.
- Guard against an inflexible or crowded agenda that hinders the freedom of the Spirit. Anticipate your own needs for structure along with the probability that time will pass quicker than you realize.
- Reserve some time before you conclude to reflect on the experience. You might journal what has happened on your retreat, some insights you have gained, things you need to do, your praise to God for His faithful presence and direction.

Grading Rubric: The following Rubric will help you to understand how your Spiritual Retreat will be evaluated and graded:

50 pts. Full credit
<ul style="list-style-type: none">• Student submits report on-time under "projects" tab.• Visual narrative in PowerPoint (ppt) contains 12-15 slides featuring relevant images and spiritual metaphors.• Written report presented in Word contains 400-500 words concisely describing the retreat experience.• Reflections are present including spiritual insights gained, frustrations, satisfactions, etc.• A brief, but accurate description of retreat environment, method, and length of retreat are present.• A minimum of four hours of uninterrupted silence and solitude are observed.
35-49 pts. Good
<ul style="list-style-type: none">• Student is day(s) late submitting report under "projects" tab.• Visual narrative in PowerPoint (ppt) contains less than 12 slides featuring relevant images and spiritual metaphors.• Written report presented in Word contains less than 400 words and mostly describes the retreat experience.• Reflections are present, but spiritual insights, frustrations and satisfactions need additional clarity.• Some details are missing regarding the retreat environment, method of retreat and length.• A minimum of four hours of uninterrupted silence and solitude are observed.
0-34 pts. Unsatisfactory
<ul style="list-style-type: none">• Student is day(s) late submitting report under "projects" tab.• Visual narrative in PowerPoint (ppt) contains less than 12 slides. Images and metaphors need clarity.• Written report presented in Word contains less than 400 words and does not fully describe the retreat experience.• Reflections are present, but spiritual insights, frustrations and satisfactions are vaguely described.• Several details are missing regarding the retreat environment, method of retreat, and length.• Less than four hours of uninterrupted silence and solitude are observed.

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
PAS2013: The Practice of Christian Ministry

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A course giving special attention to the personal and professional character of the minister and the practice of ministry. *Prerequisite: Introduction to Christian Service.*

COURSE INTENDED LEARNING OUTCOMES:

The following learning objectives will be achieved by this course:

1. Gain understanding and perspective about the role of Christian ministry.
2. The ability to develop a philosophy of ministry that will enable an individual to gauge his/her effectiveness in ministry.
3. Ability to prepare and lead worship that is biblically sound, contextually correct and culturally sensitive.
4. Gain understanding and confidence in conducting Christian rituals.
5. To help build basic skills for ministry in the 21st Century.
6. To encourage the student minister to strengthen his/her personal relationship with Christ, especially in the areas of personal spiritual disciplines.
7. To reinforce the importance of your personal God-given call to ministry.

The following are Competencies for Ministry as outlined in the *Sourcebook on Ordination USA* that will be addressed in this course:

1. Ability to identify the directives of the Manual of the Church of the Nazarene that pertain to the organization and ministry of the local, district, and general church. (CN14)
2. Ability to oversee ministry using management skills including servant leadership, conflict resolution, administration, and team building. (CP2)
3. Ability to envision, order, and participate in contextualized theologically founded worship and to develop and lead appropriate services for special occasions (i.e. wedding, funeral, baptism, and Lord's supper.) (CP11)
4. Ability to prepare and lead a music ministry that is biblically sound, utilizing appropriate techniques and skills demonstrating cultural sensitivity. (CP19)
5. Ability to assess contemporary approaches to church music in light of enduring theological and contextual perspectives. (CP20)

6. Ability to apply theological and philosophical ethics to nurture faithful living in the Christian community. (CH1)
7. Ability to practice a moral pastoral leadership, informed by philosophical and theological ethics. (CH3)
8. Ability to articulate his or her call from God to ministry as affirmed by the Church. (CH6)
9. Ability to demonstrate a realistic self-understanding including personal strengths, gifts, weaknesses, and areas of needed growth. (CH7)
10. Ability to practice holistic stewardship (mutual submission in gender relationships, sexual purity, marriage and family, personal finance, professional conduct, practicing Sabbath, etc.). (CH8)

COURSE TEXTBOOKS:

MANUAL, Church of the Nazarene, 2017-2021. Beacon Hill Press, 2018.
ISBN: 9780834137103

Berkley, James D. *Leadership Handbook of Preaching and Worship: Practical Insights from a Cross Section of Ministry Leaders.* Baker Books, 1997.
ISBN: 9780801090417

Middendorf, Jesse C. *Church Rituals Handbook.* 2nd ed, Beacon Hill Press, 2009.
ISBN: 9780834124578

Root, Andrew. *The Pastor in a Secular Age.* Baker Academic, 2019.
ISBN: 9780801098475

Rowell, Jeren. *Thinking, Listening, Being: Wesleyan Pastoral Disciplines.* Beacon Hill Press, 2014.
ISBN: 9780834132467

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Resources designed to support women in lead ministry positions:

- Facebook Page – Nazarene Women Clergy
<https://www.facebook.com/groups/348576377606/>
- Wesleyan Holiness Women Clergy <https://www.wesleyan.org/tag/wesleyan-holiness-women-clergy>
- Wynkoop Center for Women in Ministry <https://www.whdl.org/collections/wynkoop-center-women-ministry>
- Christians for Biblical Equality <https://www.cbeinternational.org/>
- *Emboldened: A Vision for Empowering Women in Ministry.* Leach, Tara Beth. IVP Books: 2017. ISBN 978-0830845248.

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Cedar, Paul, Kent Hughes, and Ben Patterson. *Mastering the Pastoral Role - Mastering Ministry Series* by Christianity Today. Portland: Multnomah Press, 1991. Print.

Galloway, Dale. *Taking Risks in Ministry.* Kansas City: Beacon Hill Press, 2003. Print.

Habecker, Eugene. *Leading with A Follower's Heart.* Wheaton: Victor Books, 1990. Print.

London, H. B. Jr., and Wiseman, Neil B. *Pastors at Greater Risk*. Ventura: Regal Books Published by Gospel Light, 2003. Print.

---. *Pastors at Risk*. Colorado Springs: Chariot Victor Press, 1992. Print.

---. *The Heart of a Great Pastor - How to Grow Strong and Thrive Wherever God Has Planted You*. Wheaton: Regal Books, A division of Gospel Light Publishing, 1994. Print.

Malphurs, Aubrey. *Values Driven Leadership*. Grand Rapids: Baker Books, 1998. Print.

---. *Developing A Vision for Ministry in the 21st Century*. Grand Rapids: Baker Books, 1992. Print.

Spaite, Daniel, M.D., *Time Bomb in the Church - Defusing Pastoral Burnout*. Kansas City: Beacon Hill Press, 1999. Print.

Willimon, William. *The Pastor's Guide to Effective Ministry*. Kansas City: Beacon Hill Press, 2002. Print.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the discussion. Students are encouraged to read ahead as necessary in order to be prepared. You will be expected to read the texts completely and on the prescribed reading schedule. Exception: Only certain sections of *The Manual of the Church of the Nazarene*, *Leadership Handbook*, and *Church Rituals Handbook* will be required.

II. Reading Report

Each session, you will submit a report stating what percentage of the reading assignment you have completed. The report will also include at least one quote or significant principle from the text, parenthetically documented, that has impacted you during your reading. In particular, I want you to explain how what you have learned will be used in your ministry. This report should be 250-350 words.

III. Discussion/Competency Questions

Each session, students will complete some discussion and competency questions provided by the instructor. You should both answer the fundamental question asked and demonstrate how you would apply your answer to your ministry or a ministry situation. Each answer should be 300-500 words.

IV. Interview

Each class member will conduct an interview of someone in full-time pastoral ministry and give a 350- to 500-word summary of the interview.

How to Conduct the Pastoral Interview

Please call and set up a time to interview someone in full-time ministry for your interview project. (Please interview someone in active ministry and called to the same task as your own calling, if possible.) Set up the appointment by Session Two. Conduct the appointment by Session Three.

When you call, let the person know that this is part of your class on preparing for the work of Christian ministry. Inform them that you will give them a copy of the interview questions at least 24 hours prior to the interview, that there are 7 questions, and that you anticipate needing 45 minutes to an hour to complete the interview.

Interview Questions:

- How did you receive your God-given call and in what ways has the assurance of this calling been a sustaining force in your life?
- What is it that you enjoy the most about being a minister? The least? And why?
- What do you consider to be the greatest challenge facing a pastor/minister today? Why? What do you do to meet this challenge?
- What kind of things do you do to provide for your own personal spiritual formation and professional growth?
- How do you keep your life balanced between the demands of personal (family) and professional (church) life?
- What kinds of things do you do to intentionally strengthen and protect your marriage?
- (Student will compose question 7.)

V. Philosophy of Ministry

You will be asked to write a 750- to 1000-word Philosophy of Ministry paper including the scriptural basis for why you believe what you believe about Christian Ministry. The Instructor will provide a model of this assignment. If you have prepared a POM before, you may use that as a base, but you will be expected to integrate what you are learning into the revised POM.

See the sample Philosophy of Ministry paper on page 18 of this syllabus.

Note: Your POM does not have to be in MLA formatting. We prefer that this be a document that you would design for use in providing information to a District Superintendent and/or the Church Board for your church interview process. Keep in mind that this is to be a scripture-based POM. Therefore, you should have scriptural references to support your beliefs, positions, and convictions regarding pastoral ministry.

VI. Final Project Paper

Students will complete a Final Project Paper covering five basic areas of ministry. This is not a term paper but a project paper designed to demonstrate your grasp of basic ministry practices. Your answers should average at least 500 words each.

Note: If the ministry that you are preparing for is specialized and you sense that some of these questions may pertain to areas of ministry that you may never perform, discuss "tweaking" the question to better fit your calling. However, keep the question and answer along the lines of the same topics: Personal Spiritual Formation, Public Worship, Prayer, and Church Rituals. The part you play in a church ritual may be different from a Sr. Pastor, but as a staff member or minister, you will often still be involved. It is important that you understand and appreciate the place that these rituals hold in the Christian Community.

Question #1: Spiritual Formation/Boundaries/Professional Development Plan. Establish a plan for beginning and maintaining your personal spiritual formation, personal care and professional development as a minister.

Everyone in ministry needs to set boundaries. That is, making sure that you do not let the "busyness" of ministry intrude upon your personal devotional life, your family life, physical and emotional well-being, and professional development.

You need to be intentional about rest, family time, prayer, personal enrichment, sabbatical (if applicable), etc. This plan should be designed for spiritual, physical, and emotional renewal and health. You may wish to include a "reading" plan as well. Think of ways to guard against spiritual, physical and emotional burnout.

Make this something that you actually would like to do. Putting these things into practice now will be great preparation for your future ministry. If you are already pastoring, these things will enable you to have a longer more effective ministry.

Your answer should explain how you are going to establish boundaries and what you are going to do to fulfill this plan including accountability. Every minister needs prayer partners and accountability partners.

Answer using the following outline:

Spiritual Formation/Boundaries/Professional Development Plan

- A. My Personal Devotional Life - protecting my walk with Christ
- B. Guarding My Family Life - balancing family and church needs and demands
- C. My Physical and Emotional Well-being - my self-care plan
- D. My Professional Development Plan - continued education, professional enhancement and enrichment
- E. Accountability: How I will establish accountability to live within these goals and boundaries:

Question #2: Leading Public Worship: What principles will guide you as a pastor/minister in constructing and leading a public worship service?

Illustrate the principles by designing a worship service. Put it into an outline or church bulletin format. If you submit an outline, make sure it has enough substance to it to be self-explanatory.

Summarize the question by explaining how each item illustrates the principles of worship to which you are committed. This is important. If you fail to do this, points will be deducted. Keep in mind:

- Why are you doing what you are doing, when you do it?
- Demonstrate continuity of the theme and purpose of the service.
- The service should be designed around the text of the message.
- Demonstrate the continuity of purpose and theme.
- List the titles of songs and readings etc. do not just say sing a hymn or chorus.
- Show everything in the order of service including greetings, announcements, offering, closure, etc.

It is critical that you demonstrate how everything in the worship service brings people into the presence of God, builds community, and leads toward the theme or purpose of the worship service. (The theme of the service should reflect the theme or main idea of the sermon.)

Please Answer the Worship Question Using the Following Format:

- A. The theme of the worship service:
 - a. Sermon text:
 - b. The one main idea of the text: (note: this one main idea of the sermon should become the theme of the worship service.)
- B. Outline/elements of the worship service

Sample of Outline or Bulletin Format:

Elements of the Worship Service	Action/Activity	Worship Principle (Why?)
Prelude	Musical Praise	To prepare hearts for worship

Welcome to Worship	Pastoral Greetings	To establish the purpose of the service and welcome visitors
Church Family Calendar	Make pertinent all church announcements	To raise awareness of church family activities and make sure new folks feel invited to attend
Call to Worship/Responsive Reading	Responsive Reading No. 331 Public reading of Scripture	To move focus of attention toward God through the reading of the Word

Continue this process on through to the benediction. Please prepare/plan the worship service, as you would design it if you were responsible for the service you are illustrating. Feel free to get some help with this. Even if you will not be responsible for the worship planning, it is good for you to know the principles.

Question Three: Pastoral Care Keeping in contact with your congregation. The purpose of this question is to help you think through how you are going to do pastoral calling and visitation. With busy schedules and widespread geography, how can the contemporary pastor keep in contact with his or her people? Provide ways in which you plan to meet this need. What will your Pastoral Care Plan look like? While this may include some philosophical material (why you do what you do), make sure you submit a practical plan. How (not why) you are going to do pastoral care is the purpose of this assignment.

Design the plan with the goal of staying close enough to be familiar with their personal, local, and universal context. You want to communicate caring, but you also want to be learning what you need to know to minister with clarity.

Question Four: Prayer Ministry House of Prayer: How would you go about making the church you pastor a "house of prayer"? Explain in your answer how the pastoral prayer, invocation, prayer for offerings, prayer for healing, and invitations to the altar fit into your overall prayer plan. Your answer should address all of the following:

- What is your plan for the weekly pastoral prayer time during worship?
- What kind of prayer events will you organize as a normal part of the prayer-life of your church?
- When, where and how will these prayer activities take place?
- Include how you will teach people to pray and how you will organize prayer groups and ministries.
- How will you recruit prayer leaders in your church?
- How will you organize prayer partners for yourself and your spouse?

You are to design an intentional focus on prayer in the church. In other words, what kind of things are you going to do in your ministry that will teach, inspire, and involve people in prayer?

What kind of prayer ministry will you have, and how will you administer it?

Question Five: Church Rituals

Provide a detailed outline with Scripture references and appropriate notations for a Christian Wedding and a Christian (for a believer) Funeral Service. Be creative and include something that reflects your personal input in the process. Do NOT simply copy a ritual or service from any of the texts. A detailed outline means that each element needs enough explanation to know its purpose

and basically what is being done. Again, you may ask an experienced minister to help you with this one. Just make sure that they consult and do not do the work for you.

- **Christian Wedding:** Personalize the wedding ceremony. This should reflect something the couple would want, and something you would want in the ceremony that speaks of certain core beliefs regarding Christian marriage. (You may use a minister's manual or marriage manual as a guide.)
- **Christian Funeral:** Explain what you wish to accomplish by the elements that you include in your outline. It should reflect core beliefs about death, judgment, eternal life, grace, comfort, etc. Remember to include the graveside or committal service. (You may use a minister's manual or funeral manual as a guide.)
- **Communion Service:** Design a Communion Service including the Meditation or Devotional that you would present as a part of the communion service. This can be an outline as well, as long as it has enough "meat" to it that I can tell what you were trying to communicate. This can be designed as a part of a worship service or as the entire service. It can be a Sunday Morning or a Special Occasion, you decide. The goal here is to both present Communion as well as illustrate its true meaning and significance. (You may use a minister's manual as a guide.)

The Final Project Paper is intended to represent both understanding and intentional application.

Each answer is to be a minimum of 500 words. There is no penalty for being longer, but you may be penalized for being too brief if answers are not comprehensive enough.

Remember you do not have to wait until the end of the course to begin your final project. Be sure you integrate and note things you learned from this course into the paper. I expect that you will have quotes from the texts.

Note: You must cite your sources! This means you should have a Sources Cited page.

The Final Project Score Sheet is on the last page of this document. This is the score sheet I will use to finalize your score for your Final Project Paper. I encourage you to become familiar with it, as it provides an outline of the expectations for a good paper.

Don't just provide a concept such as, "I am going to become a person of prayer." Tell exactly how that is going to come about and what resources you will use to accomplish this. In other words, this paper should be more practical than philosophical. (More how and not just why.)

VII. **Session Reflection Assignment**

Submit a 500-word minimum referenced reflection on the key items addressed and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- [Optional] What additional information would you like concerning this session's topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the session's learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments	
	Points
Assignments:	
Reading Reports	20
Discussion/Competency Questions	30
Session Reflection	30
Discussion/Participation	30
<i>TOTAL EACH SESSION</i>	<i>110</i>
Course Level Assignments:	
Pastoral Interview	30
Philosophy of Ministry	60
Final Project	250
<i>TOTAL COURSE ASSIGNMENTS:</i>	<i>340</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

I. Session One - The Call and Purpose of Ministry

- Learning Goals
 - To clarify one's calling based upon Biblical understanding and requirements
- Reading
 - Rowell, Jeren. *Thinking Listening Being* – A Wesleyan Pastoral Theology, Preface, Introduction, Part 1 Chapters 1-3 pages 9-50.
 - Root, Andrew, *The Pastor in a Secular Age* -- Preface, Introduction, Part 1 Sections 1-3 pages 3 – 58
- Reading Report
- Discussion Questions
 - The Call
 - Why does the Church of the Nazarene stress the fact that "we believe in a God-called ministry?"
 - A church member comes to you and says, "Pastor I think I would like to go into ministry full-time. I don't necessarily feel 'called', but it looks like it would be an

interesting career. What do you think I should do?" How would you answer them and why?

- Ministering in the 21st Century
 - The authors address some of the unique challenges of pastoring in the 21st Century. Choose from one of the authors below and answer the question
 - The authors address some of the unique challenges of pastoring in the 21st Century. Choose from one of the authors below and answer the question
 - Rowell, Chapter 1 – The challenge to pastor biblically - To pastor biblically requires a biblical foundation for your philosophy of ministry. Choose 4 passages from the Excursus or Biblical Cues found on pages 34 – 36 that represent principles that you feel will guide you as a pastor, and why you chose them.
 - Andrew Root credits Charles Taylor for coining the phrase “Cross-Pressured.” He describes modern day pastors as “Cross-Pressured Pastors.” From your reading in Root (pages 1-57), discuss the following questions.
 - What are the root causes of “cross-pressure” for modern day pastors?
 - Are modern day pastors vulnerable to vocational identity crisis because of the phenomenon of “cross-pressure?” Elaborate.
 - What challenges “cross-pressured” pastors face today in cultivating their own faith and that of their congregations.
- Defining the Task of Ministry
 - You have just arrived as the new senior pastor or staff pastor. As you meet the people you realize that there are differing opinions and expectations regarding ministry priorities. How do you determine what your pastoral/ministry priorities are going to be? How do you guard against the tyranny of unreal expectations?
 - How does a pastor/minister address some of the issues of moral decay prevalent in our society today and at the same time, keep the church from becoming too politicized?
- Project: Begin Planning for Your Final Project

II. Session Two - Developing Ministry Paradigms and Priorities

- Learning Goals
 - To establish a Biblical paradigm for defining and implementing pastoral ministry
- Reading
 - Rowell, Jeren. *Thinking Listening Being* – A Wesleyan Pastoral Theology, Part 1 Chapters 4-6 pages 51-75.
 - Root, Andrew, *The Pastor in a Secular Age* -- Part 1 Sections 4 - 6 pp. 59 – 108
- Reading Report
- Discussion Questions
 - Answer one of the following three discussion questions. Your response should both answer the fundamental question asked and demonstrate how you would apply your answer to your ministry or a ministry situation. Each answer should be 300-500 words. Remember to include the question in your note/response and not just the question number. Your minimum of 300-500 words per answer includes ONLY your answer.
 - What place does prayer have in the life and spiritual growth of the pastor? Rowell pp. 51-55
 - What is the difference between leadership as understood by our culture and leadership based upon biblical principles? Rowell pp. 56-64

- What are the foundational duties of a faithful and effective pastor? Rowell pp. 65-75
- Core Competency Questions
 - Answer one of the following three discussion questions. Your response should both answer the fundamental question asked and demonstrate how you would apply your answer to your ministry or a ministry situation. Each answer should be 300-500 words. Remember to include the question in your note/response and not just the question number. Your minimum of 300-500 words per answer includes ONLY your answer.
 - Andrew Root traced two attitudes towards spirituality, namely “porous inwardness” and “buffered inwardness.” (Answer one question)
 - Discuss Root’s understanding of these two attitudes and their implication for contemporary pastoral ministry. (pgs. 58-108)
 - Identify the pastoral style of Jonathan Edwards and Henry Ward Beecher. Which of these two styles best suits your ministry philosophy? Support your position. (pgs. 77-108)
 - Part VI in the manual (p. 192 - 205) lists tasks and responsibilities required of ministers in the Church of the Nazarene. (I. Call and Qualifications of the Minister paragraphs 514 – 522.) outlines the responsibilities of those who would pastor a local Nazarene Church. You will notice that they cover areas of responsibility in terms of Leading, Preaching, Shepherding, Teaching, and Administration.
 - Categorize the tasks listed in paragraphs 514 - 521 (p. 200 - 213) under the above headings. Please DO NOT just list the numbers, but you can abbreviate the task description.
 - (I suggest you put them in a table format.) Note: This is subjective, and is meant to create awareness of the total scope of being a pastor in a local Nazarene Church. How does this impact your understanding of the role of being a pastor?
- Set and confirm your appointment for the Pastor Interview Assignment
- Project: Pastoral Interview

III. Session Three - The Pastor as Person and Leader

- Learning Goals
 - To learn to appreciate the uniqueness of personhood and how God uses our individuality
 - To learn the importance of caring for self in order to better care for others
 - To better understand the role and responsibility of Pastoral leadership
- Reading
 - Rowell, Jeren. *Thinking Listening Being – A Wesleyan Pastoral Theology*, Part 1 Chapters 7-8 pages 76-91.
 - Berkley, James D. *Leadership Handbook of Preaching and Worship: Practical Insights from a Cross Section of Ministry Leaders*. Read Chapters 6-8, 13, and 16, pages 81-118, 197-208, 239-260.
 - *Manual*. Read Part VI Paragraphs 500-502.6, pages 192- 194.
 - Root, Andrew, *The Pastor in a Secular Age -- Part 1 Sections 7 – 9 pages 109 – 1*
- Reading Report
- Discussion Questions
 - Answer one of the following two discussion questions:
 - What are some practical ways that a pastor can demonstrate that he/she loves the congregation?

- Rowell discusses the necessity of thinking humbly and holy (Rowell pp. 76-91), Explain why these two virtues are so critical to effective pastoral ministry.
- Answer one of the following two discussion questions:
 - Explain what is meant by "staying spiritually fresh" from Leadership Handbook 6:84-85. Do not simply quote the text, but answer in your own words. Of course, you may cite or reference the text.
 - How does a minister fulfill the roles of pastoral ministry without denying his own personhood? Again, answer in your own words. You may cite or reference the text.
- Competency Questions
 - Answer one of the following core competency questions. Your response should answer the fundamental question and demonstrate how you would apply your answer to your ministry. Each answer should be 300-500 words.
 - Andrew Root describes societal religious currents from the turn of the twentieth century to the twenty-first century through the pastoral lenses of Harry Emerson Fosdick (The age of mobilization or flourishing), and Rick Warren (The age of authenticity). (pgs. 109-169)
 - What were the distinguishing characteristics of each age and the role that pastoral leadership played?
 - What lessons positive or negative did you learn from Fosdick and Warren for contemporary pastoral ministry?
 - The *Manual* of the Church of the Nazarene lists qualities expected of anyone who feels they are called into the ministry. (See Part VI, (p. 186-188). Please paraphrase in your own words 500-502.6. Think of it as your way of explaining to someone what is expected of a God-called minister in the Church of the Nazarene.
- Pastor Interview Assignment – Submit your summary.
- Project: Begin Working on Philosophy of Ministry Project

IV. Session Four - The Pastor as Communicator

- Learning Goals
 - To learn the importance of transformational communication
 - Reading
 - Rowell, Jeren. Thinking Listening Being – A Wesleyan Pastoral Theology, Part 2 Chapters 9-12 pages 93-125.
 - Berkley, James D. Leadership Handbook of Preaching and Worship: Practical Insights from a Cross Section of Ministry Leaders. Read Chapters 1-4, 24-30, pages 3-64, 337-410.
 - Manual. Read Part VIII Ritual, pages 259-296.
 - Root, Andrew, The Pastor in a Secular Age -- Part 2 Sections 10 – 12 pages 173 – 230
 - Middendorf, Jesse C. Church Rituals Handbook. Read pages 1-108: Baptism, Church Membership, Communion, Matrimony, Funeral.
- Reading Report
- Discussion Questions
 - Answer two of the discussion questions from those listed below. Your response should both answer the fundamental question asked and demonstrate how you would apply your answer to your ministry or a ministry situation. Each answer should be 300-500 words.
 - Transformational communication is the goal of biblical preaching/teaching. What kind of things might a pastor look for in the lives of those in his/her congregation that would demonstrate that transformation is taking place?

- Explain what you think Rowell means when he says, “When biblical preaching happens, the focus is not on the preacher at all but on the power of the Spirit working through the text and the preacher to speak a fresh word to the gathered community of faith.” (Rowell p. 110). Why is this so important to understand?
- Define what this statement means to you: "Sermon preparation is a combination of personal holiness and professional preparation."
- Competency Questions
 - Answer one of the core competency questions. Your response should answer the fundamental question and demonstrate how you would apply your answer to your ministry. Each answer should be 300-500 words.
 - Andrew Root (pp. 173 – 230) contrasts secular thinking as expressed in literature, movies and philosophy as people seeking to understand the story of their lives without God’s intervention. In contrast we are reminded that the Bible makes it plain that the God of the Bible is the “God who shows up in the events of our lives to minister to us, by name!” Thus, he defines the pastoral role as one who helps people to open their eyes and see that the God who seemed far away is present in the current events of their lives. Respond to the following:
 - How has God showing up in your life at those critical moments and events impacted your understanding of the pastor’s role in a secular world?
 - Can we be effective pastors without spending time and sharing life with those who call us pastor? Yes/No Why?
 - How does 2 Corinthians 1:3 – 7 help us to define our role as pastor in showing up to minister in the life events of those in our congregations?
 - Review the Seven rituals listed in the Manual Part VIII, pages 246-279 and Church Handbook, pages 1 - 143. Summarize (a few sentences or a small paragraph) what each ritual is trying to communicate that could transform a person's life. The goal is to understand that rituals need NOT be just a "formal religious act" but can and should become a memorable, life-transforming event. That is, change the way they think, understand, and behave.
 - Baptism
 - Reception of Church Members
 - Lord's Supper (Communion)
 - Matrimony
 - Funeral Service
 - Installation Services
 - Church Dedications
- Project: Submit Philosophy of Ministry

V. Session Five - Completing the Journey: A Lifetime of Ministry

- Learning Goals
 - Avoiding ministry burnout and planning for long-term ministry
 - Reading
 - Rowell, Jeren. Thinking Listening Being – A Wesleyan Pastoral Theology, Part 2 Chapters 13-16 pages 126-170.
 - Berkley, James D. Leadership Handbook of Preaching and Worship: Practical Insights from a Cross Section of Ministry Leaders. Read Chapters 10-12, pages 137-196.
 - Root, Andrew, The Pastor in a Secular Age -- Part 2 Sections 13 – 14 pages 231 – 268
 - Middendorf, Jesse C. Church Rituals Handbook. Read pages 109-156: Installations and Dedications.
- Reading Report
- Discussion Questions

- Answer two of the discussion questions listed below. Your response should both answer the fundamental question asked and demonstrate how you would apply your answer to your ministry or a ministry situation. Each answer should be 300-500 words.
- Note: All students will answer the first DQ (A) regarding a financial plan for a sustainable ministry. You can then choose the second DQ that you wish to answer (B - C).
 - Financial stability has a profound impact upon sustainability and longevity in ministry. Explain why this is so and why it is important for all in ministry to have a good financial plan that will enable them to meet the needs of their family and sustain their ministry.
 - A member comes to you who has been very involved. They share with you that they seem to be losing heart. They start missing services, they resign their ministry, and they seem lethargic. What would you do?
 - What does Hebrews 12:2 - 4 teach us about perseverance?
- Competency Questions
 - Answer the following core competency question regarding a weekly schedule: We all know that using our time wisely and effectively is a must if you intend to be intentional about your life and ministry.
 - Question: What do you think a good weekly schedule would or should look like? This is not an appointment calendar, but a life management assignment. In order to practice intentional ministry, you must learn good life management skills. This begins with understanding how you are currently using your time and whether or not you are making sure to get the most important things done first.
 - The best way to begin this assignment is to examine your current life schedule including sleeping, meals, devotions, prayer, time with spouse/family, work hours, study hours, etc. In other words, look at how you are currently using/managing your life, not just your "to do list." This should reflect your use of time from the time you awake until you retire at night.
 - Draw up a seven day schedule the way you prefer to be managing your life/time, but it must be realistic and match your current lifestyle and responsibilities. Make it something that you would really like to live by, based upon your perceived life and ministry priorities.
- Project: Begin Finalizing Final Project

VI. Session Six - Wrapping it up!

- Learning Goals
 - To learn about special pastoral ministry skills not previously discussed
 - Reading
 - Rowell, Jeren. Thinking Listening Being – A Wesleyan Pastoral Theology, Part 3 Chapters 17, 18 and Epilog pages 171-181.
 - Berkley, James D. Leadership Handbook of Preaching and Worship: Practical Insights from a Cross Section of Ministry Leaders. Read Chapters 31-38, pages 413-499.
 - Root, Andrew, The Pastor in a Secular Age -- Part 2 Section 15 pages 269-282
 - Middendorf, Jesse C. Church Rituals Handbook. Read pages 159-245: "Other Rituals."
- Reading Report
- Discussion Questions

Answer the one question listed below. Your response should both answer the fundamental question asked and demonstrate how you would apply your answer to your ministry or a ministry situation. Each answer should be 300-500 words.

- We live in such a competitive results oriented world that it often skews our understanding of success. In Rowell Part III Chapters 17-18 we are challenged to think about success and effectiveness from a biblical point of view. Carefully review this material and respond to the following three point question:
 - Success means being faithful to the calling of God on my life? Agree/Disagree? Why?
 - Effective ministry is measured by the fulfillment of the Great Command (To love God and man) and the Great Commission (Win the Lost and Make Disciples). Agree/Disagree? Why?
 - Our greatest legacy will not be in our "professional statistics" or "accomplishments" but it is in how we brought value to the lives of others through, love, grace, mentoring, and influencing others for Christ? Agree/Disagree? Why?
- Competency Questions
Answer one of the three questions listed below. Your response should both answer the fundamental question asked and demonstrate how you would apply your answer to your ministry or a ministry situation. Each answer should be 300-500 words.
 - Communion Service: Most of us have wonderful memories of communion. I want you to think about a communion service that you have experienced. What made it special? Perhaps you were visiting in another church, or on a mission field. What have you learned in your own experiences with communion that will influence how you lead, or serve or participate in this sacrament?
 - Wedding Service: Most of us have some fond (sometimes humorous) memories of weddings. I want you to think about a wedding ceremony that you have experienced. You may have been officiating, a member of the wedding party, or just a guest. What was it that made it special? How might that service influence your own preparation and/or participation in a wedding service?
 - Church Discipline: The Lecture, "Steel and Velvet" reminds us that sometimes a pastor and/or church has to practice church discipline or "tough love". Reflect on this lecture. In your own words, what does it mean for a pastor to "speak the truth in love"? When should church discipline be exercised?
- Project: Submit Final Project

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

SAMPLE PHILOSOPHY OF MINISTRY

James R. Russom, DMin.

The following is provided to you as an example. It demonstrates how to express what you believe God has called you to be and to do as a minister based upon your biblical understanding of ministry.

If you choose, and it is helpful, you can pattern your POM after this example. However, you are not bound to use it in any way other than a reference. The important thing is that you approach the matter in thoughtful prayer and create what you believe God has given you as an understanding of your calling.

MY PERSONAL PHILOSOPHY OF MINISTRY - DR. JAMES R. RUSSOM

Biblical Foundations for Ministry

A God Called Ministry: I believe in a God-called ministry, whereby the Holy Spirit initiates the desire for ministry and gifts the minister for his/her calling. (Eph. 4:11; 1 Tim. 1:12) *I know that God has called me to pastoral ministry, and I will go where God leads me.*

Primary Function of Pastoral Ministry: I believe that the primary function of pastoral ministry is to enable the church to fulfill the Great Command (to love God and others wholeheartedly) and the Great Commission (to lead others to Christ and Christian maturity), thus making disciples. In addition, I believe that to accomplish this, the pastor must prayerfully and humbly depend upon the power of the Holy Spirit to be effective. (Matt. 22:37-40; Matt. 28:19-20 John 14 - 15) *I know that I cannot do this in my own strength. I must be filled, gifted and anointed by the Holy Spirit.*

I believe that the priority role of the pastor is to equip the people of God for ministry thus enabling the building of the kingdom of God through the power and gifts of the Holy Spirit. (Eph. 4:11-16; Acts 1:8; 1 Cor. 13; Romans 12) To that end, the pastor must fulfill the role of Pastor/Teacher/Shepherd as taught in Scripture including the ministry of Prayer, Teaching, Leadership, Church Administration and Management, Administering the Sacraments and Shepherding the Flock of God. (Acts 2:42; 1 Tim. 4:13; Heb. 13:17) Church Administration is the proper and wise use of all of the God-given resources provided to every church. The pastor should administrate the church in ways that maximizes these resources and develops good stewardship practices. *I know that I cannot do ministry alone. I must lead and administrate the church in ways that build ministry teams of lay- leaders who are developed, nurtured, and deployed for passionate service.*

Servant Leadership - Lead Like Jesus: I believe that a pastor should serve the church as a servant-leader: lovingly, willingly, without compulsion or greed; and to be willing to suffer for the sake of the Gospel if need be. (Matt. 20: 25-28; 1 Peter 5:2; Jn. 15: 12-17; 1 Peter 4:12-19) *I know that only as I lead like Jesus, can I be an effective pastor/leader.*

I believe that Jesus the Great Shepherd will provide all of my needs for life and ministry (Ps. 23:1) and that He has set the example for me so that I should be a servant leader who is:

- Tender in my care (Isa. 40:11).
- Sacrificial in my service (Jn. 10:11)
- Providing ministry to all without favoritism (James 2:5-6)
- Gentle to those who have wavered in their faith (1 Peter 2:25)
- Burdened for those who are lost (Luke 15: 4-6)
- Compelled by godly love (Jn. 13:1)
- Speaking the truth in love (Eph. 4:15)
- Seeking to be an example of integrity in "speech, in life, in love, in faith, and in purity." (1 Tim. 4:12)
- Studying to show myself to be an approved workman of the Gospel/Word (2 Tim. 2:15)
- Seeking to please God and not to be a pleaser of men (1 Thess. 2:4)

- Seeking my ultimate reward from Christ, the Great Shepherd... desiring to hear Him say, "Well done!" (1 Peter 5:4) *I know that I can only do this by trusting God to sanctify me and empower me for Christlike living and service.*

Lay Leadership - Lay Ministry: I believe that pastoral leaders and lay leaders share the responsibility of leading the congregation. The pastor should be involved in leadership development and equipping lay persons - men and women - who are gifted and called of God to lead the congregation. Therefore I will lead the nominating committee in selecting persons for election persons who

- are full of faith and the Holy Spirit (Acts 6:5)
- are worthy of respect, sincere, not indulging in much wine, and not pursuing dishonest gain (I Timothy 3:8)
- are able to keep hold of the deep truths of the faith with a clear conscience. (I Timothy 3:9)
- are men and women of good reputation which stands the test of spiritual maturity, being in right relationship with God and man (I Timothy 3:10)
- have a spouse that is also worthy of respect, are not malicious talkers but are temperate and trustworthy (I Timothy 3:11)
- are faithful to their marriage vows and manage their children and household well (I Timothy 3:12)
- profess to be sanctified and practice storehouse tithing and are in full sympathy with the doctrines and practices of the Church of the Nazarene (*Manual* Paragraph 39)

I believe that lay persons elected by the congregation to the Church Board and Sunday School Discipleship Board are to be persons who qualify as a deacon or deaconess serving as the spiritual leaders of the local church first and foremost, so that they may conduct the business of the church in a Christlike manner.

Christian Stewardship: We are all stewards. God is the owner and we are to manage our life and resources (life, love, time, talent and treasure) to the glory of God. The characteristic of good stewardship is faithfulness in all things. (Psalm 24; Luke 12:42-48; Col. 3:17, 23-24; I Cor. 4:1-3) I believe that the pastor should demonstrate Christian Stewardship - God is the owner - in every area of life by being a sacrificial giver of time, talent and resources. This includes the practice and preaching of Storehouse Tithing as the biblical base for Christian giving, plus lovingly giving offerings above the tithe as God leads. Stewardship is a matter of the heart, and when we practice biblical stewardship we honor God and demonstrate His Lordship over our lives. (Malachi 3: 6-12; Leviticus 27:30 - 32; Ps. 24:1-6; Matthew 23: Luke 6:38; 11:42; 1 Cor. 16:1-3; 2 Cor. 8:1-11; 9:6-8).

Christian Submission: I believe that I must submit myself to the authority of God's Word and to the elders that God has appointed over me in the Church of the Nazarene, in order that I may be protected by His care and be an example of submission and good churchmanship to others who watch my life. I should also model good citizenship. (Romans 13:1-7; 1 Peter 5:5-11) *I know that I must model what it means to live a surrendered and consecrated life.*

Ministry to My Family: I believe that my ministry begins in my home where I am to model the love and care of Christ, guarding and shepherding my own family with genuine faith and holy living. In this way, I prepare myself to minister to the families of my congregation and to live out the life of Christ before them. (Eph. 6; 1 Tim. 3:12; 1 Peter 3:1-8) *I know that my private and public life must reflect these biblical priorities.*

Living by Faith: Faith is believing God and acting accordingly. It means standing on the promises of God in complete hope and assurance of God's gracious provision.

I trust in the following promises from God for my life and ministry:

- God loves me with an awesome and transforming love (I John 3:1-3)

- God will take care of me and lead me to victory (Romans 8:31; 37-39)
- God has a good plan for my life (Jer. 29:11-13; Rom. 8:28)
- God is faithful and will keep his promises (I Cor. 1:9)

In view of these promises and relying upon the power of the Holy Spirit, I pledge to:

- Offer myself as a living sacrifice to God (Rom. 12:1-2)
- Pursue holiness of heart and life and preach the same (Heb. 12:14-16)
- Learn to live in godly contentment ((I Tim. 6: 1-6)
- Live a life of love (Eph. 5)
- Be faithful in my tithes and offerings and set the example for other believers in sacrificial giving. (Malachi 3:8 - 12; I Cor. 9:6-8)
- Press toward the goal of hearing the Master say, "Well done - good and faithful servant." (Matt. 25:21) *I know that I must be an obedient steward of all that God has entrusted to me and do my best to set an example for my congregation of trust, obedience, tithing, sacrifice, and joyful giving.*

The Church I believe that

- The Church belongs to Jesus who is the head of the church; thus it should be an obedient church (people) submitting to the authority of Christ in all things. (Col. 1:18)
- The Body of Christ which is comprised of those who have been redeemed by the blood of Christ and we all have a special place of service for which God has gifted us. (I Cor, 12)
- The Church, as the Body of Christ, must be committed to love, unity, and service. We are not only to love each another, but we are to love all who are in Christ and encourage and build one another up. (Eph. 4)
- The Church, when it follows the Holy Spirit, is so powerful a force that not even the Gates of Hell can stand against it. (Matt. 16:18)
- The Church should be a House of Prayer and keep prayer as a central ministry. (Matt. 21:12; Mk. 11:17; Lk. 18:1; 19:46; Acts 10:2)
- The Church is responsible to make the wisdom of God known throughout the world. (Eph. 3:10)
- The people, who are the church, should demonstrate to the world what it means to lay down their lives and love others more than themselves. (Eph. 5:21; Phil. 2: 1-4)
- The Church is the Bride of Christ - thus united in love, glorious, radiant, holy and pure. (Eph. 5:27) *I know that I must lead the way in submitting to the Lordship of Christ, which is demonstrated by being obedient, loving, kind, generous, bold in my witness, prayerful, and holy (Christlike) living.*

I Am Thankful:

I count it an honor to be called of God and to be an ordained elder in the Church of the Nazarene.

It is a precious privilege to be a pastor and share the love of Jesus with you through service and intercessory prayer.

It is a duty of love to preach the full gospel of heart holiness.

It is a holy obligation to live my life in such a way that I may say to you: "*Follow my example, as I follow the example of Christ.*" (I Cor. 11:1)

It is a blessing to be accepted and loved by you, the people of God.

It is a joy to share with you in the building of His Kingdom.

In His Service,

James R. Russom

1 Peter 5:2-4 (NIV) Be shepherds of God's flock that is under your care, serving as overseers--not because you must, but because you are willing, as God wants you to be; not greedy for money, but

eager to serve; not lording it over those entrusted to you, but being examples to the flock. And when the Chief Shepherd appears, you will receive the crown of glory that will never fade away.

PAS 2013/MPP1031 FINAL PROJECT ANALYSIS AND GRADES

Student:

QUESTION	COMMENT ON CONTENT	SCORE
Basic Requirements:		
Was the paper turned in on time?		Yes/No
Was paper properly formatted as a Word.doc		Yes/No
Was paper formatted according to the instructions provided?		Yes/No
Was paper submitted to the VC for others to read?		Yes/No
Did it meet minimum word requirements of at least 500 words per question?		Yes/No
Was paper practical...? HOW TO more than PHILOSOPHICAL... why?		Yes/No
Was paper grammatically correct? (Spelling-Grammar-Composition)		Yes/No
Did student cite sources and provide a Sources Cited Page?		Yes/No
Did student demonstrate creativity?		Yes/No
Did student demonstrate an integration of principles learned during the course?		Yes/No
Did student follow directions, submitting outlines with substance?		Yes/No
<p>The above standards are equal to 25 pts. Each essay question can earn up to 45 pts. = 225 Total points possible for project paper = 250 pts.</p>		
NEGATIVE grade adjustments based upon failure to meet above requirements: From -5 to - 25 points for failure to meet requirements Total Quality Points for Basic Requirements:		25 pts. < >
1. Spiritual Formation		
2. Worship Principles		
3. Pastoral Care		
4. Prayer Ministries		
5. Rituals		
Each Question is worth 45 points for content and course application Sub Total =		
Bonus Points for superior work will be added to the total of each question. -20% per day will be deducted if the paper is submitted late		_____ < >
Scale: 226 - 250 = A 201 - 225 = B 176 – 200 = C 151 – 175 = D 000 – 150 = F	FINAL PROJECT TOTAL	_____ _____
SCORE		

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
PAS2023: History and Polity of the Church of the Nazarene

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A study of the history of the Church of the Nazarene with special attention given to its organization, heritage, and distinctive mission. Non-Nazarene students may petition for a special study in their own denominational history and polity.

COURSE INTENDED LEARNING OUTCOMES:

The following learning goals will be achieved by this course:

1. Locate the Church of the Nazarene within the Wesleyan, evangelical, and holiness traditions of the larger Christian family.
2. Identify the factors leading to the rise of the Church of the Nazarene as well as those contributing to the growth, development, and perpetuation of the denomination.
3. Name and discuss key leaders who organized the new work and contributed to its story over the years.
4. Understand and articulate the distinctive doctrine of the Church of the Nazarene in biblical, evangelical, and Christian context.
5. Communicate the unique values, social principles, and ethical standards of the Church of the Nazarene: how/why they were formed, how/why they were modified, and why they are important today.
6. Grasp and apply the distinguishing features of our church polity on the local, district, and general levels.
7. More effectively communicate our denominational mission as vital to our sense of identity, character, purpose, and future as well as our dialogue with the larger Christian family, American Society, and our global village.
8. Apply new insights learned to leadership and ministry.

The following are Competencies for Ministry as outlined in the *Sourcebook on Ordination USA* that will be addressed in this course:

1. Ability to articulate the Nazarene Articles of Faith. (CN7)
2. Ability to demonstrate an understanding of theological reflection, including its sources, its historical development, and its Wesleyan contemporary expressions. (CN8)
3. Ability to articulate the doctrine of holiness from a Wesleyan perspective. (CN9)

4. Ability to identify the formative influences of the American Holiness Movement and the Church of the Nazarene. (CN12)
5. Ability to identify and explain the significance of the major events, and male and female figures in the Church of the Nazarene. (CN13)
6. Ability to identify the directives of the Manual of the Church of the Nazarene that pertain to the organization and ministry of the local, district, and general church. (CN14)
7. Ability to analyze and describe the ministry context in light of its local history. (CX6)

COURSE TEXTBOOKS:

MANUAL, Church of the Nazarene, 2017-2021. Beacon Hill Press, 2018.
ISBN: 9780834137103

Frank Moore, Frank Moore. *We Believe: Articles of Faith for the Global Nazarene Family.* Nazarene Publishing House, 2017.
ISBN: 9780834136595

Tracy, Wes, and Stan Ingersol. *Here We Stand: Where Nazarenes Fit in the Religious Marketplace.* Beacon Hill Press, 1999.
ISBN: 9780834117129

Cunningham, Floyd. *Our Watchword and Song: The Centennial History of the Church of the Nazarene.* Beacon Hill Press, 2009.
ISBN: 9780834124448

Moore, Frank M. *Holiness Today: Nazarene Essentials.* NPH, 2014.
(<https://nazarene.org/sites/default/files/2019-12/NazareneEssentials1.2.pdf>)

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Bibliography

- Bangs, Carl. *Phineas F. Bresee: His Life in Methodism, the Holiness Movement, and the Church of the Nazarene.* Kansas City: Beacon Hill Press, 1995. Print.
- Beals, Ivan. *Heralding Scriptural Holiness.* Kansas City: Nazarene Publishing House, 1987. Print.
- Bedell, Kenneth B. *Yearbook of American and Canadian Churches.* Nashville: Abingdon Press, 1997. Print.
- Dayton, Donald. *Theological Roots of Pentecostalism.* Grand Rapids: Francis Asbury Press, 1987. Print.
- , ed. *The Variety of American Evangelicalism.* Downers Grove: InterVarsity Press, 1991.
(Especially chapter by Paul M. Bassett, "The Theological Identity of the North American Holiness Movement." p. 72-108. Print.
- Dieter, Melvin. *The Holiness Revival of the Nineteenth Century.* Metuchen: Scarecrow Press, 1980. Print.
- Girvin, E. A. *Phineas F. Bresee: A Prince in Israel.* Kansas City: Nazarene Publishing House, 1916. Print.
- Hill, Samuel S. and Frank S. Mead. *Handbook of Denominations in the United States.* 10th edition. Nashville: Abingdon Press, 1995. Print.
- Jones, Charles Edwin. *Perfectionist Persuasion: The Holiness Movement and American Methodism. 1867-1936, ATLA Monograph Series, No. 5.* Metuchen: Scarecrow Press, 1974. Print.
- Laird, Rebecca. *Ordained Women in the Church of the Nazarene: The First Generation.* Kansas City: Nazarene Publishing House, 1993. Print.

- Marsden, George. *Fundamentalism and American Culture: The Shaping of Twentieth-Century Evangelicalism. 1870-1925*. New York: Oxford University Press, 1980. Print.
- Smith, Timothy L. *Revivalism and Social Reform: American Protestantism on the Eve of the Civil War*. Baltimore: The Johns Hopkins Press, 1980. Original publication date is 1957. Print.
- Strickland, William J. with H. Ray Dunning. *J. O. McClurkan: His Life, His Theology, and Selections from His Writings*. Nashville: Trevecca Press, 1998. Print.
- Van Note, Gene. *The People Called Nazarenes: Who We Are and What We Believe*. Kansas City: Nazarene Publishing House, 1983. Print.
- Van Note, Gene and Redford, M. E. *The Rise of the Church of the Nazarene*. Kansas City: Nazarene Publishing House, 1985. Print.

NOTE: Consult the extensive notes in the back of Smith's book and the bibliography in the back of Purkiser's book for additional resources.

Supplemental Bibliography

Note: The ambitious among you may wish to consult or purchase one or more of these resources.

You might purchase them at a discount price on the Internet at www.amazon.com, or www.barnesandnoble.com or contact Nazarene Publishing House.

- Brasher, J. Lawrence. *The Sanctified South: John Lakin Brasher and the Holiness Movement*. Champaign: University of Illinois Press, 1994. Print.
- Carpenter, Joel. *Revive Us Again: The Reawakening of American Fundamentalism*. New York: Oxford University Press, 1997. Print.
- Cowles, C. S. *A Woman's Place? Leadership in the Church*. Kansas City: Beacon Hill Press, 1993. Print.
- Dorsett, Lyle. *Billy Sunday and the Redemption of Urban America*. Grand Rapids: Eerdmans Publishing Co., 1991. Print.
- Girvin, E. A. *Phineas F. Bresee, A Prince in Israel*. Kansas City: Nazarene Publishing House, 1916. Print.
- Griffith, R. Marie. *God's Daughters: Evangelical Women and the Power of Submission*. Berkeley: University of California Press, 1997. Print.
- Hauerwas, Stanley. *Sanctify Them in the Truth: Holiness Exemplified*. Nashville: Abingdon Press, 1998. Print.
- Hostlevy, William. *Holiness Manuscripts: A Guide to Sources Documenting the Wesleyan-Holiness Movement in the United States and Canada*. Metuchen: Scarecrow Press, 1994. Print.
- Marsden, George. *The Soul of the American University: From Protestant Establishment to Established Nonbelief*. New York: Oxford University Press, 1996. Print.
- Noll, Mark A. *A History of Christianity in the United States and Canada*. Grand Rapids: Eerdmans Publishing Co., 1992. Print.
- Sanders, Cheryl Jeanne. *Saints in Exile: The Holiness-Pentecostal Experience in African American Religion and Culture*. New York: Oxford University Press, 1996. Print.
- Stanley, Susie Cunningham. *Honoring God's Call: A Celebration of Holiness Women Preachers*. Kansas City: Beacon Hill Press, 1996. Print.
- Synan, Vinson. *The Holiness-Pentecostal Tradition: Charismatic Movements in the 20th Century*. Grand Rapids: Eerdmans Publishing Company, 1997. Print.

Additional Books and Resources Recommended:

- Bangs, Carl, Phineas F. Bresee: *His Life in Methodism, the Holiness Movement, and the Church of the Nazarene*. Kansas City: Beacon Hill Press, 1995.
- Chapman, J. B., "All Out for Souls: An Address Delivered to the District Superintendents' Conference at Kansas City, Missouri," January 9, 1946.
- Core Values Booklet* (Church of the Nazarene). Kansas City, MO: Nazarene Publishing House, 2001.
- Corlett, Shelby, Nazarenes and the Fundamentalists," *Herald of Holiness*, April 20, 1935.

- Girvin, E. A., *Phineas F. Bresee: A Prince in Israel*. Kansas City, MO: Nazarene Publishing House, 1916.
- Goodwin, J. W., "The Nazarene Objective," *Herald of Holiness*, July 5, 1933.
- Ingersol, Stan, "They Shared a Dream," (in section of Denominational Identity, *Wesley's Horse*, Spring, 2002, www.wesleyshorse.org)
- Laird, Rebecca. *Ordained Women in the Church of the Nazarene*. Kansas City: Nazarene Publishing House, 1993.
- Metcalf, Janine T., *Ablaze with Love: The Living Legacy of Our Nazarene Foremothers*. A Video Documentary. Kansas City: Beacon Hill Press, 2001 (NPH Product VA-2400).
- Nees, Thomas G., *The Changing Face of the Church: From American to Global*. Kansas City, MO: Beacon Hill Press, 1997.
- Redford, M. E. and Van Note, Gene, *The Rise of the Church of the Nazarene*. Kansas City, MO: Nazarene Publishing House, 1985.
- Smith, Timothy L., *Nazarenes and the Wesleyan Mission: Can We Learn from Our History?*. Kansas City, MO: Beacon Hill Press, (First Printing, 1979; Reprinted, 2003).
- _____, *Revivalism and Social Reform: American Protestantism on the Eve of the Civil War*. Gloucester, Mass.: Peter Smith Publisher, 1976.
- Stanley, Susie C., *Holy Boldness: Women Preachers' Autobiographies and the Sanctified Self*. Knoxville, TN: University of Tennessee Press, 2002.
- Source book for Ministerial Development*: Church of the Nazarene, Nazarene Publishing House 1998
- Wesley, John, "Christian Perfection" (Sermon 40); "Repentance in Believers" (Sermon 14); "Scripture Way of Salvation" (Sermon 43); Available in full text on the Wesley Center website at Northwest Nazarene University <http://wesley.nnu.edu/wesleyctr/>
- Widmeyer, C. B., "The Nazarene Church and Its Mission," *Herald of Holiness*, September 7, 1921.

Resources designed to support women in lead ministry positions:

- Facebook Page – Nazarene Women Clergy <https://www.facebook.com/groups/348576377606/>
- Wesleyan Holiness Women Clergy <https://www.wesleyan.org/tag/wesleyan-holiness-women-clergy>
- Wynkoop Center for Women in Ministry <https://www.whdl.org/collections/wynkoop-center-women-ministry>
- Christians for Biblical Equality <https://www.cbeinternational.org/>
- *Emboldened: A Vision for Empowering Women in Ministry*. Leach, Tara Beth. IVP Books: 2017. ISBN 978-0830845248.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the class discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

II. Reading Summary

Submit a 250- to 350-word summary of key insights from your reading of the text *Our Watchword and Song*. Relate your responses to practical ministry. Please note that appropriate completion of this assignment may be very different from the way you may normally complete the reading summary. Only half of the class will be reading the text to which you have been assigned. To get a good grade on this assignment, you must include enough information in your summary to inform the entire class of the primary and important details found in your assigned reading.

Because there is so much historical material to be covered in *Our Watchword and Song*, each student is to read the material assigned to their specific Reading Group. (Note: Some of the text material will be assigned to both reading groups because of its importance.) This reduces the

reading load for the class, BUT it increases the importance of your Reading Summary each session. Because only half of the class will be reading some of the sections/chapters, you must inform your classmates of the important highlights of the portions to which you are reading.

Therefore, your summary should not be simply a couple of statements of issues that stood out to you. You should mention two or three key people, places, concepts or events in the reading and then give detail about one those people, places concepts or events to inform the other half of the class of their importance. It is especially important to include references to the key people, places, or events presented in your reading summaries. There are other important people, places, and events, but these are extremely important to our understanding of our history. Watch for them:

- Phoebe Palmer
- Pilot Point, Texas
- Phineas F. Bresee
- Penial Hall
- Seth Rees Controversy
- The 1919 Name Change
- H. Orton Wiley
- Nazarene Publishing House - the Lunns
- H. F. Reynolds
- The Effects of the Great Depression
- J. O. McClurkan
- Nazarene Higher Education
- William Howard Hoople
- The Development of the General Board
- The Development of the Board of GS's
- J. G. Morrison
- Military Chaplains, WWII

Reading summaries that do not include information about key people, places, concepts, or events when they are discussed in the assigned reading will not earn the full 30 points.

Remember, only half of the class will be reading the sections of the text to which you have been assigned. To get a good grade on this assignment you must include enough information in your summary to inform the classmates that are not reading the same chapters of the primary and important details of your assigned reading.

III. Core Competency Question

The student will answer the question each session and provide a 350- to 500-word reasoned response. Your response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading. Follow the instructions carefully as your competency question often has more than one part.

IV. Core Competency Projects

Each session, the student will be given a core competency project to complete. The projects are to be 250-350 words in length. Points will be awarded on the basis of thoughtful and reflective content.

V. Final Exam

Final Test: Each student will take a final exam. Students will complete the test and submit it according to the instructions that will be given later. The exam is composed of 100 true/false or multiple-choice questions which will cover the material from the *Manual*. Up to 100 points may be earned on this test.

The final test is open book. The *Manual*, class notes, etc. are allowed. Any resources at the disposal of the student are allowed, other than help from any another individual.

VI. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- [Optional] What additional information would you like concerning this session's topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the session's learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments	
	Points
Assignments:	
Reading Summary/Insights	30
Core Competency Questions	35
Core Competency Projects	35
Participation	20
Session Reflection	30
<i>TOTAL EACH SESSION</i>	<i>150</i>
Course Level Assignments:	
Final Exam	100
<i>TOTAL COURSE ASSIGNMENTS:</i>	<i>100</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

I. Session One - Our Nazarene Foundations (History Topic A)

Students will gain the ability to identify the formative influences of the American Holiness Movement and of the Church of the Nazarene.

- Intended Learning Outcomes
 - Locate the Church of the Nazarene within the Wesleyan, evangelical, and holiness traditions of the larger Christian family.

- Identify the factors leading to the rise of the Church of the Nazarene as well as those contributing to the growth, development, and perpetuation of the denomination.
- Name and discuss key leaders who organized the new work and contributed to its story over the years.
- Reading
 - Foundations of Women's Ordination (<https://whdl.org/modular-course-study-foundations-womens-ordination-faculty-guide>) Lesson One: pp. 1-2 — 1-8; watch the video by Jesse Middendorf on p. 1-2
 - Manual, pp. 15 – 24 Historical Statement, http://2017.manual.nazarene.org/front_matter/historical-statement/
 - Moore, Frank. We Believe: Articles of Faith for the Nazarene Family.
 - Intro. 1. The Triune God 2. Jesus Christ 3. The Holy Spirit, (pp. 7 – 30)
 - Cunningham, Floyd. Our Watchword and Song: The Centennial History of the Church of the Nazarene.
 - Reading Group I - Chapters 1, 2–4, Conclusion
 - Reading Group II - Chapters 1, 5–7, Conclusion
- Reading Summary
- Core Competency Questions
 - The student will provide a 350- to 500-word reasoned response to the following. Your response is somewhat personal, but look for things in the assigned reading that impact your answer and cite them in your response.
 - What do you hope to gain from this course that will expand your knowledge of the Church of the Nazarene and make you a more effective leader in the denomination where you serve His Kingdom?
 - Based on your current experience and knowledge of the Church of the Nazarene, what are you most excited about for the future of our church? What are you most concerned about?
- Core Competency Project
 - Locate an elderly, life-long Nazarene (in their 70's or 80's would be great)! Interview this person about his/her earliest remembrances/reflections of the Church of the Nazarene. Talk about the changes that they have seen in the church over these years. Relate those responses to a particular theme highlighted in your reading for the session. Submit a 250- to 350-word summary of your interview.
- Session Reflection

II. Session Two - Our Nazarene Distinctives (History Topic B)

Students will gain the ability to articulate the distinctive characteristics of the Church of the Nazarene as first formulated by our spiritual forefathers, as they have developed over the years, and as they now express themselves as we enter a new millennium.

- Intended Learning Outcomes
 - Locate the Church of the Nazarene within the Wesleyan, evangelical, and holiness traditions of the larger Christian family.
 - Identify the factors leading to the rise of the Church of the Nazarene as well as those contributing to the growth, development, and perpetuation of the denomination.
 - Name and discuss key leaders who organized the new work and contributed to its story over the years.
 - Understand and articulate the distinctives doctrine of the Church of the Nazarene in biblical, evangelical, and Christian context.
 - Communicate the unique values, social principles, and ethical standards of the Church of the Nazarene: how/why they were formed, how/why they were modified, and why they are important today.
 - Grasp and apply the distinguishing features of our church polity on the local, district, and general levels.

- More effectively communicate our denominational mission as vital to our sense of identity, character, purpose, and future as well as our dialogue with the larger Christian family, American Society, and our global village.
- Apply new insights learned to leadership and ministry.
- Reading
 - *Manual*, pp. 25 - 43, Preamble to Church Constitution and Articles of Faith
 - Foundations of Women's Ordination (<https://whdl.org/modular-course-study-foundations-womens-ordination-faculty-guide>) Lesson Two: pp. 2-3 — 2-21; watch the video by Harold Raser on p. 2-3
 - Moore, Frank. *We Believe: Articles of Faith for the Nazarene Family*.
 - 4. The Holy Scriptures 5. Sin, Original and Personal 6. Atonement (pp. 31 – 51)
 - Cunningham, Floyd. *Our Watchword and Song: The Centennial History of the Church of the Nazarene*.
 - Reading Group I - Chapters 8, 23, 25
 - Reading Group II - Chapters 9, 24, 26
- Reading Summary
- Core Competency Questions
 - The student will provide a 350- to 500-word reasoned response to the following question. Your response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading. In your reading, watch for the significant people, places, elements, and concepts discussed. Answer accordingly:
 - What social or theological elements impacted the early organization of the Church?
 - Why was it so important to the heartbeat of those early Nazarenes?
 - Is it still important today? Why do you think so?
- Core Competency Project
 - Discuss an issue currently debated within our beloved Church. The issue concerns Article of Faith X. Christian Holiness and Entire Sanctification. The debate centers around whether or not this doctrine is still considered to be the distinguishing mark of the Church of the Nazarene. There are those who no longer believe this is true. Their observation is: The doctrine and experience of entire sanctification has significantly ceased to be the distinguishing mark of the Church of the Nazarene. So, this will be the theme of our debate/discussion:
 - Debate/Discussion Theme: The doctrine and experience of entire sanctification has significantly ceased to be the distinguishing mark of the Church of the Nazarene: Agree or Disagree. Your position response should be thoughtful, respectful, and based on sound biblical and theological thought. The response should total a minimum of 400 words.
 - This assignment has three parts:
 - You will choose whether or not you agree or disagree with the debate/discussion theme statement: The doctrine and experience of entire sanctification has significantly ceased to be the distinguishing mark of the Church of the Nazarene.
 - You will then support your position with quotes from Scripture, course text books, and other periodicals. You must have a minimum of four sources cited. You will also include your own observation and experience as a member of the Church of the Nazarene. (If you are not a Nazarene you will submit your assignment from your own denominational doctrinal view and experience.) Finally, you will summarize your position with the following: In summary I believe that the following things must happen within the local church if the doctrine and practice of Entire Sanctification is to be our doctrinal distinctive.

- You must respond to at least two other student responses. One will be a student that you agree with. The other will be a student whose position you disagree with. Be respectful with your remarks. You must properly support your position with external support as well as your own experiences. A minimum of four sources is required in addition to your own experience.

- Session Reflection

III. Session Three - Our Mission (History Topic C)

Students will gain the ability to identify and explain the mission purposes of the Church of the Nazarene particularly with regards to significant personalities, events, and developments from generation to generation.

- Intended Learning Outcomes
 - Locate the Church of the Nazarene within the Wesleyan, evangelical, and holiness traditions of the larger Christian family.
 - Identify the factors leading to the rise of the Church of the Nazarene as well as those contributing to the growth, development, and perpetuation of the denomination.
 - Name and discuss key leaders who organized the new work and contributed to its story over the years.
 - Understand and articulate the distinctive doctrine of the Church of the Nazarene in biblical, evangelical, and Christian context.
 - Communicate the unique values, social principles, and ethical standards of the Church of the Nazarene: how/why they were formed, how/why they were modified, and why they are important today.
 - Grasp and apply the distinguishing features of our church polity on the local, district, and general levels.
 - More effectively communicate our denominational mission as vital to our sense of identity, character, purpose, and future as well as our dialogue with the larger Christian family, American Society, and our global village.
 - Apply new insights learned to leadership and ministry.
- Reading
 - Moore, Frank. *We Believe: Articles of Faith for the Nazarene Family*. 7. Prevenient Grace 8. Repentance 9. Justification, Regeneration and Adoption (pp. 52 – 71)
 - Cunningham, Floyd. *Our Watchword and Song: The Centennial History of the Church of the Nazarene*.
 - Reading Group I - Chapters 10, 11, 18
 - Reading Group II - Chapters 10, 12, 14
 - Foundations of Women's Ordination (<https://whdl.org/modular-course-study-foundations-womens-ordination-faculty-guide>) Lesson Three: pp. 3-2 — 3-11; watch the video by Joseph Coleson p. 3-3
- Reading Summary
- Core Competency Questions
 - Answer the following question with a 350- to 500-word reasoned response. Your response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading. (You may also reference the video.)
 - Please watch this video produced by Nazarene Headquarters titled, *Ablaze with Love* (<https://www.youtube.com/watch?v=ADzyg53fxew>). The video details the history and contributions of women in ministry in the Church of the Nazarene. You will need to set aside a little over an hour to view the video. Take notes as you watch the video.
 - In what specific ways have women contributed to the "mission" of the Church of the Nazarene?
 - What lessons or insights does this presentation have for us (our sense of mission) today and in this relatively new millennium?

- Core Competency Project
 - You are to choose one of the Articles of Faith. Write a 250- to 350-word summary of what that particular article means to you - in other words, interpret it to the class.
- Session Reflection

IV. **Session Four - Manual Function; Collective Conscience (Manual Topic A)**

Students will gain the ability to list and explain the Nazarene Articles of Faith.

- Intended Learning Outcomes
 - Locate the Church of the Nazarene within the Wesleyan, evangelical, and holiness traditions of the larger Christian family.
 - Identify the factors leading to the rise of the Church of the Nazarene as well as those contributing to the growth, development, and perpetuation of the denomination.
 - Name and discuss key leaders who organized the new work and contributed to its story over the years.
 - Understand and articulate the distinctive doctrine of the Church of the Nazarene in biblical, evangelical, and Christian context.
 - Communicate the unique values, social principles, and ethical standards of the Church of the Nazarene: how/why they were formed, how/why they were modified, and why they are important today.
 - Grasp and apply the distinguishing features of our church polity on the local, district, and general levels.
 - More effectively communicate our denominational mission as vital to our sense of identity, character, purpose, and future as well as our dialogue with the larger Christian family, American Society, and our global village.
 - Apply new insights learned to leadership and ministry.
- Reading
 - *Manual*, pp. 45 – 61 "The Church and the Covenant of Christian Conduct"
 - Moore, Frank. *We Believe: Articles of Faith for the Nazarene Family*. 10. Christian Holiness and Entire Sanctification 11. The Church 12. Baptism (pp.72-93)
 - Cunningham, Floyd. *Our Watchword and Song: The Centennial History of the Church of the Nazarene*.
 - Reading Group I - Chapters 15, 16, 19
 - Reading Group II - Chapters 15, 17, 20
- Reading Summary
- Core Competency Questions
 - You are to provide a 350- to 500-word reasoned response to the following. Your response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading.
 - First: Read Part V of the Church Constitution which is titled, "The Covenant of Christian Character" (*Manual* paragraphs 21-21.3). This lays the foundation for some of the positions that we take regarding how we expect Nazarenes to live out a holy life in the face of the issues of our time.
 - Second: Read Part III "The Covenant of Christian Conduct (*Manual* paragraphs 28-34).
 - Third: Select one of these two sections of the *Manual* that you have read for reflection and discussion. Relate your selection to a specific church situation that you have faced or observed as a member of a local church. Or it can be something you have experienced as a pastor (past or current) of a local church. Answering the questions below, in the order given, provides the proper outline for your answer. (Copy these and then type your answers under each point. Do not count the instructions as part of your word count in your answer.)

- Which paragraph or sub-paragraph of the Covenant of Christian Character or section from the Covenant of Christian Conduct did you select and why?
- Explain in your own words the biblical or theological message of the section of the Covenant of Christian Character or section from the Covenant of Christian Conduct.
- Why do you think it is important for Nazarenes to believe and to follow this paragraph or sub-paragraph of the Covenant of Christian Character or section from the Covenant of Christian Conduct? Please avoid general responses like: "because it's in the Manual!" or "because it goes along with being a member!" or (you get the picture and you can do better than that.) Imagine that you were teaching a Pastor's Class or Welcome Class and a prospective member asked you about the section of the Covenant of Christian Character or section from the Covenant of Christian Conduct you selected; what would you say?
- Relate your selection to a specific local church experience, past or current. Describe enough of the situation to illustrate how your selection speaks and gives direction to the situation. **Very Important:** What conclusions do you come to as a result of this exercise – be specific and practical?
- **Note:** If you are not a Nazarene, make number 3 why you think it would be important for a Christian to follow these matters in terms of Christian Character and Conduct.
- Core Competency Project
 - We will continue to discuss in some depth the Articles of Faith as listed in the Manual.
 - Choose one of the Articles of Faith that you did not choose last time and write a 250- to 350-word summary of what that particular Article means to you - in other words, interpret it to the class. Be sure to note the name and number of the Article of Faith in your submission.
- Session Reflection

V. **Session Five - Local and District; Pastoral Duties (Manual Topic B)**

Students will gain the ability to identify the directives of the Manual of the Church of the Nazarene that pertain to the organization and ministry of the local church and to the responsibilities of the pastor at local and district levels.

- Intended Learning Outcomes
 - Locate the Church of the Nazarene within the Wesleyan, evangelical, and holiness traditions of the larger Christian family.
 - Identify the factors leading to the rise of the Church of the Nazarene as well as those contributing to the growth, development, and perpetuation of the denomination.
 - Name and discuss key leaders who organized the new work and contributed to its story over the years.
 - Understand and articulate the distinctive doctrine of the Church of the Nazarene in biblical, evangelical, and Christian context.
 - Communicate the unique values, social principles, and ethical standards of the Church of the Nazarene: how/why they were formed, how/why they were modified, and why they are important today.
 - Grasp and apply the distinguishing features of our church polity on the local, district, and general levels.
 - More effectively communicate our denominational mission as vital to our sense of identity, character, purpose, and future as well as our dialogue with the larger Christian family, American Society, and our global village.
 - Apply new insights learned to leadership and ministry.
- Reading

- *Manual*, pp. 63 - 110 "Preamble and Local Government"; pp. 111 - 151 "The District Government; pp. 194 - 241 "Ministry and Christian Service"
- Moore, Frank. *We Believe: Articles of Faith for the Nazarene Family*. 13. The Lord's Supper 14. Divine Healing 15. Second Coming of Christ (pp. 94 -114)
- Tracy, Wes., & Stan Ingersol. *Here We Stand, Forward* – Chapter 7
- Cunningham, Floyd. *Our Watchword and Song: The Centennial History of the Church of the Nazarene*.
 - Reading Group I - Chapter 27
 - Reading Group II - Chapter 28
- Reading Summary
- Core Competency Questions
 - You are to provide a 350- to 500-word reasoned response to the following. Your response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading.
 - Select one paragraph or sub-paragraph from Part VI, Ministry and Christian Service (paragraphs 500 - 538.9). Relate your selection to a specific church situation or experience from a local church pastoral experience (past or current) or a specific question that you have about ministry in the Church of the Nazarene. Answering the questions below, in order, will provide you with an outline for your answer.
 - Which paragraph or sub-paragraph of Part VI, Ministry and Christian Service did you select and why?
 - Explain in your own words the biblical or theological message of the section of Part VI, Ministry and Christian Service that you selected.
 - Why it is important for Nazarenes to understand and follow this paragraph or sub-paragraph of Part VI, Ministry and Christian Service? Imagine that you were teaching a College Class of pastors in training and a prospective pastor asked you about the section that you have selected; what would you say?
 - What specific practical conclusions have you reached based upon your understanding of the paragraph or sub-paragraph that you have selected? How will this section impact your future ministry?
- Core Competency Project
 - The roles and functions of the District Superintendent are found in the *Manual of the Church of the Nazarene* in The District Government Section, paragraphs 208 – 218.1.
 - While the *Manual* does not spell out how the DS is to do this, it is obvious that the *Manual* expects the DS to lead and inspire his/her district. It is important that you see the similarities between the duties of a pastor to the local church (Local Leaders and Members) and the duties of the District Superintendent to the District Church (Pastors and Congregations). As you discover the scope of their responsibilities, you will be glad you have a DS who is helpful in these many areas of ministry and administration.
 - Read the *Manual* Section E. District Superintendent, Paragraphs 208 – 218.1 where the *Manual* spells out the role and duties of the District Superintendent. This assignment is one question with two parts. Organize your answer accordingly:
 - How would you summarize the overall ministry of the DS?
 - In what ways might a District Superintendent influence and inspire pastors and congregations to move outside the walls of the church to fulfill the Great Commission?
 - Answer the following in a well-developed summary of 350 - 450 words. Cite your sources.
- Session Reflection

VI. Session Six - General Level; Revisions; Cultural Adaptations (Manual Topic C)

Students will gain the ability to identify the directives of the Manual of the Church of the Nazarene that pertain to the organization and ministry of the local church and to the responsibilities of the pastor at local and district levels.

- Intended Learning Outcomes
 - Locate the Church of the Nazarene within the Wesleyan, evangelical, and holiness traditions of the larger Christian family.
 - Identify the factors leading to the rise of the Church of the Nazarene as well as those contributing to the growth, development, and perpetuation of the denomination.
 - Name and discuss key leaders who organized the new work and contributed to its story over the years.
 - Understand and articulate the distinctive doctrine of the Church of the Nazarene in biblical, evangelical, and Christian context.
 - Communicate the unique values, social principles, and ethical standards of the Church of the Nazarene: how/why they were formed, how/why they were modified, and why they are important today.
 - Grasp and apply the distinguishing features of our church polity on the local, district, and general levels.
 - More effectively communicate our denominational mission as vital to our sense of identity, character, purpose, and future as well as our dialogue with the larger Christian family, American Society, and our global village.
 - Apply new insights learned to leadership and ministry.
- Reading
 - *Manual*, pp. 152 - 157 "The General Assembly"; pp. 185 - 189 "Higher Education"; pp. 297 -373 "Charter & Ministry Plans/Constitution/Bylaws"; pp. 392 - 403 "Current Moral and Social Issues"
 - Moore, Frank. *We Believe: Articles of Faith for the Nazarene Family*. 16. Resurrection, Judgement and Destiny the Conclusion. (pp. 115 -125)
 - Tracy, Wes., & Stan Ingersol. *Here We Stand*, pp. 109-211. This reading contains a discussion of consubstantiation. Click this link for further clarification: <https://www.theopedia.com/consubstantiation>.
 - Cunningham, Floyd. *Our Watchword and Song: The Centennial History of the Church of the Nazarene*.
 - Reading Group I - Chapters 13, 21, Part III Analysis (Just prior to Ch. 23)
 - Reading Group II - Chapters 13, 22, Part III Analysis (Just prior to Ch. 23)
- Reading Summary
- Core Competency Questions
 - Your reading of the *Manual* will undoubtedly raise questions for you about a number of subjects on church organization, leadership, and so forth. Submit to the Class three (3) questions resulting from your reading of the *Manual* especially as they relate to practical, everyday ministry. Be very specific both in terms of the *Manual* subject matter and the local church situation(s) it addresses. These should be questions that you don't confidently have the ability to answer or are based on material in the *Manual* that is new to you.
- Core Competency Project
 - This project is designed to help the student discover what the *Manual* is intended to be and what the *Manual* is NOT intended to be.
 - The purpose of this assignment will be to consider the true function of the *Manual*. What is the *Manual* intended to do or be (ex. - a guide for Christian living); what is the *Manual* not intended to do or be (ex. - have divine status or be considered infallible)? The assignment will work this way. I will select partners for each of you. There will be three or four individuals in each group.

- Each team of students will work together. Your grade will be dependent on your participation in the discussion within your group. Your goal as a team is to construct a list of items (at least 10 - 12 with explanation, if needed) that answers each question above - "what is the Manual intended to do or be?" AND "what is the *Manual* not intended to do or be?" Feel free to use personal experiences, actual church situations, or statements from the Manual itself to support your points.
- Session Reflection
- Final Exam

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

PAS2023

History and Polity of the Church of the Nazarene FINAL EXAM STUDY GUIDE

This is your study guide. We do not expect you to memorize all of this, thus the exam is open book. However, you will do much better if you will look up answers you are not sure of and mark this study sheet so that all you have to do when you take the actual exam is to enter the answers you have from your study sheet to the exam. If you wait and try to do it all “open book” on the final, you will most likely run out of time. If you use up your time, then the exam cannot be reopened. If there is a technical problem, such as power outage due to storms, etc. then the exam can be reset by your instructor, so you can try again. Our goal with the exam is to make sure you know basic important points about our history and polity, as well as understand the purpose of the Manual. We want you to be familiar enough with the Manual to find information you need in order to properly abide by the doctrines and polity of the Church of the Nazarene. To assist you we have listed Manual Paragraph Numbers at the end of each Question:

DIRECTIONS: Select the correct answer(s) to each question.
You have a total of 100 questions to complete on this Final!
The exam will time out in 120 minutes.

- 1. The Manual states, "The local church, the Body of Christ, is the representation of our faith and mission. These churches are grouped administratively into districts and regions." (See Preamble p.64)**
 a: True
 b: False
- 2. The government of the Church of the Nazarene is congregational in form. (Preamble. p. 64)**
 a: True
 b: False
- 3. The Manual directs local churches to sponsor fund raising activities to pay local obligations when tithes and offerings are insufficient to meet the financial needs of the church. (See 32.2)**
 a: True
 b: False
- 4. Local churches may be organized by any ordained elder, if designated to do so by the District or General Superintendent. (See 100. Organization)**
 a: True
 b: False
- 5. A local church may change its name at any time, as long as it complies with state law in doing so. (See 101.1 Change of Name)**
 a: True
 b: False
- 6. The name of a newly organized church shall be determined by the District Superintendent in consultation with the District Advisory Board. (See 101 Name)**

- a: True
- b: False

7. Trustees of a local church may not have the church incorporated (See 102 Incorporation)

- a: True
- b: False

8. The pastor is president of a local church. (See 102.3)

- a: True
- b: False

9. If needed, a local church may mortgage real estate owned by the church to meet current financial obligations. (See 104.1)

- a: True
- b: False

10. Trustees can, by majority vote, divert property from the use of the Church of the Nazarene to other purposes (See 104.3)

- a: True
- b: False

11. A local church may be disorganized on recommendation from the district superintendent and a two-thirds vote of the District Advisory Board. This can only take place after the district superintendent has consulted with and received an affirmative response from the general superintendent in jurisdiction. (See 106.1)

- a: True
- b: False

12. Churches may be merged upon a simple majority favorable vote by ballot of the church membership present and voting at specially called meetings of the churches involved, provided the merger is approved in writing by the district superintendent, the district advisory board, and the general superintendent in jurisdiction. (See 105. Mergers)

- a: True
- b: False

13. Only full and active church members who have reached their _____ birthday shall be entitled to vote in annual or special church meetings (See 107.3)

- a: 10th
- b: 12th
- c: 15th

- d: 21st
- e: 25th

14. Fellowship Members can only be received into local churches on districts where such a provision has been made for this procedure by the district. (See 108)

- a: True
- b: False

15. A church board shall provide an evangelism and church membership committee of not fewer than three persons acting in an advisory capacity to the pastor, who shall be the chairperson (See 110)

- a: True
- b: False

16. It is recommended that every local church have at least two revival campaigns each year conducted by a tenured, commissioned or registered evangelist. (See 110.7)

- a: True
- b: False

17. When requested to do so by a church member, the pastor may grant a letter of transfer to any evangelical church that may be named, after which such person's membership in the local church issuing the letter shall cease immediately. (See 111.1)

- a: True
- b: False

18. A church membership transfer is valid for (See 111)

- a: 3 months
- b: 6 months
- c: 9 months
- d: 1 year

19. A church that is a Church Type Mission (CTM) may receive and report members even before it is officially organized. (See 107.2)

- a: True
- b: False

20. Which of the following may chair an annual or special church meeting of a local congregation? (See 113.5)

- a: Pastor
- b: District Superintendent
- c: General Superintendent
- d: Lay person appointed by the DS or GS
- e: All of the Above

21. An annual church meeting must be held within how many days of the district assembly? (See 113.7)

- a: 30
- b: 60

- c: 90
- d: 120

22. The secretary of the church board shall also serve as secretary of all church meetings. (See 113.6)

- a: True
- b: False

23. In the local church who determines the method of selecting the nominating committee for the annual meeting? (See 113.10)

- a: The Church Board
- b: The District Superintendent
- c: The Pastor
- d: The SMDI Superintendent
- e: Pastor appoints the Church Board approves

24. Public notice of special church meetings shall always be given from the pulpit at least ____ preceding regular services before the meeting is held. (See 113.8)

- a: 1
- b: 2
- c: 3
- d: 4

25. Which of the following cannot be called as a pastor of a church by the local congregation? (See 115)

- a: An Elder
- b: A District Licensed Minister
- c: A Local Licensed Minister

26. Public notice of the annual meeting must be given from the pulpit how many Sundays before the meeting? (See 113.7)

- a: 1
- b: 2
- c: 3
- d: 4

27. A prospective pastor must accept or decline a call from a local church no later than ____ days from the date of the church meeting voting the call. (See 115.1)

- a: 10
- b: 15
- c: 20
- d: 30

28. The district superintendent, with the consent of the district advisory board, may appoint a pastor of a church when the church has been organized for fewer than five years, or had less than 35 voting members in the previous annual meeting. (see 117)

- a: True
- b: False

29. A pastor who is a licensed minister may continue as pastor beyond the end of the district assembly and into the new church year even if his/her minister's license was not renewed during the assembly, provided the continuation to serve as pastor is approved by the district superintendent. (See 119)

- a: True
- b: False

30. During a review or special review of the pastor, the church board may vote to present to the church membership the question of continuing the pastoral call. Such a vote by the board is to be by ballot, and will require a majority of all church board members to carry. (See 123.4)

- a: True
- b: False

31. The church board must have regular monthly meetings within each calendar month. (See 128)

- a: True
- b: False

32. Who from the following list may call a church board meeting without anyone else's approval? (See 113.8)

- a: Pastor or the Church Board Secretary
- b: Pastor or the District Superintendent
- c: Pastor or by the church board after having obtained consent of the pastor or of the district superintendent or of the general superintendent having jurisdiction
- d: None of the Above

33. Which of the following church officers are to be elected by the church board? (See 129.19 - .20)

- a: Pastor
- b: SMDI Superintendent
- c: Trustees
- d: Church Secretary and Church Treasurer
- e: None of the Above

34. Every year, the pastor and the church board shall conduct a planning session to renew the expectations and goals of the church and the pastor. The written understanding between the church and pastor shall be updated and reported to the district superintendent. (See 122)

- a: True
- b: False

35. The local directors of children's ministries and adult ministries are elected by the _____. (See 129.16)

- a: Church Board

- b: Annual Meeting
- c: The Sunday School and Discipleship Ministries International Board
- d: Board of Stewards
- e: None of these

36. The number of stewards of a local church shall be: (See 137)

- a: No less than 3 and no more than 13
- b: No less than 4 and no more than 12
- c: No less than 5 and no more than 10
- d: None of the above

37. The number of trustees of a local church shall be no less than 3 and no more than 10 (See 141)

- a: True
- b: False

38. The duties of the stewards shall be: (See 138)

- a: To give guidance to the development of the physical facilities and to financial planning
- b: To hold title to church property
- c: Both A & B above
- d: None of the above

39. All age-group Sunday School/Bible studies/small groups supervisors, teachers, and officers who shall be professing Christians, exemplary in life, and in full harmony with the doctrines and polity of the Church of the Nazarene from nominations by the Nazarene Youth International (NYI) president and the directors of Children's Ministries (CM) and Adult Ministries (AM). The nominees shall be approved by the pastor and the Sunday School and Discipleship Ministries International (SDMI) superintendent. It is required that they be members of the local church. (See 145.8)

- a: True
- b: False

40. The Sunday School and Discipleship Ministries International Superintendent shall be a member ex-officio of the: (See 146)

- a: District Assembly
- b: The local church board
- c: The Sunday School and Discipleship Ministries International Board
- d: All of the above
- e: None of the above

41. An incumbent Sunday School and Discipleship Ministries International Superintendent can be elected by a "yes" or "no" ballot with the approval of the pastor. (See 146)

- a: True
- b: False

42. The NYI Council has responsibility for planning the ministry for youth in the following age group. (See 100 and then 810.106)

- a: 12 through 30
- b: 12 through 23
- c: 10 through 25
- d: 15 through 30
- e: There is no specific upper limit - the age of focus is 12 and older

43. Nazarene childcare/schools (birth through secondary) may be organized by the local church board(s) after receiving the approval of the district superintendent and the district advisory board, and following criteria established by Children's Ministries/Sunday School and Discipleship Ministries International office. (See 151)

- a: True
- b: False

44. All local church staff members, both full-time or part-time, paid or unpaid: (See 159 .1 - .5)

- a: Must be nominated by the pastor to the church board
- b: Must be elected by the church board
- c: Must have written approval of the district superintendent
- d: Must be supervised by the pastor
- e: Are elected for only one year
- f: All of the above
- g: None of the above

45. All staff members must be provided written job descriptions within 30 days of the beginning of their responsibility to the local church. (See 159.3)

- a: True
- b: False

46. Upon the resignation or termination of the pastor, all staff members of a local church shall submit their resignation effective concurrently with the resignation or termination of the pastor. (See 159.5)

- a: True
- b: False

47. No paid employee of the church shall be eligible for election to the church board (See 159.4)

- a: True
- b: False

48. All assigned elders are members of the district assembly on the district where they hold their local church membership. (See 201)

- a: True
- b: False

49. Prior to the district assembly, the general superintendent in consultation with the district advisory board shall appoint a nominating committee to serve the district assembly. (See 203)

- a: True
- b: False

50. The initial term of office for a district superintendent that is elected by the district assembly shall run for: (See 208)

- a: One full year ending 30 days after the adjournment of the district assembly that marks the first anniversary of the election.
- b: Two full years ending 30 days after the adjournment of the district assembly that marks the second anniversary of the election.
- c: Three full years ending 30 days after the adjournment of the district assembly that marks the third anniversary of the election.
- d: Four full years ending 30 days after the adjournment of the district assembly that marks the fourth anniversary of the election.

51. According to the Manual, one of the duties of the district superintendent is to visit the local churches on his or her district at least once a year, insofar as possible. (See 211.2)

- a: True
- b: False

52. The District Superintendent must approve or disapprove in writing requests from the pastor and the local church board to have or to employ any unpaid associate pastors or paid local associates (such as associate pastors; ministers or directors of Christian education, children, youth, adult, music, childcare/schools {birth through secondary}, etc.). (211.13)

- a: True
- b: False

53. The district superintendent is authorized to perform for a local church within the bounds of his or her district all the functions of pastor when the local church is without a pastor or pastoral supply (See 213)

- a: True
- b: False

54. The district superintendent shall be the ex officio chair-person of the district advisory board and the district ministerial credentials board (committee). (See 216)

- a: True
- b: False

55. The district secretary shall be elected by the district advisory board to serve for a period of one to three years and until his or her successor is elected and qualified. (See 219)

- a: True
- b: False

56. The total number of persons elected to serve on the district advisory board is determined by the size of the district. (See 224)

- a: True
- b: False

57. Only ordained ministers may serve on the District Ministerial Credentials Board. (See 229)

- a: True
- b: False

58. Members of the District Ministerial Credentials Board and the District Ministerial Studies (or Committee) are elected to serve for a period of two years. (See 229)

- a: True
- b: False

59. The District Advisory Board may serve as the District Church Properties Board upon favorable vote of the district assembly. (See 236)

- a: True
- b: False

60. The District Church Properties Board must approve or disapprove, in conjunction with the district superintendent, propositions submitted by local churches relative to church building plans and the incurring of indebtedness in the purchase of real estate or the erection of buildings. (See 237.4)

- a: True
- b: False

61. The General Assembly is the supreme doctrine-formulating, lawmaking, and elective authority of the Church of the Nazarene, subject to the provisions of the church constitution. (see 300)

- a: True
- b: False

62. The Manual directs that the General Assembly shall meet in July every fourth year. (See 302)

- a: True
- b: False

63. The District Assemblies elect a General Board to care for the business of the denomination between General Assemblies. (See 333.1)

- a: True
- b: False

64. If a vacancy occurs in the Board of General Superintendents, in the interim of sessions of the General Assembly, the question of calling for an election to fill the vacancy shall be decided by the Board of General Superintendents. When an election is called for, the members of the General Board shall elect, by a two-thirds

vote, an elder of the Church of the Nazarene to fill the vacancy and to perform the duties of the general superintendent until 30 days following the final adjournment of the next General Assembly, and until a successor is elected and qualified. (See 316)

- a: True
- b: False

65. The Board of General Superintendents shall approve or disapprove all nominations made by the Global Mission Committee to the General Board for appointment as missionaries. (See 317.3)

- a: True
- b: False

66. The Manual suggests an installation or bonding service as soon as practical after a pastor begins serving a congregation. (See 115.3)

- a: True
- b: False

67. In case of a disagreement between the church board and the district superintendent regarding pastoral arrangements, the decision of the district superintendent is final. (See 118)

- a: True
- b: False

68. A pastor must give at least 60 days of notice to terminate a pastorate. This notice must be given in writing to both the church board and the district superintendent. (See 120)

- a: True
- b: False

69. The regular pastoral review must be held within 60 days of which anniversary of pastoral service and every four years thereafter? (See 123)

- a: The first
- b: The second
- c: The third
- d: The fourth

70. The regular pastoral review shall be conducted in executive session of the church board, which means that the pastor may not attend. (See 123.1)

- a: True
- b: False

71. The church board is charged with the development and adoption of an annual budget for the church, all auxiliaries, any weekday schools projecting income and expenditures. (See 129.6)

- a: True
- b: False

72. An elder or licensed minister with membership in a local church may not be considered for senior pastor of that church without the approval of the District Advisory Board. (See 115)

- a: True
- b: False

73. The Manual allows church board members to be elected to serve for terms longer than one year when approved by a majority of the church members and with the written approval of the district superintendent (See 113.13)

- a: True
- b: False

74. Ordained and district licensed ministers are eligible to serve on the Church Board if approved by both the pastor and the district superintendent. (127)

- a: True
- b: False

75. The stewards and trustees serve together on the church board along with the various department or auxiliary heads. (See 113.11)

- a: True
- b: False

76. The stewards may, at the discretion of the church board, serve as the Evangelism and Church Membership Committee. (See 138.3)

- a: True
- b: False

77. The trustees of the church board shall serve as a church growth committee (See 138.1)

- a: True
- b: False

78. The stewards of the church board shall provide assistance and support for the needy and distressed. (See 138.2)

- a: True
- b: False

79. The trustees shall provide the elements for the Lord's Supper, and when requested by the pastor, assist in the distribution of the same. (see 138.7)

- a: True
- b: False

80. In churches of 75 church members or fewer, the church board may serve as the Sunday School and Discipleship Ministries Board (See 145)

- a: True
- b: False

81. All elders and deacons shall hold their ministerial membership in the district assembly of the district where they hold their church membership and shall report annually to the district assembly (See 538.9)

- a: True
- b: False

82. Usually local churches are not legally incorporated. (See 102)

- a: True
- b: False

83. A pastor may not legally press for back salary payments from funds raised after he leaves a church. (see 115.4)

- a: True
- b: False

84. The church board is responsible to provide a committee for long-range planning for the local church. (See 129.29)

- a: True
- b: False

85. The local minister shall report annually to the local church annual meeting. (See 113.9)

- a: True
- b: False

86. A local minister may be a commissioned evangelist (See 510.2)

- a: True
- b: False

87. Persons who wish to become church members of the Church of the Nazarene must: (See 107)

- a: Testify to salvation
- b: State that they believe our doctrines
- c: Agree to submit to our governmental structure
- d: All of the Above

88. A local minister's license is granted by the: (See 129.12)

- a: Pastor
- b: District Assembly
- c: Local Church Board
- d: None of the Above

89. The District Advisory Board is empowered to set for the local churches on the district: (See 225.1)

- a: The date of the Annual Church Meeting
- b: The date for the beginning and closing of the statistical year

- c: Neither of the above
- d: Both of the above

90. A pastor's salary voted by the church board becomes a: (See 115.4)

- a: Legal obligation
- b: Moral obligation
- c: Neither of the above
- d: Both of the above

91. The church board is to review the pastor's salary: (See 129.8)

- a: Semi-annually
- b: At least annually
- c: Bi-annually
- d: Never

92. The church property is managed by the: (See 143.1)

- a: The church board
- b: The board of stewards
- c: The board of trustees
- d: The district properties board

93. The District Ministerial Studies Board includes: (See 232)

- a: Only ordained ministers
- b: Ordained and licensed ministers
- c: Only licensed ministers
- d: Only laity
- e: A combination of ordained ministers, licensed ministers, and laity

94. Elders orders are issued for: (See 534.1)

- a: Two years
- b: Four years
- c: Ten years
- d: For Life

95. In world regions served by the denomination, where cultural and political differences may necessitate cultural adaptations, adaptations of doctrinal issues may be made by the Board of General Superintendents (Preamble p. 64)

- a: True
- b: False

96. The General Assembly delegation from each district is composed of an equal number of lay and ministerial delegates where an even number of delegates is permitted from that district. (See 301)

- a: True
- b: False

97. The District Assembly is composed of equal numbers of lay and ministerial delegates. (See 201)

- a: True
- b: False

98. When the church chooses to elect a board at large, rather than separate boards of stewards and trustees, the board can function without any portion of their number being designated as stewards and trustees. (See 113.12)

- a: True
- b: False

99. Before being called as pastor, a candidate must be nominated to the church by the church board. (See 115)

- a: True
- b: False

100. Five of the categories or roles of ministry are: 1. Pastor, 2. Evangelist, 3. Educator, 4. Missionary, and 5. Chaplain (See 505)

- a: True
- b: False

If you are comfortable with the answers you have chosen on the study guide, you may use this guide to complete the exam. Simply mark the answers on the exam that you have on your study guide.

If you have any questions, or feel like the correct answer is not listed, feel free to contact your instructor to discuss the matter. A place is provided below for you to make any notes that will be helpful in preparation for the exam.

NOTES

PAS2023

History and Polity of the Church of the Nazarene FINAL EXAM Answer Key for the Instructor

The students receive a study guide with the same questions, to help prepare them for the exam. This copy has the answers, which will enable you to let the student know the correct answer should the student inquire as to why they missed a particular question on the exam.

**DIRECTIONS: Select the correct answer(s) to each question.
You have a total of 100 questions to complete on this Final!
The exam will time out in 120 minutes.**

- 1. The Manual states, "The local church, the Body of Christ, is the representation of our faith and mission. These churches are grouped administratively into districts and regions." (See Preamble p.64)**
 - a: True
 - b: False
- 2. The government of the Church of the Nazarene is congregational in form. (Preamble p. 64)**
 - a: True
 - b: False
- 3. The Manual directs local churches to sponsor fund raising activities to pay local obligations when tithes and offerings are insufficient to meet the financial needs of the church. (See 32.2)**
 - a: True
 - b: False
- 4. Local churches may be organized by any ordained elder, if designated to do so by the District or General Superintendent. (See 100. Organization)**
 - a: True
 - b: False
- 5. A local church may change its name at any time, as long as it complies with state law in doing so. (See 101.1 Change of Name)**
 - a: True
 - b: False
- 6. The name of a newly organized church shall be determined by the District Superintendent in consultation with the District Advisory Board. (See 101 Name)**
 - a: True
 - b: False

7. Trustees of a local church may not have the church incorporated (See 102 Incorporation)

- a: True
- b: False

8. The pastor is president of a local church. (See 102.3)

- a: True
- b: False

9. If needed, a local church may mortgage real estate owned by the church to meet current financial obligations. (See 104.1)

- a: True
- b: False

10. Trustees can, by majority vote, divert property from the use of the Church of the Nazarene to other purposes (See 104.3)

- a: True
- b: False

11. A local church may be disorganized on recommendation from the district superintendent and a two-thirds vote of the District Advisory Board. This can only take place after the district superintendent has consulted with and received an affirmative response from the general superintendent in jurisdiction. (See 106.1)

- a: True
- b: False

12. Churches may be merged upon a simple majority favorable vote by ballot of the church membership present and voting at specially called meetings of the churches involved, provided the merger is approved in writing by the district superintendent, the district advisory board, and the general superintendent in jurisdiction. (See 105. Mergers)

- a: True
- b: False

13. Only full and active church members who have reached their _____ birthday shall be entitled to vote in annual or special church meetings (See 107.3)

- a: 10th
- b: 12th
- c: 15th
- d: 21st
- e: 25th

14. Fellowship Members can only be received into local churches on districts where such a provision has been made for this procedure by the district. (See 108)

- a: True
- b: False

15. A church board shall provide an evangelism and church membership committee of not fewer than three persons acting in an advisory capacity to the pastor, who shall be the chairperson (See 110)

- a: True
- b: False

16. It is recommended that every local church have at least two revival campaigns each year conducted by a tenured, commissioned or registered evangelist. (See 110.7)

- a: True
- b: False

17. When requested to do so by a church member, the pastor may grant a letter of transfer to any evangelical church that may be named, after which such person's membership in the local church issuing the letter shall cease immediately. (See 111.1)

- a: True
- b: False

18. A church membership transfer is valid for (See 111)

- a: 3 months
- b: 6 months
- c: 9 months
- d: 1 year

19. A church that is a Church Type Mission (CTM) may receive and report members even before it is officially organized. (See 107.2)

- a: True
- b: False

20. Which of the following may chair an annual or special church meeting of a local congregation? (See 113.5)

- a: Pastor
- b: District Superintendent
- c: General Superintendent
- d: Lay person appointed by the DS or GS
- e: All of the Above

21. An annual church meeting must be held within how many days of the district assembly? (See 113.7)

- a: 30
- b: 60
- c: 90
- d: 120

22. The secretary of the church board shall also serve as secretary of all church meetings. (See 113.6)

- a: True
- b: False

23. In the local church who determines the method of selecting the nominating committee for the annual meeting? (See 113.10)

- a: The Church Board
- b: The District Superintendent

- c: The Pastor
- d: The SMDI Superintendent
- e: Pastor appoints the Church Board approves

24. Public notice of special church meetings shall always be given from the pulpit at least ____ preceding regular services before the meeting is held. (See 113.8)

- a: 1
- b: 2
- c: 3
- d: 4

25. Which of the following cannot be called as a pastor of a church by the local congregation? (See 115)

- a: An Elder
- b: A District Licensed Minister
- c: A Local Licensed Minister

26. Public notice of the annual meeting must be given from the pulpit how many Sundays before the meeting? (See 113.7)

- a: 1
- b: 2
- c: 3
- d: 4

27. A prospective pastor must accept or decline a call from a local church no later than ____ days from the date of the church meeting voting the call. (See 115.1)

- a: 10
- b: 15
- c: 20
- d: 30

28. The district superintendent, with the consent of the district advisory board, may appoint a pastor of a church when the church has been organized for fewer than five years, or had less than 35 voting members in the previous annual meeting. (See 117)

- a: True
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29. A pastor who is a licensed minister may continue as pastor beyond the end of the district assembly and into the new church year even if his/her minister's license was not renewed during the assembly, provided the continuation to serve as pastor is approved by the district superintendent. (See 119)

- a: True
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30. During a review or special review of the pastor, the church board may vote to present to the church membership the question of continuing the pastoral call. Such a vote by the board is to be by ballot, and will require a majority of all church board members to carry. (See 123.4)

- a: True
- b: False

31. The church board must have regular monthly meetings within each calendar month. (See 128)

- a: True
- b: False

32. Who from the following list may call a church board meeting without anyone else's approval? (See 113.8)

- a: Pastor or the Church Board Secretary
- b: Pastor or the District Superintendent
- c: Pastor or by the church board after having obtained consent of the pastor or of the district superintendent or of the general superintendent having jurisdiction
- d: None of the Above

33. Which of the following church officers are to be elected by the church board? (See 129.19 - .20)

- a: Pastor
- b: SMDI Superintendent
- c: Trustees
- d: Church Secretary and Church Treasurer
- e: None of the Above

34. Every year, the pastor and the church board shall conduct a planning session to renew the expectations and goals of the church and the pastor. The written understanding between the church and pastor shall be updated and reported to the district superintendent. (See 122)

- a: True
- b: False

35. The local directors of children's ministries and adult ministries are elected by the _____. (See 129.16)

- a: Church Board
- b: Annual Meeting
- c: The Sunday School and Discipleship Ministries International Board
- d: Board of Stewards
- e: None of these

36. The number of stewards of a local church shall be: (See 137)

- a: No less than 3 and no more than 13
- b: No less than 4 and no more than 12
- c: No less than 5 and no more than 10
- d: None of the above

37. The number of trustees of a local church shall be no less than 3 and no more than 10 (See 141)

- a: True
- b: False

38. The duties of the stewards shall be: (See 138)

- a: To give guidance to the development of the physical facilities and to financial planning
- b: To hold title to church property
- c: Both A & B above
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39. All age-group Sunday School/Bible studies/small groups supervisors, teachers, and officers who shall be professing Christians, exemplary in life, and in full harmony with the doctrines and polity of the Church of the Nazarene from nominations by the Nazarene Youth International (NYI) president and the directors of Children's Ministries (CM) and Adult Ministries (AM). The nominees shall be approved by the pastor and the Sunday School and Discipleship Ministries International (SDMI) superintendent. It is required that they be members of the local church. (See 145.8)

- a: True
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40. The Sunday School and Discipleship Ministries International Superintendent shall be a member ex-officio of the: (See 146)

- a: District Assembly
- b: The local church board
- c: The Sunday School and Discipleship Ministries International Board
- d: All of the above
- e: None of the above

41. An incumbent Sunday School and Discipleship Ministries International Superintendent can be elected by a "yes" or "no" ballot with the approval of the pastor. (See 146)

- a: True
- b: False

42. The NYI Council has responsibility for planning the ministry for youth in the following age group. (See 100 and then 810.106)

- a: 12 through 30
- b: 12 through 23
- c: 10 through 25
- d: 15 through 30
- e: There is no specific upper limit - the age of focus is 12 and older

43. Nazarene childcare/schools (birth through secondary) may be organized by the local church board(s) after receiving the approval of the district superintendent and the district advisory board, and following criteria

established by Children's Ministries/Sunday School and Discipleship Ministries International office. (See 151)

- a: True
- b: False

44. All local church staff members, both full-time or part-time, paid or unpaid: (See 159 .1 - .5)

- a: Must be nominated by the pastor to the church board
- b: Must be elected by the church board
- c: Must have written approval of the district superintendent
- d: Must be supervised by the pastor
- e: Are elected for only one year
- f: All of the above
- g: None of the above

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- a: True
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- a: True
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50. The initial term of office for a district superintendent that is elected by the district assembly shall run for: (See 208)

- a: One full year ending 30 days after the adjournment of the district assembly that marks the first anniversary of the election.
- b: Two full years ending 30 days after the adjournment of the district assembly that marks the second anniversary of the election.
- c: Three full years ending 30 days after the adjournment of the district assembly that marks the third anniversary of the election.
- d: Four full years ending 30 days after the adjournment of the district assembly that marks the fourth anniversary of the election.

51. According to the Manual, one of the duties of the district superintendent is to visit the local churches on his or her district at least once a year, insofar as possible. (See 211.2)

- a: True
- b: False

52. The District Superintendent must approve or disapprove in writing requests from the pastor and the local church board to have or to employ any unpaid associate pastors or paid local associates (such as associate pastors; ministers or directors of Christian education, children, youth, adult, music, childcare/schools {birth through secondary}, etc.). (211.13)

- a: True
- b: False

53. The district superintendent is authorized to perform for a local church within the bounds of his or her district all the functions of pastor when the local church is without a pastor or pastoral supply (See 213)

- a: True
- b: False

54. The district superintendent shall be the ex officio chair-person of the district advisory board and the district ministerial credentials board or District Ministry Board. (See 216)

- a: True
- b: False

55. The district secretary shall be elected by the district advisory board to serve for a period of one to three years and until his or her successor is elected and qualified. (See 219)

- a: True
- b: False

56. The total number of persons elected to serve on the district advisory board is determined by the size of the district. (See 224)

- a: True
- b: False

57. Only ordained ministers may serve on the District Ministerial Credentials Board. (See 229)

- a: True
- b: False

58. Members of the District Ministerial Credentials Board and the District Ministerial Studies (or Committee) are elected to serve for a period of two years. (See 229)

- a: True
- b: False

59. The District Advisory Board may serve as the District Church Properties Board upon favorable vote of the district assembly. (See 236)

- a: True
- b: False

60. The District Church Properties Board must approve or disapprove, in conjunction with the district superintendent, propositions submitted by local churches relative to church building plans and the incurring of indebtedness in the purchase of real estate or the erection of buildings. (See 237.4)

- a: True
- b: False

61. The General Assembly is the supreme doctrine-formulating, lawmaking, and elective authority of the Church of the Nazarene, subject to the provisions of the church constitution. (see 300)

- a: True
- b: False

62. The Manual directs that the General Assembly shall meet in July every fourth year. (See 302)

- a: True
- b: False

63. The District Assemblies elect a General Board to care for the business of the denomination between General Assemblies. (See 333.1)

- a: True
- b: False

64. If a vacancy occurs in the Board of General Superintendents, in the interim of sessions of the General Assembly, the question of calling for an election to fill the vacancy shall be decided by the Board of General Superintendents. When an election is called for, the members of the General Board shall elect, by a two-thirds vote, an elder of the Church of the Nazarene to fill the vacancy and to perform the duties of the general superintendent until 30 days following the final adjournment of the next General Assembly, and until a successor is elected and qualified. (See 316)

- a: True
- b: False

- 65. The Board of General Superintendents shall approve or disapprove all nominations made by the Global Mission Committee to the General Board for appointment as missionaries. (See 317.3)**
- a: True
 b: False
- 66. The Manual suggests an installation or bonding service as soon as practical after a pastor begins serving a congregation. (See 115.3)**
- a: True
 b: False
- 67. In case of a disagreement between the church board and the district superintendent regarding pastoral arrangements, the decision of the district superintendent is final. (See 118)**
- a: True
 b: False
- 68. A pastor must give at least 60 days of notice to terminate a pastorate. This notice must be given in writing to both the church board and the district superintendent. (See 120)**
- a: True
 b: False
- 69. The regular pastoral review must be held within 60 days of which anniversary of pastoral service and every four years thereafter? (See 123)**
- a: The first
 b: The second
 c: The third
 d: The fourth
- 70. The regular pastoral review shall be conducted in executive session of the church board, which means that the pastor may not attend. (See 123.1)**
- a: True
 b: False
- 71. The church board is charged with the development and adoption of an annual budget for the church, all auxiliaries, any weekday schools projecting income and expenditures. (See 129.6)**
- a: True
 b: False
- 72. An elder or licensed minister with membership in a local church may not be considered for senior pastor of that church without the approval of the District Advisory Board. (See 115)**
- a: True
 b: False
- 73. The Manual allows church board members to be elected to serve for terms longer than one year when approved by a majority of the church members and with the written approval of the district superintendent**

(See 113.13)

- a: True
- b: False

74. Unassigned ordained ministers are not eligible to serve on the local church board. (See 127)

- a: True
- b: False

75. The stewards and trustees serve together on the church board along with the various department or auxiliary heads. (See 113.11)

- a: True
- b: False

76. The stewards may, at the discretion of the church board, serve as the Evangelism and Church Membership Committee. (See 138.3)

- a: True
- b: False

77. The trustees of the church board shall serve as a church growth committee (See 138.1)

- a: True
- b: False

78. The stewards of the church board shall provide assistance and support for the needy and distressed. (See 138.2)

- a: True
- b: False

79. The trustees shall provide the elements for the Lord's Supper, and when requested by the pastor, assist in the distribution of the same. (see 138.7)

- a: True
- b: False

80. In churches of 75 church members or fewer, the church board may serve as the Sunday School and Discipleship Ministries Board (See 145)

- a: True
- b: False

81. All elders and deacons shall hold their ministerial membership in the district assembly of the district where they hold their church membership and shall report annually to the district assembly (See 538.9)

- a: True
- b: False

82. Usually local churches are not legally incorporated. (See 102)

- a: True
- b: False

83. A pastor may not legally press for back salary payments from funds raised after he leaves a church. (see 115.4)

- a: True
- b: False

84. The church board is responsible to provide a committee for long-range planning for the local church. (See 129.29)

- a: True
- b: False

85. The local minister shall report annually to the local church annual meeting. (See 113.9)

- a: True
- b: False

86. A local minister may be a commissioned evangelist (See 510.2)

- a: True
- b: False

87. Persons who wish to become church members of the Church of the Nazarene must: (See 107)

- a: Testify to salvation
- b: State that they believe our doctrines
- c: Agree to submit to our governmental structure
- d: All of the Above

88. A local minister's license is granted by the: (See 129.12)

- a: Pastor
- b: District Assembly
- c: Local Church Board
- d: None of the Above

89. The District Advisory Board is empowered to set for the local churches on the district: (See 225.1)

- a: The date of the Annual Church Meeting
- b: The date for the beginning and closing of the statistical year
- c: Neither of the above
- d: Both of the above

90. A pastor's salary voted by the church board becomes a: (See 115.4)

- a: Legal obligation
- b: Moral obligation

- c: Neither of the above
- d: Both of the above

91. The church board is to review the pastor's salary: (See 129.8)

- a: Semi-annually
- b: At least annually
- c: Bi-annually
- d: Never

92. The church property is managed by the: (See 143.1)

- a: The church board
- b: The board of stewards
- c: The board of trustees
- d: The district properties board

93. The District Ministerial Studies Board includes: (See 232)

- a: Only ordained ministers
- b: Ordained and licensed ministers
- c: Only licensed ministers
- d: Only laity
- e: A combination of ordained ministers, licensed ministers, and laity

94. Elders orders are issued for: (See 534.1)

- a: Two years
- b: Four years
- c: Ten years
- d: For Life

95. In world regions served by the denomination, where cultural and political differences may necessitate cultural adaptations, adaptations of doctrinal issues may be made by the Board of General Superintendents (Preamble p. 64)

- a: True
- b: False

96. The General Assembly delegation from each district is composed of an equal number of lay and ministerial delegates where an even number of delegates is permitted from that district. (See 301)

- a: True
- b: False

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
PAS2133: Foundations of Women's Ordination

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: History and Polity of the Church of the Nazarene

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A course designed to give a multi-disciplinary view of the ordination of women in the Church of the Nazarene. Broader biblical, historical and theological issues will be explored, with specific emphasis given to the Wesleyan Holiness heritage.

COURSE INTENDED LEARNING OUTCOMES:

The course learning goals for this class will be presented in the Weekly Schedule (see below).

COURSE TEXTBOOKS:

Tara Beth Leach. *Emboldened: A Vision for Empowering Women in the Ministry*. IVP Books, 2017.
ISBN: 9780830845248

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Head's up: The assigned reading will not be a balanced allotment each session due to covering different perspectives of the foundations of women's ordination. For example, session 2 will be a heavier amount of reading, whereas session 6 will be a lighter amount.

I. Libraries

In addition to the textbooks that have been assigned for this course, you are encouraged to make use of your local public library, and if you have access to a college/university library to spend some time browsing the appropriate sections.

II. Internet

The Internet has made it much easier for most of us to have access to a large quantity of information. Much of the most reliable, scholarly, and up-to-date information, however, is not available through commonly used search engines like Google, or Yahoo, or through popular sites like Gospelcom.net. In order to access some of the better resources, and consult current journals, it is usually necessary to have a subscription and password to a specialized search program.

III. Bibliography

The books listed in the bibliography are either ones used as resources for this course or will be helpful for further study.

Brueggemann, Walter. (1990). *First and Second Samuel*. Louisville, KY: John Knox Press.

Evans, Mary J. (2003). Women. In T. Desmond Alexander and David W. Baker (Eds.), *Dictionary of the Old Testament: Pentateuch*, (pp. 897-904). Downers Grove, IL: InterVarsity Press.

Grenz, Stanley J., and Denise Muir Kjesbo. (1995). *Women in the church: a biblical theology of women in ministry*. Downers Grove, IL: InterVarsity Press.

Harrison, Roland K. (1986). Nazirite. In Geoffrey W. Bromiley (Ed.), *The international standard Bible encyclopedia*, volume 3, (pp. 500-501). Grand Rapids, MI: William B. Eerdmans.

Hartley, John E. (1979). Clean and Unclean. In Geoffrey W. Bromiley (Ed.), *The international standard Bible encyclopedia*, volume 1, (pp. 218-723). Grand Rapids, MI: William B. Eerdmans.

Horsnell, Malcolm J. A. (1988). Religions of the biblical world: Assyria and Babylonia. In Geoffrey W.

Bromiley (Ed.), *The international standard Bible encyclopedia*, volume 4, (pp. 85-98). Grand Rapids, MI: William B. Eerdmans.

Lewis, Thomas, and Carl Edwin Armerding. (1979). Circumcision. In Geoffrey W. Bromiley (Ed.), *The international standard Bible encyclopedia*, volume 1, (pp. 700-702). Grand Rapids, MI: William B. Eerdmans.

Matthews, Victor H., and Don C. Benjamin. (1993). *Social world of ancient Israel: 1250-587 BCE*. Peabody, MA: Hendrickson.

McVann, Mark. (1993). Family-Centeredness. In John J. Pilch and Bruce J. Malina (Eds.), *Biblical social values and their meaning*, (pp. 70-73). Peabody, MA: Hendrickson.

Moyer, James C. (1985). Cleanness, Uncleanness. In Walter A. Elwell (Ed.), *Evangelical dictionary of theology*, (pp. 252-253). Grand Rapids, MI: Baker Book House.

Reese, Ruth Anne. (2005). Male and Female. In Kevin J. Vanhoozer (Ed.), *Dictionary for theological interpretation of the Bible*, (pp. 475-477). Grand Rapids, MI: Baker Book House.

Sayce, Archibald H., and Kurt G. Jung. (1979). Ashtoreth. In Geoffrey W. Bromiley (Ed.), *The international standard Bible encyclopedia*, volume 1, (pp. 319-320). Grand Rapids, MI: William B. Eerdmans.

Stanley, Susie. *Holy Boldness: Women Preacher's Autobiographies and the Sanctified Self*. Knoxville: University of Tennessee Press, 2002.

Sumner, Sarah. (2003). *Men and women in the church*. Downers Grove, IL: InterVarsity Press.

IV. Resources designed to support women in lead ministry positions:

- Facebook Page – Nazarene Women Clergy
<https://www.facebook.com/groups/348576377606/>

- Wesleyan Holiness Women Clergy <https://www.wesleyan.org/tag/wesleyan-holiness-women-clergy>
- Wynkoop Center for Women in Ministry <https://www.whdl.org/collections/wynkoop-center-women-ministry>
- Christians for Biblical Equality <https://www.cbeinternational.org/>
- *Emboldened: A Vision for Empowering Women in Ministry*. Leach, Tara Beth. IVP Books: 2017. ISBN 978-0830845248.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the class discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

II. Reading Report

Submit a 250-word reading report summarizing two key issues you discovered in this session's readings. Use parenthetical references when citing passages.

III. Discussion Questions

Each session there will be two Discussion Questions that will need to be answered. Each response will require a 350- to 500-word response. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading for the week.

IV. Competency Projects

Each Competency Project should be a minimum of 500 words. (For your session 3 project, you will need to interview a pastor outside the Wesley-Holiness tradition so please plan ahead to set up a half hour interview.)

V. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- [Optional] What additional information would you like concerning this session's topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the session's learning experiences
- include suggested real-world applications of the course material

V. Final Project:

Write your own Biblical, Theological, Historical, and Practical rationale for the role of ordained women leadership in the Church of the Nazarene. This is to be a research paper not an opinion paper, and needs to reflect reasoned thought and explanation of your rationale for

each of the four foundations for the role of ordained women leadership in the Church of the Nazarene that will be discussed in sessions 2 through 5.

Provide a 2000- to 2500-word response. Use a minimum of 8 varied resources. This is a formal paper and needs to follow requirements for a research paper (include a title page, an introduction and conclusion, double spaced, page numbers, properly formatted in text citing, properly formatted Works Cited page.)

COURSE EVALUATION:

Grading Points

Assignments	
	Points
Session Assignments:	
Reading Report	20
Discussion Questions	30
Participation	20
Session Reflections	20
<i>TOTAL EACH SESSION</i>	<i>90</i>
Course Level Assignments:	
Competency Projects (Sessions 1-5)	150
Final Paper	310
<i>TOTAL COURSE ASSIGNMENTS:</i>	<i>460</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

COURSE SCHEDULE:

I. Session One - Introduction

Learner Objectives:

- To understand the need for ordained women clergy in the church.
- To understand the position of the Church of the Nazarene on Women's ordination and gender inclusive language.
- To understand the function and initiatives of the Women Clergy Council, USA/Canada.
- To understand that basis of ordination is no different for women than it is for men.

- To understand the influences on the Church of the Nazarene and their perceptions of women clergy.
- To understand the role of the Holy Spirit in the life of the Church and the ordination of clergy
- To get a good grasp of the importance of interpreting Biblical texts contextually and in light of all scripture.

- Reading
 - Emboldened Intro and chapters 1-3.
- Reading Report
- Discussion Questions
 - Please choose 2 of the questions from the following and provide a 350- to 500-word reasoned response to each question. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading.
 - Tara Beth Leach in chapter 2 talks about the Imposter Syndrome. What is it and how can women be helped in ministry to overcome this challenge?
 - Explain the Church of the Nazarene's stance on ordaining women. Give Scriptures to back up the Church's position as well as references in the Manual.
 - What hermeneutical principles does Dr. Bassett endorse for understanding women's ordination?
- Competency Project
 - Respond to the following question with a minimum of 500 words. To be effective, your response should be thoughtful, reflect a clear comprehension of the subject and include specific references to the assigned reading using proper MLA citation.
 - How might your church incorporate the initiatives that the Women Clergy Council developed to help the church become intentional?
- Session Reflection

II. Session Two - Biblical Foundations

Learner Objectives:

- To understand how the Bible describes the reason God created human beings and specifically the woman.
- To understand that the Fall was the result of both the male and the female disregarding God's instructions.
- To understand the context and reasons for women leaders in the Old Testament.
- Learners will recognize and appreciate the contextual circumstances that surround the issue of women and leadership in the Old Testament.
- Learners will assess their own convictions concerning women and leadership in the church today, in light of Old Testament contextual circumstances.
- Learners will establish a biblical foundation upon which to explore the New Testament's treatment of women and leadership in the church.
- To gain insight into the cultural and social context of the first century AD regarding women and their place in society.
- To reflect on Jesus' attitudes and relationships with women and how these were different from the surrounding culture, both Jewish and Roman.

- To see how the New Testament Church wrestles with the inclusive nature of Jesus' teachings and actions in light of the surrounding first century culture.
- survey the list of women involved in Paul's ministry
- understand the Biblical principle of mutual submission
- understand the Biblical principle of mutual submission
- go over the Holy Spirit's role to men and woman in regards to spiritual gifts
- learn Paul's instructions for women in the church
- grow a more comprehensive understanding of women's equal position to man

- Reading
 - Emboldened Intro and chapters 4-5.
- Reading Report
- Discussion Questions
 - Please choose 2 of the questions from the following and provide a 350- to 500-word reasoned response to each question. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading.
 - What is the significance of the two reports of creation for the understanding of the partnership between men and women?
 - Compare and contrast the Ancient Near Eastern understanding of women with a contemporary understanding of women in your own culture today.
 - What are two important principles we learn from the way Jesus interacted with the women he met?
 - Paul promotes gender mutuality, what would mutual submission look like if it was truly lived out in the entire church today?
 - What passage is still the most difficult for you to interpret of the Women of the New Testament and Obscure Passages, and why?
- Competency Project
 - Read the following passages:
 - Acts 1:15, 2:11-18
 - Exodus 20:14
 - John 4:4-43
 - Lev 12:7-8; 15:19-33, esp. v 25; 20:18
 - Luke 10:38-42
 - Matthew 5:28
 - Write a minimum 500-word well-developed response of the top five insights on women in ministry you gained from these passages and why they were significant to you.
- Session Reflection

III. Session Three - Historical Foundations

Learner Objectives:

- Be able to identify 3-4 women who have been significant in the development of Christianity and Christian thought from the early Church through the Medieval Period.
- Discuss ways in which women have been influential in the Church.
- Identify reasons for which women have been excluded from Church history.

- Identify methods in which people of power may be able to open opportunities for those without power.
- Be able to articulate how John Wesley supported women preachers
- Be able to articulate the influence of Phoebe Palmer's support of women preachers, and how her theology of holiness fosters such a position
- Be able to articulate broadly the history of women clergy in the Church of the Nazarene

- Reading
 - Emboldened chapters 6-7.
- Reading Report
- Discussion Questions
 - Please respond to the following questions and provide a 350- to 500-word reasoned response to each question. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading.
 - Explain how the early and medieval women church leaders were significant in the development of Christianity and Christian Thought.
 - Explain how the Wesleyan women church leaders were significant in the development of Christianity and Christian Thought.
- Competency Project
 - Interview a pastor outside the Wesleyan-Holiness tradition. You will be addressing the issue of women clergy in their church/denomination. The aim of the conversation is to learn what the denomination believes and practices in the area of women in ministry, specifically, the ordination of women for preaching and pastoral ministry. Avoid discussing/arguing about differences in opinion. Your role is to listen, record and report back to the class. The interview should be no longer than 30 minutes. Make the appointment ahead of time. Spend a few minutes in small talk; establish a friendly interchange of ideas. Explain why you want to ask these questions. Here are some sample questions: (You also want to prepare some questions that you might want to ask.)
 - Does your church ordain women?
 - Why does/doesn't your church ordain women?
 - What Scriptures do you use for your position on the ordination of women?
 - What ministries in your church are open to women?
 - Is your church's position on women in ministry included in any official documents? Is there a website I can look at for more information?
- Write a minimum 500-word summary of your interview. Give the name of the person that you interviewed and from what denomination they are. State their stance on the ordination of women for preaching and pastoral ministry. What do they base their position upon? What challenged you, if anything, in the interview? If you agreed with their position, how so? If you disagreed, what did you disagree with and why?
- Session Reflection

IV. Session Four - Theological Foundations

Learner Objectives:

- Understand the meaning of the terms “Wesleyan theology” and “gender mutuality” and their relation
- Identify in the core principle and methodology of Wesleyan theology adequate grounds to affirm gender mutuality in Christian ministry
- Understand that gender mutuality is inherent to the content of Wesleyan theology
- Identify specific ways to practice the affirmation of gender mutuality in church practice and lifestyle
- Recognize the significant shifts in biblical interpretation and theology in the 20th century
- Understand the influence of culture on understanding gender roles
- Identify one’s theological questions and perspective about what men and women are called to be and do in ministry.

- Reading
 - Emboldened Intro and chapter 8.
- Reading Report
- Discussion Questions
 - Please respond to the following questions and provide a 350- to 500-word reasoned response to each question. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading.
 - In relation to Wesley’s Quadrilateral, how does tradition influence our understanding of scripture? How do we use reason to understand scripture? How does experience help us to understand scripture; how does scripture help us to understand experience? How does the Holy Spirit guide us as we read scripture?
 - The Church of the Nazarene became a denomination in 1908 virtually the same period that “The Fundamentals” were published. Imagine you are able to write a letter to the early Nazarenes about the way culture has changed. What would you want to tell them about 1) the role of women in the church? 2) the cultural/theological divides of our times. 3) the benefits and challenges of liberation theology to the church? What would you want to thank them for that has helped you in your life of faith and ministry?
- Competency Project
 - Choose one of the case studies below and write a minimum 500-word well-developed response. Make sure to cite sources giving a theological foundation rather than offering your own personal opinion.
 - Case Study 1 – You are the pastor of a small congregation. Jane comes to see you and she tells you that she feels that God is calling her to preach. She is concerned about sharing this with other members of the congregation because she is uncertain about how they would respond. What would you say to Jane? How would you address her concerns? What guidance and ministry opportunities would you provide? How would you explain the Wesleyan view of women in ministry?
 - Case Study 2 – Amy has just started coming to your church. She used to attend an evangelical church in another city. The senior pastor is female. Amy tells you she is surprised that your church allows women to preach. This was not the case in her previous church. Explain how you would help Amy

understand the reasons why women can be leaders in the Church of the Nazarene.

- Session Reflection

V. Session Five - Practical Issues

Learner Objectives:

- Understand the corruptible nature of power
 - Explore gender and privilege power dynamics in the church and society
 - Reflect on leadership styles in the church and society
 - Find renewed motivation to portray God and the Gospel in ways that can be heard as Good News by all
 - Understand the importance of various types of mentoring in nurturing the call of women and others
 - Take practical steps in ministry and mentoring to draw out both the richness of the Gospel and the voices of women and others
 - Recognize the issues inherent in cross-gender staff settings.
 - Learn biblically and socially appropriate ways to interact with the other gender in a church staff setting.
 - Learn methods for developing healthy cross-gender staff relationships.
 - Recognize how issues of family leadership and headship affect cross-gender staff members.
 - Appreciate the viability and the value of co-pastoring in the local church setting.
 - Evaluate and re-evaluate their own preconceived notions and/or prejudices with regard to cross-gender staffs, leadership and family issues, and co-pastoring.
 - Understand the need for 360 degree mentoring as we seek to influence decision makers: peer mentoring, upward mentoring, and downward mentoring.
 - Reflect on ways to mentor decision makers with an appropriate balance of grace and power
 - Affirm the tremendous value of gender balanced leadership teams and their power as a key strategy for modeling gender mutuality
- Reading
 - Emboldened Intro and chapter 9.
 - Reading Report
 - Discussion Questions
 - Please choose 2 of the questions from the following and provide a 350- to 500-word reasoned response to each question.
 - Read Philippians 2:5- 11: What does this passage teach us about power? Which of Jesus' examples of use of power is the most important in your opinion? Why?
 - What do you purpose to do well in your congregation to include both inclusive language and stories, as well as mentoring women? Be specific in your explanation.
 - What "rules" or guidelines do you have with regard to cross-gender staff interactions? Be specific in what rules or guidelines are so you can determine if they are measurable.

- A principle of mentoring that we should all follow throughout our lifetime at every stage is this: Have a mentor, be a mentor. Why is this to be a principle that those called to the ministry are to put into practice in their lives?
 - Competency Project
 - Choose one of the following options and write a well-developed minimum 500-word response.
 - Diagram the Power Dynamics: In every meeting and encounter we bring all of our family systems and histories with us. Draw a picture with circles around a rectangle representing a group you meet with regularly. Each circle represents a person. Behind each circle begin to write what you know of who they are (gender, race, and economic range) and what you know of their story (successes, failures, healthy relationships, unhealthy relationships). Include any official role they have in the group that affects the ways the person would expect to have some power or how others perceive them as people with power. Add to these dynamics what you know about their personality type. Include yourself in the descriptions. How does your personal story as the leader of this group play into the dynamics? This can give a good first look at recognizing the power dynamics at play in every meeting. (This you will do on your own and it does not be submitted. Although, give a summary of what you diagrammed in your response before answering the following reflection questions.)
 - How do these stories create tensions or alignments between people?
 - Are there ways you as a leader can help create healthier power dynamics?
 - Do you perceive differences in power due to gender, race or economic status?
 - Given we all have blind spots who can you ask to help reflect on the group's power dynamics?
 - How might you as a leader address those dynamics?
 - Case Study: A woman on a large church staff has alienated many of her colleagues because she often makes remarks about what she perceives as her lower status. "Well, I guess the teens are more important than the children since you got a new computer and I didn't," is characteristic of her comments. Her underlying assumption is that she isn't equally valued by the church leadership and the other staff members because she is a woman working with children. Whether her complaints have merit or not, her obvious self-pity and defensive posture have lowered her credibility with the other staff members and kept her from becoming a full team member. What recommendations do you have for her to embrace her being an equal partner in ministry? Offer specific recommendations supported by reflective reasoning. Cite from your assigned reading or other sources to support your reasoning for your recommendations.
- Session Reflection

VI. Session Six - Mentoring Decision Makers and Modeling Gender Mutuality

Learner Objectives:

- Understand the need for 360 degree mentoring as we seek to influence decision makers: peer mentoring, upward mentoring, and downward mentoring.
- Reflect on ways to mentor decision makers with an appropriate balance of grace and power
- Affirm the tremendous value of gender balanced leadership teams and their power as a key strategy for modeling gender mutuality

- Reading
 - Emboldened Intro and chapter 10.
- Reading Report
- Discussion Questions
 - Please respond to the following questions and provide a 350- to 500-word reasoned response to each question. Each response should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading for the week.
 - Does the tone of the presentation by Dr. Carla Sunberg and Dr. Rondy Smith to the Board of General Superintendents seem to reflect an appropriate balance of grace and power? (obviously, there were many non-verbal cues and relational interaction that cannot be assessed by merely dissecting the presentation in sterile written form) How so? Point out where you see grace and where you see power (or do not see) exercised in this presentation.
 - How might you be able to use this resource? Is there any Upward Mentor that you have credible relationship with that might benefit from hearing a similar adapted pitch? Is this kind of dialog needed at your local church, perhaps with Board members? Is this kind of dialog needed with your Senior Pastor or District Superintendent?
- Session Reflection
- Final Project
 - Write your own Biblical, Theological, Historical and Practical rationale for the role of ordained women leadership in the Church of the Nazarene. This is to be a research paper (not an opinion paper) and needs to reflect reasoned thought and explanation of your rationale for each of the 4 foundations for the role of ordained women leadership in the Church of the Nazarene that were discussed. Provide a 2000- to 2500-word response. Use a minimum of 8 varied resources. This is a formal paper and needs to follow requirements for a research paper (include a title page, an introduction and conclusion, double spaced, page numbers, properly formatted in text citing, properly formatted Works Cited page.)

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
PAS3023: Pastoral Care and Counseling

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A course dealing with principles of psychological and biblical counseling, providing ministry to the physically, spiritually, and emotionally ill. This study is integrated with other more traditional aspects of pastoral care. Self-understanding and listening skills are emphasized, as well as religious resources and exercises such as Scripture, prayer, and openness and obedience to the inner direction of the Holy Spirit.

COURSE INTENDED LEARNING OUTCOMES:

The following learning objectives will be achieved by this course:

1. Become familiar with materials and resources effective in a variety of counseling settings (pre-marital, marriage, and personal counseling).
2. Gain an awareness of the counselor's understanding of himself/herself in the process of counseling.
3. Gain awareness of the "danger signals" in counseling relationships.
4. Learn to assess needs, recognize one's limitations, and access referral resources.

The following are Competencies for Ministry as outlined in the *Sourcebook on Ordination USA* that will be addressed in this course:

1. Ability to provide pastoral and spiritual care for individuals and families, discerning when referral to professional counseling is required. (CP6)
2. Ability to assess contemporary approaches to ministry in light of enduring theological and contextual perspectives. (CP16)
3. Ability to practice holistic stewardship (mutual submission in gender relationships, sexual purity, marriage and family, personal finance, professional conduct, practicing Sabbath, etc.). (CH8)

COURSE TEXTBOOKS:

Collins, Gary. *Christian Counseling: A Comprehensive Guide*. 3rd ed, Thomas Nelson, 2007.
ISBN: 9781418503291

Kollar, Charles Allen. *Solution-Focused Pastoral Counseling: An Effective Short-Term Approach for Getting People Back on Track*. Updated & Expanded, Zondervan, 2011.
ISBN: 9780310329299

Peterson, Bruce L. *Foundations of Pastoral Care*. 1st ed, Beacon Hill Press, 2006.
ISBN: 9780834123052

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Bibliography

The books listed in the bibliography are either ones used as resources for this course or will be helpful for further study.

- Benner, David G. *Strategic Pastoral Counseling: A Short-Term Structured Model*. 2nd ed. Grand Rapids: Baker Academic, 2003. Print.
- Clinebell, Howard John. *Basic Types of Pastoral Counseling*. Nashville: Abingdon Press, 1966. Print.
- Dayringer, Richard. *The Heart of Pastoral Counseling: Healing through Relationship*. Rev. ed. Binghamton: Haworth Pastoral Press, 1998. Print.
- Dillon, David. *Short-Term Counseling*. Dallas: Word, 1992. Print.
- Hiltner, Seward. *Pastoral Counseling*. New York: Abingdon Press, 1949. Print.
- Kollar, Charles Allen. *Solution-Focused Pastoral Counseling: An Effective Short-Term Approach for Getting People Back on Track*. Grand Rapids: Zondervan, 1997. Print.
- Langford, Daniel L. *The Pastor's Family: The Challenges of Family Life and Pastoral Responsibilities*. New York: Haworth Pastoral Press, 1998. Print.
- Miller, William R., and Kathleen A. Jackson. *Practical Psychology for Pastors*. 2nd ed. Englewood Cliffs: Prentice Hall, 1995. Print.
- Oates, Wayne Edward. *The Presence of God in Pastoral Counseling*. Waco: Word Books, 1986. Print.

Recommended Resources

- Augsburger, David. *Anger and Assertiveness in Pastoring*. Philadelphia: Fortress Press, 1979. Print.
- Autton, Norman. *The Pastoral Care of the Dying*. London: SPCK, 1966. Print.
- Benner, David G. *Strategic Pastoral Counseling*. Grand Rapids: Baker Book House, 2003. Print.
- Brister, C. W. *Pastoral Care in the Church*. New York: Harper & Row, 1964. Print.
- Clarke, Rita-Lou. *Pastoral Care of Battered Women*. Philadelphia: Westminster, 1986. Print.
- Clinebell, Howard. *Basic Types of Pastoral Counseling*. Nashville: Abingdon, 1966. Print.
- Colston, Lowell G. *Pastoral Care with Handicapped Persons*. Philadelphia: Fortress, 1978. Print.
- Crabb, Larry. *Effective Biblical Counseling*. Grand Rapids: Zondervan, 1977. Print.
- Dillon, David. *Short-Term Counseling*. Waco: Word Books, 1989. Print.
- Gerkin, Charles V. *An Introduction to Pastoral Care*. Nashville: Abingdon, 1997. Print.
- Heywood, Jean S. *Casework and Pastoral Care*. London: SPCK, 1967. Print.
- Hiltner, Seward. *Pastoral Counseling*. Nashville: Abingdon, 1949. Print.
- Hulme, William E. *The Pastoral Care of Families: Its Theology and Practice*. New York: Abingdon Press, 1962. Print.
- Hurding, Roger. *The Tree of Healing; Psychological & Biblical Foundations for Counseling and Pastoral Care*. Grand Rapids: Zondervan, 1991. Print.

Irion, Paul E. *The Funeral and the Mourners: Pastoral Care of the Bereaved*. Nashville: Abingdon Press, 1979. Print.

Johnson, Paul E. *Psychology of Pastoral Care*. Nashville: Abingdon-Cokesbury, 1953. Print.

Kruis, John G. *Quick Scripture Reference for Counseling*. 2nd ed. Grand Rapids: MI: Baker Books. 1994. Print.

Langford, Daniel L. *The Pastor's Family*. New York: Haworth Pastoral Press, 1998. Print.

Landgraf, John R. *Creative Singlehood and Pastoral Care*. Philadelphia: Fortress, 1982. Print.

Leech, Kenneth. *Pastoral Care and the Drug Scene*. London: SPCK, 1970. Print.

Littauer, Florence. *Your Personality Tree*. Nashville, TN: Thomas Nelson Pub, 1989. Print.

Miller, William R., and Kathleen A. Jackson. *Practical Psychology for Pastors*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1985. Print.

Oates, Wayne. *The Presence of God in Pastoral Counseling*. Waco: W Pub., 1986. Print.

Oates, Wayne E. *Pastoral Care and Counseling in Grief and Separation*. Philadelphia: Fortress Press, 1976. Print.

Rowatt, G. Wade, Jr. *Pastoral Care with Adolescents in Crisis*. Louisville, KY: Westminster/John Knox, 1989. Print.

Scazzero, Peter. *The Emotionally Healthy Church*. Grand Rapids: Zondervan, 2003. Print.

Schurman, Paul G. *Money Problems and Pastoral Care*. Philadelphia: Fortress Press, 1982. Print.

Smith, Harold Ivan. *Pastoral Care for Single Parents*. Kansas City, MO: Beacon Hill, 1982. Print.

Vanderpool, James A. *People in Pain: A Guide to Pastoral Care*. Springfield, IL: C. Thomas, 1979. Print.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

II. Reading Report

Each session, students will submit a report summarizing two key ideas/issues addressed in the assigned reading in the texts. The report will describe how the ideas/issues have impacted the student, and what difference the ideas/issues will have on the student's life and ministry.

- The reading report will begin with: "I have read ___% of the assigned material."
- Parenthetical references are to be used with citing the texts.
- The report should be no more than 500 words in length.
- Points earned for the reading report assignment will reflect the percentage of the assigned pages read and the substantive quality of the report.

III. Discussion Questions

Each session, students are to respond to three of the discussion questions provided (approximately 100 words for each question). This should reflect knowledge and comprehension of the subject and include specific reference (with proper MLA citation) to the assigned reading to be effective.

IV. Personal Genogram and History

Based on the websites listed for developing your genogram, make the appropriate reports to your instructor. The following items are due: a paper, a genogram chart, a list of critical life events, and a presentation.

V. Pastoral Character Development Paper

Based on your reading of your texts, *Manual* Paragraph 538.17, [Legal Implications of Child Abuse](#) by Richard Hammar, and at least two other sources, write a paper of at least 4 pages (double spaced) developing your own understanding of the nature of the character of the pastor. In your paper, address the following issues:

- the element of confidentiality and its limits
- the legal issues regarding divulging information, your state’s determination of whether clergy are mandated reporters, and what that may mean
- a written plan for your local church describing how prospective staff and volunteers will be screened to protect against harm to parishioners, especially minors. What does your state law expect?

VI. Pastoral Care Strategy Paper

You are to develop a strategic plan for organizing care and counseling within a congregational setting. Click on the following link for an example of a Pastoral Care Strategy Paper: [Pastoral Care](#).

1. Include your personal philosophy of counseling ministry and a strategic plan for organizing care and counseling within a congregation.
2. This is to be a well-researched paper with reference to 5 resources.
3. Your paper is to be a minimum of 5 pages in length – double spaced.

VII. Referral Research and Presentation

Construct a list or chart of therapists, social workers, doctors, psychiatrists, counseling centers, and other agencies (such as crisis centers, homeless shelters, food pantries, etc.) that you would feel comfortable referring people in your church to when it is necessary. For each item on the list, call the agency or person and ask them 1) who they serve, 2) what the eligibility is for their services, 3) any costs involved, 4) are they faith-based and if not, what is their approach to people of faith, and 5) other requirements or expectations. For counseling agencies, you will want to know their approach to counseling and any areas they specialize in. Include the name of the agency, the address, and telephone number. Also include the name of the person with whom you spoke. Your list should have at least five (5) referral sources to meet minimum expectations. A list of at least 10 referral sources as well as more detailed information may result in full credit.

VIII. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session’s topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- [Optional] What additional information would you like concerning this session’s topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments	Points
Session Assignments:	

Reading Report	25
Discussion Questions	30
Participation	20
Session Reflections	15
TOTAL EACH SESSION	90
Course Level Assignments:	
Genogram Discussion Questions (Session 2)	20
Personal Genogram (Session 3)	130
Character Development	120
Strategy Paper	120
Referral Research Project	70
TOTAL COURSE ASSIGNMENTS:	460
TOTAL ALL ASSIGNMENTS	1000

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

I. Session One - Introduction to Pastoral Care and Counseling

We will acquire an understanding of the foundations of counseling and pastoral care. We will also discuss listening skills in a counseling ministry.

- Reading Assignments
 - Collins. *Christian Counseling: A Comprehensive Guide*. Chapters 1, 2, and 5.
 - Petersen. *Foundations of Pastoral Care*. Chapters 1, 2.
 - Kollar. *Solution-Focused Pastoral Counseling*. Chapter 9.
- Reading Report
- Discussion Questions
 - Read the Case Study (starting page 8 of this document) and respond to three of the discussion questions provided with a brief but well thought out written response. The response should be at least 300 words in length (approximately 100 words for each question), reflect knowledge and comprehension of the subject, and include specific reference (with proper MLA citation) to the assigned reading to be effective.
 - As you read over Tim's dilemma, what do you think is his central problem?
 - What thoughts, feelings, intentions, and actions do you hear in what he said?
 - What do you think about the pastor's response? How has he been helpful? How might he do a better job of helping Tim?
 - What is the spiritual dimension of Tim's problem?

- How did the context in which Tim "cursed" the Holy Spirit influence what he said and did?
- Session Reflection

II. Session Two - Ethical Practice and Essential Skills in Pastoral Care and Counseling

We will address essential skills in counseling and the role of the pastor as shepherd. We will also examine mental health assessments and the role of the pastor and building relationships. We will review community and church in counseling and collaboration with referral agencies.

- Reading Assignments
 - Collins. *Christian Counseling: A Comprehensive Guide*. Chapters 3-4.
 - Petersen. *Foundations of Pastoral Care*. Chapters 6, 8.
- Reading Report
- Discussion Questions
 - Choose three.
 - It may be said that sound theology is the core of effective pastoral care. Do you agree? Why or why not?
 - In chapter 3 of Collins, he discusses counseling and spiritual direction. Compare and contrast these two disciplines. How are they alike? How do they differ? Do they overlap?
 - In chapter 6 of Petersen, what images of a shepherd are most effective in our modern society? Discuss why shepherding can be a difficult task. How will you minister in a shepherd role?
 - In chapter 8, Peterson discusses pastoral care as collaboration. Choose a person or agency in your community that your church supports or works with and describe how pastoral care happens as you collaborate with them.
 - From Collins, chapter 4, discuss how coaching differs from counseling. Also, how do today's social networks allow a Christian to speak into the lives of others? Are there positive and negative concerns?
- Genogram Discussion Questions
 - How do you think your family background has shaped you?
 - How does the issue of spiritual formation affect your relationships?
 - How do you think your background may help or hinder future pastoral counseling?
- Session Reflection

III. Session Three - The Context of Pastoral Care and Counseling

We will look at the place that context plays in the process of pastoral care and counseling.

- Reading Assignments
 - Petersen. *Foundations of Pastoral Care*. Chapters 7, 9.
 - Kollar. *Solution-Focused Pastoral Counseling*. Chapters 3, 7.
- Reading Report
- Discussion Questions
 - Choose three.
 - Our texts would agree that pastoral counseling should be a partnership between the counselor and counselee. Discuss the dynamics of such a counseling relationship when the counselee knows little about the Bible.
 - Describe and discuss briefly an encounter when knowing or learning the person's context (cultural, historical, or experience) was important in your assisting them.
 - Describe and discuss briefly how your own historical context shapes how you live, care, and counsel today. You may want to refer to the Genogram project.

- Pastoral counselor Wayne Oates stated, "Christian counseling is flawed when it is done 'apart from vital access to a community of faith.'" Referring to Collins' thoughts in chapter 4, discuss this statement. Do you agree or disagree? Tell us why.
- In Kollar, chapter 7, there are several presuppositions with the theory of solution-focused pastoral counseling. Describe two or three of these and relate how they fit in with a biblical approach to helping people. Do you see where this approach is different from the mental health approach of chapter 3?
- In Petersen, chapter 7, what are some of the cautions mentioned for counselors and how will you prepare in advance for those issues? Why is it important?
- In Petersen, chapter 9, how does the author see the sacerdotal functions of preaching, worship, and communion in the context of pastoral care? What should ministers be aware of in the presentation of biblical truth?
- Genogram Assignment
 - Family Genogram Chart
 - Develop a one-page genogram of your family, covering three generations. List as much detail as needed to make chart understandable to others.
 - You may use Microsoft Paint, the Insert/Shapes function in Microsoft Word, or pen and paper to create the project.
 - Google search "genogram" for samples of what your chart should look like.
- Session Reflection

IV. Session Four - Pastoral Care and Counseling for People in Crisis or Transition

We will discuss counseling people who are in Crisis, Conflict or Transition.

- Reading Assignments
 - Collins. *Christian Counseling: A Comprehensive Guide*.
 - Petersen. *Foundations of Pastoral Care*. Chapter 10 and Chapter 11.
 - Kollar. *Solution-Focused Pastoral Counseling*. Chapters 11, 12, 13.
- Reading Report
- Discussion Questions
 - Students are to respond to the one required discussion question and to two of the other discussion questions provided, and submit a brief but well thought out response. The response to the required question is to be at least 200 words in length and the other two responses should be at least 100 words for each question. The responses are to reflect knowledge and comprehension of the subject, and include specific reference (with proper MLA citation) to the assigned reading to be effective. The responses are to be submitted to the appropriate thread in the class discussion program.
 - Required: Students will choose one special issue chapter from Collins' book, *Christian Counseling*, and will share with the class the main issues, the various approaches to the issues, and resources that can be used in dealing with the topic.
 - Start the review by telling us why you chose the particular chapter. The goal is to help the class gain a broader view of counseling issues, approaches, and resources, and further directions for study. The purpose of the chapter review is to provide the other students with insights from Collins in an area they may not yet be familiar with. The points earned will be based on the student's understanding of the issues involved and the explanation of them in the summary (i.e.,

Have you helped us understand the topic from Collins' point of view?). Remember that this is a summary of the chapter and not an analysis. The submission should be at least 200 words in length.

- In Kollar, chapter 11, *Vision Clarification*, the author discusses a list of steps to clarify vision. Why is it necessary to help the client see what could be? Explain why vision clarification can consist "of assisting him (the counselee) to clarify the goal that can be reduced to small, specific, action-oriented ... terms" (pg. 123).
- Petersen, page 178, in talking about crisis intervention, mentions 12 guidelines in counseling. Which ones would be of particular importance to you if your client has just been fired from their job of 10 years, their savings are small, and his wife is expecting their third child?
- Briefly share a time of transition/crisis in your life (Provide enough detail to help us get a sense of the impact on you but you need not reveal more personal information than you wish) and discuss the process through which you came or are coming to wholeness (Who were your support groups or people; what significant things did you learn; other contributing assistance). Be as specific as possible.
- A married couple comes to you who are in conflict over poor communication. How will you counsel them and what should you know as a counselor? (Additional reading in Collins, chapter 29, pg. 547) Assume they are both present for counseling. What are the types of questions you need to ask?
- Genogram
 - A total of 300 words required. Do not include the questions in your word count.
 - Required: What has the genogram project challenged you to do in shaping your approach to pastoral care? How is self-awareness related to healthy counseling practices? How can your past experiences help identify your emotional and mental health? (see Petersen, pg. 275-297)
 - Answer two of the following:
 - Explain how the Lord has helped you overcome obstacles and difficult relationships. How have you found healing?
 - Briefly explain to the class how this new awareness can help you in future counseling opportunities.
 - What cautions or what topics may you need to avoid due to your family history? Are there still issues that are not settled, or feelings and emotions that arise, when discussing your past?
 - Describe how your life's journey experiences can contribute to helping other people find healing and hope? And how can this exercise be redemptive?
- Session Reflection

V. Session Five - Personal Life and Special Issues of suffering, death, and dying

We will focus on the issues of a pastor's personal life. We will also discuss the issues of suffering, death and dying.

- Reading Assignments
 - Collins. *Christian Counseling: A Comprehensive Guide*.
 - Petersen. *Foundations of Pastoral Care*. Chapters 13, 15.
 - Kollar. *Solution-Focused Pastoral Counseling*. Chapter 14.
- Counseling Challenge Report
- Rubric for Counseling Challenge link

- Reading Report
- Discussion Questions
 - Students are to respond to the one required discussion question and to two of the other discussion questions provided, and submit a brief but well thought out response. The response to the required question is to be at least 200 words in length and the other two responses should be at least 100 words for each question. The responses are to reflect knowledge and comprehension of the subject, and include specific reference (with proper MLA citation) to the assigned reading to be effective.
 - Required: From Collins' book, *Christian Counseling*, students are to choose ONE special issue, like grief, addictions, spiritual issues, homosexuality, alcohol abuse, and discuss their findings. What does the author say about how to listen, approach, and give godly counsel to the client and possible solutions and resources? Tell us why you chose that particular topic and chapter. My analysis will be based on your understanding of the issues involved and your explanation of them in the summary (have you helped us understand the topic from Collins' point of view). Remember that this is a summary of the chapter and not an analysis. The submission should be at least 200 words in length.
 - A parishioner has come to you about a concern. They just had outpatient surgery and you were not at the hospital to pray with them before they went in. You had a conflict in your schedule and were not able to be there. Now they are accusing you of being uncaring. Based on our texts, how would you respond to them? What issues shall you address in their situation? What about your own feelings?
 - Describe a conversation with Ann Anderson, aged 92, who tells you that she is not contributing to life and she doesn't know why God keeps her alive. How will you respond to her? What concerns do you want to address with her?
 - In Kollar, chapter 14, a Case Example is reviewed. What does the author say in regard to the issue of childhood sexual abuse and how the counselor can guide the client to healing?
 - Petersen, (pages 253-274) discusses the health and stability of the pastor. What is so important about one's character in the counseling ministry? What are some guidelines one can set up to protect oneself from issues of improper conduct? Why is character more valued than charisma or even competency in ministers?
- Pastoral Character Development Paper
- Session Reflection

VI. Session Six - Ethical Practices and Guideline and Referral Resources

We will focus on care for the caregiver and to develop a referral resource for the communities in which we serve. Readings and discussions will center around the ethical practices and guidelines for pastoral care and counseling.

- Reading Assignments
 - Collins. *Christian Counseling: A Comprehensive Guide*. Chapters 6-7.
 - Petersen. *Foundations of Pastoral Care*. Chapter 16.
 - Kollar. *Solution-Focused Pastoral Counseling*. Chapter 20.
- Referral Research List
- Pastoral Care Strategy Paper
- Reading Report

- Discussion Questions
 - The response should be at least 300 words in length (approximately 100 words for each question), reflect knowledge and comprehension of the subject, and include specific reference (with proper MLA citation) to the assigned reading to be effective.
 - A young couple, recently attending your church, asks you to marry them. Briefly describe your plan for pre-marriage preparation. What issues will you address? Are there circumstances under which you would choose not to perform the ceremony?
 - Petersen, chapter 16, reviews topics that may assist pastors to remain healthy. What are four items that you feel are non-negotiables when it comes to your personal life and lifestyle? Which items need work in your own life?
 - Kollar (pg 267-272) discusses the issue of counseling ethics. What are four items that come to your attention that would assist you in the counseling ministry? These may be items you had not thought about before.
 - Collins, pg. 89, discusses the all-important item of pastoral confidentiality. Why is this so important? What could be an exception and would require you to inform the local police or social services? What does state or local law say about particular information and about someone who holds back that information? Are there consequences?
 - What questions or concerns do you have about pastoral care and counseling in your setting? What do you identify as growth areas for you in ministry?
- Session Reflection

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

Session One – Case Study

"Tim" is a thirty-year-old mechanical engineer. He has a masters degree in engineering and has been more or less involved in church since he was a child. In the last ten years of his life, he has attended several independent charismatic churches hoping to find a "sense of reality to his faith." In his early twenties, Tim went through a very difficult time of questioning and doubting his faith. In fact, he reported that he had become an agnostic. But after an intense time of searching, reading, and reflection, he returned to his faith. In the last three years, Tim has been troubled by something he said during a service at the church in which he worshiped. He sought help from a pastor his friend Donna knew.

Verbatim account

(Tim seemed nervous and ill at ease. He spoke at a rapid pace.)

- **Tim:** Thanks for seeing me, pastor. I really appreciate the time.
- **Pastor:** That's fine. How can I help?
- **Tim:** Well, Donna may have told you a little of what I have been struggling with.
- **Pastor:** Some, but I'd like to hear it from your point of view. Sounds like you have a lot of questions.
- **Tim:** I do. I've talked to a lot of people about it ... friends who seem to mean well but after I raise questions with them, they seem unsettled. It was like they were trying to help but ended up questioning their own faith more than helping me sort things out. I hate to unsettle people, but I've never really found a satisfying answer from anyone.
- **Pastor:** Tell me about it.
- **Tim:** Well, several years ago, I was attending this church. They taught that you just needed to be happy and trust in the Lord. As we increase our happiness, we are ushering in the kingdom of God. But I wasn't feeling very happy. In fact, when I raised questions, they would ignore them or just give me the party line. It was almost as if you couldn't question anything and that everyone had to fit into the same mold. I was attracted to this church because they seemed to have a vital and alive faith. But the more involved I got, the more I felt like you had to measure up to a certain standard and experience the Holy Spirit in a particular way. One night during a service, the pastor was preaching on joy in the Holy Spirit. He was saying something to the effect of being happy in the Holy Spirit. My frustration had reached its limit and I said, "(Expletive deleted) the Holy Spirit." I was shocked I said it. I cursed the Holy Spirit. Immediately, I felt as if I had sinned against the Holy Spirit and that's the unforgivable sin.
- **Pastor:** So you have been struggling with whether or not you've sinned against the Holy Spirit. You're afraid you are going to hell and can't do anything about it. God can't forgive what you did.
- **Tim:** Yes, I think I have sinned against the Holy Spirit and that's unforgivable. I just haven't had the same kind of relationship with Christ since then. I've had people try to tell me that the sin against the Holy Spirit is a pattern of resistance or the unconfessed sin. But when I read the New Testament, I don't hear anything about a pattern over a period of time. I hear that you can't blaspheme the Holy Spirit and not be able to be forgiven.

- **Pastor:** That must be frightening.
- **Tim:** It is. I really believe I'm going to hell. I have nightmares after I've talked about it. That's why I've been keeping it to myself and just going on with my life. But I have decided that the Christian life is a good way to live so I just keep going to church and living as ethically as I can. Maybe there are degrees of hell and if I live a good life, I won't suffer as much as I would otherwise.
- **Pastor:** You're feeling helpless, like hell is inevitable no matter what you do.
- **Tim:** That's right. I do.
- **Pastor:** That's a helpless feeling.
- **Tim:** It is. And when I think about it, I feel depressed.

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
PAS3033: Christian Preaching I

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Introduction to the Old Testament and Introduction to the New Testament, Biblical Interpretation, Principles of Public Speaking, and two English composition courses.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

An introduction to homiletical principles and the practice of sermon preparation.

COURSE INTENDED LEARNING OUTCOMES:

Upon the completion of this course, students will be able to:

1. Prepare and preach sermons that are Biblically Based.
2. Prepare and preach sermons that are Spirit Driven.
3. Prepare and preach sermons that are Outcome Focused.
4. Prepare and preach sermons that are Well Crafted.
5. Prepare and preach sermons that are Communicated Effectively.

The following are competencies for ministry as outlined in the *Sourcebook on Ordination USA* that will be addressed in this course:

1. Ability to exegete a passage of Scripture using contextual, literary, and theological analysis. (CN6)
2. Ability to prepare, and deliver biblically sound sermons using appropriate techniques and skills demonstrating cultural sensitivity. (CP12)
3. Ability to develop sermons in various forms (evangelistic, pastoral care, doctrinal teaching, lectionary, etc.). (CP13)
4. Ability to assess the strengths and weaknesses of current homiletical models in light of enduring theological and contextual perspectives. (CP14)

COURSE TEXTBOOKS:

Kinlaw, Dennis F. *Preaching in the Spirit*. Reprint 1985, Francis Asbury Press, 2010.
ISBN: 9781593175221

Robinson, Haddon, and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Zondervan, 2005. Print – CD Rom
ISBN: 9780310252481

Stanley, Andy and Lane Jones. *Communicating for a Change: Seven Keys to Irresistible Conversation*. 1st ed, Multnomah Publishers, 2006.
ISBN: 9781590525142

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the class discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each session's discussion.

II. No Session Reading Reflection Required

In order for you to have more time to actually work on your sermon, a Session Reading Reflection will not be required for this course.

III. Comprehension Questions

Comprehension Questions will be listed in the Schedule. Comprehension Questions are designed to spark dialog and measure comprehension concerning issues covered in a given session. Answers should reflect interaction with the reading, and must include references and, if applicable, short quotations. Please include specific parenthetical references in the body of your paper to show where you read the insight or about the issue and use the correct MLA format. Each assignment must contain 350-500 words. Please include a word count with your assignment. **Note in session six:** there is only one comprehension question, but it is an important one.

IV. Competency Projects (Sessions One through Five)

Students will complete competency projects as assigned in the schedule.

V. Student Sermon Assignment

Throughout this course, the student will be constructing a sermon. If you are not pastoring, you will need to find out if your pastor is open to you preaching in a regular church service. This should be discussed with your pastor in Session One of this course. Along with the preaching date, you must make arrangements for observation or recording of the preaching event.

To assist you in planning ahead, here are your Sermon Assignment Due Dates:

Session One Submit Selection of Biblical Text

Session Two Exegesis of Passage with Exegetical Outline

Session Three	Submit your Homiletical Outline
Session Four	First Draft of Sermon Manuscript
Session Five	Sermon Manuscript Completed in time for your instructor to return any notes before you preach; Preach Sermon
Session Six	Sermon Evaluations

NOTE: Your Sermon Outline and Final Draft of the Manuscript must be completed and graded (no exceptions) before you preach the sermon.

Scripture Selections for Sermon Assignment: Each student will select from one of the following Scriptures to work with throughout the course in developing their sermon: Luke 7:36-50; Luke 10:25-37; 2 Cor. 8:1-15; 2 Cor. 9:6-15; or Isaiah 6:1-8. A student who wishes to choose an alternate passage should contact the instructor personally. Important: Your sermon must be theologically correct and consistent. Therefore, if you have NOT had a specific class on the doctrine of holiness, we prefer that you do not compose a sermon on Entire Sanctification as explained in the Manual of the Church of the Nazarene without proper theological background.

Exegetical Outline of the Passage: You will be asked to provide an outline of the text you have selected. The purpose of this assignment will be to demonstrate that you understand the basics of biblical exegesis. As a reminder of the basic steps of biblical exegesis used to prepare an exegetical paper, Dr. Tom King has provided a guide to remind you of the exegetical process taught at NBC which is designed to enable you to employ good exegetical practices. If you cannot properly outline the text, then you cannot correctly compose your sermon.

See the following:

Exegesis to Sermon Short Guide (See below)

Format for Exegetical Outline (See below)

The Homiletical Outline: This is the outline of the of the sermon, also referred to as a homily, and thus the term, Homiletical. Homiletics is the discipline of sermon construction. Here at NBC we construct our sermons in a way that answers three important questions:

WHAT? ... What does God have to say in the Biblical text?

SO WHAT? Why this is important to know?

NOW How do you apply what God has said to your life? The

WHAT? proper answer to these questions is the result of good exegesis.

We deliver the sermon by using five distinct communication movements:

ME... Personally connecting with the audience by showing common ground – you too are ministered to by the text

WE... Demonstrating how the text meets a need shared by you and the audience, you are dealing with this together

GOD...	Preaching through the text: Sharing what God has to say about it. Answering the What? and So What? question.
YOU...	Clearly instructing how to apply this to life, with everyone in mind. This is where you answer the Now What? question.
WE...	Wrapping up the message with a short story or “sticky phrase” that helps drive the one main idea of the passage home and gives them a vision of what it would look like if we all obeyed this truth.

We refer to this homiletical method as “Three Questions/Five Movements.” It is the required method of sermon construction for all preaching courses at Nazarene Bible College. Forms are provided for every step of the sermon construction. You will submit your assignments using the forms provided in the syllabus and/or session. In order to pass this course, you must demonstrate that you both understand and have applied this hermeneutical method.

Three Question / Five Movements Hermeneutic

Nazarene Bible College has chosen to use a hermeneutical method that we refer to as “Three Questions / Five Movements.” It is based on combining the three important questions that every good biblical sermon should answer regarding the biblical text: What? – What does God have to say? So What? – Why is this important? and Now What? – What are we supposed to do with what we have just learned from the text? In other words, the conclusion of the sermon should clearly explain how to apply the biblical text to life.

A Message from the Pastoral Ministries Director at NBC:

This is the hermeneutical method you will use to compose and deliver sermons at Nazarene Bible College. The purpose of this method is to preach a relational style well known for connecting with the audience in ways proven to hold their attention from beginning to end. The Three Questions are the three basic questions all biblical sermons must answer. The Five Movements assist in effectively engaging the audience.

We emphasize the biblical text, not our ideas about the text, must drive the sermon. There is one main idea in the passage and it should be the one main idea you want your congregation to take with them and apply to life. This hermeneutic is a return to “one point” or “one main idea” preaching most effective for reaching audiences today.

Our goal with this course is to assist you in composing exegetical sermons that clearly communicate God’s truth to the audience, thus leading them to a transformational decision. We urge you to learn this method and experience the difference it makes in allowing the biblical text to drive the sermon and to more effectively connect to your audience.

Do not try to compose sermons the way you have done in the past and then insert the sermon into the Three Question/Five Movement Hermeneutic. This will not work, and you will not pass the course.

This relational model of preaching is used in today’s fastest growing churches because it is so effective. John Maxwell’s book title says it all: “Everyone Communicates – Few Connect.” We want you to declare the Word of God clearly in a way that connects with the audience and leads them to both hear and obey the transforming message of the Gospel.

The Sermon Manuscript

1. The manuscript will be on a selected text (topical sermons will not be accepted). The sermon manuscript, including the outline, should be 360-450 lines of text (i.e. 8-10 pages on a word processor) in length.
2. The manuscript will be preceded by an outline page which includes:
 - Title
 - Scripture Text
 - Statement of Main Point or Main Idea
 - Goal for Life Application – clearly state what you want the audience to know and to do regarding the text
 - The Sermon Outline: Including the points and sub-points as well as identifying the three questions and five movements.

The outline identified on the outline page should also appear clearly within the written manuscript. In other words, clearly identify the three questions, give movements and transitions between the movements in the manuscript.

Note: To assist you in properly outlining your sermon, please refer to the following: Format for Outlining Your Sermon (See below)

3. The Manuscript (The written content of the sermon)
4. Bibliography: The manuscript should be followed by a bibliography of resources used. At least 5 resources are required. They cannot be all online sources.

Sermons receiving over 80% of manuscript points will reflect that one has engaged in the interpretive method used in this class and follows the particular sermon form discussed in class. A rating sheet distributed mid-point in the class will be used to determine the grade of the finished sermon. Note: It will be assumed that the manuscript is original to this class, not having been turned in as an assignment for any previous class or having been previously preached.

See below a sample of the completed sermon manuscript: Faith is The Victory

Preaching the Sermon

Important Sermon Instructions and Forms

1. Each sermon as delivered is to be 20-25 minutes in length (no more – no less). DO NOT exceed the time limit.
2. Each sermon is to be videotaped as it is being preached to at least 12 adults, preferably preached in a regular church service (Worship service, Wednesday night, Bible Study, Adult SS Class or Small Group Meeting).
3. Forms you will use in this class: (See all below)
 - Format for Outlining Your Sermon – This demonstrates the homiletical method required by NBC.
 - Manuscript Evaluation Form – This enables you to know what the instructor will expect when evaluating your Sermon Manuscript.

- Instructor Sermon Evaluation Form (.docx)(.doc) – This is the evaluation form that the instructor will use to evaluate your sermon delivery.
- Student Evaluation Form – This is the evaluation form that you will use to evaluate the other student/preachers in your class.
- Sermon Assessment Form – Distribute this form to your adult audience when you preach your sermon.

Instructions for Recording: Your sermon is to be recorded as it is being preached – preferably as a part of a regular church service. However, if that is not possible, it must be preached in front of at least 12 adults. You are encouraged to solicit an audience representing different age groups. This can occur in a Sunday school class, small group, at your home with a group of friends, at a nursing home, in a church service or other appropriate setting.

Plan ahead and make sure you have the equipment you need. Please do a test recording to check light, sound, and picture before your sermon presentation. Points will be deducted for a poorly presented video. Preview your test video before you preach your sermon.

ABOUT THIS COURSE

Christian Preaching I is about the theory and practice of preaching. Thus, the development, preaching and assessment of the student sermon is central to this course.

Your writing will demonstrate your knowledge of sermon construction and your presentation will demonstrate your ability to deliver the sermon. Sermon construction is critical, but if you cannot effectively deliver the sermon, it will not make much difference that you were able to write it. Remember, the purpose of the sermon is to provide an opportunity for personal spiritual transformation not just information or inspiration.

All of us who are called to preach have a strong desire to “rightly divide the Word of Truth” and to present it in such a way that we clearly communicate the Good News of the Gospel. Our Three-Question / Five-Movement approach to Homiletics will enable you to do both effectively.

VI. Chapel Assignment

Visit Nazarene Bible College web page and view a chapel message. Complete the assignment as required per the Chapel Sermon Assignment format available below. Identify the name of the preacher, the date of the chapel, and the Main Point of the sermon. This assignment will enable you to experience different examples of preaching styles and at the same time share in being a part of the NBC family. While the preacher/speaker may not be familiar with the Three Questions/Five Movements as taught at NBC, listen for those key communication factors. Does the Preacher identify the need and identify with the need? Is there a clear invitation for the audience to “take the journey” with the preacher? Can you sense smooth transitions as he/she moves through the sermon? Are the three questions: What, So What, and Now What adequately answered? How clear were the instructions for life application?

See Below the Format for Chapel Sermon Assignment

VII. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- [Optional] What additional information would you like concerning this session's topic(s)?

For additional information, see below: Session Reflection Rubric.

To score well, the reflection assignment must:

- Cite references from the session assigned reading for the session's learning experiences.
- Include suggested real-world applications of the course material

COURSE EVALUATION:

I. Grading Assignments:

Assignments	
	Points
Session Assignments:	
Session Comprehension Questions	20
Competency Projects (Sessions 1-5)	25
Session Participation	30
Session Reflection	30
TOTAL EACH SESSION	105 (Sessions 1-5) 80 (Session Six)
Course Level Assignments:	
View Chapel Video 1	10
View Chapel Video 2	10
Rough Draft of Sermon Manuscript	10
Complete Sermon Manuscript	15
Sermon Delivery – Video	300
Student Sermon Evaluations	50
TOTAL COURSE ASSIGNMENTS:	395
TOTAL ALL ASSIGNMENTS	1000

II. Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	E
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	

	B- 80	C- 70	D- 60	
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Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a “C.”

NOTE: Christian Preaching I is about the theory and practice of preaching. Thus, the development, preaching and assessment in class of the student sermon is central to this course. Each session the student will be required to submit a portion of the developing sermon culminating in the completed manuscript and video. NO STUDENT WILL PASS CHRISTIAN PREACHING I WITHOUT SUBMITTING THE REQUIRED MANUSCRIPT.

Sermon Grading by the Instructor will be based on the two evaluations forms: Sermon Delivery Evaluation Form; Sermon Manuscript Evaluation Form (See below)

COURSE SCHEDULE:

I. Session One – Introduction: Why Preach? What is Preaching?

This session we will focus on answering two questions together: Why preach? And what is preaching? Our answers to those questions will dramatically affect our approach to preaching.

- Intended Learning Outcome
 - Prepare and preach sermons that are biblically based.
- Reading
 - Dennis F. Kinlaw. *Preaching in the Spirit*. Chapter 6.
 - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 9-42; 87-117
 - Haddon Robinson and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Select and read five articles from Part 1: The High Call of Preaching and five articles from Part 2: The Spiritual Life of the Preacher.
- Sermon Assignment: Selection of the Text
 - Luke 7:36-50 or Luke 10:25-37; 2 Cor. 8:1-15 or 2 Cor. 9:6 – 15; or Isaiah 6:1-8. Note: Even though you are given this list of preferred texts, we encourage you to pray about which text in this list you should choose. Let the Lord guide you toward the text that will not only minister to others, but will minister to you as well. You are not really ready to preach a text until you have had your own personal encounter with the text. We sometimes call this the AHA moment with the text. A good sermon impacts the life of the preacher first.
- Comprehension – 350-500 words
 - Question A: Why do we preach?
 - Question B: What is preaching?
- Session Reflection

II. Session Two – Preach the Word: An Exegetical Plan for Sermon Preparation

This session we will focus on the preacher's first task: exegesis.

- Intended Learning Outcomes
 - Prepare and preach sermons that are biblically based.
 - Prepare and preach well-crafted sermons.
- Reading
 - Dennis F. Kinlaw. *Preaching in the Spirit*. Chapter 1-2.
 - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 43- 50; 119-131
 - Haddon Robinson and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Select five (5) articles from Part 4: Interpretation and Application.
- Comprehension Questions – Choose two, write 350-500 words total
 - Question A: What are the benefits of reading a text as if it were the first time reading it?
 - Question B: What guidelines can one have in determining the most accurate translation without the use of Greek or Hebrew?
 - Question C: How can the different types of literature affect interpretation?
 - Question D: What makes a biblical sermon truly biblical?
- Sermon Assignment: Exegesis of the Passage
 - Review “A Student’s Guide to Exegetical Work”
(https://coursefinder.dcourseweb.com/campus/nbc/_resources/Learning_Center/Study_Helps/Bible_Theology/Exegetical_Paper/ExegeticalGuide.pdf)
 - First Reading of Passage: Read the passage as if you were reading it for the first time. Submit at least 3 comments or questions raised in your first reading of the text. Include questions regarding background, context, and meaning of your passage.
 - Exegetical Research: Read Exegetical Data to Sermon This is a good summary of how exegetical work applies to preparing a sermon. You may want to print this for easy reference. To submit your research, use the Format for Exegetical Outline. Using this form will help you to properly exegete your passage.
 - Personal Discovery/Application: In what way has this passage impacted your own life? How did it minister, challenge, or inspire you? We sometimes call this the Aha Moment with the passage. This discovery often becomes the major motivation for preaching this sermon. In other words, it has ministered to you and you can hardly wait to see how God is going to minister to your congregation!
 - Outline your Assignment Accordingly:
 - First Reading of the Passage
 - Exegetical Research
 - Personal Discovery/Application
 - Exegetical Outline – Outline of the Passage
- Session Reflection

III. Session Three – What’s the Point? What’s the Goal?

This session we will begin to look at sermon construction. The main issue this session will be creating sermons which clearly communicate a Main Point which is directly applied to the lives of our listeners.

- Intended Learning Outcomes
 - Prepare and preach sermons that are spirit driven.
 - Prepare and preach well-crafted sermons.
 - Prepare and preach sermons that are communicated effectively.
- Reading
 - Dennis F. Kinlaw. *Preaching in the Spirit*. Chapter 3.
 - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 51-67; 133-167
 - Haddon Robinson and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Select five articles from Part 8: Preparation.
- Comprehension Questions – Write 350-500 words total
 - Question A: Explain in your own words what Stanley means by Internalize the Message, and why this is so important.
 - Question B: Clarifying the Main Point or the Main Idea of the passage is critical to good biblical preaching. Once this is done, it is imperative that this be the focus, or purpose of the sermon so that you engage the audience with the text. Explain what it means to "engage the audience with the text" and why this is so important.
- Sermon Assignment: Discovery/clarification of Main Point and Goal for sermon
 - This next step is outlining the sermon. (We refer to this as the homiletical outline, because the word homily means a sermon following the reading of the Scripture. In some churches when the priest or preacher is preaching it is referred to as the homily.) See the Format for Outlining Your Sermon on page 16. The outline is critical. If you do this well it makes writing the manuscript much easier.
 - Note: To ensure that you get into the practice of writing your Introduction and Conclusion first, you are required to submit your Introduction and Conclusion in completed form with your homiletical outline. Composing the Introduction and Conclusion first will help you to stay within the bounds of the passage as you clarify the one main idea and create your movements (ME WE GOD YOU WE). It will also help to ensure that you will correctly answer the homiletical questions (What? So What? Now What?) according to the text. Remember, to be very specific in how the audience is to respond to the text in order to achieve true transformation. Finally, work at creating a good sticky statement. Often a good sticky statement helps us to compose a good sermon title.
- Session Reflection

IV. Session Four – How do I Say It? Writing the Sermon: structure and construction

This session we are going to discuss “how you say it”

- Intended Learning Outcome
 - Prepare and preach sermons that are communicated effectively.
- Reading
 - Dennis F. Kinlaw. *Preaching in the Spirit*. Chapter 4.
 - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 69-81; 169-181

- Haddon Robinson and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Select five articles from Part 9: Delivery.
- Comprehension Questions – Choose two, 350-500 words total
 - Question A: We have combined the three main questions: What? Now What? and So What? with the five movements or transitions taught in *Communicating for a Change* by Stanley. Explain how the movements (Me We God You We) help you to take the audience on the journey from beginning to end, while at the same time, keeping you in the text.
 - Question B: Instead of understanding your sermon as "points" we want you to see the one main point of the sermon (which is derived by the one main point or idea of the passage/text) and how the transitions and key questions answer the one main point of the passage. Explain what is meant by the sermon has one main point or one main idea.
 - Question C: Why should you compose the Introduction and Conclusion of your sermon BEFORE you compose your main content? Why are they so important?
- Sermon Assignment: Write the sermon
- Submit Rough Draft of Sermon Manuscript

V. Session Five – Starting well and Ending Well: Introductions, conclusions, and illustrations

This session we will discuss different approaches to beginning and ending sermons.

- Intended Learning Outcome
 - Prepare and preach sermons that are communicated effectively.
- Reading
 - Dennis F. Kinlaw. *Preaching in the Spirit*. Chapter 5.
 - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 83-86; 183-192
 - Haddon Robinson and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Select five articles from Part 11: Evaluation.

A good goal is to make sure you submit your final manuscript at least two days before it is preached.

- Comprehension Questions – 350-500 words total
 - Question A: Select an illustration from this session's reading (text or lecture) and tell what type of illustration it is and when and how it might be useful.
 - Question B: Stanley suggests that for a sermon to have clarity, it must answer four questions. (Another way to look at What? So What? Now What?)
 - What do they need to know? (Information)
 - Why do they need to know it? (Motivation)
 - What do they need to do? (Application)
 - Why do they need to do it? (Inspiration) (Stanley, Chapter 17)
 - Explain in your own words what Stanley means by these questions and what they intend to communicate.
 - Question C: Different authors have different views on how much written material a preacher should take to the pulpit. Explain how you will determine when you will and will not take a full manuscript to the pulpit. If you are not going to take a

full manuscript with you, explain what you will take and why. Note: NBC strongly suggests that you preach from a full manuscript for the first few years of your preaching, or at least write a manuscript so that you clearly refine your thoughts. Do you plan to follow that suggestion and use or write a manuscript? If so, why? If not, why not?

- Session Reflections
- Sermon Manuscript: A good goal is to make sure you submit your final manuscript at least two days before it is preached.

VI. Session Six – Preaching is an Event: Delivering the sermon

Review sermons.

- Intended Learning Outcomes
 - Prepare and preach well-crafted sermons.
 - Prepare and preach sermons that are communicated effectively.
- Reading
 - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 193-197
- Comprehension Questions
 - In the book *The Witness of Preaching* (not one of your reading texts), author Thomas G. Long states: “Congregations have ritual expectations about the range of time a sermon should last. These expectations are the products of many forces.” It makes sense that one size does not fit all when it comes to this expectation. This is an exercise in exegeting the congregation. In other words, you are attempting to understand the unique culture of your congregation as it impacts the length of a sermon.
 - Think about the congregation where you preach or attend. What are the forces that impact your congregation’s expectations regarding the length of sermon delivery? You may even want to ask two or three well respected lay persons their opinion. This is designed to be an important learning experience for you, as no preacher can afford to ignore this principle and communicate effectively in his/her context.
 - NOTE: There is no specific word count on this question but it should be answered thoroughly enough to impact your own thinking and provide important input for the class.
- Sermon Assignment: Review/discuss student sermons
 - Submit a thoroughly completed sermon evaluation form (on page 23) for each of the other members of your preaching group. In order for the evaluations to be helpful, we ask each of you to consider how your comments will assist your fellow student in becoming a better preacher.

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

EXEGETICAL DATA TO SERMON

Step One: Focus

1. Focus on aim of biblical preaching
 - a. Message will come from scripture passage.
 - b. Seek the intersection between the message of the text and contemporary need.
2. Centrality of message
 - a. Exegetical work provides in-depth knowledge of the passage and all its implications.
 - b. For the sermon, one must extract the central message of the text and develop it appropriately.

Step Two: Orientation to Text

1. Reflection and prayer
 - a. This step should actually be done at start, middle, and finish of all your exegetical work.
 - b. Read, pray, and meditate on passage.
2. Initial acquaintance with text
 - a. Become familiar with larger context of passage.
 - b. Analyze structure/outline of passage (identify flow of argument; storyline; organization).
 - c. Determine the “Big Idea”, the main message/theme.

Step Three: Understand Content of Passage

1. Note any textual concerns (grammatical, variant readings) which you feel must be clarified in order for your congregation to properly understand the passage.
2. Do mini word studies as needed (words that need clarification for the sermon).

Step Four: Understand Context of Passage

1. Authorship and date of composition
Pursue these issues to the extent in which they clarify understanding of the message.
2. Historical and social issues (“people aspects”)
Pursue historical and social background information that is important for understanding the message.
3. Investigate literary context
 - a. Know the genre/form of the passage (interpret the passage according to the rules of interpretation for its particular genre).
 - b. How does passage relate to material around it?
 - c. Understand outline/structure of the passage (how thought of passage is developed).

Step Five: Consult Secondary Literature

1. Investigate articles, commentaries, Bible dictionaries/encyclopedias, etc.
2. Investigate how others interpret/understand the passage.

Step Six: Clarify Biblical-Theological Context

1. Cross-references: how is your passage related to/informed by other scriptures?
2. To what theological doctrines does your passage relate/inform?

Step Seven: Formulate Appropriate Application

1. Establish understanding of the original application intended by the author in the original setting.
2. Move to contemporary application in light of modern circumstances and needs.

FORMAT FOR EXEGETICAL OUTLINE OF YOUR PASSAGE FOR NAZARENE BIBLE COLLEGE PREACHING COURSES I, II, AND III

By Dr. James R. Russom

Student Name:

Course:

Instructor:

Scripture: Passage/Text: (Include the reference to the total passage to be read, (Scriptural Context) including which Bible version you are using. Identify the text. (The verse or verses upon which the sermon is based) If the passage and text are the same, just list the scripture as the text.

Important Instructions:

Remember, 80% of the information you discover in your research will stay with you. This outline is for the proper interpretation of the text. You are not writing an exegetical paper, but placing in the outline only those things directly related to the development of the sermon.

Outline your exegetical notes using the seven elements from the short exegetical guide (I – VII). Important – This assignment is about gathering textual information that assists you in two ways:

1. It helps you to better achieve an understanding of the original meaning of the text.
2. It helps to assure that you will preach a contextually correct sermon. That is, you will not try to make the text say something that it does not say or address issues that it does not address.

Remember you are gathering textual information, mostly for yourself. Only bring to the sermon what is necessary for the audience to have a better understanding of the text, especially as it impacts life application. As a rule, you would normally use 20% of the exegetical information you gather in the sermon. Therefore, if this assignment is done correctly, you will have a lot more notes in your research than you will actually use in the sermon.

While pastors are often fascinated by every piece of information you discover, most laymen are more concerned about what difference does it make, and how do I apply this to my everyday life as I follow Jesus.

Again, this assignment is NOT about how to outline your sermon, but how to outline your research notes.

I. Focus of Text:

Focus on finding the one main point or idea of the text that will drive the message through the reading of the text. Succinctly state the one main idea or point of the passage.

II. Orientation to Text: (Reflection and Prayer)

- a. Explain the larger context of the passage
- b. Analyze structure/outline of passage (identify flow of argument; storyline; organization).
- c. Confirm the one main idea or point of the passage/message,
- d. State the Title of the Sermon (Keep it clearly connected to the one main idea.)

III. Content of Passage:

1. Note any textual concerns (grammatical, variant readings) which you feel must be clarified in order for your congregation to properly understand the passage.
2. Do mini word studies as needed (words that need clarification for the sermon)

IV. Context of Passage:

1. Authorship and Date of composition.

Pursue these issues to the extent in which they clarify understanding of the message.

2. Historical and Social issues ("people aspects").

Pursue historical and social background information which is important for understanding the message.

3. Investigate literary context

- a. Know the genre/form of the passage (interpret the passage according to the rules of interpretation for its particular genre).
- b. How does passage relate to material around it?
- c. Understand outline/structure of the passage (how thought of passage is developed).

V. Secondary Literature: Information relevant to the message

1. Investigate Articles, commentaries, bible dictionaries/encyclopedias, etc.
2. Investigate how others interpret/understand the passage

VI. Clarify Biblical-Theological Context:

1. Cross-references: how is your passage related to/informed by other scriptures?
2. To what theological doctrines does your passage relate/inform?

Note: Be careful, only bring in other passages where needed to explain the text.

Avoid proof-texting. Keep the main text prominent in the message.

VII. Formulate Life Application:

1. Establish understanding of the original application intended by the author in the original setting.
2. Move to contemporary application in light of modern circumstances and needs.
3. Keep in mind exactly what the text is asking the listener to do

The above data should assist you in answering the three questions:

What? – What is God saying?

So What? – Why is it important to know this?

Now What? – How do you apply this passage to life?

VIII. Submit your Verse by Verse Exegetical Outline Here:

This is where you break each verse down into simple statements. Your interpretation of each verse should be influenced by the exegetical information gathered as you worked your way through I – VII. From these simple statements you should be able to identify and/or confirm the one main point of the passage. (Does this match the one main point you originally identified?)

BRIEF EXEGETICAL OUTLINE

Text: _____

Vs Statement

Vs. Statement

etc.

One Main Idea

THREE QUESTIONS – FIVE MOVEMENTS

James R. Russom, D.Min.

In **Christian Preaching One** you will learn two important aspects of biblical preaching that help lead people to a transformational decision in response to the text. We refer to this as “Three Questions – Five Movements.” The “Three Questions” have to do with properly communicating the main idea of the text. The “Five Movements” are principles of communication that help us identify with the audience as a speaker and then enable them to easily follow us as we move through the sermon from Introduction to Conclusion with emphasis on applying the text to life.

When you put these together they provide the format for how we want you to compose your sermon outline and manuscript.

Student Name:

Course:

Instructor:

Sermon Title: (You may be creative, but don't be so “creative” that is hard to connect the title to the text.)

Scripture: Passage/Text (Include the reference to the total passage to be read, (Scriptural Context) including which Bible you are using. Identify the text. (The verse or verses upon which the sermon is based) If the passage and text are the same, just list the Scripture as the text.

One Main Idea of the Sermon: (Reduce your sermon to one complete sentence.)

Goal for Life Application: (Briefly explain the transformation goal of the message.)

INTRODUCTION (You are to compose your introduction completely)

ME (Identifying with the audience and the need. Whatever you place here should be motivated by your own discovery with the text.)

WE (Connecting with the audience – the common shared need. Link your comments to the text.)

Transition Statement: (Moving from Introduction to body of sermon – GOD. Remember you are moving to the text.)

GOD (For the Outline you will list comments verse by verse. That is explaining what the text is saying, not dividing the sermon into points.)

What? (What does God have to say about this? – Exegeting the passage)

So What? (Why we need to know this – connecting passage with need. The motivation for applying the text.)

Transition Statement: (Moving from the Passage to Life Application)

CONCLUSION (You are to compose your conclusion completely) Note: Avoid the temptation to “repreach” what you shared in the God movement.

Now What? (What are we supposed to do in light of this text?)

There are two important “movements” you will employ while answering the “Now What?” question.
YOU (Clarifying the Response for the individual/congregation. Here is where you help people to know how to pray, and to apply the text to life.)

Place prayer or however you wish the congregation to respond here.

WE (Inspirational statement, “sticky statement” – a dismissal statement that helps the congregation remember the main focus of the message.)

NOTE: This format is designed to assist you in combining the five communication movements with the three important question that every sermon must answer/

IMPORTANT: Remember the best way to insure that you properly “map” your message and stay within the text is to compose the Introduction and Conclusion first, before you compose the main content of the sermon.

Your manuscript should clearly follow the above outline.

IMPORTANT: Dr. Alan Duce has written a lecture titled: What? So what? and Now what? This is an excellent explanation of how to go about answering these three questions and why they are so important. Answering these three question will enable you to properly handle the text and identify the main idea of the text.

In the lecture, the three questions are sandwiched between the Introduction and Conclusion. This is not a different method; it is just that the lecture does not cover the five movements. The purpose of the lecture is to remind you of the importance of the three questions and how they help you to properly exegete and apply the text to life.

HERE IS HOW THEY FIT TOGETHER:

INTRODUCTION: Identifying with the audience
ME/WE MOVEMENTS

THE TEXT: Life Application – Transformation
THE GOD MOVEMENT

QUESTION 1 = WHAT? – What does God’s Word say? What is the main idea of the passage?

QUESTION 2 = SO WHAT? – Why is it so important that we know this?

CONCLUSION: Life Application – Transformation
QUESTION 3 = NOW WHAT?
YOU/WE MOVEMENTS

By combining these two methods we attempt to connect and communicate with our audience so that they not only understand the biblical text, but know how to apply the text to life. The purpose of biblical preaching is transformation; therefore, we must enable them to know how to respond to the text.

Dr. Duce’s Lecture will focus on the three questions that a good biblical sermon must answer. In the process you will also see some important helps on the entire sermon process including the introduction and conclusion.

The lecture will call your attention to the importance of clearly thinking through the conclusion. It is tied to the “purpose” of “function” of the sermon, which is another way of stating the main idea and how to respond to the text. From this point forward, you will refer to this as the “One Main Idea” of the sermon.

VERY IMPORTANT:

The best way to insure that you communicate with your audience when you are ready to write the sermon is to compose the Introduction and Conclusion **FIRST!**

Too often preachers spend all of their creative energy on the exegesis of the passage, and run out of steam when composing the introduction and conclusion. The truth is, if you do your exegetical work properly, you discover that God has already written your sermon for you. Your job is to clearly present the text with its original meaning and its relevance to life. Do not fall into the trap of thinking about what you want to say about the text. **Just let the text drive the sermon.** The most important thing we as preachers have to say to our people is, “Thus says the Lord!”

Our second most important responsibility is connecting with the audience. As John Maxwell puts it, “Everyone Communicates – A few connect.” This is actually the title of the book, but it is rather pointed in its meaning. In other words, it is possible to preach but not truly communicate the message if you do not connect with the congregation.

Remember this. The first five minutes are critical. If you do not do well with the introduction you may lose them before you ever get a chance to engage them with the text.

Presenting the text does carry with it important information. However, it is not just providing information that is the goal. It is leading them to understand the text and explaining to them how to apply it to life. The purpose of a biblical sermon is to transform lives. This is why the conclusion, where you answer the “Now What?” question is so critical.

If you fail to really think through the conclusion, you may not enable them to apply the text to life. The conclusion should be very specific in how to respond to the text. You must not end the sermon with “Let us pray.” You need to let them know how they are to pray. What would you say to a person who was sitting across the dining room table asking; “How do I apply this life?” Your conclusion should contain that kind of instruction regarding life application and how to pray about it.

Composing a sermon is very much like drawing a map. The idea is to help the hearer know where to start and how to get to the intended destination. The way you get there is referred to as the “sermon map” (Stanley p. 119).

The shortest distance between these two points is a straight line. By following the “The Five Movements” and answering the “Three Questions” properly, you are more likely to take the hearer all the way from beginning to the end without going on “rabbit trails” that distract the hearer. In other words, it will help you to know what you should and should not include in the God Movement or the main body of the sermon.

As Dr. Duce says in his lecture:

“The body of the sermon – the “What? and So What?” – is now the focus of our attention.

The challenge in filling the “What” section/move is not in having too much to say, but in trying not to say too much. It is always a temptation to bring all the results of the hours of homework devoted to the exegetical process of sermon development into the pulpit and unload it on the congregation.

The reality is that about 80% of the information learned in the preacher’s study needs to stay in the study. The remaining 20% (or so) that is included in the “What” section of the sermon must be that which is essential to making the “Main Point” and fulfilling the “Purpose” of the sermon.”

So, keep in mind the lecture by Dr. Duce is concentrating on the important three questions, which you must answer if you are going to enable people to experience the transformational moment when they by faith, apply the text to life.

SOURCES

Duce, Alan. *What? So what? Now What?* – A lecture in Christian Preaching II, Nazarene Bible College, Session One.

Stanley, Andy and Jones, Lane. *Communicating for a Change*. Multnomah Books, Colorado Springs, CO. 2006.

**FORMAT FOR OUTLINING YOUR SERMONS FOR NAZARENE BIBLE COLLEGE
PREACHING COURSES I, II, AND III**

By Dr. James R. Russom

Student Name:

Course:

Instructor:

Sermon Title: (You may be creative, but don't be so "creative" that it is hard to connect the title to the text.)

Scripture: Passage/Text (Include the reference to the total passage to be read, (Scriptural Context) including which Bible you are using. Identify the text. (The verse or verses upon which the sermon is based) If the passage and text are the same, just list the Scripture as the text.

Exegetical Outline of Passage
(Including Research Sources)

One Main Idea of the Sermon (Reduce your sermon to one complete sentence.)

Goal for Life Application: (Briefly explain the transformation goal of the message.)

INTRODUCTION (You are to compose your introduction completely)

ME (Identifying with the audience and the need)

WE (Connecting with the audience – the common shared need)

Transition Statement: (Moving from the Introduction to body of sermon - GOD)

GOD (For the Outline you will list main points and sub-points)

What? (What does God have to say about this? – Exegeting the passage)

So What? (Why we need to know this – connecting passage with need)

Transition Statement: (Moving from the Passage to Life Application)

CONCLUSION (You are to compose your conclusion completely)

Now What? (What are we supposed to do in light of this text?)

YOU (Clarifying the Response for the individual/congregation)

Invitation: (Explain how to respond: Alter call, prayer, raise hands, etc.)

WE (Inspirational statement, "sticky statement" – a dismissal statement that helps the congregation remember the main focus of the message. [Benediction.]

Research Sources Page

NOTE: This format is designed to assist you in combining the five communication movements (Stanley) with the three important questions that every sermon must answer. Thus, the above instructions include explanations of each aspect of the hermeneutic as a reminder of its purpose. Those instructions do not need to be included in your assignment, just the elements of the outline. (See below)

IMPORTANT: Remember the best way to insure that you properly “map” your message and stay within the text is to compose the Introduction and Conclusion first, before you compose the main content of the sermon.

IMPORTANT! Your manuscript should clearly follow this outline. The manuscript is to include all the elements of the Hermeneutic. (The three questions, five movements and transitions, plus a Sticky Statement) This will be required in all of the Preaching Courses at NBC.

If you will copy the Outline format found below and make it a template, it will assist you in correctly completing your assignments.

Student Name:

Course:

Instructor:

Sermon Title:

Scripture: Passage/Text

Exegetical Outline of Passage
(Including Research Sources)

One Main Idea of the Sermon

Goal for Life Application

INTRODUCTION

ME

WE

Transition Statement:

GOD

What?

So What?

Transition Statement:

CONCLUSION

Now What?

YOU

Invitation:

WE

Research Sources Page

FAITH IS THE VICTORY

TEXT: JUDGES 7: Gideon defeats the Midianites

**MAIN IDEA: THOSE WHO PUT THEIR FAITH IN THE LORD LIVE
VICTORIOUSLY**

INTRODUCTION:

ME:

I have always been intrigued by this statement: "The just shall by faith." It is easy to take this for granted, but it means that there should be at the core of our being an unshakeable trust in Almighty God to save us, keep us, and empower us for holy living and faithful service.

FAITH: IS AN ACTION WORD – "BELIEVING GOD AND ACTING ACCORDINGLY"

If there is anything I have learned in these 55 years of knowing Jesus as my Savior, it is this: I have never lost a battle when I have trusted and obeyed the Lord. Unfortunately, the opposite is also true... I have never won a battle when I operated in my own strength.

WE

I am confident that what I have just shared is not only true of me, but is also true of you. Has it not been so with you? When you trusted and obeyed, you won... and when you fought the battle in your own strength... you lost. (Habit, Fear, Life Challenge, Loss)

I also believe in the heart of every born again Christian is a desire to be like Jesus and all of those men and women listed in the Hall of Faith in Hebrews Chapter 11. One thing they had in common.... By trusting God implicitly and obeying His commands they were able to:

SEE THE INVISIBLE – God's perspective – believe it then see it

CHOOSE THE IMPERISHABLE – choose godly over worldly values

ACHIEVE THE IMPOSSIBLE – do all things through Christ who strengthens me

Does that work for you and me? It does if we know Jesus as our personal Lord and Savior:

1 John 5:3-5 (NIV)

³This is love for God: to obey his commands. And his commands are not burdensome,

⁴for everyone born of God overcomes the world. This is the victory that has overcome the world, even our faith.

⁵Who is it that overcomes the world? Only he who believes that Jesus is the Son of God.

Paul said it this way: **Philippians 4:13 (NIV)**

¹³ I can do everything through him (Christ) who gives me strength.

Transition: I believe that we would all like to live that way! And in the story of Gideon's defeat of the Midianites in Judges Chapter 7 – we learn what we need to do to live victoriously.

GOD – (What does God have to say about it?)

Please stand as we learn from God's Word together...

READ TEXT: Judges 7: 1 – 25 This is a story of faith in action!

Judges 7:1-25 (NIV)

¹ Early in the morning, Jerub-Baal (that is, Gideon) and all his men camped at the spring of Harod. The camp of Midian was north of them in the valley near the hill of Moreh.

² The LORD said to Gideon, "You have too many men for me to deliver Midian into their hands. In order that Israel may not boast against me that her own strength has saved her,

³ announce now to the people, 'Anyone who trembles with fear may turn back and leave Mount Gilead.'" So twenty-two thousand men left, while ten thousand remained.

⁴ But the LORD said to Gideon, "There are still too many men. Take them down to the water, and I will sift them for you there. If I say, 'This one shall go with you,' he shall go; but if I say, 'This one shall not go with you,' he shall not go."

⁵ So Gideon took the men down to the water. There the LORD told him, "Separate those who lap the water with their tongues like a dog from those who kneel down to drink."

⁶ Three hundred men lapped with their hands to their mouths. All the rest got down on their knees to drink.

⁷ The LORD said to Gideon, "With the three hundred men that lapped I will save you and give the Midianites into your hands. Let all the other men go, each to his own place."

⁸ So Gideon sent the rest of the Israelites to their tents but kept the three hundred, who took over the provisions and trumpets of the others. Now the camp of Midian lay below him in the valley.

⁹ During that night the LORD said to Gideon, "Get up, go down against the camp, because I am going to give it into your hands.

¹⁰ If you are afraid to attack, go down to the camp with your servant Purah

¹¹ and listen to what they are saying. Afterward, you will be encouraged to attack the camp." So he and Purah his servant went down to the outposts of the camp.

¹² The Midianites, the Amalekites and all the other eastern peoples had settled in the valley, thick as locusts. Their camels could no more be counted than the sand on the seashore.

¹³ Gideon arrived just as a man was telling a friend his dream. "I had a dream," he was saying. "A round loaf of barley bread came tumbling into the Midianite camp. It struck the tent with such force that the tent overturned and collapsed."

¹⁴ His friend responded, "This can be nothing other than the sword of Gideon son of Joash, the Israelite. God has given the Midianites and the whole camp into his hands."

¹⁵ When Gideon heard the dream and its interpretation, he worshiped God. He returned to the camp of Israel and called out, "Get up! The LORD has given the Midianite camp into your hands."

¹⁶ Dividing the three hundred men into three companies, he placed trumpets and empty jars in the hands of all of them, with torches inside.

¹⁷ "Watch me," he told them. "Follow my lead. When I get to the edge of the camp, do exactly as I do.

¹⁸ When I and all who are with me blow our trumpets, then from all around the camp blow yours and shout, 'For the LORD and for Gideon.'"

¹⁹ Gideon and the hundred men with him reached the edge of the camp at the beginning of the middle watch, just after they had changed the guard. They blew their trumpets and broke the jars that were in their hands.

²⁰ The three companies blew the trumpets and smashed the jars. Grasping the torches in their left hands and

holding in their right hands the trumpets they were to blow, they shouted, "A sword for the LORD and for Gideon!"

²¹ While each man held his position around the camp, all the Midianites ran, crying out as they fled.

²² When the three hundred trumpets sounded, the LORD caused the men throughout the camp to turn on each other with their swords. The army fled to Beth Shittah toward Zererah as far as the border of Abel Meholah near Tabbath.

²³ Israelites from Naphtali, Asher and all Manasseh were called out, and they pursued the Midianites.

²⁴ Gideon sent messengers throughout the hill country of Ephraim, saying, "Come down against the Midianites and seize the waters of the Jordan ahead of them as far as Beth Barah." So all the men of Ephraim were called out and they took the waters of the Jordan as far as Beth Barah.

²⁵ They also captured two of the Midianite leaders, Oreb and Zeeb. They killed Oreb at the rock of Oreb, and Zeeb at the winepress of Zeeb. They pursued the Midianites and brought the heads of Oreb and Zeeb to Gideon, who was by the Jordan.

v. 1 – 7a God Determines the Resources We Need to Do Things His way!

How many? How much? What Kind?

It was not that Gideon had a bad plan, but God had a better plan... God's plan always brings Him the glory and empowers us to do things God's way

v. 7 b - 15 God Determines the Battle Plan – based on His Power and Provision

7b – Just use the men who lapped the water but stayed ready and armed

8 --- Gideon obeyed

9 – 14 God said, "Go spy the camp and learn what I am doing"
Gideon obeyed and learned God was already at work

15 – Gideon worshipped, was filled with confidence, shared God's plan and instructed and encouraged others to follow the plan of the Lord

v. 16 – 25 Faith is believing God and Acting Accordingly

16 - Gideon obeyed and did just as God said....

17 - "Watch me" "Follow my lead" (Can we say follow me?)

18 – 25 – They experienced victory through faith, trust, and obedience to God's Plan

SO WHAT (Why is this important to know?)

***BEFORE GIDEON COULD FIGHT THE BATTLE BY FAITH,
HIS FAITH HAD TO BE TESTED FOR THE ABILITY TO WIN THE BATTLE***

- A faith that cannot be tested cannot be trusted!
- Faith must be personal – I cannot rely on someone else’s faith
J.G. Stipe said: “Faith is like a toothbrush; Everybody should have one and use it regularly, but it isn’t safe to use somebody else’s.” I must put MY trust in the Lord.
- It is not good enough to sing “Faith of our Fathers” we must exercise the faith of our fathers.
- We can watch and follow the faith of others, but we cannot be saved or win the battles of life until it is OUR faith which puts complete trust in God and His Word.

WHY DOES GOD TEST OUR FAITH?

- **to show us whether or faith is real or counterfeit** (Not some warm fuzzy feeling... but our unshakeable confidence in the character, word and the power of God) “Faith comes by hearing, and hearing by the Word of God.” **Rom.10:17**
- **to strengthen our faith for the task ahead** - Paul prayed that we would have this strength **Ephesians 1:18-20 (NIV)**
¹⁸ I pray also that the eyes of your heart may be enlightened in order that you may know the hope to which he has called you, the riches of his glorious inheritance in the saints,
¹⁹ and his incomparably great power for us who believe. That power is like the working of his mighty strength, ²⁰ which he exerted in Christ when he raised him from the dead and seated him at his right hand in the heavenly realms,
- **to teach us to rely on Him and not ourselves Psalm 20:7-8 (NIV)**
⁷ Some trust in chariots and some in horses, but we trust in the name of the LORD our God. ⁸ They are brought to their knees and fall, but we rise up and stand firm.

Transition: So let us see how God tested Gideon’s faith, and in the process we will learn what we too must do to pass the test, that is... become the kind for warrior that God would choose to fight battles the way God wants them to be fought!

RELY ON GOD’S PROVISION NOT YOUR OWN RESOURCES

Judges 7:2 (NIV)

² The LORD said to Gideon, "You have too many men for me to deliver Midian into their hands. In order that Israel may not boast against me that her own strength has saved her,

- Faith says – less of me and more of God = more power! (32,000 – 300 = 99% reduction)
- Gideon did not argue, he simply obeyed – put his trust in the Savior not the soldiers
- Faith sees things from God’s perspective, even when it is not at all the way we would do things!
Faith says: Believing is Seeing!
- Gideon was a man of faith... the 300 followed him, they all obeyed him!
Faith and Fear are both contagious.... What will others catch from you?

REPLACE FEAR WITH FAITH Judges 7:3

Judges 7:3 (NIV) ³ announce now to the people, 'Anyone who trembles with fear may turn back and leave Mount Gilead.'" So twenty-two thousand men left, while ten thousand remained.

“Fear Not – I am the Lord Your God” – was part of Gideon’s call to battle (Judges 6)

Psalm 27:1 (NIV)

¹ The LORD is my light and my salvation-- whom shall I fear? The LORD is the stronghold of my life-- of whom shall I be afraid?

Romans 8:28, 31, 32 (NIV)

²⁸ And we know that in all things God works for the good of those who love him, who have been called according to his purpose.

³¹ What, then, shall we say in response to this? If God is for us, who can be against us?

³² He who did not spare his own Son, but gave him up for us all--how will he not also, along with him, graciously give us all things?

REFUSE TO BE DISTRACTED Judges 7:4 – 8 (Remain Alert!)

Judges 7:4-8 (NIV)

⁴ But the LORD said to Gideon, "There are still too many men. Take them down to the water, and I will sift them for you there. If I say, 'This one shall go with you,' he shall go; but if I say, 'This one shall not go with you,' he shall not go."

⁵ So Gideon took the men down to the water. There the LORD told him, "Separate those who lap the water with their tongues like a dog from those who kneel down to drink."

⁶ Three hundred men lapped with their hands to their mouths. All the rest got down on their knees to drink.

⁷ The LORD said to Gideon, "With the three hundred men that lapped I will save you and give the Midianites into your hands. Let all the other men go, each to his own place."

⁸ So Gideon sent the rest of the Israelites to their tents but kept the three hundred, who took over the provisions and trumpets of the others. Now the camp of Midian lay below him in the valley.

- We never know when God may be testing us in some ordinary experience of life. JC Penny – prospective mgr. took to dinner – season food before tasting – NO
- Keep the ones who lap like a dog - Did you ever watch a dog or animals drink? They do not put their heads under water, they lap it up while looking around
- Jesus taught his disciples to live this way: Matthew 13:31 faith = big results

NOW WHAT?

YOU:

God did not record this story just so we could say, "Wow look what God did for Gideon." No, it is in His Word so we can see what happens if we dare to be obedient and do things God's way, in God's power and in God's time.

So... What do you need to trust God for today?

Are you trusting in God's power and provision for this need or are you trying to take care of it on your own?

Are you trusting in your own wisdom and ability, or in what God can do?

Are you struggling to wait on God's timing for victory? Here is a good question... When will God act on my situation? – Answer at the right time!

Are you willing to surrender the way you would do it and dare to ask God how He wants it done? You see, faith says, "God's way in God's time is always the best way and the best time!" Gideon discovered God was already at work before the battle ever started... and it is true for you and me as well!

Do you trust God enough to fight with trumpets, jars and torches, when you would normally use arrows, swords and shields?

So here it is... I do not know exactly what you are facing. It may be a spiritual, emotional, financial, or physical need that just seems overwhelming to you.

You may be captive to fear, worry, or doubt this very day... remember this:

In Judges Chapters 1 – 4 we read how the people kept losing faith in God, living in fear and defeat... but God in His mercy would raise up a new Judge who was a person of faith. And when they exercised faith through obedience to God, they would defeat their enemies.

In Judges 6 – the people had drifted away from God again and were constantly being harassed by the Midianites. They lived in fear instead of faith for seven years. Then in Chapter 7 as we read today; God raised up Gideon – a man of faith. Once again they followed a person of faith. They trusted, and obeyed God and experienced great victory.

Now in fairness... you and I really have no excuse for acting like the Israelites, for God has given us His Holy Spirit to live in us and empower us.... But we still have to make a choice... live by faith and do things God's way or live by sight and do things in our own strength or do things the way the world would do it.

This choice is yours, but the right choice is simple: “The just shall live by faith” (Rom 1:17)

The just... those who are in right relationship to God... they live by faith and not by sight... faith is based on who we love, know and rely upon, sight means we cannot see any farther than our own situation and resources.

So where are you today?

We have someone greater than Gideon to follow. He has already won the battle! Will you trust Jesus with whatever your need may be?

Spiritual – Jesus will heal your heart, remove your doubt, and deliver you from whatever is defeating you

Emotional – Are you in turmoil? Are you plagued by worry? Let Jesus speak peace into your heart and mind this very day!

Physical – do you still believe that Jesus is the Great Physician? Will you let Him heal you in His way and in His time?

Financial – Are you willing to believe God to provide all of your needs as you seek to follow Him? He promised that He would!

Come and join me at the altar today. Let Jesus be the champion of your battle... let's experience winning God's way... let's trust God for the victory... come now and join me in prayer as we kneel together....

(Soft music plays.. pastor leads people in prayer at the altar)

WE

Now let us sing a song of victory: Sing together “Mighty Is Our God”

**God’s Way, God’s Time, God’s Provision – that is the source of our
victory... Say this with me: (on screen)**

**God’s Way... God’s Time... God’s Power...
My Victory!**

Dismissal: Heavenly Father let us now Go in faith and live in victory!

REMEMBER

**God’s Way... God’s Time... God’s Power...
My Victory!**

**CHRISTIAN PREACHING I – PAS3033
SERMON MANUSCRIPT EVALUATION FORM**

Preaching: _____ Date: _____

Text: _____ Title: _____

What is the One Main Point or theme of the sermon?

Rate each sub-point on a scale of “0” to “12” with “12” being the highest number of points possible.

I. BIBLICALLY BASED Answers the “What” Question: What does God have to say?

A. Exegetically accurate _____

1. Does it appear that the text has been studied sufficiently?
2. Is the main point of the message clearly founded on the sermon’s text?

B. Theologically sound _____

1. Does the message appropriately draw its theology from the sermon’s text?
2. Is the sermon consistent with Wesleyan-Holiness theology?

C. Personal Impact _____

1. Does the sermon’s application flow from the main point of the passage?
2. Are the text’s sub-points accurately interpreted and appropriately applied?

Comments:

II. SPIRIT DRIVEN - This is where the passion for the message originates

A. Flows from a relationship with God _____

1. Is the sermon a “word from God?”
2. Has the messenger been changed by the message?

B. Prayerfully inspired _____

1. Is the sermon spiritually insightful and motivating?
2. Is there a sense this message has been “immersed” in prayer?

C. Vehicle of God’s grace _____

1. Does the sermon inspire?
2. Did God speak to you through this sermon?

Comments:

III. OUTCOME FOCUSED: Answers the So What? and Now What? Questions

A. Biblical message meets with contemporary human need _____

1. Does the sermon address a relevant need of the listeners?
2. Does the message convey truth that relates to the need being addressed?

B. Specific challenge to be conformed to the biblical message _____

1. Does the sermon clearly show the listeners how to respond to the message?
2. Is the listener urged to incorporate the truth learned into their life?

C. Discernible effect _____

1. Does the sermon encourage life-changes of the listeners?
2. Is there an appropriate call to respond to the point of the message?

Comments:

IV. CRAFTED WELL

A. Effective flow of thought (The ME movements) _____

1. Does the introduction establish – and smoothly lead into – the sermon’s theme?
2. Does the speaker personally connect/identify with the need or main idea?
Does the introduction immediately grab the audience?

B. Contextually relevant (The WE movement) _____

1. Does the sermon fit the congregation?
2. Is the theme/point of the message easily recognized by the listeners?
Does the introduction connect the audience with the need or main idea?

C. Created for effective oral communication –

language, grammar, transitional statements _____

1. Is correct grammar, word usage and sentence structure evident?
2. Does the choice of words add to the effectiveness of the sermon?
3. Are the good transitional statements that help you follow the flow or map of the sermon?
4. (The YOU/WE movements)
 - a. Does the conclusion help the audience to understand how to apply the text to life? Does it tell them clearly how to respond?
 - b. Is there an inspirational or “sticky statement” the challenges the congregation to remember the point and apply it to their lives?

Comments:

TOTAL POINTS _____

INSTRUCTOR SERMON DELIVERY EVALUATION FORM

CHRISTIAN PREACHING I – PAS3033

Preaching: _____

Date: _____

Title: _____

Text: _____

Sections I, II, IV, and V are worth 50 points each. Section III is worth 100 points
Total Points = 300

I. SPIRIT DRIVEN / A TRULY BIBLICAL SERMON / GOOD NEWS – It flows from a Relationship with God and the passage was internalized. (10 pts. Each)

1. Is the sermon a “word from God” clearly based on the text? _____
2. Did you sense that the preacher internalized the text? _____
3. Is the sermon spiritually insightful and motivating? _____
4. Is the sermon exegetically correct? _____
5. Is the sermon theologically sound? _____

Total Possible Points 50. Points Awarded _____

II. OUTCOME FOCUSED – Biblical message meets with contemporary human need. There was a specific challenge to be conformed to the biblical message with a discernible effect: (10 pts. Ea.)

1. Does the sermon address a relevant need of the listeners? _____
2. Does the sermon clearly show the listeners how to respond? _____
3. Is the listener urged to incorporate the truth learned into their life? _____
4. Does the sermon encourage life-changes of the listeners? _____
5. Is there an **appropriate** call to respond to the point of the message? _____

Total Possible Points 50 Points Awarded _____

III. CRAFTED WELL – Contextually relevant / Effective flow of thought (10 pts. Ea.)

1. One Main Point:

Was the Main Point or the Theme of the sermon clearly articulated? _____

2. Did the speaker personally identify with the perceived need in the “**ME**” movement? _____

3. Three Important Questions:

Clearly answered What? So What? And Now What? _____

4. Transitions:

Were the transitions from one movement to the other clearly made? _____

5. Did the preacher refer consistently to the text in the “**God**” movement? _____

6. **Now what?** Were the instructions regarding how to respond/apply the text clearly presented so that the listener understood how to respond to the message? _____

7. Did the preacher offer any specific ways to appropriate the text to life in the “**You**” movement that made it easier for people to connect to the message to their own need? _____

8. Did the “**We**” movement challenge or cast a vision as to what it would look like if the congregation as a whole applied the text to life? _____

9. Was there a “Sticky Statement” that made the one main point easy to remember? _____

10. Overall, was there a sense of continuity and flow in the presentation? _____

Total Possible Points 100. Points Awarded: _____

IV. EFFECTIVELY COMMUNICATED

Preaching / Vocal Quality / Platform Presence / Rehearsed and Refined

1. Was the sermon passionately presented? _____

2. Did the oral reading of the passage indicate the preacher was prepared? _____

3. Did the volume, pitch and pace of the delivery seem appropriate? _____

4. Was there good body language and eye contact? _____

5. Did the preacher appear confident, familiar with the content, and well prepared? _____

Total Possible Points 50. Points Awarded: _____

V. OVERALL COMMENTS: What is your overall impression of the sermon? (10 pts. Ea.)

1. The sermon was truly a proclamation and not a speech or lesson. _____
2. The preacher connected with the audience in a way that captured and held their attention. _____
3. The main idea of the passage drove the sermon.
It was obvious from the Introduction to the Conclusion. _____
4. The preacher demonstrated proper preparation of the "Now What" section of the sermon. It was much more than just a general call to prayer. _____
5. The oral presentation of the sermon demonstrated that the preacher was inspired, prepared and enthusiastic about the sermon. _____

Total Possible Points 50. Points Awarded: _____

Any additional comments:

FINAL SCORE:

TOTAL POSSIBLE POINTS: 300.

TOTAL POINTS AWARDED: _____

STUDENT SERMON EVALUATION FORM
Christian Preaching I PAS3033

Preacher: _____

Date: _____

Student evaluator: _____

One Main Point or Theme of the sermon: _____

Identify the key challenge to the listener: _____

Rate each sub-point on a scale of “0” to “5” with “5” being the highest number of points possible. 1 = Poor 2 = Fair 3 = Good 4 = Very Good 5 = Excellent

Total Maximum Points for the Sermon: 50

I. SPIRIT DRIVEN

A. Flows from a relationship with God (5 Points Possible) _____

1. Is the sermon a “word from God?”
2. Has the messenger been changed by the message?

B. Prayerfully inspired (5 Points Possible) _____

1. Is the sermon spiritually insightful and motivating?
2. Is there a sense this message has been “bathed” in prayer?

C. Vehicle of God’s grace (5 Points Possible) _____

1. Does the sermon inspire?
2. Did God speak to you through this sermon?

COMMENTS:

II. BIBLICALLY BASED: Answers: What? (What does God have to say?)

A. Exegetically accurate (5 Points Possible) _____

1. Is the main point of the message clearly drawn from the sermon’s text?
2. Is the sermon’s text accurately interpreted and appropriately applied?

B. Theologically Sound (5 Points Possible) _____

1. Does the message draw its theology from the sermon’s text?
2. Is the sermon consistent with Wesleyan-Holiness theology?

C. Personally impacting (5 Points Possible) _____

1. Has the sermon’s text spoken to the preacher?
2. Does the sermon’s application flow from the point of the passage?

COMMENTS:

III. OUTCOME FOCUSED

A. Biblical message meets with contemporary human need (5 Points Possible) _____

Answers the question: So What?

1. Does the sermon address a relevant need of the listeners?
2. Does the message convey truth that relates to the need being addressed?

B. Specific challenge to be conformed to the Biblical (5 Points Possible) _____

Message: Answers the question: Now What?

1. Does the sermon clearly show the listeners how to respond to the message?
2. Is the listener urged to incorporate the truth learned into their life?
3. Does the choice of words add to the effectiveness of the sermon?

COMMENTS:

IV. EFFECTIVELY COMMUNICATED

A. Platform presence of the speaker / Oral communication (5 Points Possible) _____

1. Was there adequate and appropriate eye contact between preacher and listeners?
2. How well did preacher's posture and body language complement the message?
3. Was the preacher confident, familiar with content, well-rehearsed and prepared?
4. How well did the preacher follow the Me-We-God-You-We movements?
5. Were the transitions through the movements clear and easy to follow?

B. Over-all impression and impact of the sermon. (5 Points Possible) _____

1. The preacher had personally experienced an "aha" or "transformational" moment
2. The sermon was passionately presented
3. I too was impacted and inspired by the message
4. I clearly understood the challenge of the message and how to respond
5. The sermon was "good news" from the Lord!

TOTAL POINTS AWARDED _____

OVER-ALL COMMENTS ON THE SERMON AND PRESENTATION:

AREAS WHERE YOU WERE STRONG:

AREAS THAT NEED IMPROVEMENT:

RECOMMENDATIONS:

SERMON ASSESSMENT FORM

<h1>Sermon Assessment</h1>	
Preacher:	Scripture Text:
Assessed by:	Date:
1. What do you think was the main theme/or one main idea of the text and sermon?	(What did God want you to know and to do according to the text?)
2. Did the preacher preach with passion as if the text had ministered first to the preacher?	<input type="checkbox"/> Yes <input type="checkbox"/> No Was something said to make you think so? Comment:
3. Did you sense that you were invited to journey through the text together? Comment:	(The preacher connected to a common need with the audience.)
4. Was the sermon easy to follow? (Made smooth transitions throughout)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
5. Complete this statement addressed to the preacher:	When you said _____ I felt ...
6. How did the delivery (style, tone, manner) match the theme/aim of the sermon?	Comment:
7. How would you rate the use of the Bible? (Did the text seem to be the main point of what the sermon was all about?)	(The preacher kept us engaged with the biblical text.) (low) 1 2 3 4 5 6 (high) Comment:
8. How would you rate the use of stories/illustrations/visual aids?	(low) 1 2 3 4 5 6 (high) What options might the preacher consider in the future?
9. How would you rate the delivery?	Audibility (low) 1 2 3 4 5 6 (high) Eye Contact (low) 1 2 3 4 5 6 (high) Gestures (low) 1 2 3 4 5 6 (high) Pace (low) 1 2 3 4 5 6 (high)
10. Were there any distracting mannerisms? If so, please comment.	Comment: When you...
11. Did the preacher clearly state how the text should be applied to everyday life? Were you invited to respond?	Comment:

FORMAT FOR CHAPEL SERMON ASSIGNMENT

Name of Preacher:

Date of Service:

Title of Sermon:

Main Point of Sermon:

Key communication factors: (Answer the question with a brief comment or explanation, not just yes or no)

- Did the preacher identify the common need addressed in the passage?
- Did the preacher personally identify with this need?
- Did you sense that you were invited to “come along on the journey”? (That is, the preacher is “sharing with you”, not “preaching at you.”)
- Were the transitions easy to follow as the preacher moved through the sermon?
- Did the preacher answer the questions: What? So What? and Now What?
- Were the instructions for life application clearly presented?
- Was there an opportunity for people to respond and experience a transformational encounter with God?

Overall comments:

Note: While there is no specific word count for this assignment, your answers should reflect a meaningful analysis of the sermon.

SESSION REFLECTION SCORING GUIDE

Carefully Review

Session Reflection Rubric		
Grade	Criteria	Explanation
A Earns up to 100% of the points possible	Assignment is clear, specific, thoughtful, complete, and demonstrates integration of the session's learning experiences.	The reflection clearly indicates that the student has fully participated in the session's learning experiences. It includes clear, detailed, outstanding answers to the assigned questions. Integrates at least two quotes or direct references from other course material. Includes pertinent personal examples, views, and/or thoughts.
B Earns up to 90% of the points possible	Assignment is clear, thoughtful, and complete, but lacking substantive details and connections with the session's learning experiences.	The reflection clearly indicates that the student has participated in the session's learning experiences. It includes clear, above average answers to the assigned questions. Integrates at least one quote or direct references to text other course material. Includes connected personal examples, views, and/or thoughts.
C Earns up to 80% of the points possible	Assignment is complete, includes personal thoughts, but lacking in detail and connections with the session's learning experiences.	The reflection indicates that the student participated in some of the session's learning experiences. It includes average answers to the assigned questions. Refers to other course material, though doesn't identify the source. Includes personal examples, views, and/or thoughts.
D Earns up to 70% of the points possible	Assignment is incomplete or very vague, includes mainly personal thoughts, and few connections with the session's learning experiences.	The reflection indicates the student participated little in the session's learning experiences. It includes vague answers to some of the assigned questions. Weak references to other course material, with no sources cited. Includes mostly personal examples, views, and/or thoughts.
F Earns no more than 60% of the points possible	Assignment clearly indicates the student did not attempt to complete, nor integrate, the session's learning experiences into the reflection.	The reflection indicates the student did not participate in the session's learning assignments. The answers to the assigned questions are based solely on personal opinion or have no convincing references to other course material. Short on word count.

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
PAS3043: Christian Preaching II

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Christian Preaching I.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

An application of homiletical principles and practices through preaching. *Prerequisites: Christian Preaching I.*

COURSE INTENDED LEARNING OUTCOMES:

Upon the completion of this course, students will be able to:

1. Distinguish the theoretical and spiritual foundations for preaching. (Analysis)
2. Prepare and deliver biblically based sermons. (Synthesis)
3. Integrate exegetical, hermeneutical, and homiletical skills. (Synthesis)
4. Appraise the effectiveness of sermons of different types and styles. (Evaluate)

The following are competencies for ministry as outlined in the *Sourcebook on Ordination USA* that will be addressed in this course:

1. Ability to exegete a passage of Scripture using contextual, literary, and theological analysis. (CN6)
2. Ability to prepare, and deliver biblically sound sermons using appropriate techniques and skills demonstrating cultural sensitivity. (CP12)
3. Ability to develop sermons in various forms (evangelistic, pastoral care, doctrinal teaching, lectionary, etc.). (CP13)
4. Ability to assess the strengths and weaknesses of current homiletical models in light of enduring theological and contextual perspectives. (CP14)

COURSE TEXTBOOKS:

Kinlaw, Dennis F. *Preaching in the Spirit*. Reprint 1985, Francis Asbury Press, 2010.
ISBN: 9781593175221

Robinson, Haddon, and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Zondervan, 2005. Print – CD Rom
ISBN: 9780310252481

Stanley, Andy and Lane Jones. *Communicating for a Change: Seven Keys to Irresistible Conversation*. 1st ed, Multnomah Publishers, 2006.
ISBN: 9781590525142

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE REQUIREMENTS:

The Christian Preaching II course is unique in terms of our online program. The course will focus more on individual work, rather than collaborative learning. Each student will preach four (4) sermons during the length of the class.

The days of attendance should be spread out so that important information in the class is received in a timely manner. However, do keep in mind that the more questions you ask or comments you make about what you are learning or what you are experiencing in the process of development and delivery of your sermon, the greater the learning experience. Your facilitator may choose to add discussion starters or ask some specific questions to facilitate the learning experience. Pay close attention to the content of the class discussion.

Preaching II and Preaching III are considered “lab” courses. The focus is on preaching and applying what you learned in Preaching I.

I. Reading

Reading of the textbooks should be completed as early in the class as possible to inform to assist in the development and delivery of the sermons. A report will be submitted at the end of class regarding the amount of reading completed.

II. Online Preacher Sermon Evaluation

Students will be directed to specific online sites for the purpose of viewing and evaluating different preachers as assigned. You are asked to listen to the sermon at the beginning of the work, as it may provide you with ideas and concepts regarding your own sermon preparation.

Regarding this assignment: This assignment provides the opportunity for you to watch and analyze preachers within and outside of our denomination who are known as effective preachers/communicators.

You are NOT watching those outside of our denomination for doctrinal reasons, but for examples of ministers who have learned how to communicate with this generation. While we are secure in our Wesleyan-Arminian doctrinal position, we realize we are not the only people in the family of God that the Lord is using. Neither are you watching them because they are large church pastors, but because they are effective communicators.

We trust that these preachers will inspire you to look for ways in which you can improve your own skills and become a better communicator by learning from others.

Instructions:

1. Students are to watch and listen to the assigned preachers and outline the sermon as it is being preached. In some cases, you will be asked to listen to a specific sermon, otherwise, you can choose from the sermons that are available by the assigned preacher. Keep in mind that the preachers you evaluate most likely will not use the Three Questions/Five Movements homiletical process as taught by NBC. However, if they are good biblical preachers and communicators, you should be able to observe some of the same characteristics.

Use the following form on page _ to complete this assignment.

NOTE: No specific word count is required. You are to give adequate and thoughtful responses to each area of the evaluation and complete the assignment as instructed.

III. Sermon Schedule

Student will develop (including biblical exegesis), prepare a homiletical outline, prepare a manuscript, and preach four (4) sermons during the course. To pass the class students must complete ALL assignments.

A. Sermon One: Preaching from the Old Testament

1. Homiletical Outline
2. Manuscript
3. Sermon Video
4. Evaluation Response

B. Sermon Two: Preaching from the New Testament

1. Homiletical Outline
2. Manuscript
3. Sermon Video
4. Evaluation Response

C. Sermon Three: An Evangelistic Sermon

1. Homiletical Outline
2. Manuscript
3. Sermon Video
4. Evaluation Response

D. Sermon Four: Preaching from the Kingdom Parable

1. Homiletical Outline
2. Manuscript – Sermon preached this session
3. Sermon Video
4. Evaluation Response

IV. Sermon Topics and Approved Passages

Each sermon will follow specific criteria and must be based upon one of the Scripture passages found in the following list:

Sermon One Old Testament Passages	Sermon Two New Testament Passages	Sermon Three Evangelistic Sermon	Sermon Four Kingdom Parables from Matthew
I Kings 17:7 - 24 Jeremiah 18:1 - 10 Isaiah 5:1 - 7 Isaiah 6:1 - 8 Exodus 33:12 - 21 Hosea 10:11 - 12 2 Chronicles 20:1 - 29 Psalm 34 Psalm 37 Psalm 23	Acts 3:1 - 10 John 17 I Corinthians 13 Ephesians 5:15 - 21 Ephesians 5:21 - 33 Ephesians 6:10 - 20 Romans 6:1 - 11 Matthew 18:10 - 14 Mark 4:1 - 20 Acts 2:1 - 4 Romans 8:28 - 39 Ephesians 3:14 - 21	John 3:1 - 21 John 4:39 - 42 Acts 4:1 - 12 Acts 2:22 - 41 Acts 13:42 - 52 Acts 17:22 - 34 Romans 10:1 - 13 Ephesians 2: 1-10	Matt. 13:24 - 30 The Parable of the Weeds (The Parable Explained vs. 36 - 43) Matt. 13:31 - 32 The Parable of the Mustard Seed Matt. 13:33 - 35 The Parable of the Yeast Matt. 13:44 - 46 The Parables of the Hidden Treasure and the Pearl Matt. 13:47 - 50 The Parable of the Net Matt. 18:21 - 38 The Parable of the Unmerciful Servant Matt. 20:1 - 16 The Parable of the Workers in the Vineyard Matt. 22:1 - 14 The Parable of the Wedding Banquet Matt. 25:1 - 13 The Parable of the Ten Virgins

A. Sermon One: Old Testament

Sermon one may be a revised version of the sermon developed and preached in Christian Preaching I or from any of the passages in the approved list. Revised means that you start with your exegetical work and move forward. You cannot submit the exact same work you did in Christian Preaching I.

B. Sermon Two: New Testament

Sermon two may be based on a passage of Scripture used for a previous exegetical project or exegetical paper from a previous Bible course.

This will allow you to take advantage of some previous exegetical work while composing a new sermon for this course. However, we do expect you to review your exegetical work to make sure it includes current biblical scholarship. Or you may choose one of the passages in the approved list.

C. Sermon Three: Evangelistic Sermon

Sermon three is to be an evangelistic sermon with emphasis on the Gospel Message and the plan of salvation. You are to choose a passage from the approved text list for evangelistic messages.

D. Sermon Four: Kingdom Parables

Sermon four will be a sermon from one of the kingdom parables of Jesus recorded in the Gospel of Matthew.

V. Directions

- A. Each sermon as delivered is to be 20-25 minutes in length (no more – no less).
- B. Each sermon is to be preached to at least 12 adults, with Sermons One and Three preferably preached in a regular church service (worship service, Wednesday night, Bible Study).
- C. Additional Information
 1. Selecting the Text: You will use the following form to submit the biblical text you have chosen to preach. **Note:** Even if you are using the options provided for sermons One and Two, which allow you to use your sermon from Sermon I or a text from a previous exegetical paper, you must submit the text using this form. If you use these options for your first two sermons, remember that sermons Three and Four must be chosen from the approved text list. If you do not use the options for sermon One and Two, then all of your sermon texts must be chosen from the approved text list in accordance with the instructions for each sermon. (See below)
 2. Outlining the Sermon for this Course: This format is not an option. Every sermon you submit **must** follow this format both for outlining, writing your manuscripts and presenting your sermons. Our goal is to help you truly communicate when you preach. Thus the “Five Movements and Three Questions” method we are teaching you must be adhered to in order to pass this course.
Your sermon outline, with the exception of the complete introduction and outline, may contain short phrases, key words, etc. Yet for some, this is not enough when it comes time to preach the sermon. Some preachers prefer to create a more thorough outline to preach from instead of using a full manuscript. The following is an example of a more detailed outline that goes beyond key words, phrases and thoughts: An Example of a Thorough Homiletical Outline (See below)

An outline this thorough is NOT required for your homiletical outline assignment, but you may want to create a more thorough outline to preach from if you are not using a manuscript.
 3. Manuscript Evaluation Form: **Note:** This form is for the student’s use. It informs you of what the instructor will expect when evaluating your Sermon Manuscript. You are encouraged to review your manuscript using this form before submitting the manuscript to the instructor for evaluation. (See below)
 4. Audience Sermon Assessment Form: **Note:** This is the evaluation form that you are to distribute to your adult audience when you preach your sermon. You will not be turning these in to the class or instructor but you will compare them to the peer evaluations as a part of your assessment. (See below)
 5. Sermon Delivery Evaluation Form: **Note:** This is the evaluation form that the instructor will use to evaluate your sermon delivery. This form will be emailed to you upon completion. (See below)
 6. Student Evaluation Form: **Note:** This is the evaluation form that you will use to evaluate the other student/preachers in your class. (See below)

COURSE EVALUATION:

I. Grading Points:

Assignments	
	Points
Online Preacher Evaluations	80
Outlines (4 @ 25 points each)	100
Manuscripts (4 @ 50 points each)	200
Sermons (4 @ 125 points each)	500
Evaluation Responses (4 @ 30 points each)	120
TOTAL ALL ASSIGNMENTS	1,000

II. Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	E
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

This class is organized around six sessions. The information provided below is an outline of the course and a list of the textbook readings that will be assigned. Further details of the assignments and links to download lectures and other materials will be provided in the Schedules.

I. Sermon One: Preaching from the Old Testament

- A. Session One – Homiletical Outline
- B. Session Two – Submit Manuscript and Preach Sermon
- C. Session Three – Sermon and Evaluation Response
- D. Reading Assignments

II. Sermon Two: Preaching from the New Testament

- A. Session Four – Homiletical Outline
- B. Session Five – Submit Manuscript and Preach Sermon
- C. Session Six – Sermon and Evaluation Response
- D. Reading Assignments

III. Sermon Three: An Evangelistic Sermon

- Session Seven – Homiletical Outline
- Session Eight – Submit Manuscript and Preach Sermon
- Session Nine – Sermon and Evaluation Response

- Reading Assignments

IV. Sermon Four: Preaching from the Kingdom Parables

- Session Ten – Homiletical Outline
- Session Eleven – Submit Manuscript and Preach Sermon
- Session Twelve – Sermon and Evaluation Response
- Reading Assignments

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

FORM FOR ONLINE PREACHER ASSIGNMENT

Student Name: _____

Online Preacher: _____

Sermon Title: _____

Text: _____

MAIN IDEA OF THE SERMON: What is the main idea of the sermon? Did it clearly come from the text? (Sermon was driven by the text)

WHAT BASIC NEED IS BEING MET? Did the preacher clearly identify the need dealt with by the text? Did he/she identify personally with the need and with the audience? (ME/WE)

DID THE TEXT DRIVE THE SERMON: What? (**GOD**) Did the sermon clearly state what God has to say about the matter? Was the sermon true to the text?

So What? Did the preacher explain why it was important to know what God had to say and how it impacts the lives of the hearers?

CONCLUSION: Now What? (**YOU**) Was there a clear and appropriate call for the individual to take action, in terms of applying the text to life?

(**WE**) Was there an inspirational appeal, a sticky statement, etc. that challenged the congregation to envision corporate life application?

What did the preacher do to make the main idea more memorable before concluding the sermon or dismissing the congregation?

What did you learn about Preaching from viewing this sermon?

1. Identify what you believe to be the strengths and weaknesses of the sermon.
2. Provide a summary statement of what you learned about preaching from watching/listening to this particular preacher.

SELECTION OF TEXT FOR YOUR SERMON

STUDENT NAME: _____

Scripture Reading: The passage from which you will choose your text

Scripture Text: The portion of the passage that drives the focus of the message

Provide an Exegetical Outline of the Passage

(A verse by verse rendering of the main idea of the verse(s) in your own language)

Reduce your sermon to one simple sentence. This sentence should be an expression of the one main idea of the text. If you cannot explain it in one sentence you are not ready to preach.

What will be the title of your sermon? Be creative, but be careful that in your creativity you choose something that is easily connected to the text. One approach is to make your sticky statement and title the same. This is a good way to keep the title connected directly to the text.

What is your goal? How are they to respond to the One Main Idea of the text? What do you want to happen? What is the text challenging the listener to do? Think about how you want the audience to respond to the text.

**FORMAT FOR OUTLINING YOUR SERMONS FOR NAZARENE BIBLE COLLEGE
PREACHING COURSES I, II, AND III**

By Dr. James R. Russom

Student Name:

Course:

Instructor:

Sermon Title: (You may be creative, but don't be so "creative" that it is hard to connect the title to the text.)

Scripture: Passage/Text (Include the reference to the total passage to be read, (Scriptural Context) including which Bible you are using. Identify the text. (The verse or verses upon which the sermon is based) If the passage and text are the same, just list the Scripture as the text.

Exegetical Outline of Passage
(Including Research Sources)

One Main Idea of the Sermon (Reduce your sermon to one complete sentence.)

Goal for Life Application: (Briefly explain the transformation goal of the message.)

INTRODUCTION (You are to compose your introduction completely)

ME (Identifying with the audience and the need)

WE (Connecting with the audience – the common shared need)

Transition Statement: (Moving from the Introduction to body of sermon - GOD)

GOD (For the Outline you will list main points and sub-points)

What? (What does God have to say about this? – Exegeting the passage)

So What? (Why we need to know this – connecting passage with need)

Transition Statement: (Moving from the Passage to Life Application)

CONCLUSION (You are to compose your conclusion completely)

Now What? (What are we supposed to do in light of this text?)

YOU (Clarifying the Response for the individual/congregation)

Invitation: (Explain how to respond: Alter call, prayer, raise hands, etc.)

WE (Inspirational statement, "sticky statement" – a dismissal statement that helps the congregation remember the main focus of the message. [Benediction.]

Research Sources Page

NOTE: This format is designed to assist you in combining the five communication movements (Stanley) with the three important questions that every sermon must answer. Thus, the above instructions include explanations of each aspect of the hermeneutic as a reminder of its purpose. Those instructions do not need to be included in your assignment, just the elements of the outline. (See below)

IMPORTANT: Remember the best way to ensure that you properly “map” your message and stay within the text is to compose the Introduction and Conclusion first, before you compose the main content of the sermon.

IMPORTANT! Your manuscript should clearly follow this outline. The manuscript is to include all the elements of the Hermeneutic. (The three questions, five movements and transitions, plus a Sticky Statement) This will be required in all of the Preaching Courses at NBC.

If you will copy the Outline format found below and make it a template, it will assist you in correctly completing your assignments.

Student Name:

Course:

Instructor:

Sermon Title:

Scripture: Passage/Text

Exegetical Outline of Passage
(Including Research Sources)

One Main Idea of the Sermon

Goal for Life Application

INTRODUCTION

ME

WE

Transition Statement:

GOD

What?

So What?

Transition Statement:

CONCLUSION

Now What?

YOU

Invitation:

WE

Research Sources Page
AN EXAMPLE OF A THOROUGH HOMILETICAL OUTLINE
James R. Russom, D.Min.

Note: This outline follows the “Three Questions” and “Five Movements” taught in our Preaching Courses here at NBC.

Preacher: Dr. James R. Russom

Questions: What? – So What? – Now What?

Movements: ME – WE – GOD – YOU – WE

Sermon Title: The Danger of Disappointment

Scripture: Passage/Texts: Job 1:20-22 (NIV); Romans: 1-5 (NIV)

One Main Idea of the Sermon: Becoming disappointed with God leads to spiritual destruction.

Goal for Life Application: Learning to worship and trust the Lord in the midst of trial, because your hope is in Christ and His loving care.

INTRODUCTION

ME

I do not like being disappointed. Just like everybody else I have expectations, and of course I am always confident that my expectations are realistic, therefore when they do not come about, I have the right to feel disappointed. And surely, the Lord knows that I can justify being upset! You know, I just don't like being disappointed.

WE

Have you ever been disappointed? It is an experience common to us all. Sometimes we are disappointed over little things, and at other times we are disappointed with people and/or situations that are of extreme importance to us. Regardless, being disappointed is not a pleasant experience. When you found yourself disappointed; did you handle it gracefully, or did you get upset? I think getting upset is a natural human response, but that does not always make it the best response, especially if the person we are getting upset with, is the Lord!

Transition Statement:

God has something to say about what to do when you are disappointed with the way things are turning out. He provides us with a great example in the life of one of his servants named Job. And furthermore, he teaches us the best way to deal with disappointment when it happens.

Scripture: Passage/Text: We will examine both an Old Testament and New Testament text: We will look at our OT text first, and then turn to our NT text.

Job 1:20-22

²⁰ At this, Job got up and tore his robe and shaved his head. Then he fell to the ground in worship.

²¹ and said: “Naked I came from my mother’s womb, and naked I will depart. The LORD gave and the LORD has taken away; may the name of the LORD be praised.”

²² In all this, Job did not sin by charging God with wrongdoing.

God

What? (What does God have to say about this?)

Job is tested by things in life that were certainly different than what he expected. In Chapter I of the story he faces some important realities:

In one day, Job was stripped of his wealth. One after another, four frightened messengers reported that 500 yoke of oxen, 500 donkeys, and 3,000 camels were stolen in enemy raids; 7,000 sheep were struck by lightning and killed; and all 10 of his children were killed by a windstorm. King Solomon was right: "Moreover, no man knows when his hour will come: As fish are caught in a cruel net, or birds are taken in a snare, so men are trapped by evil times that will unexpectedly upon them" (Eccl. 9:12. NIV). *Bible Exposition Commentary (BE Series) – Old Testament – The Bible Exposition Commentary – Wisdom and Poetry.*

- God allows Satan to tempt us and test us with adversity and unexpected trouble
- God allows injustice to impact our lives – people steal from us, falsely accuse us
- God allows nature to take its course – we are not immune from natural disaster
- God allows the results of living in a broken world to touch our lives

Of course, when these things happen we are tempted to cry out...THIS IS NOT FAIR!

Satan loves to whisper in our ear...IF GOD REALLY LOVED YOU...

We are tempted to believe that God owes us...HOW COULD GOD LET THAT HAPPEN?

Several important truths emerge...that will set us free

1. **God is Sovereign** – He is on the throne and He is in control no matter what happens
2. **Satan is the prince of this world** and he has a reign of terror – But God is bigger than that and can make us adequate for his attacks if we trust the Lord
3. **Bad things happen to good people** and when they do it does not mean that they are under the wrath or judgment of God. God found not fault in Job.
4. **Satan can touch God's people only with God's permission, and God uses it for their good and His glory**

NOTE: We know that it is God's will that we become like Christ, but in order to become like Christ we must be willing to share in suffering as well as glory! It has been said, that no one really comes to grip with their mission in life until after they have suffered.

Peter reminds us:

1 Peter 5:10-11 (NIV)

¹⁰ And the God of all grace, who called you to his eternal glory in Christ, after you have suffered a little while, will himself restore you and make you strong, firm and steadfast.

¹¹ To him be the power for ever and ever. Amen.

If you had suffered the kind of loss that Job had suffered...would you handle it the way Job did?

Job 1:20 (NIV)

²⁰ At this, Job got up and tore his robe and shaved his head. Then he fell to the ground in worship

Job expressed his grief – he did not ignore it...vs. 20

Job did not wallow in his grief, he overcame it through worship...vs. 20

Job 1:21 (NIV)

²¹ and said: "Naked I came from my mother's womb, and naked I will depart. The LORD gave and the LORD has taken away; may the name of the LORD be praised."

Job looked back to his birth – God have me all I have

Job looked ahead to his death – I cannot take it with me

(No U-hauls accompanying caskets)

Job looked up and worshipped – The Hebrew word blessed denotes to kneel as an act of adoration, and notice that Job did this in the midst of sorrow!

Job moved beyond how he felt to what he knew...It all belongs to God He can do as He wills and later in Chapter 13:5 Job says: "Though he slay me, yet will I hope in him."

That, my friend, is an unshakeable faith in God!

Job 1:22 (NIV)

²² In all this, Job did not sin by charging God with wrongdoing.

Instead of blaming God He blessed him!

So What? (Why is it important to know this?)

If you put your trust in the Lord it is possible to endure the toughest tests of life without becoming so disappointed that you blame God instead of blessing Him and thus avoid the sin of becoming bitter, doubting, distrusting, and disobeying. If God helped Job to do this, then how much more will he help those of us who live this side of the cross!

Transition Statement:

If God helped Job to do this, then how much more will He help those of us who live this side of the cross! You know how I know this is true? Because I have both failed and succeeded in this area of trust and obedience.

Let me share my story:

I came to NBC because God said come and everything went downhill!

- Tough job, slinging a sledge hammer in a foundry making ½ the wage I made before
- Car broke down
- Baby got sick
- Wife got discouraged
- I blamed God, said it is not fair, and withheld my tithe
- AND as Dr. Phil would say, "How's that working for you?" Well it wasn't. My wife got fed up with my pouting, blaming, and disobedience and demanded that we start tithing again. Guess what God did? He taught me an important lesson...

"EVERYTHING WE HAD LOST MADE ROOM FOR GOD TO GIVE US MORE."

You see when I stopped blaming God and started worshipping him and trusting him everything changed...but mainly I changed!

I MOVED BEYOND HOW I FELT TO WHAT I KNEW and what I know is found in God's Word.

Transition: Now let us look to the words of the Apostle Paul who helps us understand that we can face disappointment with the help and hope of the Lord.

Romans 5: 1-4 (NIV)

¹ Therefore, since we have been justified through faith, we have peace with God through our Lord Jesus Christ,

² through whom we have gained access by faith into this grace in which we now stand. And we rejoice in the hope of the glory of God.

³ Not only so, but we also rejoice in our sufferings, because we know that suffering produces perseverance;

⁴ perseverance, character; and character, hope.

REJOICE IN SUFFERING – JOY DOES NOT DEPEND UPON CIRCUMSTANCES

TAKE HOPE IN GOD'S GLORY – GOD HAS YOUR BEST INTEREST AT HEART

HE GIVES YOU...

PERSERVERANCE – THE ABILITY TO HANG IN THERE

CHARACTER – MATURITY – GROWTH IN CHRISTLIKENESS

HOPE – A POSITIVE EXPECTANCY THAT THE SOVEREIGN GOD WILL MAKE IT ALL WORK OUT FOR THE GOOD

LOOK AT WHAT GOD SAYS IN ROMANS CHAPTER 5:

Romans 5:5 (NIV)

⁵ And hope does not disappoint us, because God has poured out his love into our hearts by the Holy Spirit, whom he has given us.

WHEN I QUIT BLAMING GOD AND WORSHIPPED (BLESSED) HIM, DISAPPOINTMENT AND DISCOURAGEMENT GAVE WAY TO DETERMINATION AND POSITIVE EXPECTATION

I MOVED BEYOND WHAT I FELT, TO WHAT I KNOW:

PERSERVERANCE – THE ABILITY TO HANG IN THERE

CHARACTER – MATURITY – GROWTH IN CHRISTLIKENESS

HOPE – A POSITIVE EXPECTANCY THAT THE SOVEREIGN GOD WILL MAKE IT ALL WORK OUT FOR THE GOOD

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WHEN I QUIT BLAMING GOD AND WORSHIPPED (BLESSED) HIM, DISAPPOINTMENT AND DISCOURAGEMENT GAVE WAY TO DETERMINATION AND POSITIVE EXPECTATION

I MOVED BEYOND WHAT I FELT, TO WHAT I KNOW:

GOD LOVES ME – THAT HAS NOT CHANGED

HE EVEN LOVES ME ENOUGH TO DISCIPLINE ME AS A SON!

HE IS ENABLING ME TO BECOME MORE LIKE JESUS

AND THEN I REALIZED THAT THE APOSTLE PAUL WAS RIGHT:

Romans 8:31-32 (NIV)

³¹ What, then, shall we say in response to this? If God is for us, who can be against us?

³² He who did not spare his own Son, but gave him up for us all – how will he not also, along with him, graciously give us all things?

CONCLUSION:

Now What? (How do we apply these passages to our lives?)

So you came to NBC on campus or online with great expectations. Or you arrived at your first ministry position with grand dreams. Has everything worked out the way you expected? Yes? Then rejoice and get ready...it could change at any time. What will you do?

No, nothing has turned out like I thought? So have you blamed God and decided that He had forgotten your address? Are you discouraged? Has your beautiful dream become a nightmare?

When things turned sour like a lemon; did you turn sour also, or did you make lemonade?

How does God want you to respond when you get disappointed...and especially if you are feeling disappointed with Him?

YOU (Clarifying the Response for the individual/congregation)

- First, confess your disappointment, confusion and anger...God already knows about it, but go ahead and admit your feelings...God can handle it. And if you have been blaming God instead of blessing him...repent...God will forgive you and cleanse you!
- Second, turn from feelings to faith...Since faith is based upon the Word of God, it means that you turn from what you feel to what you know.
- Third, put your faith in God's Character and His Word"

You know that God is Sovereign and does all things well

You know that God loves you...He always has and always will.

You know that God causes all things to work together for the good of those who love Him and are called according to His purpose.

You know that God is more interested in your character than your comfort and it is His will that through suffering, we become more like Christ.

You know that God has promised not to leave you nor forsake you...He is with you.

THEREFORE...BY FAITH

Will you choose to bless God instead of blaming Him?

Will you let him change your disappointment and discouragement to determination to love Him and serve Him?

Will you let God perfect your faith and make you so strong and resolute, so that you can say as Job said, "Though he slay me, yet will I serve Him."

Will you acknowledge that all you are and all you have is HIS...and thus whether he chooses to give or take away...will you trust Him?

THEN WHY NOT MAKE THOSE CHOICES NOW AND EXPERIENCE THE RESTORATION OF YOUR JOY AND THE ENCOURAGING WORK OF THE HOLY SPIRIT IN YOUR LIFE?

GIVE YOURSELF ANEW AS A LIVING SACRIFICE TO THE LORD...LET HIM ENABLE YOU TO TURN LOOSE OF YOUR DISCOURAGEMENT AND LET HIM GIVE YOU A DETERMINATION TO SERVE HIM INSTEAD!

CONFESS YOUR ANGER...GOD ALREADY KNOWS ANYWAY, HE JUST NEEDS YOU TO AGREE THAT YOU NEED TO REPENT FROM BLAMING HIM AND INSTEAD. CHOOSE TO BLESS HIS HOLY NAME WITH YOUR LOVE, WORSHIP AND OBEDIENCE.

WOULD YOU LIKE TO PRAY? THIS COULD BE YOUR DAY OF VICTORY!

WE

(Inspirational statement, "sticky statement" – a dismissal statement that helps the congregation remember the main focus of the message.)

Let us say as David said in Psalm 34:1 (KJV)

I will bless the Lord at all times: his praise *shall* continually *be* in my mouth.

I will bless and not blame!

**CHRISTIAN PREACHING II – PAS3033
SERMON MANUSCRIPT EVALUATION FORM**

Preaching: _____ Date: _____

Text: _____ Title: _____

What is the One Main Point or theme of the sermon?

Rate each sub-point on a scale of “0” to “12” with “12” being the highest number of points possible.

I. BIBLICALLY BASED Answers the “What” Question: What does God have to say?

A. Exegetically accurate _____

1. Does it appear that the text has been studied sufficiently?
2. Is the main point of the message clearly founded on the sermon’s text?

B. Theologically sound _____

1. Does the message appropriately draw its theology from the sermon’s text?
2. Is the sermon consistent with Wesleyan-Holiness theology?

C. Personal Impact _____

1. Does the sermon’s application flow from the main point of the passage?
2. Are the text’s sub-points accurately interpreted and appropriately applied?

Comments:

II. SPIRIT DRIVEN - This is where the passion for the message originates

A. Flows from a relationship with God _____

1. Is the sermon a “word from God?”
2. Has the messenger been changed by the message?

B. Prayerfully inspired _____

1. Is the sermon spiritually insightful and motivating?
2. Is there a sense this message has been “immersed” in prayer?

C. Vehicle of God’s grace _____

1. Does the sermon inspire?
2. Did God speak to you through this sermon?

Comments:

III. OUTCOME FOCUSED: Answers the So What? and Now What? Questions

A. Biblical message meets with contemporary human need _____

1. Does the sermon address a relevant need of the listeners?
2. Does the message convey truth that relates to the need being addressed?

B. Specific challenge to be conformed to the biblical message _____

1. Does the sermon clearly show the listeners how to respond to the message?
2. Is the listener urged to incorporate the truth learned into their life?

C. Discernible effect _____

1. Does the sermon encourage life-changes of the listeners?
2. Is there an appropriate call to respond to the point of the message?

Comments:

IV. CRAFTED WELL

A. Effective flow of thought (The ME movements) _____

1. Does the introduction establish – and smoothly lead into – the sermon’s theme?
2. Does the speaker personally connect/identify with the need or main idea?
Does the introduction immediately grab the audience?

B. Contextually relevant (The WE movement) _____

1. Does the sermon fit the congregation?
2. Is the theme/point of the message easily recognized by the listeners?
Does the introduction connect the audience with the need or main idea?

C. Created for effective oral communication –

language, grammar, transitional statements _____

1. Is correct grammar, word usage and sentence structure evident?
2. Does the choice of words add to the effectiveness of the sermon?
3. Are the good transitional statements that help you follow the flow or map of the sermon?
4. (The YOU/WE movements)
 - a. Does the conclusion help the audience to understand how to apply the text to life? Does it tell them clearly how to respond?
 - b. Is there an inspirational or “sticky statement” the challenges the congregation to remember the point and apply it to their lives?

Comments:

TOTAL POINTS _____

AUDIENCE SERMON ASSESSMENT FORM

<h1>Sermon Assessment</h1>	
Preacher:	Scripture Text:
Assessed by:	Date:
1. What do you think was the main theme/or one main idea of the text and sermon?	(What did God want you to know and to do according to the text?)
2. Did the preacher preach with passion as if the text had ministered first to the preacher?	___ Yes ___ No Was something said to make you think so? Comment:
3. Did you sense that you were invited to journey through the text together? Comment:	(The preacher connected to a common need with the audience.)
4. Was the sermon easy to follow? (Made smooth transitions throughout)	___ Yes ___ No Comment:
5. Complete this statement addressed to the preacher:	When you said _____ I felt ...
6. How did the delivery (style, tone, manner) match the theme/aim of the sermon?	Comment:
7. How would you rate the use of the Bible? (Did the text seem to be the main point of what the sermon was all about?)	(The preacher kept us engaged with the biblical text.) (low) 1 2 3 4 5 6 (high) Comment:
8. How would you rate the use of stories/illustrations/visual aids?	(low) 1 2 3 4 5 6 (high) What options might the preacher consider in the future?
9. How would you rate the delivery?	Audibility (low) 1 2 3 4 5 6 (high) Eye Contact (low) 1 2 3 4 5 6 (high) Gestures (low) 1 2 3 4 5 6 (high) Pace (low) 1 2 3 4 5 6 (high)
10. Were there any distracting mannerisms? If so, please comment.	Comment: When you...
11. Did the preacher clearly state how the text should be applied to everyday life? Were you invited to respond?	Comment:

INSTRUCTOR SERMON DELIVERY EVALUATION FORM

CHRISTIAN PREACHING II – PAS3043

Preaching: _____

Date: _____

Title: _____

Text: _____

Each evaluation is worth a maximum of 5 points.

There are five areas of evaluation worth 25 points each for a total of 125 points possible.

I. SPIRIT DRIVEN / A TRULY BIBLICAL SERMON / GOOD NEWS – It flows from a Relationship with God and the passage was internalized. (5 pts. Each)

- 1. Is the sermon a “word from God” clearly based on the text? _____
- 2. Did you sense that the preacher internalized the text? _____
- 3. Is the sermon spiritually insightful and motivating? _____
- 4. Is the sermon exegetically correct? _____
- 5. Is the sermon theologically sound? _____

Total Possible Points 25 Points Awarded _____

II. OUTCOME FOCUSED – Biblical message meets with contemporary human need. There was a specific challenge to be conformed to the biblical message with a discernible effect: (5 pts. Ea.)

- 1. Does the sermon address a relevant need of the listeners? _____
- 2. Does the sermon clearly show the listeners how to respond? _____
- 3. Is the listener urged to incorporate the truth learned into their life? _____
- 4. Does the sermon encourage life-changes of the listeners? _____
- 5. Is there an **appropriate** call to respond to the point of the message? _____

Total Possible Points 25 Points Awarded _____

III. CRAFTED WELL – Contextually relevant / Effective flow of thought (10 pts. Ea.)

1. One Main Point:

Was the Main Point or the Theme of the sermon clearly articulated? _____

2. Did the speaker effectively follow: Me-We-God-You-We in the sermon presentation?

- ME – personally identifies with the main point or idea of the passage
- WE – establishes common ground with the audience regarding the point or idea of the passage
- GOD – presents the passage in ways that answer the questions: What? and So What? thus helping the audience to know what God says about the main point of the passage
- YOU – answers the important transformational question: Now What? and clearly and distinctly challenges the audience to act on what God says in the passage
- WE – closes with inspirational statement(s) of how things could be if all embraced the message

Rate How Well the Speaker Communicated Using the Five Movements

Not at all Poor Fair Good Very Good Excellent

0 1 2 3 4 5

3. Three Important Questions:

Clearly answered What? So What? and Now What? _____

4. Transitions:

Were the transitions from one movement to the other clearly made? _____

5. **Now What?** Were the instructions regarding how to respond/apply the text clearly presented? Was there a challenge to the congregation to remember and follow through? _____

IV. EFFECTIVELY COMMUNICATED (5 pts. Each)

Preaching / Vocal Quality / Platform Presence / Rehearsed and Refined

1. Was the sermon passionately presented? _____

2. Did the oral reading of the passage indicate the preacher was prepared? _____

3. Did the volume, pitch, and pace of the delivery seem appropriate? _____

4. Was there good body language and eye contact? _____

5. Did the preacher appear confident, familiar with the content, and well-prepared? _____

Total Possible Points 25 Points Awarded: _____

V. OVERALL COMMENTS: What is your overall impression of the sermon? (5 pts. Ea.)

- 1. The sermon was truly a proclamation and not a speech or lesson. _____
- 2. The preacher connected with the audience in a way that captured and held their attention. _____
- 3. The main idea of the passage drove the sermon.
It was obvious from the Introduction to the Conclusion. _____
- 4. The preacher demonstrated proper preparation of the "Now What" section of the sermon. It was much more than just a general call to prayer. _____
- 5. The oral presentation of the sermon demonstrated that the preacher was inspired, prepared and enthusiastic about the sermon. _____

Total Possible Points 25 Points Awarded: _____

Overall Comments on Sermon:

TOTAL POSSIBLE POINTS: 125

TOTAL POINTS AWARDED: _____

STUDENT SERMON EVALUATION FORM
Christian Preaching II PAS3043

Preacher: _____

Date: _____

Student evaluator: _____

One Main Point or Theme of the sermon: _____

Identify the key challenge to the listener: _____

Rate each sub-point on a scale of "0" to "5" with "5" being the highest number of points possible. 1 = Poor 2 = Fair 3 = Good 4 = Very Good 5 = Excellent

Total Maximum Points for the Sermon: 50

I. SPIRIT DRIVEN

A. Flows from a relationship with God (5 Points Possible) _____

1. Is the sermon a "word from God?"
2. Has the messenger been changed by the message?

B. Prayerfully inspired (5 Points Possible) _____

1. Is the sermon spiritually insightful and motivating?
2. Is there a sense this message has been "bathed" in prayer?

C. Vehicle of God's grace (5 Points Possible) _____

1. Does the sermon inspire?
2. Did God speak to you through this sermon?

COMMENTS:

II. BIBLICALLY BASED: Answers: What? (What does God have to say?)

A. Exegetically accurate (5 Points Possible) _____

1. Is the main point of the message clearly drawn from the sermon's text?
2. Is the sermon's text accurately interpreted and appropriately applied?

B. Theologically Sound (5 Points Possible) _____

1. Does the message draw its theology from the sermon's text?
2. Is the sermon consistent with Wesleyan-Holiness theology?

C. Personally impacting (5 Points Possible) _____

1. Has the sermon's text spoken to the preacher?
2. Does the sermon's application flow from the point of the passage?

COMMENTS:

III. OUTCOME FOCUSED

A. Biblical message meets with contemporary human need (5 Points Possible) _____

Answers the question: So What?

1. Does the sermon address a relevant need of the listeners?
2. Does the message convey truth that relates to the need being addressed?

B. Specific challenge to be conformed to the Biblical (5 Points Possible) _____

Message: Answers the question: Now What?

1. Does the sermon clearly show the listeners how to respond to the message?
2. Is the listener urged to incorporate the truth learned into their life?
3. Does the choice of words add to the effectiveness of the sermon?

COMMENTS:

IV. EFFECTIVELY COMMUNICATED

A. Platform presence of the speaker / Oral communication (5 Points Possible) _____

1. Was there adequate and appropriate eye contact between preacher and listeners?
2. How well did preacher's posture and body language complement the message?
3. Was the preacher confident, familiar with content, well rehearsed and prepared?
4. How well did the preacher follow the Me-We-God-You-We movements?
5. Were the transitions through the movements clear and easy to follow?

B. Over-all impression and impact of the sermon. (5 Points Possible) _____

1. The preacher had personally experienced an "aha" or "transformational" moment
2. The sermon was passionately presented
3. I too was impacted and inspired by the message
4. I clearly understood the challenge of the message and how to respond
5. The sermon was "good news" from the Lord!

TOTAL POINTS AWARDED _____

OVER-ALL COMMENTS ON THE SERMON AND PRESENTATION:

AREAS WHERE YOU WERE STRONG:

AREAS THAT NEED IMPROVEMENT:

RECOMMENDATIONS:

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
PAS4023: Church Administration and Finance

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: Completion of at least 96 credit hours.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

This course examines the role of the minister in relation to the organization and management of the local church. Special attention will be given to various aspects of local church finances.

COURSE INTENDED LEARNING OUTCOMES:

Upon the completion of this course, students will be able to:

1. Understand the administrative and financial responsibilities of the ministerial role in which they serve.
2. Recognize the foundational concepts, principles, and practices necessary to fulfill their administrative and financial responsibilities in an effective manner.
3. Develop the skills necessary to implement these concepts, principles, and practices in their own ministries.

The following are competencies for ministry as outlined in the *Sourcebook on Ordination USA* that will be addressed in this course:

1. Ability to identify the directives of the Manual of the Church of these Nazarene that pertain to the organization and ministry of the local, district, and general church. (CN14)
2. Ability to oversee ministry using management skills including servant leadership, conflict resolution, administration, and team building. (CP2)
3. Ability to cultivate, cast and strategically implement vision. (CP3)
4. Ability to lead congregations in the biblical stewardship of life resources. (CP4)
5. Ability to manage and implement biblically sound church administration utilizing appropriate techniques and skills demonstrating cultural sensitivity. (CP21)
6. Ability to assess and implement contemporary approaches to administration in light of enduring theological and contextual perspectives. (CP22)
7. Ability to practice holistic stewardship (mutual submission in gender relationships, sexual purity, marriage and family, personal finance, professional conduct, practicing Sabbath, etc.) (CH8)

8. Ability to discern sociological dynamics, (including the power dynamics of gender, age and ethnicity) and to apply that information to specific ministry settings. (CX3)
9. Ability to analyze and describe congregations and communities. (CX4)

COURSE TEXTS:

Alcorn, Randy. *Managing God's Money: A Biblical Guide*. Tyndale, 2011.
ISBN: 9780842353601

Berkley, James D. *Leadership Handbook of Management and Administration*. Revised and Expanded ed., Baker Books, 2008.
ISBN: 9780801068140

Hillman, George M. and John Reece. *Smart Church Finances: A Pastor's Guide to Budgets, Spreadsheets, and Other Things You Didn't Learn in Seminary*. Lexham Press, 2020.
ISBN: 9781683593744

Toler, Stan, and Elmer L. Towns. *Developing a Giving Church*. Beacon Hill Press, 2013.
ISBN: 9780834130128

NOTE: Students are responsible to have the required s prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Course Texts

The textbook by Berkley is a wonderful resource for administrative practices. You will want to mark the book carefully in order to refer back to it for sound advice. You will find it a very practical tool for your library.

A Pastor's Guide to Budgets, Spreadsheets, and Other Things You Didn't Learn in Seminary, by George Hillman and John Reece was written for leaders of a ministry, nonprofit or church. Pastors may have been trained to be a faithful counselor, preacher, interpreter of God's Word and find themselves spending energy on administration tasks that threaten to drain time, energy and joy. Written from years of ministry and business experience, the authors share a solid foundation of business principles that are practical for ministry.

Developing a Giving Church by Toler and Towns is based upon the principle that healthy kingdom giving springs out of spiritual living. Based upon the premise that stewardship is the management of time, talents, and treasure, the authors set forth a vision for pastors and church leaders to shape the thinking in the pews by merging biblical principles with proven methods of creating an environment for giving and generosity in the church.

Managing God's Money: A Biblical Guide, by Randy Alcorn shares that God cares a great deal more about our money than most of us imagine. Jesus says more about how we are to view and handle money and possessions than about any other topic—including both heaven and hell. In *Managing God's Money*, Randy Alcorn breaks down exactly what the Bible has to say about how we are to handle our money and possessions in a simple, easy-to-follow format. Filled with Scripture references,

Managing God's Money is the perfect reference tool for anyone who is interested in gaining a solid biblical understanding of money, possessions, and eternity.

For those who are ministering in the Church of the Nazarene, take note. We will not use the Manual of the Church of the Nazarene in this course as a regular text, but you will definitely need to have access to a *Nazarene Manual* and familiarize yourself with the financial policies as set forth by the denomination. All pastors need to know basic corporate law as well as the legal and binding corporate rules as set forth by their denomination. Note: You may access a free download copy of the *Nazarene Manual* at the following site: <http://2017.manual.nazarene.org/>. You will have access to the latest version available for download.

A suggested supplemental text:

Nazarene Publishing House has published a text titled “*Foundations of Church Administration. Professional Tools for Church Leadership.*” It is a book especially targeted to Nazarene pastors in a Nazarene context. You are encouraged to consider purchasing this book as a good pastoral resource for your library.

Peterson, Bruce L., Thomas, Edward A., Whitesel, Bob, editors. *Foundations of Church Administration*. Beacon Hill Press of Kansas City. 2010.
ISBN: 9780834125216

COURSE REQUIREMENTS:

- I. **Reading**
Students are expected to complete the assigned reading in time that the reading may inform the student’s contribution to the class discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each session’s discussion.
- II. **Reading Report**
Each session the student is to submit a 250-word reading report summarizing two key issues discovered in the readings of the texts and/or the lectures. Use parenthetical references when citing passages.
- III. **Discussion Questions**
Each session, the instructor will post four questions to the session course material. The student is to choose two of the questions and provide a reasoned response. The response should be at least 500 words in length, roughly 250 words per question. It should reflect knowledge and comprehension of the subject and include at least two specific references (with parenthetical references) to the assigned reading for the session.
- IV. **Board Meeting Analysis**
Attend a Board meeting at your local church or other ministry. Write a reflection paper on the experience. The report is to be four to six pages in length (roughly 1000 to 1500 words). It should use a standard research paper title page and begin with a paragraph describing the meeting particulars – when, where, who, how long the meeting lasted, etc. Please use title for

participants rather than personal names. Following this opening paragraph, the paper should have six clearly defined sections:

- A. *Information for decision making* – analyze the agenda, minutes, report from the pastor, report from the treasurer, etc., for clarity, usability, and integrity. Did the treasurer’s report communicate to you as an “outsider”? Did the report clearly delineate the budget and indicate the extent to which the budget was followed? Were other reports clear and to the point?
- B. *Structures* – describe, analyze, and assess how the group organized itself to do its work. That is, did the group follow formal structure, proper parliamentary procedures, etc., or was the group more informal in its processes?
- C. *Relationships* – assess interactions between the pastor, ministerial staff members (if any were in attendance), and group members. Did everyone have opportunity to speak or did a few dominate the process?
- D. *Effectiveness* – analyze the productivity or outcomes of the meeting in light of the agenda and other stated goals for the meeting. Was it apparent that processes and policies were already in place for how funds were to be administered or did the committee wrestle with which bills to pay this month?
- E. *Theological Reflection* – evaluate the process and outcomes of the meeting in light of your Biblical and theological understandings of ecclesiology, spiritual leadership, Biblical and theological constructs given in the class lecture, uses of power, etc.
- F. *Recommendations* – suggest ways the meeting could be improved in light of the five areas of analysis listed above.

V. **Philosophy of Ministry**

One of the learning outcomes of your degree or ministry preparation program is to be able to explain why you do ministry the way you have chosen to do it. To help achieve this outcome you have been asked, in more than one class, to compose a Philosophy of Ministry or a Personal Ministry Plan. In this class you will be asked to revise that document one more time.

- Sample POM Burch *Used by permission* (See below)
- Sample POM Russom

Developing a Personal Philosophy of Ministry or Personal Ministry Plan has been an intentional part of your ministerial preparation. It is anticipated that your Philosophy of Ministry/Personal Ministry Plan will continue to develop as a result of your continued education and the influence of your professors. As you come near the end of your program, we want you to take one more look at just how comprehensive and inclusive your POM/PMP is.

With the addition of administrative and financial principles learned in the course, it is possible that you have not included Church Administration and Finance in your POM/PMP to date. For this assignment you are asked to review your POM/PMP one more time. Make sure that it reflects your understanding of the call to Christian ministry and ministry practices. Your core

value and the expectations that you have of yourself and the congregation you serve should also be reflected. And, now that you have gone through Church Administration and Finance, your convictions regarding stewardship and financial practices should also be included. Your POM/PMP should also state the biblical principles upon which you base your Philosophy or Plan.

At this point, it is not expected that there will be a lot of changes, so you certainly should not be starting from the beginning. And, once you are in an actual ministry position (if you are not already), you may find that experience will contribute to some adjustments in your POM or Plan. It will not be an ever-changing document, but it should mature as you mature in your spiritual growth and professional experience.

Revisions to the original philosophy are to be noted in italic type and deletions noted with a strikethrough. At the end of the paper, discuss (in 500 words or so) what changes there are in the philosophy of ministry that have been brought about because of the discussions and learning of the class.

VI. Finance Project

Students will select ONE of the financial projects listed below and submit the report.

- A. Develop a comprehensive operating budget for a small church raising \$150,000 per year. Be sure the budget includes the three components articulated in the lecture in Session Four. Budget documents submitted to the board should be succinct. (Please refer to The Sample Budget below) Notice the format and the brevity of the line-by-line list. Every budget presentation should have three things.
 1. A line-by-line of expenditures and how those compare to previous year.
 2. A separate sheet(s) supporting the gross numbers listed on the budget.
 3. A revenue forecast.
- B. Read 500 pages of collateral reading in the area of church finance (books and articles other than the texts) and submit a three to five page report on insights gained from the reading.
- C. Design a tax-wise ministerial compensation package.
- D. Write a manuscript of a stewardship sermon. At the end of the sermon, explain in a paragraph of 500 words why you selected the passage on which the message was built.
- E. Compile a list of 25 offering prayers and 25 biblical stewardship texts that could be used during the offerings to be received at your church. The prayers must be of your own composition, not imported from other sources.
- F. Research the "stewardship industry" to discover tools available for pastors to use to train laity. Write a three to five page report and provide samples, if possible.
- G. Research software options for church financial recordkeeping. Write a three to five page report.

- H. Write a three to five page research paper on biblical and theological issues regarding financial matters in ministry.
- I. Write a three to five page paper on generational differences in motivating people to give to the church.
- J. Present a detailed outline and calendar for a major gift campaign for a church or ministry.
- K. Interview three to five people and ask them to tell a story of stewardship celebration. Report your findings in a three to five page paper.
- L. Be creative. Think of something that interests you and submit the concept to me for approval.

VII. Final Exam

VIII. Session Reflection

Submit a 500-word reflection of what you felt were the key items covered during the session and how those items apply to current life as well as to future aspirations. Specifically, you should report on:

- A. What is the most significant thing I learned this session?
- B. How did what I learned change my thinking about this session's topic?
- C. What previous experience relate to what I read and learned?
- D. How will I use this knowledge in the future?
- E. What questions do I still have about this session's learning?

To score well, the reflection must make reference to the assigned reading (including parenthetical references), will include suggested real-world manifestations of the session's material, and a plan for implementing the material in the student's personal and/or professional setting.

For additional information see:

- Writing Reflection Papers
- Session Reflection Scoring Guide

**COURSE EVALUATION:
Grading Assignments:**

Assignments	
	Points

Discussion Questions (40 points per session)	240
Reading Report (15 points each)	90
Session Reflection (20 points per session)	120
Discussion/Participation (25 points per session)	150
Finance Project	125
Board Meeting Analysis	125
Revised Philosophy of Ministry	50
Final Exam	100
TOTAL ALL ASSIGNMENTS	1000

Students receiving 950 or more points will receive an A
 Students receiving 900 to 949 points will receive an A-
 Students receiving 870 to 899 points will receive a B+
 Students receiving 830 to 869 points will receive a B
 Students receiving 800 to 829 points will receive a B-
 Students receiving 770 to 799 points will receive a C+
 Students receiving 730 to 769 points will receive a C
 Students receiving 700 to 729 points will receive a C-
 Students receiving 670 to 699 points will receive a D+
 Students receiving 630 to 669 points will receive a D
 Students receiving 600 to 629 points will receive a D-
 Students receiving 599 or less points will receive an F

COURSE SCHEDULE:

I. SESSION 1: Biblical, Theological, and Historical Foundations

- Reading/Videos
 - i. *Leadership Handbook*, Chapters 1-7 and 9-12.
 - ii. *Smart Church Finances*, Chapters 1-4
 - iii. Video: "Church of the Nazarene – Local Church" found at:
<https://youtu.be/jYtlEw0cQ1w>
- Reading/Video Report
- Discussion Questions
 - i. Discuss the differences and similarities between the way the Old Testament and the New Testament treat the matter of wealth and possession.
 - ii. How does the church you attend resemble and differ from the contemporary American church depicted in this week's reading material?
 - iii. Why is it important to base administrative practices upon sound biblical and theological foundations? Describe in your answer at least five biblical or theological administrative/finance principles.
 - iv. Have you seen put into practice a Trinitarian approach to administration? What does that look like?
- Session Reflection

II. SESSION 2: Definitions, Expectations, Working with Volunteers

- Reading/Videos
 - i. *Leadership Handbook*, Chapters 13-25.

- ii. Video: “Finding Leadership in the Church” found at: <https://youtu.be/ZaecjQ07YYU>
 - iii. Video: “Strategic Planning in the Church” found at: <https://youtu.be/9ATIRWpwbcw>
- Reading/Video Report
- Discussion Questions
 - i. Which is more important... leadership, management, or administration? Why? Defend your answer.
 - ii. Describe the method you use (or plan to use) in tracking information needed for pastoral reports (such as weddings performed, baptismal services held, etc.)
 - iii. Tell the class about some of your successes and/or some of your failures in recruiting and maintaining volunteer workers in the church or in other settings. What do you think of the concept of “recruiting based on the motivation of compassion?”
- Session Reflections

III. SESSION 3: Church Structure, Conducting Meetings, Time Management

- Reading/Video
 - i. *Leadership Handbook*, Chapters 26-31.
 - ii. Video: “Church of the Nazarene – Organization Overview” found at: <https://youtu.be/wCJxUnBhJ38>
- Reading Report
- Discussion Questions
 - i. What are the advantages of a comprehensive policy and procedure manual? Does the church you attend have a policy and procedure manual? Does it effectively articulate important policy matters? What about it needs improvement?
 - ii. Name three important parliamentary processes and articulate the extent to which you have seen them observed in the ministry setting you currently attend.
 - iii. Describe the difference between functioning according to the compass and functioning according to the clock. What are some things you do to keep the main thing the main thing? Would you consider yourself adept at concentrating on the important rather than the urgent?
- Session Reflections

IV. SESSION 4: Church Budgeting

- Reading/Video
 - i. *Leadership Handbook*, Chapters 32-38.
 - ii. *Smart Church Finances*, Chapters 5-8.
 - iii. Video: “Proven Biblical Money Principles – Dave Ramsey” found at: https://youtu.be/OC_6WqXA1ps
- Reading Report
- Discussion Questions
 - i. Summarize the budget planning process as articulated in the lecture. From your own experiences, are there any steps missing?
 - ii. The lecture suggests that giving is a part of worship. Yet, some churches place an offering container at the back of the auditorium and do not make public mention of money. What are your thoughts in this regard?

- iii. In chapter 3 Hotchkiss writes about the importance of managing polarities when it comes to finances. List the polarities and discuss them.
- Session Reflections

V. SESSION 5: Finance Reports, Protecting the Resources, Building Programs

- Reading/Video
 - i. *Developing a Giving Church*, Pages 7-138.
 - ii. Video: “This Bible Verse Will Transform How Your Church Thinks About Giving” found at: <https://youtu.be/Zi9EmgKyd9o>
 - iii. Video: “How Can I Get My Church to Actually Use Our Digital Giving Software?” found at: https://youtu.be/E3-lgoE_-5A
- Reading/Video Report
- Discussion Questions
 - i. List three of the responsibilities the church has to the government and explain their significance. In your experience, have these processes been followed at the church you attend?
 - ii. Why is it important to design a church accounting system in a way that it will generate information needed for denominational reports?
 - iii. Describe any successes or failures you have experienced in a church building program. If you had it to do over again, what would you do differently?
- Session Reflections
- Board Meeting Analysis

VI. SESSION 6: Compensation Planning, Stewardship

- Reading/Video
 - i. *Leadership Handbook*, Chapter 8.
 - ii. *Developing a Giving Church*, Pages 139-190.
 - iii. *Managing God’s Money*, Chapters 1-3; 16-18
 - iv. Video: “Randy Alcorn: Managing God’s Money – Biola University Chapel” found at: <https://youtu.be/PmcHBP-ZBS4>
 - v. Video: “What Are the Six Treasure Principles in Your Book” found at: https://youtu.be/J7gxx_mu72w
- Reading Report
- Discussion Questions
 - i. Ministerial compensation planning is more complex than it might appear on the surface. Discuss any “surprises” you learned from the lecture or the texts in this regard. How will this new knowledge impact your future?
 - ii. Is tithing passé? Defend your answer.
 - iii. Select three of the alternative means of raising funds in the church and describe them. Do any of the suggested options cause your concern?
 - iv. What has been your experience regarding stewardship education in the church? Have you attended churches that conduct stewardship seminars? If so, how were they received? If not, do you think they would be helpful?
 - v. Browse the Nazarene Pensions and Benevolence web site to find the document on “Memo #4: Strategies for Structuring Ministerial Compensation”. Search within the document the section on “The Cost of a Minister vs. The Cost of a Ministry”.

Share what you have learned about the difference between the Minister and Ministry in regard to compensation. <https://pbusa.org/>

- Session Reflections
- Submission of your revised POM/PMP
- Finance Project
- Take your Course Exam

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

PHILOSOPHY OF MINISTRY

Curtis E. Burch

For me, there is no higher calling in life than to have an on-going, deep, and loving relationship with God. I echo the apostle Paul who said, "I want to know Christ and the power of his resurrection..." (Phil 3:10). It is the deepest desire of my heart to know God in an intimate way, to live a life holy and completely given over to Him. Having received His gift of salvation, by faith, I have come to understand that knowing and loving God is inextricably linked to following Him. Jesus said, "If you love me, you will obey what I command." Therefore, my desire to love Him should be equal to my desire to obey Him in all that I do. God has called each believer to serve Him in a special way, according to the gifts the Holy Spirit He has bestowed upon those who are in Christ. Of many things I am convinced, but none as much as the fact that God has called me and equipped me to be a pastor and to serve Him in this way. Of this calling, there are at least three driving values that I seek to maintain and which serve as a foundation for my philosophy of ministry: (Jn. 14:15)

First, as is true of any calling from God, I feel it incumbent upon me to be committed to the process of spiritual growth and growth as a pastor. To the extent that Christ seeks for me to grow and serve others in a pastoral role, I know, too, He seeks to conform me to His image. Again, I echo the thoughts of Paul who said, "Not that I have already obtained all this, or have already been made perfect, but I press on to take hold of that for which Christ Jesus took hold of me...I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus." (Phil 3:12-14)

Secondly, I understand that my pastoral calling, though it is the joy of my life, does not supersede my calling as a husband to my wife and father to my children. The hierarchy of my priorities place a personal relationship to God as primary, secondly my family, and thirdly pastoral ministry. The qualifications of a pastor found in 1 Timothy 3:1-7 and other related passages demonstrate this measure of priorities to be biblical and sound.

Thirdly, I understand that I am foremost a servant. God has not called me to the pastorate so that I can benefit from a title, or be enamored by prestige, or climb a professional ladder. I have been called to serve and shepherd. The description I believe is most closely associated with a pastor is the word shepherd. A pastor serves by shepherding his flock. A shepherd is basically a caretaker, one who looks after his sheep, leads them to green pastures, protects them, nurtures them, feeds them, and takes care of their needs. A shepherd gives of himself for the health and betterment of his sheep. As a pastor, I seek to give of myself for the spiritual health and spiritual betterment of those in the church. To that end I am committed. (1 Peter 5:14, John 21:15-17, Heb. 5:12-14 & 6:1-3)

I believe that in order for me to be an effective pastor I must be a person who believes that the Word of God is the ultimate authority. The Bible was written by men divinely inspired and is God's revelation of Himself to man. It is a perfect treasure of divine instruction. It has God for its author, salvation for its end, and truth, without any mixture of error concerning the truth and principles found therein. Therefore, all Scripture is totally true and trustworthy. It reveals the principles by which God judges and blesses us, and therefore is, the true center of Christian union, and the supreme standard by which all human conduct, creeds, and religious opinions should be tried. All Scripture is a testimony to Christ, who is Himself the focus of divine revelation. It is sufficient to help us in our time of need, to teach us what we need to know and do in terms of godliness, to rebuke us when we sin, to correct us when we are in error, and to instruct us in holy living. It is sufficient to equip us for every

good work. In it we have everything we need for life and godliness. This is the testimony of Scripture, God's authoritative Word. (2 Tim. 3:16-17, Heb. 4:12, 2 Pet. 1:3).

I believe that in order for me to be an effective pastor I must be a man of prayer. I must continue to realize and understand that the "battle is Lords" (2 Chron. 20:15), and He does not rely on me but I am to rely on Him. Daily prayer is an act of worship and obedience. Perhaps no other verse better summarizes why we should pray on a daily basis than 1 Thessalonians 5:16-18: "Be joyful always; pray continually; give thanks in all circumstances, for this is God's will for you in Christ Jesus." It's God's will for me to rejoice in Him, to pray to Him and give thanks to Him. To pray without ceasing simply means that we should make prayer a regular habit and never stop doing so. Prayer also is an act of worship because by praying to Him we are showing Him how much we adore Him. Daily prayer is also an act of obedience that brings joy to the Lord. As I continue to be a man of prayer I will continue to know God's heart for my life, for my family, and for the church. (1 Chron. 16:11)

I believe that in order for me to be an effective pastor I must be an effective transformational communicator. I am committed to spending time in preparing Biblically based messages and teachings designed to meet the everyday needs of the people, no matter what walk of life they come from. How to live an authentic, effective, powerful, Godly life with the pressures of today's society is an important emphasis of the messages. My ultimate goal is for those under the ministry God has called me to is that they it is God's word that changes their lives, sets them free to live a life of freedom and a life that glorifies God. I am committed to make the messages God give me relevant and applicable to the lives of those who listen. Transformation Communication/Preaching/Teaching must be preaching with purpose – to reconcile a world to Jesus Christ – and with practicality. It must be preaching to the people – where they are, in their need. Above all, it must be preaching by the power of the word of God. (2 Tim. 3:16, 2 Tim. 4:2, Titus 2:15, 1 Cor. 15:1)

I believe that in order for me to be an effective pastor I must be a person of faith and vision. I realize that "where there is no vision, the people perish." (Prov. 19:18) With the Holy Spirit's guidance and direction, future is determined and a course of action is put in place. I truly believe that everything that God, by His Spirit, births in my life concerning vision and direction, will come to pass as we follow His leading, because He is the One who gave the vision and direction, and provision will be made. (Matt. 17:20, 21:21-22, Ps. 25:5, John 16:13) I believe that we are to be a church of love, acceptance, and forgiveness to those within the church and to those outside of the church. My philosophy of pastoral ministry begins with a firm conviction that the good news about Jesus Christ is the center of all ministry (Mark 1:1). This good news call for a response, which we see laid out in the great commission (Matt 28:18-20). Jesus first declares all authority has been given to him, and in light of this divine authority he sends his disciples out to make disciples, "Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age." The only imperative in this passage is to "make disciples." Just as important in my pastoral ministry is the great Commandment (Matthew 22:37-39). The imperative in this passage is that I am to "Love the Lord (my) God with all (my) heart and with all (my) soul and with all (my) mind. This is the first and greatest commandment. And the second is like it: "Love (my) neighbor as (myself). Just as making disciples is essential to fulfilling the Great Commission, loving God and loving is essential to fulfilling the Great Commandment, so equipping the saints for ministry is essential to making disciples (Eph. 4-12-13).

I believe that in order for me to be an effective pastor I must do the work of an evangelist.

I have a tremendous desire, given to me by God, to see lost people come to know Christ in a forgiving, cleansing, life changing, and transformational way. In God's word I am charged to, "Preach the word! Be ready in season and out of season. Convince, rebuke, exhort, with all long suffering and teaching." This is the work of the evangelist. I am to faithfully proclaim the unsearchable riches of Christ; to make the sinner aware of their need for Christ; to correct with compassion; to encourage with hope and to never lose hope in or belief that man is beyond redemption, all of this done with a heart of love humility, understanding that I was an "other" once. This can only be accomplished when one is willing to fulfill his ministry. It is my desire that the local church seek to keep its witness strong and vibrant in the community. Therefore, as a pastor, I must engage the flock to go out into the community and share their faith with everyone who is in their personal circle of influence. (2 Tim. 4:2 & 5, 2 Tim. 3:15-17, 2 Tim. 2:15)

I believe that in order for me to be an effective pastor I must be a person of integrity.

I practice what I preach. I am a sanctified; Spirit filled Christian who enjoys a consistent personal and family devotional life. I choose to live in obedience to God's Word and to live by the Spirit (Gal. 5). A person of integrity is validated by their words and their deeds. If I am pure in heart I can be pure in action. Integrity is making my daily actions line up with my heart's values. Psalm 25:21 tells me that "...integrity and uprightness protect me, because my hope is in You".

I believe that in order for me to be an effective pastor I need to be an effective leader.

I understand and realize that no church ever rises higher than its leadership. Therefore, I need to constantly be growing closer to God in my relationship with Him, living by faith and trust, stretching myself to become all that God wants to make me. I believe you must serve in order to lead effectively and I am to follow Christ's example in this. I also must have vision and direction, knowing where God wants to take the church and can lead others in that direction. I also must be willing to lead the church staff and leaders into a closer relationship with Christ and nurture relationships toward this end. (Matt. 20:27-28, 1 Peter 5:2-4, John 3:30, 1 Cor. 13:4-8)

I believe that in order for me to be an effective pastor I must be an "equipper". Equipping the saints for the work of ministry is a major emphasis. Providing Biblical substance in a climate of love, acceptance, and forgiveness enables people to reach their full potential as disciples. I am committed to helping Christians grow, through preaching/teaching and discipleships, in their relationship with the Lord by leading them to discover and implement their unique spiritual gifts. I will provide opportunities for God to work through His people by His Holy Spirit to equip our brothers and sisters in Christ so that we can all build up one another toward unity and maturity and faith in Jesus Christ. (Eph. 4:12-13, 1 Cor. 12, 1 Pet. 5:2, John 21:15-17, Heb. 5:12-13 & 6:1-3).

I believe that in order for me to be an effective pastor I must be willing to be accountable. I am committed to making my actions and reactions accountable to God, to my family, and to the local church. I realize that I am not perfect, but I am at peace with myself and the world around me. As a pastor I am accountable to the Lord, but earthly accountability is also essential to preserving godly leadership. Shared responsibility for God's people minimizes the potential for one man to inflate his pride and abuse his position or those under his charge. I as a pastor must engage in regular, transparent communication with other leaders or trusted counselors. These conversations, conducted in an atmosphere of trust and agape love should be used to encourage and exhort. As a pastor, I must exercise self-discipline by establishing personal boundaries that protect against even the appearance of impropriety. (Romans 14:13, Hebrews 13:17, Prov. 27:17)

I believe that in order for me to be an effective pastor I must be an able administrator.

I am committed to conducting myself in the business of the church in an efficient manner. I am committed to understanding the importance of productive organization, always keeping in focus, that although there is a business aspect of the church, the focus should always be directed toward ministry and stewardship. I also understand the need to delegate and make use of others times, gifts and talents in this area, always realizing that Spirit led, Spirit filled people are the ones to be involved in this area. (1 Cor. 12:28, Rom. 8:14, Acts 20:28. 1 Tim 3:1-13, Acts 6)

I believe that in order for me to be an effective pastor I must be a wise financial steward.

I realize that I must make wise use of my personal finances as well as those of the congregation that I serve. Accountability is key in this regard. I am committed to our mission to be obedient to The Great Commission and The Great Commandment and realize that God provides, through his people, resources to accomplish His will in these areas. I realize that it is all God's money and that I as a pastor, and we as a church, are simply stewards of His resources. It is understood that if we "seek first His kingdom and His righteousness..." God will supply. God owns everything and it is His promise to provide for the needs of the church as we are faithful to Him and trust Him. (Matt. 25, Luke 14:28, Matt. 6:33, Ps. 24:1-2, Col. 1:16)

God's love, acceptance, and forgiveness is foundational, not only throughout Scripture, but in my ministry as well. I also believe that as Christians we are to be a Christian people, we are to be a Spirit filled (holiness) people, and we are to be a missional people.

MY PERSONAL PHILOSOPHY OF MINISTRY
DR. JAMES R. RUSSOM
An ordained elder in the Church of the Nazarene



Biblical Foundations for Ministry

A God Called Ministry: I believe in a God-called ministry, whereby the Holy Spirit initiates the desire for ministry and gifts the minister for his/her calling. (Eph. 4:11; 1 Tim. 1:12) *I know that God has called me to a pastoral ministry, and I will go where God leads me.*

Primary Function of Pastoral Ministry: I believe that the primary function of pastoral ministry is to enable the church to fulfill the Great Command (to love God and others wholeheartedly) and the Great Commission (to lead others to Christ and Christian maturity), thus making disciples. In addition, I believe that to accomplish this, the pastor must prayerfully and humbly depend upon the power of the Holy Spirit to be effective. (Matt. 22:37-40; Matt. 28:19-20 John 14 – 15) *I know that I cannot do this in my own strength. I must be filled, gifted and anointed by the Holy Spirit.*

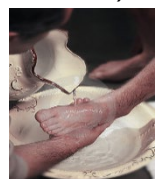
I believe that the priority role of the pastor is to equip the people of God for ministry thus enabling the building of the kingdom of God through the power and gifts of the Holy Spirit. (Eph. 4:11-16; Acts 1:8; I Cor. 13; Romans 12) To that end, the pastor must fulfill the role of Pastor/Teacher/Shepherd as taught in Scripture including the ministry of Prayer, Preaching, Worship, Teaching, Leadership, Church Administration and Management, Administering the Sacraments and Shepherding the Flock of God. (Acts 2:42; 1 Tim. 4:13; Heb. 13:17).

Church Administration is the proper and wise use of all of the God-given resources provided to every church. The pastor should administrate the church in ways that maximizes these resources and develops good stewardship practices. *I know that I cannot do ministry alone. I must lead and administrate the church in ways that build ministry teams of lay-leaders who are developed, nurtured, and deployed for passionate service.*

Servant Leadership – Lead Like Jesus: I believe that a pastor should serve the church as a servant-leader: lovingly, willingly, without compulsion or greed; and to be willing to suffer for the sake of the Gospel if need be. (Matt. 20:25-28; 1 Peter 5:2; Jn. 15:12-17; 1 Peter 4:12-19) *I know that only as I lead like Jesus, can I be an effective pastor/leader.*

I believe that Jesus the Great Shepherd will provide all of my needs for life and ministry (Ps. 23:1) and that He has set the example for me so that I should be a servant leader who is:

- Tender in my care (Isa. 40:11).
- Sacrificial in my service (Jn. 10:11)



- Providing ministry to all without favoritism (James 2:5-6)
- Gentle to those who have wavered in their faith (1 Peter 2:25)
- Burdened for those who are lost (Luke 15: 4-6)
- Compelled by godly love (Jn. 13:1)
- Speaking the truth in love (Eph. 4:15)
- Seeking to be an example of integrity in “speech, in life, in love, in faith, and in purity.” (1 Tim. 4:12)
- Studying to show myself to be an approved workman of the Gospel/Word (2 Tim. 2:15)
- Seeking to please God and not to be a pleaser of men (1 Thess. 2:4)
- Seeking my ultimate reward from Christ, the Great Shepherd...desiring to hear Him say, “Well done!” (1 Peter 5:4) *I know that I can only do this by trusting God to sanctify me and empower me for Christlike living and service.*

Lay Leadership – Lay Ministry: I believe that pastoral leaders and lay leaders share the responsibility of leading the congregation. The pastor should be involved in leadership development and equipping lay persons – men and women – who are gifted and called of God to lead the congregation. Therefore I will lead the nominating committee in selecting persons for election persons who

- Are full of faith and the Holy Spirit (Acts 6:5)
- Are worthy of respect, sincere, not indulging in much wine, and not pursuing dishonest gain. (I Timothy 3:8)
- Are able to keep hold of the deep truths of the faith with a clear conscience. (I Timothy 3:9)
- Are men and women of good reputation which stands the test of spiritual maturity, being in right relationship with God and man (I Timothy 3:10)
- Have a spouse that is also worthy of respect, are not malicious talkers but are temperate and trustworthy (I Timothy 3:11)
- Are faithful to their marriage vows and manage their children and household well (I Timothy 3:12)
- Profess to be sanctified and practice storehouse tithing and are in full sympathy with the doctrines and practices of the Church of the Nazarene (Manual Paragraph 39)

I believe that lay persons elected by the congregation to the Church Board and Sunday School Discipleship Board are to be persons who qualify as a deacon or deaconess serving as the spiritual leaders of the local church first and foremost, so that they may conduct the business of the church in a Christlike manner.

Christian Stewardship: We are all stewards. God is the owner and we are to manage our life and resources (life, love, time, talent and treasure) to the glory of God. The characteristic of good stewardship is faithfulness in all things. (Psalm 24; Luke 12:42-48; Col. 3:17, 23-24; I Cor. 4:1-3)

I believe that the pastor should demonstrate Christian Stewardship – God is the owner – in every area of life by being a sacrificial giver of time, talent and resource. This includes the practice and preaching of Storehouse Tithing as the biblical base for Christian giving, plus lovingly giving offerings above the tithe as God leads. Stewardship is a matter of the heart, and when we practice biblical stewardship we honor God and demonstrate His Lordship over our lives. (Malachi 3: 6-12; Leviticus 27:30-32; Ps. 24:1-6; Matthew 23: Luke 6:38; 11:42; 1 Cor. 1-3; 2 Cor. 8:1-11; 9:68).

Christian Submission: I believe that I must submit myself to the authority of God's Word and to the elders that God has appointed over me in the Church of the Nazarene, in order that I may be protected by His care and be an example of submission and good churchmanship to others who watch my life. I should also model good citizenship. (Romans 13:1-7; 1 Peter 5:5-11) *I know that I must model what it means to live a surrendered and consecrated life.*

Worship: I believe that the pastor should set an example before the church as the "lead worshipper." By that I mean that I should worship the Lord in spirit and in truth and come to session worship services with a spirit of joy, gladness and the hopeful expectation that God will move upon the Church in a powerfully transforming way. I must come before the Lord and my congregation having worshipped the Lord individually all session. I must be fully prepared through prayer, study, and service relying fully upon the power of the Holy Spirit.

I shall seek to lead my congregation in God-honoring worship that fits the culture of the congregation and community. We will seek to worship as instructed in the word with... "psalms, hymns and spiritual songs. Singing and making music in our hearts to the Lord, always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ." (From Eph. 5:19 NIV) I believe that the Word of God should be central in worship; being read and spoken together and being preached with confidence and clarity. The church should hear and receive words of encouragement, admonishment, challenge, conviction, sound doctrine and love as the Word of God is proclaimed.

I believe that worship should be passionate and dynamic. My heart's desire is that God will reveal himself in ways similar to Isaiah Chapter 6, whereby we are transformed by God's power and presence so that we cry out, "Here am I, Lord send me" leaving the place of worship empowered for ministry. I also believe that worship should represent the Pentecostal Power of God resulting in saints being filled with the Holy Spirit, the unsaved becoming born again, and the church empowered to be a mighty witness of God's love and grace in the community. (Isaiah 6 and 51:3; Psalm 100: John 4:24; Eph. 5:19; Acts 1:8; Rom. 2:21 and 12:1)

Ministry to My Family: I believe that my ministry begins in my home where I am to model the love and care of Christ, guarding and shepherding my own family with genuine faith and holy living. In this way, I prepare myself to minister to the families of my congregation and to live out the life of Christ before them. (Eph. 6; 1 Tim. 3:12; 1 Peter 3:1-8) *I know that my private and public life must reflect these biblical priorities.*

Living by Faith: Faith is believing God and acting accordingly. It means standing on the promises of God in complete hope and assurance of God's gracious provision.

I trust in the following promises from God for my life and ministry:

- God loves me with an awesome and transforming love (I John 3:1-3)
- God will take care of me and lead me to victory (Romans 8:31; 37-39)
- God has a good plan for my life (Jer. 29:11-13; Rom. 8:28)
- God is faithful and will keep his promises (I Cor. 1:9)

In view of these promises and relying upon the power of the Holy Spirit, I pledge to:

- Offer myself as a living sacrifice to God (Rom. 12:1-2)
- Pursue holiness of heart and life and preach the same (Heb. 12:14-16)
- Learn to live in godly contentment (I Tim. 6:1-6)
- Live a life of love (Eph. 5)
- Be faithful in my tithes and offerings and set the example for other believers in sacrificial giving. (Malachi 3:8-12; I. Cor. 9:6-8)
- Press toward the goal of hearing the Master say, “Well done – good and faithful servant.” (Matt. 25:21) *I know that I must be an obedient steward of all that God has entrusted to me and do my best to set an example for my congregation of trust, obedience, tithing, sacrifice, and joyful giving.*

The Church

I believe that

- The Church belongs to Jesus who is the head of the church; thus it should be an obedient church (people) submitting to the authority of Christ in all things. (Col. 1:18)
- The Body of Christ which is comprised of those who have been redeemed by the blood of Christ and we all have a special place of service for which God has gifted us. (I Cor. 12)
- The Church, as the Body of Christ, must be committed to love, unity, and service. We are not only to love each other, but we are to love all who are in Christ and encourage and build one another up. (Eph. 4)
- The Church, when it follows the Holy Spirit, is so powerful a force that not even the Gates of Hell can stand against it. (Matt. 16:18)
- The Church should be a House of Prayer and keep prayer as a central ministry. (Matt. 21:12; Mk. 11:17; Lk. 18:1; 19:46; Acts 10:2)
- The Church is responsible to make the wisdom of God known throughout the world. (Eph. 3:10)
- The people, who are the church, should demonstrate to the world what it means to lay down their lives and love other more than themselves. (Eph. 5:21; Phil. 2:1-4)
- The Church is the Bride of Christ – thus united in love, glorious, radiant, holy and pure. (Eph. 5:27) *I know that I must lead the way in submitting to the Lordship of Christ, which is demonstrated by being obedient, loving, kind, generous, bold in my witness, prayerful, and holy (Christlike) living.*

Therefore...I will devote myself as a servant-leader to the Church of Jesus Christ as a minister in the Church of the Nazarene to lead, love and serve in ways that cooperate with the Holy Spirit to help the church that I pastor become the church that Jesus wants it to be.

I Am Thankful:

I count it an honor to be called of God and to be an ordained elder in the Church of the Nazarene.

It is a precious privilege to be a pastor and share the love of Jesus with you through service and intercessory prayer.

It is a duty of love to preach the full gospel of heart holiness.

It is a holy obligation to live my life in such a way that I may say to you: "Follow my example, as I follow the example of Christ." (I Cor. 11:1)

It is a blessing to be accepted and loved by you, the people of God.

It is a joy to share with you in the building of His Kingdom.

In His Service,

James R. Russom

1 Peter 5:2-4 (NIV) Be shepherds of God's flock that is under your care, serving as overseers—not because you must, but because you are willing, as God wants you to be; not greedy for money, but eager to serve; not lording it over those entrusted to you, but being examples to the flock. And when the Chief Shepherd appears, you will receive the crown of glory that will never fade away.



**ANYTOWN CHURCH OF THE NAZARENE
OPERATING BUDGET**

		This Year Budget	New Year Request	New Year Revised
Global				
31	World Evangelism Fund	\$5,200.00	\$5,500.00	\$5,350.00
32	Approved Specials	\$1,000.00	\$1,200.00	\$1,000.00
33	Other Global Interests	\$100.00	\$100.00	\$100.00
34	TOTAL GIVEN TO GLOBAL MISSION	<u>\$6,300.00</u>	<u>\$6,800.00</u>	<u>\$6,450.00</u>
Pension				
35	TOTAL GIVEN TO PENSION FUND	<u>\$1,900.00</u>	<u>\$2,250.00</u>	<u>\$2,200.00</u>
District				
36	District Ministry Funds	\$2,800.00	\$3,000.00	\$2,900.00
37	Other District Interests	\$250.00	\$300.00	\$275.00
38	TOTAL GIVEN TO DISTRICT MISSION	<u>\$3,050.00</u>	<u>\$3,300.00</u>	<u>\$3,175.00</u>
Education				
39	Regional College/University Funds	\$2,350.00	\$2,250.00	\$2,200.00
40	Other Nazarene Educational Institutions	\$200.00	\$200.00	\$200.00
41	TOTAL GIVEN TO EDUCATION FUNDS	<u>\$2,550.00</u>	<u>\$2,450.00</u>	<u>\$2,400.00</u>
Local				
Facilities				
42	Capital Improvements	\$2,000.00	\$3,000.00	\$3,000.00
43	Mortgage Payment	\$15,000.00	\$15,000.00	\$15,000.00
46	Repairs & Maintenance	\$2,000.00	\$3,500.00	\$2,500.00
46	Maintenance Supplies	\$1,000.00	\$1,000.00	\$750.00
46	Insurance	\$1,500.00	\$1,600.00	\$1,600.00
46	Church Utilities	\$4,600.00	\$5,000.00	\$4,700.00
	Sub-Total Facilities Expenses	\$26,100.00	\$29,100.00	\$27,550.00
Personnel				
44	Pastor's Salary	\$20,800.00	\$21,500.00	\$21,320.00
44a	Pastor's Employee Benefits	\$15,600.00	\$16,200.00	\$15,955.00
44	Custodian Salary	\$2,600.00	\$2,600.00	\$2,600.00
44a	Custodian Benefits	\$200.00	\$200.00	\$200.00
	Sub-Total Personnel Expenses	\$39,200.00	\$40,500.00	\$40,075.00
Program				
46	Worship/Music Expenses	\$1,700.00	\$1,800.00	\$1,700.00
46	Outreach & Evangelism Expenses	\$3,000.00	\$3,500.00	\$3,100.00
46	Pastor Professional Expenses	\$3,000.00	\$3,000.00	\$2,800.00
46	Office Expenses	\$4,500.00	\$4,000.00	\$4,000.00
46	Fellowship Expenses	\$1,000.00	\$1,200.00	\$1,000.00
46	Sunday School Expenses	\$1,200.00	\$1,300.00	\$1,200.00

46	Children's Ministry Expenses	\$1,500.00	\$1,700.00	\$1,600.00
46	Adult Ministry Expenses	\$1,000.00	\$1,000.00	\$900.00
46	NYI Expenses	\$1,500.00	\$1,600.00	\$1,550.00
46	Local NMI Expenses	\$500.00	\$500.00	\$500.00
45	Local Compassionate Ministry Exp	\$2,000.00	\$3,000.00	\$2,800.00
	Sub-Total Program Expenses	\$20,900.00	\$22,600.00	\$21,150.00
47	TOTAL USED FOR LOCAL MISSION	<u>\$86,200.00</u>	<u>\$92,200.00</u>	<u>\$88,775.00</u>
48	TOTAL MISSIONAL DISBURSEMENTS	<u>\$100,000.00</u>	<u>\$107,000.00</u>	<u>\$103,000.00</u>

BUDGET DETAILS

Line #	Budget Title	Total	Breakdown
31	World Evangelism Fund	\$5,325.00	Based on Denomination Budget Formula
32	Approved Specials	\$1,000.00	\$250 Alabaster; \$500 Deputation; \$250 Compassionate Ministry
33	Other Global Interests	\$100.00	\$50 Links; \$50 Missionary Christmas
35	Pension Fund	\$2,000.00	Based on Denomination Budget Formula
36	District Ministry Fund	\$2,900.00	Based on District Budget Formula
37	Other District Interests	\$275.00	District Campground
39	Regional College	\$2,425.00	Based on Denomination Budget Formula
40	Other Colleges	\$200.00	\$100 NTS; \$100 NBC
	Facilities		
42	Capital Improvements	\$3,000.00	\$1,000 Dishwasher; \$2,000 Replace office computer & printer
43	Mortgage	\$15,000.00	Amortization schedule from bank
46	Repairs & Maintenance	\$2,500.00	Repairs as needed; Snow plowing
46	Maintenance Supplies	\$750.00	Snow melt, restroom supplies, etc.
46	Insurance	\$1,600.00	Multi-peril insurance and liability insurance
46	Utilities	\$4,700.00	\$2,000 Gas ; \$1,500 Electric; \$750 Water; \$450 Trash
	Personnel		
44	Pastor's Salary	\$21,320.00	\$410 per week (Includes SS Reimbursement)
44a	Pastor's Benefits	\$15,955.00	\$4,800 Health; \$10,000 Housing; \$1,000 Retirement; \$155 life insurance
44	Custodian Salary	\$2,600.00	\$50 per week
44a	Custodian Benefits	\$200.00	FICA
	Program		
46	Worship/Music	\$1,700.00	\$350 Bulletins; \$1,000 Music; \$100 Communion supplies; \$250 Other
46	Outreach & Evangelism	\$3,100.00	\$1,500 Revival; \$1,000 Street Fair; \$500 Advertising; \$100 other
46	Professional Expenses	\$2,800.00	Professional expense account for pastor
46	Office	\$4,000.00	\$2,000 Copier; \$500 Postage, \$1,000 Office supplies; \$500 Phone
46	Fellowship	\$1,000.00	\$300 Kitchen supplies; \$500 Labor Day picnic; \$200 Other
46	Sunday School	\$1,200.00	\$900 Literature; \$300 Supplies
46	Children's Ministry	\$1,600.00	\$500 VBS; \$250 Child Church; \$250 Quizzing; \$500 Camp scholarship; \$100 Other
46	Adult Ministry	\$900.00	\$300 Discipleship resources; \$500 Lay retreat; \$100 Other
46	NYI	\$1,550.00	\$500 Youth retreat; \$500 Camp scholarships; \$500 Quizzing; \$50 Other
46	NMI	\$500.00	Missionary reading books
45	Local Compassionate Min	\$2,800.00	\$1,000 Local Rescue Mission; \$1,000 Grocery gift cards; \$800 Christmas family
	TOTAL	\$103,000.00	

PROJECTED SOURCES OF REVENUE

	Tithes and Offerings	\$78,800.00
	Sunday School	\$1,200.00
	Building Fund	\$10,000.00
	Faith Promise/Missions	\$13,000.00
	TOTAL	\$103,000.00

WRITING SESSION REFLECTION/INTEGRATION PAPERS

Carefully Review

Your Session Reflection/Integration assignment is a key part of your learning experience. Therefore, it is very important that you take some time to understand what the expectations of this assignment are and that you carefully apply yourself to doing good work.

Submit a 500 word (minimum) referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry.

The written reflection is to address the following questions:

- I. What is the most significant thing you learned this session?
- II. What previous experiences relate to what you read and learned?
- III. How has what you learned changed your thinking about this session's topic(s)?
- IV. How will you use the knowledge gained this session in your life or ministry?
- V. [Optional] What additional information would you like concerning this session's topic(s)?

The above five (5) session reflection questions are independent of each other, meaning that your response to each question may or may not be a continued discussion of the previous question. It is possible to have five (5) entirely different responses to five (5) different aspects you learned this session.

It is important that you remember that this is about what you learned and how you will apply it in your life, ministry, work, or education.

This is NOT about your session in general. Such things as how busy you have been, what your schedule was, or other items not related to the course content and its applications are not appropriate in this summary. These kinds of comments will often cause a reduction in points. So, stick to the purpose of the assignment. What did you learn through the class, and how can it be applied in your life?

To score well, the reflection must reference the assigned reading (including parenthetical citations), suggest real-world manifestations of the session's material, and include a plan for implementing the material in your personal and/or professional setting.

The Session Reflection should NOT be turned in earlier than Friday in any session.

Since this is a major session assignment, it is good to develop habits that will help you to write this paper and practices that will insure the maximum number of points.

- I. You should begin the assignment early in the session and keep some notes of significant learning experiences. These learning experiences can be from the , lectures, class discussion, research, and specific assignments.
- II. You should take note of the learning objectives and goals for the session as explained by the instructor and use these as primary points in your session response.

Session Reflection Rubric

Carefully Review

Session Reflection Rubric		
Grade	Criteria	Explanation
A Earns up to 100% of the points possible	Assignment is clear, specific, thoughtful, complete, and demonstrates integration of the session's learning experiences.	The reflection clearly indicates that the student has fully participated in the session's learning experiences. It includes clear, detailed, outstanding answers to the assigned questions. Integrates at least two quotes or direct references from other course material. Includes pertinent personal examples, views, and/or thoughts.
B Earns up to 90% of the points possible	Assignment is clear, thoughtful, and complete, but lacking substantive details and connections with the session's learning experiences.	The reflection clearly indicates that the student has participated in the session's learning experiences. It includes clear, above average answers to the assigned questions. Integrates at least one quote or direct references to text other course material. Includes connected personal examples, views, and/or thoughts.
C Earns up to 80% of the points possible.	Assignment is complete, includes personal thoughts, but lacking in detail and connections with the session's learning experiences.	The reflection indicates that the student participated in some of the session's learning experiences. It includes average answers to the assigned question. Refers to other course material, though doesn't identify the source. Includes personal examples, views, and/or thoughts.
D Earns up to 70% of the points possible.	Assignment is incomplete or very vague, includes mainly personal thoughts, and few connections with the session's learning experiences.	The reflection indicates the student participated little in the session's learning experiences. It includes vague answers to some of the assigned questions. Weak references to other course material, with no sources cited. Includes mostly personal examples, views, and/or thoughts.
F Earns no more than 60% of the points possible	Assignment clearly indicates the student did not attempt to complete, nor integrate, the session's learning experiences into the reflection.	The reflection indicates the student did not participate in the session's learning assignments. The answers to the assigned questions are based solely on personal opinion or have no convincing references to other course material. Short on word count.

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
PHI3013: Philosophy and Christian Ethics

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A study of the major moral theories of western philosophy with particular attention given to intellectual, cultural, and philosophical influences. The course will include a survey of the philosophical task, the language of philosophical discourse, and treatment of several contemporary moral problems in light of the resources of western philosophy.

COURSE INTENDED LEARNING OUTCOMES:

The following learning objectives will be achieved by this course:

1. State with clarity why a study of ethics is necessary and important for an effective lifestyle and ministry.
2. Develop a working understanding of and comfort with the terms related to a study of ethics within a philosophical framework.
3. Survey the historical and biblical development of philosophical and ethical thinking and application.
4. Analyze the nature of truth and its source of authority as suggested in the approaches taken by science, philosophy, and religion.
5. Appreciate the roles of the Christian Scriptures, the Holy Spirit, human conscience, and community environments in the formation of character.
6. Identify and apply at least four models of decision-making to life and ministerial issues of ethics.
7. Present a concise presentation of your assigned position.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

- Ability to reason logically for discernment, assessment, and problem solving. (CP5)
- Ability to apply theological and philosophical ethics to nurture faithful living in the Christian community. (CH1)

- Ability to discern and make ethical decisions in the midst of a complex and/or paradoxical context within a Wesleyan framework. (CH2)
- Ability to practice a moral pastoral leadership, informed by philosophical and theological ethics. (CH3)
- Ability to practice holistic stewardship (mutual submission in gender relationships, sexual purity, marriage and family, personal finance, professional conduct, practicing Sabbath, etc.). (CH8)

COURSE TEXTBOOKS:

Dunning, Ray H. *Reflecting the Divine Image: Christian Ethics in Wesleyan Perspective*. Reprint 1998, Wipf & Stock, 2003.

ISBN: 9781592443765

Cosgrove, Mark P. *Foundations of Christian Thought: Faith, Learning, and the Christian Worldview*. Kregel Publications, 2006.

ISBN: 9780825424342

Note: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Bibliography

Anderson, J. Kerby. *Moral Dilemma*. Nashville: Thomas Nelson/Word Publishing, 1998. Print.

Birch, Bruce C. and Larry L Rasmussen. *Bible & Ethics in the Christian Life*. Minneapolis: Augsburg Fortress Press, 1989. Print.

Cobb, John B. *Matters of Life and Death*. Louisville: John Knox/Westminster Press, 1991. Print.

Koop, C. Everett and Timothy Johnson. *Let's Talk: An Honest Conversation on Critical Issues - Abortion, Euthanasia, AIDS, Health Care*. Grand Rapids: Zondervan Press, 1992. Print.

Stott, John. *Decisive Issues Facing Christians Today*. Old Tappan: Fleming H. Revell Company, 1984. Print.

Tillman, William M., Jr., ed. *Understanding Christian Ethics: An Interpretative Approach*. Nashville: Broadman Press, 1989. Print.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the discussion. Students are encouraged to read ahead as necessary in order to be prepared for each discussion.

II. Discussion Questions

Students will respond to questions each session. Be careful not to be too brief. It is expected that students will spend some time on each answer. You should anticipate any objections to your statements and try to answer those objections before someone objects. You can also consider your own answer and ask yourself, "If this is true, what difference does it make? What follows from my own statements?"

III. Discourse Project:

In sessions 4-6, students will be paired and assigned to discuss a different ethical problem. See more detailed instructions on page 10 of this document.

The professor will give guidance in this assignment in order that each student will be able to follow the expected procedures. This is a major assignment and represents a significant part of your final grade.

IV. Final Examination:

Each student will complete a final exam. This exam will be open book and open notes and will require significant thought and content. The purpose of the exam is to allow the student to practice the application of ethical principles and decision-making skills to specific problems. The final exam will be submitted as a Word document. This is a major assignment and represents a significant part of your final grade. The Final Exam must be submitted on time for credit.

V. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session’s topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- [Optional] What additional information would you like concerning this session’s topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the session’s learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments	
	Points
Session Assignments:	
Session Reflection	40
Discussion/Participation	30
<i>TOTAL EACH SESSION</i>	<i>70</i>
Course Level Assignments:	
Discussion Questions (Sessions One through Five)	150
Discussion Questions (Session Six)	20
Discourse Project (Sessions Four, Five, Six)	300
Final Exam (Session Six)	110
<i>TOTAL COURSE LEVEL ASSIGNMENTS:</i>	<i>580</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

I. Session One - Thinking about Thinking

- Learning Objectives
 - State with clarity why a study of ethics is necessary and important for an effective lifestyle and ministry.
 - Analyze the nature of truth and its source of authority as suggested in the approaches taken by science, philosophy, and religion.
- Reading
 - Cosgrove, Mark P. *Foundations of Christian Thought: Faith, Learning, and the Christian Worldview*. (Part III: Introduction, pages 151-155; Part I: Introduction through Chapter 5, pages 13-63)
 - Dunning, Ray H. *Reflecting the Divine Image: Christian Ethics in Wesleyan Perspective*. (Chapters Preface-1, pages 1-16)
- Discussion Questions
 - Respond to three of the following questions, each with a 300- to 500-word essay. Identify which question you are answering within the body of the note. Be careful not to be too brief. I expect you to spend some time for each answer. You should anticipate any objections to your statements and try to answer those objections before someone objects. You can also consider your own answer and ask yourself, "If this is true, what difference does it make? What follows from my own statements?"
 - To practice composing a worldview, write a thorough paragraph that would define the Christian worldview in your thinking. Be careful to outline essentials and to define your terms clearly.
 - On p. 13, Cosgrove quotes Nancy Barcus saying, "Without Christian thinkers much will be left unsaid, for there is no one else to say it." Why do you believe that statement to be true? What gets left out, if there are not Christians to articulate it?
 - Cosgrove shares his story of how he became convinced of the truth of Christianity on pp. 151-155. When and how did you become convinced of the truth of Christianity? Is your acceptance of Christianity based on reason, emotion, or both?
 - **REQUIRED. You must answer this question:** Discuss the difference between an Assumption and an Inference and give an example of each. What makes an argument both sound and cogent?
- Session Reflection

II. Session Two - Thinking as a Christian

- Learning Objectives
 - Survey the historical and biblical development of philosophical and ethical thinking and application.
 - Analyze the nature of truth and its source of authority as suggested in the approaches taken by science, philosophy, and religion.
- Reading
 - Cosgrove, Mark P. *Foundations of Christian Thought: Faith, Learning, and the Christian Worldview*. (Part I: Chapter 6 through Part II: Chapter 8, pages 64-106)
 - Dunning, Ray H. *Reflecting the Divine Image: Christian Ethics in Wesleyan Perspective*. (Chapters 2-3, pages 17-37)
- Discussion Questions
 - Respond to three of the following questions, each with a 300- to 500-word essay. Identify which question you are answering within the body of the note. Be careful to not be too brief. I expect you to spend some time for each answer. You should anticipate any objections to your statements and try to answer those objections. You can also consider your own answer and ask yourself, "If this is true, what difference does it make? What follows from my statements?"
 - **REQUIRED:** Someone in your ministry context asks the question: "Why Be Moral?" Explain how one of the textbook readings in Cosgrove or Dunning would assist you in giving a good answer. Reference Dunning chapters 2 or 3 in your essay.
 - From the discussions in Cosgrove, compare two of the worldviews that he discussed and their relative strengths and weaknesses.
 - Out of the **lecture**: "Movements and Trends in Western Thought: Part 1" note section II. Synthetic Christian Philosophy. Citing at least one thinker or movement featured in the lecture, summarize his philosophy, noting especially key words for describing it. Then briefly describe whether or not you believe that this person's philosophy is at all compatible with a Christian worldview. Be sure that you do some background research beyond the lecture to formulate your answer. Many internet sites will be helpful in constructing your understanding. If you need help to remember what is encapsulated in the idea of worldview, see Cosgrove Chapter 1.
 - Out of the **lecture**: "Movements and Trends in Western Thought: Part 1" note section III. The Enlightenment 1650 until 1850. Citing at least one thinker or movement featured in the lecture, summarize his philosophy, noting especially key words for describing it. Then briefly describe whether or not you believe that this person's philosophy is at all compatible with a Christian worldview. Be sure that you do some background research beyond the lecture to formulate your answer. Many internet sites will be helpful in constructing your understanding. If you need help to remember what is encapsulated in the idea of worldview, see Cosgrove Chapter 1.
- Session Reflection

III. Session Three - The Context and Authority for Christian Ethics

- Learning Objectives

- Survey the historical and biblical development of philosophical and ethical thinking and application.
- Analyze the nature of truth and its source of authority as suggested in the approaches taken by science, philosophy and religion.
- Reading
 - Cosgrove, Mark P. *Foundations of Christian Thought: Faith, Learning, and the Christian Worldview*. (Part II: Chapter 9 through Part III: Chapter 13, pages 107-166)
 - Dunning, Ray H. *Reflecting the Divine Image: Christian Ethics in Wesleyan Perspective*. (Chapters 4-5, pages 41-61)
- Discussion Questions
 - Respond to each of the following questions with a 300- to 500-word essay. Identify which question you are answering within the body of the note. Be careful not to be too brief. I expect you to spend some time for each answer. You should anticipate any objections to your statements and try to answer those objections. You can also consider your own answer and ask yourself, "If this is true, what difference does it make? What follows from my statements?"
 - From the discussions in Cosgrove, compare two of the worldviews that he discussed and their relative strengths and weaknesses.
 - **Out of the lecture:** "Movements and Trends in Western Thought: Part 2" note section IV. Modern to Postmodern 1850 to present. Citing at least one thinker or movement featured in the lecture, summarize his philosophy, noting especially key words for describing it. Then briefly describe whether or not you believe that this person's philosophy is at all compatible with a Christian worldview. Be sure that you do some background research beyond the lecture to formulate your answer. Many internet sites will be helpful in constructing your understanding.
 - Summarize Dunning's discussion of how the *Imago Dei* was damaged by sin and how it is restored in sanctification.
- Session Reflection

IV. Session Four - Ethical Decision-Making

- Learning Objectives
 - Appreciate the roles of the Christian Scriptures, the Holy Spirit, human conscience, and community environments in the formation of character.
 - Identify and apply at least four models of decision-making to life and ministerial issues of ethics.
 - Present a concise presentation of your assigned position.
- Reading
 - Dunning, Ray H. *Reflecting the Divine Image: Christian Ethics in Wesleyan Perspective*. (Chapters 6-7, pages 63-84)
- Discussion Questions
 - Respond to both of the following questions with a 300- to 500-word essay. I expect you to spend some time on the answer. You should anticipate any objections to your statements and try to answer those objections before someone objects. You can also consider your own answer and ask yourself, "If this is true, what difference does it make? What follows from my own statements?"
 - In which of Niebuhr's Christ and Culture categories would you place Dunning's concept of Christian Ethics for a "people of God?" (See page 63).

- On p. 66, Dunning quotes Lawrence Toombs as follows: "The Law has its significance, then, only in the context of a relationship established by Yahweh with his people through an unexpected and gracious act of deliverance." Explain what Toombs meant and how Dunning applies his quote to the business of Christian Ethics.
- Session Reflection
- Discourse Project

V. Session Five - Ethical Dilemmas and Their Answers

- Learning Objectives
 - Appreciate the roles of the Christian Scriptures, the Holy Spirit, human conscience, and community environments in the formation of character.
 - Identify and apply at least four models of decision-making to life and ministerial issues of ethics.
 - Present a concise presentation of your assigned position.
- Reading
 - Dunning, Ray H. *Reflecting the Divine Image: Christian Ethics in Wesleyan Perspective*. (Chapters 8-13, pages 85-137)
- Discussion Questions
 - Respond to both of the following questions with a 300- to 500-word essay. I expect you to spend some time on the answer. You should anticipate any objections to your statements and try to answer those objections before someone objects. You can also consider your own answer and ask yourself, "If this is true, what difference does it make? What follows from my own statements?"
 - On page 53, Dunning identifies his own ethical system as the "Ethics for the People of God." In your reading, he began to elaborate on what it means. Reflect on Dunning's Creation Ethic and Stelling's model for ethical decision-making. How might you apply these principles to your own morality and to evaluate the choices of others?
 - Dunning argues that the church is the best place for the ethics of Christ to be realized and expressed. Why does he say that and how is it best expressed?
- Session Reflection
- Discourse Project

VI. Session Six - The Practice of Christian Ethics

- Learning Objectives
 - Appreciate the roles of the Christian Scriptures, the Holy Spirit, human conscience, and community environments in the formation of character.
 - Identify and apply at least four models of decision-making to life and ministerial issues of ethics.
 - Present a concise presentation of your assigned position.
- Reading
 - Cosgrove, Mark P. *Foundations of Christian Thought: Faith, Learning, and the Christian Worldview*. (Part III: Chapter 14 through Chapter 15, pages 167-182)
- Discussion Questions
 - Respond to the following question with a 500- to 700-word essay. I expect you to spend some time on the answer. You should anticipate any objections to your

statements and try to answer those objections before someone objects. You can also consider your own answer and ask yourself, "If this is true, what difference does it make? What follows from my own statements?"

- On p. 158, Cosgrove states, "Christian theism is a rational, highly defensible world and life view." Assuming that he is correct, write your defense of Christian theism (borrowing from Cosgrove and Dunning is expected).
- Session Reflection
- Discourse Project
- Final Exam

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

Philosophy and Christian Ethics Discourse Project

The purpose of this project is to allow the students to have the opportunity to study, in depth, a current ethical issue and to practice the arts of discourse and argument.

For this project, the students will be assigned to teams of two (or three) and a topic which will be the topic for their study and discourse for the three parts of the assignment. During the first session of the discourse (session 4 of the class) student A will prepare an argument in favor of the assigned resolution and student B will prepare an argument opposed to the resolution. These papers should be 1000-1500 words in length. This portion of the project is to be formatted in accordance with MLA style and then submitted to the class through [Turnitin.com](https://www.turnitin.com). The papers will be well-researched and well-reasoned. During this phase of the project, all Biblical and theological arguments are to be avoided. Once posted, other students are welcome to respond to the argument of the paper.

During the second part of the project (session 5 of the class) the students are to switch positions and argue the other side of the question in the same fashion. This portion of the project is to be formatted in accordance with MLA style.

The third part (session 6 of the class) the students are to collaborate together to arrive at a single response paper that reflects a Biblical and Wesleyan resolution to the question. Similarly, this paper is expected to be 1000-1500 words in length and should demonstrate careful research and careful reasoning. The students will post a single paper which represents the efforts of the team. This final project is to be formatted in accordance with MLA style.

Each phase of the project will be awarded up to 100 points (300 points for the total project). Research sources should be indicated with notes (text or footnotes) and bibliographic citation. The texts are also useful sources of information for this project and should be referenced appropriately.

Student papers will be evaluated for the quality and clarity of their argument, the quality of their support, how convincing their argument is and the quality of their writing style. These papers should be written as though they were to appear as an article in a professional magazine and should follow the standards of formal writing. The writer should assume that the audience for his/her article is well-educated and secular. The article should be posted in the body of your reply to the class discussion and not as an attachment.

Topics for the discourse are as follows. Students should indicate a first and second choice preference to the instructor's personal email address. I will assign topics and teams on a "first come, first served" basis and will do my best to assign you the topic of your choice.

I. Warfare

Resolved, that war is often a justifiable response to save innocent victims from evil governments or regimes or in order to protect the security of one's own nation.

II. Genetics

Resolved, that medical and scientific manipulation of genetic material is permissible in all forms, including human and embryonic, as a means of advancing knowledge and seeking greater health and wellness for humanity.

III. Death with Dignity

Resolved, that an individual has the right to decide when and how they should die without governmental or organizational interference.

IV. The Environment

Resolved, that humans have the right to explore and exploit the natural environment for their own use and benefit without restriction.

V. Politics

Resolved, that it is the responsibility of the government to ensure that each citizen is afforded access to basic human needs such as health care, housing and food for their entire life.

VI. Abortion Rights

Resolved, that the right to reproductive choice is a fundamental right of a woman and should not be restricted. Therefore, the right to abortion is a personal choice that must be made by the mother and access to abortion must not be restricted by law or by the financial situation of the mother.

Further Clarification

The Discourse Project for this class is an exercise in careful thinking and clear argumentation. It has been my experience that most of the students in this class have a lot of background in Biblical Exegesis, but very little background in writing and defending what amounts to a mini-thesis. This document is intended to clarify my expectations regarding your Discourse Project.

First of all, please note that the discourse project is an exercise in ethical argument. I am looking for you to make an ethics case, not just a general case. Thus, the rightness or wrongness on the topic is the issue.

Secondly, I am looking for an argument. Many students merely give me a collection of unrelated facts about the topic. Those who do, do not score well. I expect there to be a thesis and for it to be defended. Your argument should stand, with or without the facts that support it. The data is support for or needed information that helps to advance the argument. The data is not the argument. Create a thesis and an outline before writing and you will be more successful.

Thirdly, even though you might not agree with the argument that you gave, it is part of the project that you continue to defend your position. When people post comments and questions to your position paper, I expect for you to respond from within the position that you posted. You will have a chance to clarify your real views in part three.

Remember that no reference to religion or Scripture is allowed in the first two papers. I know it is difficult to separate yourself from your theocentric perspective, but doing so will be helpful to you in the end. You'll have to trust me on that point.

If you have any questions, please ask. An example of an opening paragraph with thesis and outline is below:

Discourse Project Sample

Resolution: Resolved that prayer should be restored as a daily part of the curriculum in public schools.

Position: Negative.

In 1962, a most wonderful event took place in the United States. In that year, the U.S. Supreme Court outlawed the oppressive practice of compulsory prayer in the public schools. That position was

reaffirmed as recently as 1992. Today, however, there is a movement sponsored by the so-called Christian Coalition seeking to reverse the wise decision of the courts, requiring the restoration of the practice of prayer in public schools. This proposal, should it succeed, would be an ethical violation of American children and their families because it would be an imposition by the State upon the fundamental rights and liberties of individuals and their families. The rationale behind the rejection of this proposal to restore prayer in the public school affirms the value of the Constitutional principle opposing the establishment of religion by the government, recognizes that religion is an essentially private matter to be established by the individual family unit, understands that any attempt to support public prayer would be coercive, thereby violating the fundamental rights to self-determination, and recognizes the oppressive means it would impose to support an arcane belief in a deity.

Below is the structure of the paragraph above: (I do not want you to show your outline like this, this example is designed to clarify the structure of the previous paragraph).

Thesis: This proposal, should it succeed, would be an ethical violation of American children and their families because it would be an imposition by the State upon the fundamental rights and liberties of individuals and their families.

Outline:

- I. The US Constitution opposes governmental establishment of religion.
- II. Religion is a private matter reserved to the individual and the family unit.
- III. Prayer in schools violates the right to self-determination.
- IV. Prayer in school is oppressive.

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
PSY1013: Introduction to Psychology

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A course investigating the basic theories and concepts of psychology with an emphasis on understanding human behavior. Foci include the history, sub-fields, perspectives, ethics, and current issues of this behavioral science, as well as its application to contemporary life. Particular attention is drawn to the integration of psychology and the Christian faith.

COURSE INTENDED LEARNING OUTCOMES:

The following learning goals will be achieved by this course:

1. The development of a portfolio for assessing personal growth in character. This portfolio would include periodic self-assessment and assessment by significant others. These assessments would evaluate the minister with the "BE" categories. (Character-Personal Growth)
2. Identify the major schools of thought in the field of psychology.
3. Understand the scientific method as it relates to the social science of Psychology.
4. Be acquainted with the major developmental stages in human growth and development.
5. Know how human beings perceive, process, and learn information.
6. Know the basic motivational systems of human beings.
7. Know the major personality theories and psychological disorders.
8. Become acquainted with psychotherapeutic models.
9. Be able to integrate a general knowledge of psychology into one's self-understanding.
10. Be able to correlate psychological theory with the practice of ministry in the church.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

- Ability to describe and apply knowledge of human development in leading people to Christian maturity. (CP9)
- Ability to demonstrate a realistic self-understanding including personal strengths, gifts, weaknesses, and areas of needed growth. (CH7)

COURSE TEXTBOOKS:

Faw, Harold W. *Psychology in Christian Perspective: An Analysis of Key Issues*. Baker Academic, 1995. ISBN: 9780801020124

Myers, David G., and Nathan DeWall. *Psychology*. 11th ed, Worth Pub., 2015. ISBN: 9781464140815

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Bibliography

Faw, Harold W. *Psychology in Christian Perspective: An Analysis of Key Issues*. Grand Rapids: Baker Books, 1995. Print.

Myers, David G. *Psychology*. 8th ed. New York: Worth Publishing, 2006. Print.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

II. Reading Summary

Write a reflective summary of the material learned from the text. Include at least two significant items, and integrate a quote which is reflective of each item. Relate and/or apply each of these to practical ministry.

III. Discussion Questions

Write a thoughtful and relevant response to two or more of the discussion questions posed for the reading from the text. Demonstrate your comprehension of the material through the quality of response and reflection in your answer. Responses should contain a minimum of 250 words.

IV. Quizzes

Each session will include a quiz over the assigned reading. The quizzes will amount to 15% of your total grade, so you will want to do well. Quizzes are open book! Up to 30 points will be available each session (15 points possible for each quiz).

There are several purposes for giving these quizzes. They are intended to help students think about what has been read, to improve understanding and critical evaluation of the material, and to provide a means of holding students accountable for completing the reading assignments. While students often find the quizzes challenging, they usually steadily improve their scores as the course progresses.

V. Integrative Paper

Each student will submit a paper related to a developmental stage of life, using Erik Erikson's stages of psychosocial development. This paper will be a significant portion of your final grade (10%). Therefore, you should be sure to take the time necessary to complete this project with excellence.

* All written assignments should be submitted with a 12-point font in Times New Roman, black color. (Be sure to use this standard for all your work!) Full credit will require correct grammar and accurate spelling.

VI. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- [Optional] What additional information would you like concerning this session's topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the session's learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments		Points
Assignments:		
Reading Summaries/Insights		30
Participation		30
Session Reflection		30
Discussion Questions		30
Quizzes		30
<i>TOTAL EACH SESSION</i>		<i>150</i>
Course Level Assignments:		
Integrative Paper		100
<i>TOTAL COURSE ASSIGNMENTS:</i>		<i>100</i>
<i>TOTAL ALL ASSIGNMENTS</i>		<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

I. Session One - Introduction to Psychology, Basics of Neuroscience, The Nature of Behavior

As we begin our study we will introduce three important questions for our discussion and development. Those questions are: What is psychology? Why study psychology? How does psychology relate to theology?

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 1-2.
 - David G. Myers. Psychology. Chapters 1-3.

- Reading Summary
 - Discussion Questions – Briefly describe your experience with psychology and counseling up to this point. Address the following questions:
 - What is your current view of psychology as an area of study and practice?
 - Do you see a place for psychology in Christian ministry?
 - While it is not necessary to disclose personal information to answer this question, it would be useful to give examples which would help us understand your perspective. Your response needs to be at least 250 words in length.
- Quiz
- Session Reflection

II. **Session Two - Developmental Psychology, Sensation and Perception**

We will discover developmental psychologists Lawrence Kohlberg, Erik Erikson, Jean Piaget, and others.

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 3 and 8.
 - David G. Myers. Psychology. Chapters 4-6.
- Reading Summary
- Discussion Questions – Students are to respond to two of the three questions below. Your assignment needs to be at least 250 words in length.
 - Question 1 – Erikson (page 202) theorized that there are 8 psychosocial stages of human development. While all the stages share the same tasks, there are particular developmental tasks that are primary for each stage. In the infant stage the primary task is to develop trust rather than mistrust.
 - How important is the development of trust in one's basic personality to trust in God later in life? What might the challenges be of trying to encourage faith in someone who was abused/neglected/abandoned during infancy?
 - Question 2 – How do you believe a young person (child or teen) would respond to a discussion of the moral or ethical issues they face in school? How would they rationalize their choices of right and wrong? How might you take this in consideration in developing a Sunday school curriculum for children or teenagers? (Hint: Use Kohlberg's model of moral development in your answer; you may even want to test this with a few children, with parental permission of course. As you compose your answer you must be aware that Kohlberg did not believe an individual could move to the Postconventional Level until adult maturity - if at all.)
 - Question 3 – The average age of the U.S. population is progressively increasing. Using the information on the issues the aging adults face that you read in the text, how would you suggest the church respond to the needs of an aging population? (Hint: You might include some of the issues from the text and note some programs or methods that are being used in churches you know of or some you would like to see churches implement.)
- Quiz
- Session Reflection

III. **Session Three - Experience and Learning**

Our discussion will continue with that topic from the perspective of thinking process, how learning occurs, and how memory functions in an individual.

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 4-5.
 - David G. Myers. Psychology. Chapters 7-9.
- Reading Summary

- Discussion Questions – Students are to respond to two of the three questions below. Your assignment needs to be at least 250 words in length.
- Question 1 – In recent years many counselors, including Christian counselors, claim to have discovered through hypnosis that many of their female patients have suffered sexual abuse at the hands of fathers, uncles, brothers, or other relatives in the early years of their lives. Most of these discoveries have come as a great surprise to the patients, who had apparently suppressed these memories. The discovery of this phenomenon has been referred to as "repressed memories". After reading the material in chapters 7 and 9 - especially the section on hypnosis – are you more likely or less likely to believe these discoveries to be true? Please give your rationale for your answer.
- Question 2 – Please give your definition of "learning" in 25 words or less. (Do not use the definition given in the text, that "learning is a relatively permanent change in an organism's behavior due to experience.")
- Question 3 – Our text discusses the research and legacy of B. F. Skinner. From your understanding of our reading, do you believe that Skinner emphasized the role of nature, or nurture, in his findings and conclusions? Justify your answer with discussion.
- Quiz
- Session Reflection

IV. **Session Four - Thinking, Intelligence, Motivation, and Emotion**

We will discuss the definition of intelligence, and the various means of assessing intelligence. Also, we will discuss motivational concepts and how our emotions affect our interaction with others with whom we come into contact.

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 6-7.
 - David G. Myers. Psychology. Chapters 10-12.
- Reading Summary
- Discussion Questions – Students are to respond to two of the three questions below. Your assignment needs to be at least 250 words in length.
 - Question 1 – Intelligence test performance has been rising in every country studied since the 1930s. Discuss some factors that may have contributed to this increase. (Note: The question is about the results of these tests, the level of performance, not the increased usage of the tests.)
 - Question 2 – Think of a recent presentation that you have either given or heard (Sermon, Sunday School Lesson, etc.). Which basic human motivations did the speaker/teacher appeal to?
 - Question 3 – Imagine that you are watching your favorite sports team. They are ahead as the game winds down, but suddenly the opposing team scores and wins the contest. Explain your emotional reaction from the standpoint of each of the following:
 - James-Lange theory of emotion
 - Cannon-Bard theory
 - Schachter's Two-Factor theory
- Quiz
- Session Reflection

V. **Session Five - Personality, Psychological Disorders, and Psychological Therapies**

We will discuss various theories of personality, how those personalities may become disordered, and treatment theories for various disorders.

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 9-10.

- David G. Myers. Psychology. Chapters 13-14.
- Reading Summary
- Discussion Questions – Students are to respond to two of the three questions below. Your assignment needs to be at least 250 words in length.
 - Which of the personality theories we have examined do you think best fits the Wesleyan-holiness view of human motivation and behavior? Why? (If you are not familiar with Wesleyan-holiness theology concerning the nature of man, you may do a search using your favorite search engines or try the following web pages: The Wesley Center at NNU Read “The Nature of Wesleyan Theology” by Grider (http://wesley.nnu.edu/fileadmin/imported_site/wesleyjournal/1982-wtj-17-2.pdf), United Methodist Church - "Distinctive Wesleyan Emphases" (<https://www.umc.org/en/content/distinctive-wesleyan-emphases>), or University United Methodist - "What We Believe: Wesleyan Tradition" (<http://www.universitymethodist.org/what-we-believe/>).
 - A friend who knows you're taking a psychology class says to you, "I think Larry is schizophrenic or something. Sometimes when I see him he's friendly and warm, but other times he's mean and nasty." How would you respond to your friend?
- Quiz
- Session Reflection
- Integrative Paper

VI. **Session Six - Psychological Therapies and Social Relationships**

We will continue the discussion of treatments for psychological disorders and their relation to issues of health and personal social relationships. This will also be a review and wrap-up of our time together.

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 11-12.
 - David G. Myers. Psychology. Chapters 15-16.
- Reading Summary
- Discussion Questions – Your responses should take into consideration the material you have read from your texts and include appropriate citations.
 - Do you think that members of our society experience more stress now than in the past? Explain your answer and give specific examples.
 - From your reading and personal experience or observations, how might "burnout" manifest itself in the lives of pastors or others in Christian ministry? What strategies can ministers and church leaders use to reduce or eliminate burnout in themselves and in others in the church?
- Quiz
- Session Reflection

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Student Learning Information

- **Accessibility**

As applicable to student requests

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As discussed during first class meeting

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Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
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Emmanuel Bible College
In Alliance with Nazarene Bible College
THE2013: Doctrine of Holiness

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: English Composition II, Introduction to the Old Testament, and Introduction to the New Testament.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A study of the biblical doctrine of Christian Holiness from a uniquely Wesleyan-Holiness perspective. Attention will be given to the historical, theological, and experiential dimensions of God's sanctifying grace.

COURSE INTENDED LEARNING OUTCOMES:

The learning outcomes for this course will enable the student to:

1. Explain the biblical foundation for the doctrine of Christian Holiness
2. Understand the progression of grace in God's work in people, from initial prevenient grace to final glorification.
3. Assess one's relationship with Christ in light of the doctrine of holiness.
4. Clearly articulate the message of biblical Christian holiness.
5. Identify the historical influences that have contributed to the way the doctrine of Christian holiness has evolved to the present time.

The following are competencies for Ministry as outlined in the Sourcebook for Ministerial Development:

- Ability to articulate the doctrine of holiness from a Wesleyan perspective. (CN9)

COURSE TEXTBOOKS:

Greathouse, William M. *Wholeness in Christ: Toward a Biblical Theology of Holiness*. Beacon Hill Press, 1998.

ISBN: 9780834117860

Wesley, John. *A Plain Account of Christian Perfection*. Beacon Hill Press, 1966.

ISBN: 9780834101586

Moore, Frank. *Breaking Free from Sin's Grip: Holiness Defined for a New Generation*. Beacon Hill Press, 2001.

ISBN: 9780834118928

Shaver, Charles (Chic). *Basic Bible Studies for the Spirit-Filled and Sanctified Life*. 3rd ed., Beacon Hill Press, 2009.

ISBN: 8780000122194

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Bibliography

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

II. Reading Summary and Reflection

After completing the assigned reading, students will write a brief summary and reflection on each section of the assigned readings. For instance, in Session One, there are two required reading sections: 1. Reading from Greathouse and 2. Reading from Wesley. Each of these three summary/reflections should include the following three elements: 1) a short, one paragraph summary of the reading, 2) **at least two significant issues** gained from the reading, and 3) the student's reflection on these issues as they relate to their own spiritual life and/or specific area of ministry. In other words, explain why the issues you select are significant for you and for your future understanding of holiness and the Christian life. Note: your personal opinion such as "This was hard reading" or "The reading excited me" is not what I'm looking for here. As a guide, the summaries for each reading segment should be no less than 300 words. This means that the total word count for the Reading Summary and Reflection assignment will be approximately 600 words for Session One.

III. Discussion Questions

Students are required to submit a thoughtful response to two discussion questions each session that pertain to the subject matter. The response to each discussion question should be 350-500 words long. These responses should demonstrate mature theological insight, clear articulation of ideas, and should be supported by citations from textbooks, lectures, and/or other reliable sources. Proper documentation of sources is required. **Note:** While you are to include the question you are answering, the question is not to be included in the word count of the answer. Please provide a word count after each answer. **Note:** Answer only TWO (2) of the Discussion Questions! In each Discussion Question response, the student must provide support for their responses by specifically referring to the textbooks.

IV. Class Project: Basic Bible Studies for the Spirit-Filled and Sanctified Life

Each student must fill in the Bible study questions of Chic Shaver's *Basic Bible Studies for the Spirit-Filled and Sanctified Life*. Students are strongly encouraged to use the *Basic Bible Studies* after the class to help other people better understand the biblical teaching of the Spirit-filled and sanctified life.

V. Final Exam

Students will write a ninety minute, closed-book, final exam during Session 6. The exam will include multiple choice, matching, and short answer questions.

VI. Session Reflection

Submit a 500 word (minimum) referenced reflection on the key items addressed and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- What additional information would you like concerning this session's topic(s)?

To score well, the reflection assignment must:

- cite references from the weekly assigned reading for the learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments	
	Points
Weekly Assignments:	
Reading Reflections	40
Discussion Questions	45
Weekly Reflection	20
Participation	30
<i>TOTAL EACH WEEK</i>	<i>135</i>
Course Level Assignments:	
Major Project	100
Final Exam	90
<i>TOTAL COURSE ASSIGNMENTS:</i>	<i>190</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F

A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

1. Session One - Old Testament Foundations for Sanctification

A. Reading Assignment

1. Greathouse, William M. *Wholeness in Christ: Toward a Biblical Theology of Holiness*. Chaps. 1-4 (pp. 13-60).
2. Wesley, John. *A Plain Account of Christian Perfection*. Chaps. 1-10 (pp. 9-21).

B. Reading Summary and Reflection

C. Discussion Questions

1. "There is only one way in which God is imaged in the world and only one: humanness! God is not imaged in anything fixed but in the freedom of human persons to be faithful and gracious" (cited by Greathouse, *Wholeness in Christ*, Kansas City: Beacon Hill Press of Kansas City, 1998, p. 37). What is the significance of this statement for those who teach and preach Christian holiness?
2. In regard to preaching or teaching the message of Christian holiness, what are the benefits and/or the difficulties of using Old Testament texts? Suggest two or three OT texts that you think would be particularly useful, and explain why.

D. Project: Begin working on *Basic Bible Studies for the Spirit-Filled and Sanctified Life*

E. Session Reflection

2. Session Two - New Testament Foundations for Sanctification

A. Reading Assignment

1. Greathouse, William M. *Wholeness in Christ: Toward a Biblical Theology of Holiness*. Chaps. 5-7 (pp. 61-129).
2. Wesley, John. *A Plain Account of Christian Perfection*. Chaps. 11-12 (pp. 22-28).

B. Reading Summary and Reflection

C. Discussion Questions

1. In regard to preaching or teaching the message of Christian holiness, what are the benefits and/or the difficulties of using New Testament texts? Suggest two or three NT texts that you think would be particularly useful, and explain why.
2. Read the following story, and write as directed below:

Faust, in the old story, gambled with his soul - and lost. In the painting Stewart describes, Faust and the devil are seated at a chessboard with Faust's soul at stake. The game in the picture is almost over. Faust has only a few pieces left - one or two pawns, a knight, and a king. On his face Faust wears a look of stark despair, while Satan leers in anticipation of his coming triumph. The title of the painting, which hangs in a Scottish gallery, is "Checkmate." Many a chess player has looked at that board and agreed that Faust's position is hopeless - it is checkmate. But one day a great master of the game stood gazing at the painting. He was fascinated by the terrible despair on Faust's face. Then he stared at the pieces on the board. He gazed at them, absorbed. Other visitors in the gallery came and went, but still the chess master studied the board, lost in contemplation. Suddenly he let out a ringing shout that echoed through the gallery halls: "It's a lie! The king has another move! The king has another move!"

This story is about Christ's victory for us and Christ's victory in us through His gracious work of redemption. Based on this story and your assigned reading, give a succinct summary expression to what you are coming to understand about sin (the problem) and salvation (the provision). Write one concise paragraph for each idea - one paragraph for sin and one paragraph for salvation. Demonstrate, on the basis of your reading and reflection, a biblical understanding of sin and salvation as central to a grasp of the doctrine of holiness.

3. In a book, Paul Bassett claims that the primary factor which shaped the theology of John and Charles Wesley was their experience of worship. Please remember that worship is more than just the songs we sing! Drawing upon your own experience, how significant has worship been in the shaping of your own theological convictions and particularly of your understanding of holiness? Be sure to support your response with references or citations from the textbooks.

D. Project: Continue working on *Basic Bible Studies for the Spirit-Filled and Sanctified Life*

E. Session Reflection

3. Session Three - Theological Reflections on the Doctrine of Holiness

A. Reading Assignment

1. Moore. *Breaking Free from Sin's Grip*. Chaps 1-5 (pp. 9-53).
2. Wesley, John. *A Plain Account of Christian Perfection*. Chaps. 13-17 (pp. 28-47).

B. Reading Summary and Reflection

C. Discussion Questions

1. In his book, *Wholeness in Christ*, Greathouse refers to: a) sanctification through death to sin and self (pp. 97ff), and b) sanctification through death to the law (pp. 105 ff). How would these concepts apply in relation to people in your community or in your church?
2. In his book, *Breaking Free from Sin's Grip*, Moore writes, "So, that's the secret to full salvation from sin — both forgiveness for acts of sinning (sin problem number 1) and the inclination to sin in the first place (sin problem number 2). It's all made possible by Christ's sacrifice" (42). Which of these two "sin problems" do you think is more difficult for believers to overcome? Why? How have Christ's death and resurrection taken care of both sin problems (that is, sin problems number 1 and number 2) so that believers can have victory over sin in this life?
3. Is it important to use specific "holiness" terminology (like "entire sanctification," "Christian perfection," etc.) in our preaching/teaching or would you say that the same message can be communicated more effectively using more generic language?

D. Project: Continue working on *Basic Bible Studies for the Spirit-Filled and Sanctified Life*

E. Session Reflection

4. Session Four - Nazarene Understanding of the Doctrine of Entire Sanctification

A. Reading Assignment

1. Moore. *Breaking Free from Sin's Grip*. Chaps. 6-10 (pp. 55-105).
2. Wesley, John. *A Plain Account of Christian Perfection*. Chap. 18 (pp. 47-50).

B. Reading Summary and Reflection

C. Discussion Questions

D. Project: Continue working on *Basic Bible Studies for the Spirit-Filled and Sanctified Life*

E. Session Reflection

5. Session Five - Wesley and the American Holiness Movement

A. Reading Assignment

1. Greathouse, William M. *Wholeness in Christ: Toward a Biblical Theology of Holiness*. Chap. 9 (pp. 146-172).
2. Moore. *Breaking Free from Sin's Grip*. Chaps 11-13 (pp. 107-133).
3. Wesley, John. *A Plain Account of Christian Perfection*. Chaps. 19-23 (pp. 51-72).

B. Reading Summary and Reflection

C. Discussion Questions (only one this session)

1. Hebrews 12:14 reads, "Make every effort to live in peace with all men and to be holy; without holiness no one will see the Lord" (NIV). What is your interpretation of this verse, and how does this passage relate to the doctrine of holiness espoused by the Church of the Nazarene? Be sure to refer to Greathouse's discussion of this passage in chapter 9 of our textbook.

D. Project: Finish working on *Basic Bible Studies for the Spirit-Filled and Sanctified Life*

E. Session Reflection

6. Session Six - Cultivating the Holy Life

A. Reading Assignment

1. Greathouse, William M. *Wholeness in Christ: Toward a Biblical Theology of Holiness*. Chap. 10 (pp. 173-200).
2. Wesley, John. *A Plain Account of Christian Perfection*. Chaps. 24-28 (pp. 72-119).

B. Reading Summary and Reflection

C. Discussion Questions

1. Has your study over the past six sessions helped you better understand the workings of God in your own life? Have you been surprised by anything you have learned? What questions still remain when you think about your understanding of Christian holiness?
2. Years ago, a speaker at Nazarene Theological Seminary said he was once asked if we Nazarenes take the Sermon on the Mount literally. His response was, "We don't take it literally, we take it seriously." Reflect on this response and discuss how this response reflects a Wesleyan understanding of holy living.
3. When Wesley was responding to the criticism that the doctrine of Christian Perfection was often abused and/or misunderstood, he responded with the following: "But that is no reason for giving up this or any other scriptural doctrine. 'When you wash your child,' as one speaks, 'throw away the water; but do not throw away the child.'" Review pages 114 - 119 in "Plain Account." How does Wesley's instruction inform Nazarene leaders as they face the challenge of communicating the message of Christian holiness in the 21st century?
4. For any in our class who are not affiliated with the Church of the Nazarene, you may wish to respond to the following: How does your denomination/organization differ from the Church of the Nazarene in its understanding of God's call to holiness. What could you learn from the Church of the Nazarene? What could the Church of the Nazarene learn from you?

D. Session Reflection

E. Final Examination

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
THE3023: Systematic Theology I

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A systematic study of the Christian faith from a uniquely Wesleyan-Holiness perspective with emphasis on the doctrines of God, humanity, sin, and the person and work of Jesus Christ. Related areas covered will be revelation, the inspiration and authority of Scripture, the Trinity, creation, and the atonement. *Prerequisite: Introduction to Christian Thought.*

COURSE INTENDED LEARNING OUTCOMES:

The following learning goals will be achieved by this course:

1. To articulate the biblical doctrines of God, humanity, sin, and the person and work of Jesus Christ.
2. To identify the main Wesleyan distinctive relevant for each of the above four areas of this course.
3. To relate these theological concepts to practical living and ministry.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

1. Ability to articulate the Nazarene Articles of Faith. (CN-7)
2. Ability to demonstrate an understanding of theological reflection including its sources, its historical development, and its Wesleyan contemporary expressions. (CN-8)

COURSE TEXTBOOKS:

Dunning, H. Ray. *Grace, Faith, and Holiness: A Wesleyan Systematic Theology*. Beacon Hill Press, 1988.

ISBN: 9780834112193

Thorsen, Don. *An Exploration of Christian Theology*. 2008, Baker, 2015.

ISBN: 9780801030901

Nazarene Articles of Faith. <https://nazarene.org/articles-faith>

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE REQUIREMENTS:

Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

Reading Reflection/Summary

Each student is to complete a Reading Reflection/Summary that will center on questions from the end of the chapters of the course texts or other alternatives as spelled out in the Schedule. Reading summaries each session are to be approximately 750 words long. Points will be awarded on the basis of the student's grasp of the assigned reading material, thoughtful and reflective analysis, and integration with life and Christian service. These are to show critical analysis and engagement with the texts as well as the synthesis (weaving together) of different insights.

Statement of Belief Essays

The purpose of the Statement of Belief essays is to give students the opportunity to articulate in essay form what he/she believes about the major doctrines of the Christian faith explored in the sessions of this course. This is similar to an "Article of Faith" or belief statement of a denomination or other religious body. All essays should demonstrate some research (including peer-reviewed journal articles) and use of multiple resources (no less than three sources). However, the primary emphasis of this assignment is on the student's ability to communicate what he/she believes about the Christian faith at this point in his/her spiritual journey.

Besides sound biblical and theological foundations, all Statement of Belief essays are to include concrete application to personal spiritual formation and/or ministry context.

Your Statement of Belief essays should be formatted to reflect the MLA style of notation, including a Title Page and Works Cited page. Papers are to be at least 900 words in length.

Final Exam

The Final Exam, worth 15% of your final grade, is a three-hour (maximum) open book exam that will include short answer and essay questions. In most cases you will have several options from which to choose in the different sections of the exam.

Session Reflection Assignment

Submit a 500 word (minimum) referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry.

COURSE EVALUATION:

Grading Points

Assignments	
	Points
Session Assignments:	
Reading Reflection Summary	40
Participation	30
Session Reflection	30
<i>TOTAL EACH SESSION</i>	<i>100</i>
Course Level Assignments:	
Statement of Belief Essays (Sessions 1-5)	250
Final Exam	150
<i>TOTAL COURSE ASSIGNMENTS:</i>	<i>400</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

1. Session One - The Nature and Scope of Theology

- Reading Assignments
 1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Chapters 1-5.
 2. Thorsen, Don. *An Exploration of Christian Theology*. Chapters 1-4.
 3. Nazarene Article of Faith – IV. The Holy Scriptures <http://nazarene.org/articles-faith>
- Reading Reflection Summary
 1. Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2) critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.

1. Thorsen, Don. *An Exploration of Christian Theology* – Select two (2) questions (from different chapters) under "Questions for Further Reflection" found at the end of chapters 1-4. Be sure to follow the proper assignment FORMAT and indicate to which question you are responding.
 2. Dunning, H. Ray. *Grace, Faith and Holiness* – Choose one of the following questions.
 1. Discuss the meaning and function of systematic theology, including the characteristics. Address the validity of systematic theology as a discipline and discuss why there must be a norm (or control belief) that impacts how the system is formulated.
 2. What is the importance of the Wesleyan Quadrilateral? Explore Scripture, tradition, reason, and experience and discuss why it is important to stress the primary role of Scripture but also to be balanced in the use of these four resources?
- Statement of Belief Essay
 1. The focus of the essay this session is on *The Nature and Scope of Theology*. Based on the reading of the textbooks and lectures, on personal study and reflection, and on the class discussion, organize your thoughts and insights in order to write this essay. Focus on the definition of theology, sources of authority, the function(s) of theology, the importance of the discipline of theology for all Christians (especially servant leaders), and ways we discover revealed truth.
 2. Be sure to include practical application to spiritual formation and/or ministry context. The essay must also include at least 3 direct quotes from the textbooks and other appropriate research materials (such as journal articles). The essay should be at least 900 words in length, should include a title page and Works Cited, and should be formatted according to MLA style of writing.

- Session Reflection

2. Session Two - God and the Trinity

- Reading Assignments
 1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Chapters 6-7.
 2. Thorsen, Don. *An Exploration of Christian Theology*. Chapters 5-7
 3. Nazarene Article of Faith – I. The Triune God <http://nazarene.org/articles-faith>
- Reading Reflection Summary
 1. Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2) critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.
 2. Thorsen, Don. *An Exploration of Christian Theology* – Select two (2) questions (from different chapters) under "Questions for Further Reflection" found at the end of chapters 5-7. Include the questions you have selected with your response.
 3. Dunning, H. Ray. *Grace, Faith and Holiness* – In Chapter 6, on pages 198-207, the attributes of God are discussed. Select one of them and describe the attribute, giving a biblical basis for your answer. In addition, explain how this

attribute relates to the holiness of God. Be sure to incorporate into your response at least one insight from Dunning's discussion.

- Statement of Belief Essay
 1. The focus of this Statement of Belief essay is on *Knowing God, the Three in One*. Based on the reading of the textbooks and lectures, on personal study and reflection, and on the class discussion, organize your thoughts and insights in order to write this essay. Focus on such subjects as the character and attributes of God (what is God like?), the Christian doctrine of the Trinity, and how we know God (or arguments for the existence of God).
 2. Be sure to include practical application to spiritual formation and/or ministry context. The essay must also include at least 3 direct quotes from the textbooks and other appropriate research materials (such as journal articles). The essay should be at least 900 words in length, should include a title page and Works Cited, and should be formatted according to MLA style of writing.
- Session Reflection

3. Session Three - God and Creation

- Reading Assignments
 1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Chapter 8.
 2. Thorsen, Don. *An Exploration of Christian Theology*. Chapters 8-10
- Reading Reflection Summary

Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2) critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.

 1. Thorsen, Don. *An Exploration of Christian Theology* – Select two (2) questions (from different chapters) under "Questions for Further Reflection" found at the end of chapters 8-10. Include the questions you have selected with your response.
 2. Dunning, H. Ray. *Grace, Faith and Holiness* – Select one (1) of the following three options:
 1. Option #1: In Chapter 8, note the discussion on pages 235-250. Do you agree with his assessment of the theological significance and meaning of the Bible's creation narrative? Select at least two major points or lessons which are either stated or implied in his theology of creation, and explain his meaning as well as your response.
 2. Option #2: In Chapter 8, note his discussion on the problem of evil, beginning on page 250. How would you use the insights from this section to deal with questions about creation and evil in a ministry setting?
 3. Option #3: In Chapter 8, note the discussion about providence, miracle and prayer. How does a theology of creation help us to understand these?
- Statement of Belief Essay

1. The focus of this Statement of Belief essay is *Our Creative and Providential God*. Based on the reading of the textbooks and lectures, on personal study and reflection, and on the class discussion, organize your thoughts and insights in order to write this essay. Focus on such subjects as the biblical titles for God that reflect His works, the nature of God's creative activity, the meaning of divine providence, and so forth.
2. Be sure to include practical application to spiritual formation and/or ministry context. The essay must also include at least 3 direct quotes from the textbooks and other appropriate research materials (such as journal articles). The essay should be at least 900 words in length, should include a title page and Works Cited, and should be formatted according to MLA style of writing.

- Session Reflection

4. Session Four - Human Beings

- Reading Assignments
 1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Chapter 9, pp. 275-290
 2. Thorsen, Don. *An Exploration of Christian Theology*. Chapters 11-12
- Reading Reflection Summary
 1. Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2) critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.
 1. Thorsen, Don. *An Exploration of Christian Theology* – Select two (2) questions (from different chapters) under "Questions for Further Reflection" found at the end of chapters 11-12. Include the questions you have selected with your response.
 2. Dunning, H. Ray. *Grace, Faith and Holiness* – In the reading out of Chapter 9, the focus is on the relationship to God that is original righteousness, which Dunning notes could be violated by sin. Describe the meaning of *Imago Dei*, and address the effect of sin with regard to it, being careful to describe fully the essence of sin.
- Statement of Belief Essay
 1. The focus of this Statement of Belief essay is *Being Human*. Based on the reading of the textbooks and lectures, on personal study and reflection, and on the class discussion, organize your thoughts and insights in order to write this essay. Focus on such subjects as the question of what it means to be human, the image of God, a Christian view of human personhood, and so forth.
 2. Be sure to include practical application to spiritual formation and/or ministry context. The essay must also include at least 3 direct quotes from the textbooks and other appropriate research materials (such as journal articles). The essay should be at least 900 words in length, should include a title page and Works Cited, and should be formatted according to MLA style of writing.

- Session Reflection

5. Session Five - The Nature of Sin

- Reading Assignments

1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Chapter 9, pp. 290-301
 2. Thorsen, Don. *An Exploration of Christian Theology*. Chapters 13-14
 3. Nazarene Article of Faith – V. Sin, Original and Personal
<http://nazarene.org/articles-faith>
- Reading Reflection Summary
 1. Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2) critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.
 2. Thorsen, Don. *An Exploration of Christian Theology* – Select two (2) questions (from different chapters) under "Questions for Further Reflection" found at the end of chapters 13-14. Include the questions you have selected with your response.
 3. Dunning, H. Ray. *Grace, Faith and Holiness* – Regarding the section on pages 290-296, summarize and discuss as least two of the ways in which Dunning characterizes total depravity or humankind in the natural state of original sin. Next, regarding the section on pages 296-301, discuss and summarize what is meant by the dual nature of sin, and the manner in which this understanding informs a view of how God can cleanse and save from sin.
 - Statement of Belief Essay
 1. The focus of this Statement of Belief essay is *The Nature of Sin*. Based on the reading of the textbooks and lectures, on personal study and reflection, and on the class discussion, organize your thoughts and insights in order to write this essay. Focus on such subjects as the origin of sin, the nature of sin, the effects of sin, and so forth.
 2. Be sure to include practical application to spiritual formation and/or ministry context. The essay must also include at least 3 direct quotes from the textbooks and other appropriate research materials (such as journal articles). The essay should be at least 900 words in length, should include a title page and Works Cited, and should be formatted according to MLA style of writing.

- Session Reflection

6. Session Six - Christology (Part I)

- Reading Assignments
 1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Chapter 10.
 2. Thorsen, Don. *An Exploration of Christian Theology*. Chapter 15
 3. Nazarene Article of Faith – II. Jesus Christ <http://nazarene.org/articles-faith>
- Reading Reflection Summary
 1. Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2)

critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.

1. Thorsen, Don. *An Exploration of Christian Theology* – Select two (2) questions under "Questions for Further Reflection" found at the end of chapter 15. Include the questions you have selected with your response.
 2. Dunning, H. Ray. *Grace, Faith and Holiness* – In relation to the assigned reading in Dunning, summarize some reasons why it is important to the proclamation of Christ that one have a theological and biblical grasp of the concept of the person of the Savior.
- Final Exam
 - Session Reflection

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

COURSE RESOURCES:

Bibliography

The books listed in the bibliography are either ones used as resources for this course or will be helpful for further study.

- Barbour, Ian G. *When Science Meets Religion: Enemies, Strangers, or Partners*. New York: Harper Collins Publishers, 2000. Print.
- Chan, Simon. *Spiritual Theology: A Systematic Study of the Christian Life*. Downers Grove: Intervarsity Press, 1998. Print.
- Chilcote, Paul W., ed. *Wesleyan Tradition: A Paradigm for Renewal*. Nashville: Abingdon Press, 2002. Print.
- Davis, John Jefferson. *Foundations of Evangelical Theology*. Grand Rapids: Baker Book House, 1984. Print.
- Dunning, H. Ray. *Grace, Faith, and Holiness*. Kansas City: Beacon Hill Press, 1988. Print.
- Erickson, Millard J. *Christian Theology*. Grand Rapids: Baker Books, 1998. Print.
- . *Making Sense of the Trinity: Three Crucial Questions*. Grand Rapids: Baker Books, 2000. Print.
- . *Where is Theology Going?: Issues and Perspectives on the Future of Theology*. Grand Rapids: Baker Books, 1994. Print.
- Gonzalez, Justo L. and Zaida Maldonado Perez. *An Introduction to Christian Theology*. Nashville: Abingdon Press, 2002. Print.
- Greathouse, William M. *Wholeness in Christ: Toward a biblical Theology of Holiness*. Kansas City: Beacon Hill Press, 1998. Print.
- Grenz, Stanley. *Renewing the Center: Evangelical Theology in a Post-Theological Era*. Grand Rapids: Baker Academic, 2002. Print.
- . *Theology for the Community of God*. Grand Rapids: Eerdmans Publishing House, 1994. Print.
- . *What Christians Really Believe and Why*. Louisville: Westminster John Knox Press, 1998. Print.
- Grider, J. Kenneth. *A Wesleyan-Holiness Theology*. Kansas City: Beacon Hill Press, 1994. Print.
- Gunter, W. Stephen, et. al. *Wesley and the Quadrilateral: Renewing the Conversation*. Nashville: Abingdon Press, 1997. Print.
- House, H. Wayne. *Charts of Christian Theology and Doctrine*. Grand Rapids: Zondervan Publishing House, 1992. Print.
- Hughes, Richard T. *How Christian Faith Can Sustain the Life of the Mind*. Grand Rapids: Eerdmans Publishing, 2001. Print.
- Hynson, Leon O. *Through Faith to Understanding: Wesleyan Essays on Vital Christianity*. Lexington: Emeth Press, 2005. Print.
- Killen, Patricia O'Connell and John De Beer. *The Art of Theological Reflection*. New York: Crossroad Publishing, 2001. Print.
- Knight, Henry L. *A Future for Truth: Evangelical Theology in the Postmodern World*. Nashville: Abingdon Press, 1997. Print.
- Lewis, C.S. *Mere Christianity*. San Francisco: Harper and Row, 2001 (Reprint). Print.

- Maddox, Randy L. *Responsible Grace: John Wesley's Practical Theology*. Nashville: Abingdon Press, 1994. Print.
- McDermott, Gerald R. *Can Evangelicals Learn From World Religions: Jesus, Revelation, and Religious Traditions*. Downers Grove: Intervarsity Press, 2000. Print.
- McGrath, Alister. *A Passion for Truth: The Intellectual Coherence of Evangelicalism*. Downers Grove: Intervarsity Press, 1996. Print.
- . *Christian Theology: An Introduction*. Malden: Blackwell Publishers, 1998. Print.
- McKenna, David. *What a Time to be Wesleyan!: Proclaiming the Holiness Message With Passion and Purpose*. Kansas City: Beacon Hill Press, 1999. Print.
- Middleton, J. Richard, and Brian J. Walsh. *Truth is Stranger Than It Used to Be: biblical Faith in a Postmodern Age*. Downers Grove: Intervarsity Press, 1995. Print.
- Moore, Frank. *Coffee Shop Theology: Translating Doctrinal Jargon into Everyday Life*. Kansas City: Beacon Hill Press, 1998. Print.
- Oden, Thomas. *Systematic Theology* (Three Volumes): "The Living God," "The Word of Life," and "Life in the Spirit." San Francisco: Harper and Row Publishers, 1987. Print.
- Olson, Mark K. *John Wesley's 'A Plain Account of Christian Perfection: The Annotated Edition*. Fenwick: Alethea in Heart Publishers, 2005. Print.
- Plantinga, Cornelius. *Engaging God's World: A Christian Vision of Faith, Learning, and Living*. Grand Rapids: Eerdmanns Publishing, 2002. Print.
- Poe, Harry Lee. *Christian Witness in a Postmodern World*. Nashville: Abingdon Press, 2001. Print.
- Polkinghorne, John. *Science and Theology: An Introduction*. Minneapolis: Fortress Press, 1998. Print.
- Powell, Samuel, and Michael E. Lodahl, eds. *Embodied Holiness: Toward a Corporate Theology of Spiritual Growth*. Downers Grove: Intervarsity Press, 1999. Print.
- Runyon, Theodore. *The New Creation: John Wesley's Theology Today*. Nashville: Abingdon Press, 1998. Print.
- Shelley, Bruce. *Theology for Ordinary People*. Downers Grove: Intervarsity Press, 1993. Print.
- Sire, James W. *The Universe Next Door: A Basic Worldview Catalog*. Downers Grove: Intervarsity Press, 1988. Print.
- Volf, Miroslav and Dorothy C. Bass. *Practicing Theology: Beliefs and Practices in Christian Life*. Grand Rapids: Eerdmanns Publishing, 2002. Print.
- Wiley, H. Orton. *Christian Theology* (Volumes 1 and 2). Kansas City: Beacon Hill Press, 1940. Print.

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

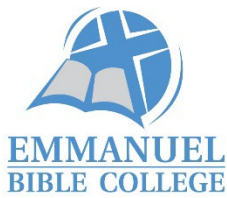
HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.



Emmanuel Bible College
In Alliance with Nazarene Bible College
THE3033: Systematic Theology II

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A systematic study of the Christian faith from a uniquely Wesleyan-Holiness perspective with emphasis on the doctrines of salvation, the person and work of the Holy Spirit, the Church, and the Second Coming of Christ. Related areas covered will be the way of salvation, the teaching and life of holiness, the nature of ministry, the sacraments, and views of the millennium. *Prerequisites: Systematic Theology I.*

COURSE INTENDED LEARNING OUTCOMES:

The following learning goals will be achieved by this course:

1. To articulate the biblical doctrines of The Holy Spirit, Salvation, The Church, and Eschatology.
2. To identify the main Wesleyan distinctive relevant for each of the above four areas of this course.
3. To relate these theological concepts to practical living and ministry.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

1. Ability to articulate the Nazarene Articles of Faith. (CN-7)
2. Ability to demonstrate an understanding of theological reflection including its sources, its historical development, and its Wesleyan contemporary expressions. (CN-8)

COURSE TEXTBOOKS:

H. Ray Dunning. *Grace, Faith & Holiness with 30th Anniversary Annotations*. The Foundry Publishing, 2018.

ISBN: 9780834137592

Thorsen, Don. *An Exploration of Christian Theology*. 2nd Edition, 2008, Baker, 2020.

ISBN: 9780801030901

Nazarene Articles of Faith: <https://nazarene.org/articles-faith>

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE REQUIREMENTS:

1. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

2. Reading Reflection/Summary

Each student is to complete a Reading Reflection/Summary that will center on questions from the end of the chapters of the course texts or other alternatives as spelled out in the Schedule. Reading summaries each session are to be approximately 750 words long. Points will be awarded on the basis of the student's grasp of the assigned reading material, thoughtful and reflective analysis, and integration with life and Christian service. These are to show critical analysis and engagement with the texts as well as the synthesis (weaving together) of different insights.

3. Statement of Belief Essays

The purpose of the Statement of Belief essays is to give students the opportunity to articulate in essay form what he/she believes about the major doctrines of the Christian faith explored in the sessions of this course. This is similar to an "Article of Faith" or belief statement of a denomination or other religious body. All essays should demonstrate some research (including peer-reviewed journal articles) and use multiple resources (no less than three sources). However, the primary emphasis of this assignment is on the student's ability to communicate what he/she believes about the Christian faith at this point in his/her spiritual journey. Besides sound biblical and theological foundations, all Statement of Belief essays are to include concrete application to personal spiritual formation and/or ministry context. Your Statement of Belief essays should be formatted to reflect the MLA style of notation, including a Title Page and Works Cited page. Papers are to be at least 900 words in length.

4. Final Exam

The Final Exam, worth 15% of your final grade, is a three-hour (maximum) open book exam that will include short answer and essay questions. In most cases you will have several options from which to choose in the different sections of the exam.

5. Session Reflection Assignment

Submit a 500 word (minimum) referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry.

COURSE EVALUATION:

Grading Points

Assignments	
	Points
Session Assignments:	
Reading Reflection Summary	40
Participation	30
Session Reflection	30
<i>TOTAL EACH SESSION</i>	<i>100</i>
Course Level Assignments:	
Statement of Belief Essays (Sessions 1-5)	250
Final Exam	150
<i>TOTAL COURSE ASSIGNMENTS:</i>	<i>400</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

1. Session One - Christology (Part Two)

- Reading Assignments
 1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Chapter 11a, pp. 332-338, and Chapter 12.
 2. Thorsen, Don. *An Exploration of Christian Theology*. Chapter 17-18.
 3. Nazarene Article of Faith – VI. Atonement <http://nazarene.org/articles-faith>
- Reading Reflection Summary
 1. Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2) critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.
 1. Thorsen, Don. *An Exploration of Christian Theology* – At the end of Chapters 17-18 in the Thorsen text (part of the assigned reading), you will

notice "Questions for Further Reflection." You are to select two of these questions and respond to them. Each of these two responses should be 250 words.

2. Dunning, H. Ray. *Grace, Faith and Holiness* – Dunning observes that "Wesley's Christology is built upon the threefold office of Christ as Prophet, Priest, and King" (Dunning 366). Briefly describe the unique role of one of these offices, and explain how Jesus' role as prophet, priest, or king, affects your relationship with God.

- Statement of Belief Essay

1. The focus of this Statement of Belief essay is *The Person and Work of Jesus Christ*. Based on the reading of the textbooks and lectures, on personal study and reflection, and on the class discussion, organize your thoughts and insights in order to write this essay. Focus on the person of Jesus Christ (Who is Jesus?), and on the work of Jesus Christ (What is accomplished through his life, death, and resurrection).
2. Be sure to include practical application to spiritual formation and/or ministry context. The essay must also include at least 3 direct quotes from the textbooks and other appropriate research materials (such as journal articles). The essay should be at least 900 words in length, should include a title page and Works Cited, and should be formatted according to MLA style of writing.

- Session Reflection

2. Session Two - The Person and Work of the Holy Spirit

- Reading Assignments

1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Chapter 13, pp. 397-428.
2. Thorsen, Don. *An Exploration of Christian Theology*. Chapters 19-20.
3. Nazarene Article of Faith – III. The Holy Spirit <http://nazarene.org/articles-faith>

- Reading Reflection Summary

1. Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2) critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.

1. Thorsen, Don. *An Exploration of Christian Theology* – At the end of Chapters 19-20 in the Thorsen text you will notice "Questions for Further Reflection." You are to select two of these questions (one from each chapter) and respond to them. Please indicate or label each question to which you are responding (for example, Chapter 19, Question Two). Each of the two responses should be 250 words.

2. Dunning, H. Ray. *Grace, Faith and Holiness* – Respond to one of the following questions:

1. Based on your reading of Chapter 13, and other sources, what would you describe as the similarities and the differences between the Old Testament understanding of the Holy Spirit, and the New Testament understanding?

2. Dunning writes on page 417, "The Spirit's work is decisively Christ-Centered." What is the significance of this statement, and why is it important to you, personally?
- Statement of Belief Essay
 1. The focus of this Statement of Belief essay is the *Person and Work of the Holy Spirit*. Based on the reading of the textbooks and lectures, on personal study and reflection, and on the class discussion, organize your thoughts and insights in order to write this essay. Focus on the biblical teachings on the Holy Spirit, creedal statements, and theological studies concerning the work of the Holy Spirit in salvation and the Christian life.
 2. Be sure to include practical application to spiritual formation and/or ministry context. The essay must also include at least 3 direct quotes from the textbooks and other appropriate research materials (such as journal articles). The essay should be at least 900 words in length, should include a title page and Works Cited, and should be formatted according to MLA style of writing.

- Session Reflection

3. Session Three - Salvation

- Reading Assignments
 1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Chapter 11b, pp. 338-361, and Chapter 14a, pp. 429-455.
 2. Thorsen, Don. *An Exploration of Christian Theology*. Chapters 21-22.
 3. Nazarene Article of Faith – VII. Prevenient Grace; VIII. Repentance
<http://nazarene.org/articles-faith>
- Reading Reflection Summary
 1. Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2) critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.
 1. Thorsen, Don. *An Exploration of Christian Theology* – At the end of Chapters 21-22 in the Thorsen text you will notice "Questions for Further Reflection." You are to select two of these questions (one from each chapter) and respond to them. Please indicate or label each question to which you are responding (for example, Chapter 21, Question Two). Each of the two responses should be 250 words.
 2. Dunning, H. Ray. *Grace, Faith and Holiness* – Respond to one of the following questions:
 1. On pages 339 ff., Dunning writes that the basic meaning of atonement is expressed in the word, "reconciliation." He then goes on to discuss four biblical metaphors for this atonement/reconciliation: 1. Sonship/Adoption, 2. Fellowship with God, 3. Redemption, and 4. Justification. Which of these terms do you find most meaningful? Why?
 2. In chapter 14, Dunning discusses the relationship between repentance and faith. How would you describe that relationship?

- Statement of Belief Essay
 1. The focus of this Statement of Belief essay is *the gracious gift of salvation*. Based on the reading of the textbooks and lectures, on personal study and reflection, and on the class discussion, organize your thoughts and insights in order to write this essay. Focus on such subjects as the human need of salvation, the divine means of salvation, and the personal experience of salvation. Special attention should be given to an explanation of justification and forgiveness.
 2. Be sure to include practical application to spiritual formation and/or ministry context. The essay must also include at least 3 direct quotes from the textbooks and other appropriate research materials (such as journal articles). The essay should be at least 900 words in length, should include a title page and Works Cited, and should be formatted according to MLA style of writing.

- Session Reflection

4. Session Four - Sanctification

- Reading Assignments
 1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Chapter 14b, pp 455-477, and Chapter 15.
 2. Thorsen, Don. *An Exploration of Christian Theology*. Chapters 23-24.
 3. Nazarene Article of Faith – IX. Justification, Regeneration, and Adoption; X. Christian Holiness and Entire Sanctification <http://nazarene.org/articles-faith>
- Reading Reflection Summary
 1. Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2) critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.
 1. Thorsen, Don. *An Exploration of Christian Theology* – At the end of chapters 23-24 in the Thorsen text you will notice "Questions for Further Reflection." You are to select two of these questions (one from each chapter) and respond to them. Please indicate or label each question to which you are responding (for example, Chapter 23, Question Two). Each of the two responses should be 250 words.
 2. Dunning, H. Ray. *Grace, Faith and Holiness* – Respond to one of the following questions based on chapter 14 (especially pp. 455-477):
 1. In what ways does Wesley's doctrine of sanctification differ from that of Augustine, Luther, and Calvin?
 2. On what basis, and by what process, according to Wesley, does a person enter into the experience of perfect love (entire sanctification)?
- Statement of Belief Essay
 1. The focus of this session's Statement of Belief essay is the doctrine of entire sanctification (also referred to as Christian Perfection, Perfect Love, Full Salvation, etc.). Based on the reading of the textbooks and lectures, on personal study and reflection, and on the class discussion, organize your thoughts and insights in order to write this essay. Focus on the biblical, historical, and theological teachings

related to the doctrine of entire sanctification. It will be important to articulate the need for, the provision for, and the experience of entire sanctification. Those who may not subscribe to Wesleyan teaching on this doctrine may write their statement of belief on their understanding of the biblical teaching on sanctification.

2. Be sure to include practical application to spiritual formation and/or ministry context. The essay must also include at least 3 direct quotes from the textbooks and other appropriate research materials (such as journal articles). The essay should be at least 900 words in length, should include a title page and Works Cited, and should be formatted according to MLA style of writing.

- Session Reflection

5. Session Five - The Nature and Mission of the Church; The Sacraments

- Reading Assignments

1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Chapters 16 and 17.
2. Thorsen, Don. *An Exploration of Christian Theology*. Chapters 25-27.
3. Nazarene Article of Faith – XI. The Church; XII. Baptism; XIII. The Lord's Supper; XIV. Divine Healing <http://nazarene.org/articles-faith>

- Reading Reflection Summary

1. Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2) critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.

1. Thorsen, Don. *An Exploration of Christian Theology* – At the end of chapters 25-27 in the Thorsen text you will notice "Questions for Further Reflection." You are to select two of these questions (each from a different chapter) and respond to them. Please indicate or label each question to which you are responding (for example, Chapter 25, Question Two). Each of the two responses should be 250 words.

2. Dunning, H. Ray. *Grace, Faith and Holiness* – Respond to one of the following questions based on chapters 16 and 17:

1. Dunning discusses three New Testament images of the Church. Which of these images do you think is most neglected? Why would it be helpful to give renewed attention to this image?
2. How does Wesley's teaching on baptism support the position and the practice of the Church of the Nazarene (or your denomination) in regard to Infant Baptism?

- Statement of Belief Essay

1. The focus of this Statement of Belief essay is the *Nature and Mission of the Church*. Based on the reading of the textbooks and lectures, on personal study and reflection, and on the class discussion, organize your thoughts and insights in order to write this essay. Focus on such topics as what it means to be the people of God, the marks of the Church, the Church's mission to the world, the nature of Christian ministry, the nature and practice of the sacraments, and the means of grace.

2. Be sure to include practical application to spiritual formation and/or ministry context. The essay must also include at least 3 direct quotes from the textbooks and other appropriate research materials (such as journal articles). The essay should be at least 900 words in length, should include a title page and Works Cited, and should be formatted according to MLA style of writing.

- Session Reflection

6. Session Six - Eschatology

- Reading Assignments

1. Dunning, H. Ray. *Grace, Faith, and Holiness*. Appendix I, pp. 569-589.
2. Thorsen, Don. *An Exploration of Christian Theology*. Chapters 28-30.
3. Nazarene Article of Faith – XV. Second Coming of Christ; XVI. Resurrection, Judgment, and Destiny <http://nazarene.org/articles-faith>

- Reading Reflection Summary

1. Write a response to the three questions related to the assigned reading in the textbooks, as described below. The response should be at least 750 words in length (about 250 words per question). Your response should demonstrate your understanding of the material, and should include specific reference to the assigned reading (use proper MLA citation). Points earned for this assignment will depend on: 1) your comprehension of the assigned reading material, 2) critical analysis of the ideas from the reading, and 3) your reflection on how to integrate those ideas with life and Christian service.

1. Thorsen, Don. *An Exploration of Christian Theology* – At the end of chapters 28-30 in the Thorsen text you will notice "Questions for Further Reflection." You are to select two of these questions (each from a different chapter) and respond to them. Please indicate or label each question to which you are responding (for example, Chapter 28, Question Two). Each of the two responses should be 250 words.

2. Dunning, H. Ray. *Grace, Faith and Holiness* – Respond to one of the following questions based on the eschatological teaching in Dunning's, "Appendix I", pp. 569-589.

1. Dunning begins his discussion of eschatology by noting that virtually every doctrine has an eschatological facet. How would you describe the eschatological facet in the doctrine of salvation?
2. Dunning vigorously refutes dispensational eschatology on pages 585 ff. Explain dispensationalism, and describe the way it undermines one or more important Christian doctrines.

- Final Exam
- Session Reflection

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

COURSE RESOURCES:

Bibliography

The books listed in the bibliography are either ones used as resources for this course or will be helpful for further study.

- Barbour, Ian G. *When Science Meets Religion: Enemies, Strangers, or Partners*. New York: Harper Collins Publishers, 2000. Print.
- Chan, Simon. *Spiritual Theology: A Systematic Study of the Christian Life*. Downers Grove: Intervarsity Press, 1998. Print.
- Chilcote, Paul W., ed. *Wesleyan Tradition: A Paradigm for Renewal*. Nashville: Abingdon Press, 2002. Print.
- Davis, John Jefferson. *Foundations of Evangelical Theology*. Grand Rapids: Baker Book House, 1984. Print.
- Dunning, H. Ray. *Grace, Faith, and Holiness*. Kansas City: Beacon Hill Press, 1988. Print.
- Erickson, Millard J. *Christian Theology*. Grand Rapids: Baker Books, 1998. Print.
- . *Making Sense of the Trinity: Three Crucial Questions*. Grand Rapids: Baker Books, 2000. Print.
- . *Where is Theology Going?: Issues and Perspectives on the Future of Theology*. Grand Rapids: Baker Books, 1994. Print.
- Gonzalez, Justo L. and Zaida Maldonado Perez. *An Introduction to Christian Theology*. Nashville: Abingdon Press, 2002. Print.
- Greathouse, William M. *Wholeness in Christ: Toward a biblical Theology of Holiness*. Kansas City: Beacon Hill Press, 1998. Print.
- Grenz, Stanley. *Renewing the Center: Evangelical Theology in a Post-Theological Era*. Grand Rapids: Baker Academic, 2002. Print.
- . *Theology for the Community of God*. Grand Rapids: Eerdmans Publishing House, 1994. Print.
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- Grider, J. Kenneth. *A Wesleyan-Holiness Theology*. Kansas City: Beacon Hill Press, 1994. Print.
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- House, H. Wayne. *Charts of Christian Theology and Doctrine*. Grand Rapids: Zondervan Publishing House, 1992. Print.
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- Hynson, Leon O. *Through Faith to Understanding: Wesleyan Essays on Vital Christianity*. Lexington: Emeth Press, 2005. Print.
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- Knight, Henry L. *A Future for Truth: Evangelical Theology in the Postmodern World*. Nashville: Abingdon Press, 1997. Print.
- Lewis, C.S. *Mere Christianity*. San Francisco: Harper and Row, 2001 (Reprint). Print.

- Maddox, Randy L. *Responsible Grace: John Wesley's Practical Theology*. Nashville: Abingdon Press, 1994. Print.
- McDermott, Gerald R. *Can Evangelicals Learn From World Religions: Jesus, Revelation, and Religious Traditions*. Downers Grove: Intervarsity Press, 2000. Print.
- McGrath, Alister. *A Passion for Truth: The Intellectual Coherence of Evangelicalism*. Downers Grove: Intervarsity Press, 1996. Print.
- . *Christian Theology: An Introduction*. Malden: Blackwell Publishers, 1998. Print.
- McKenna, David. *What a Time to be Wesleyan!: Proclaiming the Holiness Message With Passion and Purpose*. Kansas City: Beacon Hill Press, 1999. Print.
- Middleton, J. Richard, and Brian J. Walsh. *Truth is Stranger Than It Used to Be: biblical Faith in a Postmodern Age*. Downers Grove: Intervarsity Press, 1995. Print.
- Moore, Frank. *Coffee Shop Theology: Translating Doctrinal Jargon into Everyday Life*. Kansas City: Beacon Hill Press, 1998. Print.
- Oden, Thomas. *Systematic Theology* (Three Volumes): "The Living God," "The Word of Life," and "Life in the Spirit." San Francisco: Harper and Row Publishers, 1987. Print.
- Olson, Mark K. *John Wesley's 'A Plain Account of Christian Perfection: The Annotated Edition*. Fenwick: Alethea in Heart Publishers, 2005. Print.
- Plantinga, Cornelius. *Engaging God's World: A Christian Vision of Faith, Learning, and Living*. Grand Rapids: Eerdmanns Publishing, 2002. Print.
- Poe, Harry Lee. *Christian Witness in a Postmodern World*. Nashville: Abingdon Press, 2001. Print.
- Polkinghorne, John. *Science and Theology: An Introduction*. Minneapolis: Fortress Press, 1998. Print.
- Powell, Samuel, and Michael E. Lodahl, eds. *Embodied Holiness: Toward a Corporate Theology of Spiritual Growth*. Downers Grove: Intervarsity Press, 1999. Print.
- Runyon, Theodore. *The New Creation: John Wesley's Theology Today*. Nashville: Abingdon Press, 1998. Print.
- Shelley, Bruce. *Theology for Ordinary People*. Downers Grove: Intervarsity Press, 1993. Print.
- Sire, James W. *The Universe Next Door: A Basic Worldview Catalog*. Downers Grove: Intervarsity Press, 1988. Print.
- Volf, Miroslav and Dorothy C. Bass. *Practicing Theology: Beliefs and Practices in Christian Life*. Grand Rapids: Eerdmanns Publishing, 2002. Print.
- Wiley, H. Orton. *Christian Theology* (Volumes 1 and 2). Kansas City: Beacon Hill Press, 1940. Print.

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.