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IS 502 Vocation of Ministry

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IS502 Vocation of Ministry
3 hours – 2:30-5:15 pm – Tuesday
Spring 2003

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Course Description
This course seeks to ask and address the question, How is our vocation as those called to
Christian ministry discerned, shaped, and sustained? The purpose of this course is to explore
from a Wesleyan perspective the biblical and theological foundations of Christian personhood
and vocation by examining the nexus between call to ministry and formation of persons in
ministry.

Course Objectives
Having successfully completed this course, you should:
1. Understand the nature of Christian vocation (including God’s call of all Christian
disciples to ministry in church and world) from a Wesleyan perspective;
2. Grasp the relationship between critical reasoning and spirituality and understand their
importance for theological reflection on the vocation and practice of ministry;
3. Demonstrate sensitivity to cultural, ethnic, and gender issues with regard to their
importance for the vocation of ministry;
4. Understand the importance of moral formation and integrity for Christian ministry,
with a clear understanding of boundary issues related to ethical conduct;
5. Demonstrate commitment to “the way” of the Christian disciple through immersion in
the means of grace;
6. Be able to articulate a coherent narrative of one’s own call into God’s ministry; and
7. Project a curricular plan consistent with vocational discernment.

Mode of Instruction
1. This course will be taught by one professor, with guests.
2. The class will be taught using these modes of instruction: (a) We will meet together
as one large group for some levels of instruction and interaction; (b) The class will be
organized into covenant discipleship groups that will emphasize “works of piety” and
“works of mercy,” which are integral to the course; and (c) the discipleship groups
will engage in assigned projects to provide direct experience in selected course
components.
Means of Student Evaluation

1. Student Participation – 25%

Related to course instruction
- Your attendance at all class sessions is expected. If you are absent [for whatever reasons] for more than three sessions (or the equivalent) you will receive a failing grade.
- By the conclusion of Module 3 you will have attended two services in a church(es) that is(are) ethnically different from for you. This will be the basis for your reflection in your “In-Process” paper for Module 3. If you are currently worshipping in a cross-cultural setting (e.g., international students or other ethnic minority) you should speak with the instructor for ways in which you need to adjust this assignment.
- You are expected to attend your covenant discipleship group. These groups are student lead. Meeting time is built into our regular class period. If you miss more than three sessions [for whatever reasons], you will not receive credit for this component of the course.
- Participate in the 4-hour social justice project with your covenant discipleship group.
- The reading requirement for this course is 1200 pages. You will submit a reading report to document the degree of your completion of required course reading. This reading report is due at the end of the semester.

Related to academic advising
- You will select an academic advisor by the end of the semester and have had one documented conversation with your advisor about your call to ministry and your seminary curricular plan. This is due by the end of the semester.

2. “In-Process” Papers – 30%
You will prepare three five-page “in-process” papers that integrate course content, your understanding of your vocation of ministry and assessment surveys where appropriate. The first paper is due at the end of Module 1 and the second paper is due at the end of Module 2. The third paper is due at the end of Module 3.
- Module 1 paper is due on March 4, 2003.
- Module 2 paper is due on March 25, 2003.
- Module 3 paper is due on April 22, 2003.

3. Major Position Paper – 30%
You will write a 12-15 page major position paper on your call to ministry due on May 13, 2003. This paper will integrate all class material to date, including assessment surveys. You are expected to demonstrate the use of additional research material, in addition to assigned texts, to support your paper.

4. Creative Project – 15%
Presentations will be made on May 6, 13 and May 20. Your covenant discipleship group will choose an artistic mode (painting, sculpture, poetry, creative writing, photo essay, original music composition) in order for your group to give expression to your understanding of “vocation of ministry.” Or, you may choose a project that communicates course-related material (devotional guide that focuses on “call” and “vocation”; series of lesson plans that
deal with “call” and “vocation” for an age-specific class, etc.). Your work should not only reflect your collective and personal reflections but it should also include appropriate aspects of our course content. It is expected that this will be a fresh work. You are to get approval of your idea before proceeding. This project represents an important course assignment because it taps into other learning styles beside the visual and auditory. Each person in the group is expected to invest a minimum of 8 hours in the preparation of the project. Some will spend much more time than that. Projects will be shared in class at the end of the semester.

In addition to the presentation, each group will submit:
1. An individual log of your time investment and a brief description of your contribution to the group project.
2. A clear and succinct statement of the purpose of your project.
3. Learning objectives for observers (artistic) or participants (sermon series, etc.).
4. For art based projects: Submit a detailed discussion of the message you are portraying about “vocation” and “call.”
5. For text based projects: Submit the text material.

Creative Project Grading Criteria:
1. How substantial was your individual contribution to the project? (Did your contribution help to move the group project forward to completion in a significant way?)
2. How well did your group present the project to the class? (Did it reflect “one” mind or did it seem pieced together and disjointed?)
3. How well did your project integrate course content and personal reflection? (Does your project demonstrate an understanding of course content in addition to your personal journey?)
4. How well prepared was the written material your group submitted in conjunction with the project? (Style of writing, spelling, grammar, etc.)

Required Texts
Required Reading on Reserve ELECTRONICALLY through the BLFisher Library*


* “Electronic Reserve” means that you can access these materials through the Electronic Reserve Shelf of the Seminary’s Virtual Library.
** We are also listing these as Recommended Texts so that you have a choice between electronic or paper versions.

Grading Policy

Papers
All papers must be typed, double-spaced, 1” margin all around, using a 12-point font, such as Times New Roman. Papers must adhere to MLS format according to Slade [available in the ATS bookstore and in the library].

A 1/3 deduction in grade will be assessed for every workday that your paper is late. Late papers receive a grade, but no written feedback. If you need to negotiate an alternate due date, consult with the Professor BEFORE the assignment is due.

Incomplete Policy
A grade of “I” denotes course work has not been completed due to an unavoidable emergency, which does not include failure to turn in course work or attending to church work or other employment. See the Asbury Seminary Catalog for further clarification.

Covenant Discipleship Group Guidelines

1. By the second week of class, you will be placed in a Covenant Discipleship Group of 6-7 persons. Because spiritual formation is an important part of this course, we have set aside the final 45 minutes of class time for you to meet. We hope that your schedules will permit you to meet longer than 45 minutes – as that is a bare minimum – and a longer meeting time will facilitate group cohesion and trust building. We have also built this time into our weekly schedule to facilitate your ease of meeting so that no one has to juggle his or her schedule to find a meeting time outside of class.

2. Your group will use A Spiritual Formation Workbook: A Renovare Resource for Spiritual Renewal. Renovare means “to renew.” Each person will have a copy of the workbook.

3. The purpose of this group is to meet together to learn the six traditions of the Church, do the related disciplines, hold each other accountable, and encourage each other.
4. The group will meet for one introductory meeting, then for the next nine times it meets the group will focus on the six dimensions of discipleship: prayer, virtue, empowerment, compassion, proclamation, and wholeness – as we see in the life of Christ – and seek to grow in them by practicing the disciplines that flow from his life.

5. Each group will be student lead. We anticipate that you will share leadership among all group members. At the conclusion of each session a volunteer will be sought to lead at the next session.

6. The leader guides the group through the exercises for sharing that are given in the workbook.

7. One student in each group will take attendance. Please note that if you miss more than three sessions (for whatever reasons), you will not receive credit for this component of the course.

8. Each person should read in advance the chapter to be discussed.

9. Each group should covenant to keep group conversations confidential among group members.

A commitment to social justice is one of the emphases of Renovare and our Wesleyan tradition. Each group will select a service/mission project. The project is to be completed AS A GROUP and must involve at least 4 hours of service outside the Asbury Seminary community. For example, work for a soup kitchen, help out at Bread of Life, provide housekeeping or lawn care for a home bound person, etc. Please clear you project with the instructor. The group secretary [a.k.a. attendance taker] will collect from each person a 3x5 card confirming participation in the 4-hour project and describe one thing about the experience that stands out for him or her.

Accessing Electronic Reserves
Directions for accessing electronic reserves:
1) Open First Class ATS Email
2) Double Click on "Intranet"
3) Double Click on "Resources"
4) Double Click on "Online Reserves"
5) Double Click on “Professor” wanted [Harper]
6) Double Click on "Course #" [IS502]
7) Double Click on "Article" wanted

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Module 1: Understanding the Nature of Christian Vocation from a Wesleyan Perspective
February 11, 18, 25

Goals:
At the completion of module 1, you should:
1. Integrate your sense of what God desires with your personal giftedness;
2. Discuss the relationship between personal responsibility and choice in how you respond may respond to a perceived call of God;
3. Articulate how God is moving in your life regarding your vocation by using the aspects of vocation based on the Wesleyan quadrilateral.

February 11: The Nature of Vocation and Call.
This session provides an introduction to the concept of “call.” We will also get organized!
Reading List: Guinness, Ch. 1-7
In Class Organization: arrange the class into spiritual formation groups

February 18: A Wesleyan Perspective on Vocation and Call
This week focuses on Wesley’s understanding of vocation and call
Reading: Chilcote, Chapter 1; Guinness, Ch. 8-14
Covenant Group Focus: Intros and first steps
Complete the Self-Directed Search for use in class on February 26.

February 25: Vocation, Call, and Me
This session introduces you to the idea of personal vocational strengths, spiritual gifts, and their relationship to vocation and call
Reading List: Guinness, Ch. 15-22; Smith, Ch. 1-3; Chilcote, Ch. 2
Rom 12, I Cor 12:4-11, 28; Eph 4:11 (also I Cor 1:5-7; 12:29-30; I Cor 13:8; II Cor 8:7; I Thess. 5:20; I Tim. 4:14; II Tim. 1:6-7; Heb 2:4; I Pet 4:10-11)
Covenant Group Focus: Renovare Session One

Module 1 Means of Assessment: In-process position paper #1 – Due March 4, 2003
Using the material from weeks 1, 2, & 3, develop a vocational position paper that reflects your current understanding of your call to the vocation of ministry and that also integrates this with the Self-Directed Search and your sense of your spiritual gifts. Be sure that you clearly content from the required reading for this module. Typed-double space, 1” margins, 12 cpi font. 5-page limit.

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Module 2: Grasp the relationship between critical reasoning and spirituality and understand their importance for theological reflection on the vocation and practice of ministry
March 4, 11, 18
Module Goals
At the completion of this module, you should
1. Articulate your own decision making process and the relative weight of critical thinking, spirituality, and theological reflection in their small groups and in writing.
2. Demonstrate your understanding of the roles of critical reasoning, theological reflection, and spirituality on your call to ministry through case study analysis.

March 4: Introduction to Critical thinking & vocation
Today we will introduce the skill of critical thinking.
  **Reading**
  Smith, Ch. 4-6; Brookfield, 1, 2, & 3
  **Covenant Group Focus:** Renovare Session Two

March 11: Critical thinking, vocation, & spirituality
Now we will add the influence of spirituality to our thinking about critical thinking and vocation.
  **Reading:** Brookfield, Ch. 6; Smith, Ch. 7, 8; Collins article. Be sure you read the Collins article before coming to class!
  **Covenant Group Focus:** Work on Service Project Idea
  Complete the DISC for March 18 class

March 18: Critical reasoning, spirituality, and me
Finally, you will discover more about yourself through the DISC survey and combine this practical information with the previous two week’s discussions to reflect upon your call to ministry.
  **Reading:** Smith, Ch. 9, 10; Chilcote, 3
  **Covenant Group Focus:** Renovare Session Three

Using the material from Module 1 AND Module 2, develop a vocational position paper that reflects your current understanding of your call to the vocation of ministry and that also integrates this with the DISC and your use of critical thinking and spirituality. Be sure that you integrate required reading from this module. Typed-double space, 1” margins, 12 cpi font. 5 – page limit.

Module 3: Demonstrate sensitivity to cultural, ethnic, and gender issues with regard to their importance for the vocation of ministry.
March 25, April 1 (No Class), April 8, 15

Module Goals:
At the completion of this module, you should
1. Describe key issues and problems, which affect ethnic minorities and their leadership;
2. Explain the reality of racism and gender issues, their origins and the negative impact they have on building the Kingdom of God;
3. Discuss how racism affects inter-ethnic and inter-church relations and how to effectively minister in such contexts.

During this module [or before] you will attend two worship services in church(es) that is culturally different from you.

**March 25: Ministry in the Worldwide Kingdom of God**
Vocation of ministry in a multi-ethnic, global Kingdom of God  
*Required Reading:* Farley, pg. 172-197; Chilcote ch. 4  
*Covenant Group Focus:* Renovare Session Four

**April 1: Ethnic realities in America**  
*Reading:* Farley, pg. 1-48  
*Covenant Group Focus:* Renovare Session Five

**April 8: Spring Reading Week**

**April 15: Gender and the Vocation of Ministry**
Men & women working together in the Kingdom of God. Biblical foundations for women in ministry  
*Reading:* Groothius  
*E-conference:* Renovare Session Six

**Means of Assessment for Module 3—In process paper #3--Due April 22.**
During this module you will attend twice the worship services of a church where the church is ethnically different from themselves. Their paper will focus on their experience of being a minority in this congregation, their awareness of prejudicial beliefs or myths and how they plan to address them, and their projection on their relative ease or discomfort of working with women in ministry.

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**Module 4: Understand the importance of moral formation and integrity for Christian ministry, with a clear understanding of boundary issues related to ethical conduct**
April 22, 29, and May 6

Goals for Module 4:
By the completion of the module, you should
1. Discuss the importance of the character of and the maintenance of a sense of wholeness by a Christian minister;
2. Identify ways to maintain emotional and physical boundaries with people;
3. Identify ways in which boundary violations occur;
4. Explain the relationship between moral formation, individual integrity, and the vocation of ministry.
April 22: Moral formation & integrity
   Reading: Grenz & Bell, Ch. 1, 2
   Covenant Group Focus: Renovare Session Seven

April 29: Morality & Boundaries, Part I
   Reading: Grenz & Bell, Ch. 3, 4, & 6
   Covenant Group Focus: Creative Project Session

May 6: Boundary issues, Part II
   Reading: Grenz & Bell, Ch. 5 & 7
   Covenant Group Focus: Renovare Session Eight

Major Position Paper—Due May 13
You will write a 12-15 page major position paper on your call to ministry. This paper will integrate all class material to date, including assessment surveys. You will integrate readings and insights from Module 4 into your final integrative paper. You are expected to demonstrate the use of additional research material, in addition to assigned texts, to support your paper.

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Module 5: Articulating a coherent narrative of one’s own call into God’s ministry
May 13, 20

Each Covenant Discipleship group will work together to develop a creative presentation of their understanding of their vocation of ministry.

The final three weeks will be devoted to each group making its presentation. The final session on May 20 will be held at the Dinkin’s house—a “fiesta.” More to come on this final day.

May 6: Group Presentations

May 20: Group Presentations