Course Syllabus
KNP1601HS – Theology and Practice of Ministry
Knox College
Toronto School of Theology
Winter 2024

Instructor Information

Instructor: Sarah Travis, MDiv, ThD, Associate Professor
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Course Identification

Course Number: KNP1601HS
Course Format: *In Person*
Course Name: Theology and Practice of Ministry
Course Location:
Class Times: Tuesdays 11am-1pm
Prerequisites: none

Course Description

This course explores various aspects of ministry, in particular the theology and practice of ordained ministry within the Reformed traditions. Topics include understandings of ministry, the call, functions and roles in ministry, challenges and contexts for ministry today and in the future, leadership and authority, and spiritual practices.

Course Resources

Required Course Texts/Bibliography

Book - Pamela & Michael Cooper-White, *Exploring Practices of Ministry* (Fortress, 2014)

Book - Kim, Grace Ji-Sun, and Graham Hill. *Healing Our Broken Humanity: Practices for Revitalizing the Church and Renewing the World*. Downers Grove, Illinois: IVP Books, an imprint of InterVarsity Press, 2018.

Online Document: Living Faith https://presbyterian.ca/wp-content/uploads/Living-Faith.pdf

Chapter - "Defining Trauma and Its Effects" in Sarah Travis and Paul Scott Wilson. *Unspeakable: Preaching and Trauma-Informed Theology*. Eugene, Oregon: Cascade Books, 2021.

Book - William H. Willimon, *Pastor: The Theology and Practice of Ordained Ministry* (Abingdon Press: Nashville, 2002).

For PCC students: "Together in Ministry: The Theology and Practice of Ministry in the Presbyterian Church in Canada"– https://presbyterian.ca/resources/resources-ministry/

• Links/handouts as distributed/forwarded.

Course Website(s)

Quercus: https://q.utoronto.ca/

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

Course Learning Objectives/Outcomes

Religious Heritage
- • Identify theology and practices of ministry related to central functions of ministry including teaching, serving, leading worship, facilitating community; and proclamation.
- • Describe the distinctive theology and practices of Reformed understandings of ministry within the larger Christian tradition.

Cultural Context
- • Identify theology and practices of ministry that demonstrate respect for difference - cultural, ethnic, gender, and physical ability diversity, etc.;
- • Demonstrate willingness to engage the diversity of the church;
- • Demonstrate basic understanding of contextual issues (societal, ecclesial, global) and an emerging awareness of how these factors impact what it means to be a pastor today in a particular context.

Personal Spiritual Formation
- • Articulate one's own emerging self-understanding in ministry;
- • Display willingness to engage in prayer, Bible study, worship, discipleship and growth in the fruit of the Spirit.

Capacity for Ministry
- • Show care for others and act in a compassionate manner towards others, including people of different backgrounds, ages, and perspectives;
- • Ability to articulate one's emerging pastoral identity and emerging theology of ministry in relation to the Reformed traditions.

Evaluation

Requirements

The final grade for the course will be based on evaluations in four areas:

(1) <u>Participation</u> (15%) – In addition to participating in class discussions, students are expected to read the required texts and show evidence in class discussions that they have read and reflected upon them. In addition, students are invited to bring an offering of worship to share with the class once during the term. This can be a song, prayer, reflection, or any other element of worship that will spiritually prepare us for the work of our class. Due as scheduled.

(2) (20%) – <u>A concise theology of ministry</u>. Students will prepare a 500 word statement which summarizes their own theology of ministry. Evaluation will not be based on the content of the theology but the clarity and concision with which it is stated. This will be a work in progress, it is meant to produce a snapshot of where the student finds themselves in relation to the theologies and practices of pastoral ministry. Instructions will be provided. Due February 13th by email

(3) <u>Mentorship Experience</u> (35%) Students will choose and approach a pastoral leader who is willing to provide a 15-hour Mentorship experience. The time you spend together will include conversation, but also the actual work of ministry within the pastoral setting. For example, you will 'shadow' them as they go about their daily tasks. There are three aspects to this assignment.

1. By January 23th – **submit proposal** by email for approval of mentorship plan including, name, contact information, mentor's position and plan for use of hours and what you hope to learn.
2. Over a 3-5-week period you will **spend a minimum of 15 hours with a mentor for ministry**. The 15 hours will include individual conversations about ministry exploring the mentor's experiences and reflections on ministry, being present with the mentor in ministry experiences (worship, pastoral visiting, congregational/community events, social justice/mission experiences, etc.) and having an opportunity to discuss these experiences toward the end of the mentoring time.
3. March 19nd or March 26th: **In-Class Presentation**. Reflect on the 15-hour mentorship experience in a 30 minute class presentation. Visuals are welcome. Describe your mentorship setting. What did you learn about ministry? What questions and surprises emerged? How did it help you reflect on the contexts of the church's ministry today? How did is help you to reflect on yourself in ministry and about your own gifts and challenges in ministry?

(4) <u>Final paper</u> (30%)

Write a 10- page integrative paper focusing on the theology and practice of ministry as explored through a pastoral image (or story/metaphor/scripture passage). The paper will draw on class lectures, discussions, Scripture and texts (required and recommended). The paper will describe a pastoral image (scripture passage/story/ metaphor) that can function as an integrative focus for one's theology and practice of ministry. The pastoral image (story/metaphor/passage) will be considered theologically (how it expresses a theology of ministry), contextually (how it engages the North American contexts of ministry) and personally (how it intersects with one's

faith journey, sense of call). Further, the pastoral image (story/metaphor/passage) will be explored through the theology and practice of the different functions of ministry (pastoral, priestly, prophetic, preaching, teaching, etc. functions) discussed throughout the course. The assignment must include a thorough exploration of a pastoral image (story/metaphor/passage) and how it relates, at this point, to the student's discernment process and to their understanding of the theology and practice of ministry. Due April 9th

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100	(A+)	Exceptional
85-89	(A)	Outstanding
80-84	(A-)	Excellent
77-79	(B+)	Very Good
73-76	(B)	Good
70-72	(B-)	Acceptable
0-69	(FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. The student must speak to the professor if they are going to be late with work. Grace and generosity will be extended to those students who communicate with the instructor. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

There is no penalty applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at https://governingcouncil.utoronto.ca/

secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at http://www.studentlife.utoronto.ca/as The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019 .

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In

some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Inclusive Language Policy: all formal and informal coursework will follow the policy found at: https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf

Course Schedule

Week 1
January 9　　　　　Course introduction
　　　　　　　　　　Syllabus
　　　　　　　　　　Sign Up for Presentations/In-Class Devotions
　　　　　　　　　　Lecture: Pastoral Ministry as Conversation

　　　　　　　　　　Reading: Cooper-White Introduction and Ch 1

Week 2
January 16　　　　Articulating a Theology of Ministry

　　　　　　　　　　Reading: Willimon Ch 1 and 2

Week 3
January 23　　　　The Call and Formation of the Pastoral Leader
　　　　　　　　　　Sharing our Call Stories

　　　　　　　　　　Reading: Cooper White, Ch 6
　　　　　　　　　　　　　　　Barrett article
　　　　　　　　　　　　　　　Willimon 3-4
　　　　　　　　　　　　　　　Living Faith

Week 4
January 30   The Community we Serve
An Exercise in Re-membering

Reading: Travis, Chapter 1.
                 Kim and Hill, Foreword and Introduction

Week 5
February 6   Kerygma: Proclaiming Christ in Word and Action
Panel Discussion

Reading: Cooper-White Ch 2
              Willimon Ch 5 and 6

Week 6
February 13   Diakonia: Service among Others
Panel Discussion

Reading: Cooper-White Ch 4
              Willimon Ch 7
CONCISE THEOLOGY OF MINISTRY DUE

Week 7
February 27   Topic: Didache: Facilitating Christian Education
Panel Discussion

Reading: Cooper-White Ch 5
              Willimon Ch 8

Week 8
March 5   Liturgia: Leading Worship
Panel Discussion

Reading: Cooper-White Ch 3

Week 9
March 12   Koinonia: Being the Church
Guest: Ian Ross-McDonald, General Secretary of the PCC

Reading: Willimon Ch 9 and 10

Week 10
March 19   Mentorship Presentations

Reading: Willimon Ch 11 and 12

Week 11

March 26   Mentorship Presentations

              Reading: Kim and Hall Ch 1-4

Week 12

April 2   Images of Ministry
              Please come prepared to discuss the images of ministry that are most meaningful for you. We will also discuss Kim and Hall's book.

              Reading: Kim and Hall Ch 5-9