

# The MISSIONAL Church

course # MIN4033-1 SP14  
credit hours: 3  
location: CHAPEL 130  
time: M-W-F 9:10a-10:10a  
instructor(s): Matt Price

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The Loretto Chapel is located in Sante Fe, New Mexico, the oldest capital city in north America. The Chapel was built by the Sisters of Loretto from Kentucky and French Bishop Jean B. Lamy in 1873.

During chapel's construction, they forgot to make a way to get to the choir loft. So they prayed, and a stranger showed up offering to build a staircase. It has two 360 degree turns, reaches 20 feet high without visible means of support, used only wooden pegs not nails, and is made of a previously unknown type of wood. It was built in six to eight months.

The mysterious carpenter left town before the nuns could pay him.

## Course Description

**This is a capstone, integrative course for Christian Ministry majors focusing on an understanding of the nature and mission of the church, developing strategies for church renewal, building a missional community, and equipping laity for effective ministry. Prerequisite: senior standing. Open to non-majors interested in serving in ministry as a layperson.**



Credit: Loretto Chapel Staircase, Raven Jake Dawes 2004

### What's in the syllabus?

**Description & Textbooks p1**

**Outcomes & Assignments p2**

**Grades & Policies p3**

**Readings & Due Dates p4**

## Course Textbooks (required)

Frost, Michael and Hirsch, Alan. 2003 *The shaping of things to come: Innovation and mission for the 21 century church*. Peabody, Mass.: Hendrickson. (ISBN: 9780801046308 / LOC: BV600.3 .F76) 223/278 pages. (revised and updated in 2013—either version is acceptable.)  
Metaxas, Eric. 2011. *Bonhoeffer: Pastor, Martyr, Prophet, Spy: A Righteous Gentile vs. the Third Reich*. Nashville: Thomas Nelson. 544 pages  
*Holy Bible* (NIV, NRSV preferred)

## Three Ways to Explore the Course Outcomes (James 1:2-8)

**Skimmers** show a tangential interest in the course subject. They will skim the reading, attend class, & learn the main concepts but stay near the surface without venturing far from familiar shores. They will earn an average grade at best.

**Snorkelers** will move beyond the shallows to probe below the surface, examine the concepts they find, make connections within the course, and try to apply them. More than curious, but engaged, they will spend more time on the readings, ask more **WHAT** and **HOW** questions, and participate actively in class.

**Deep divers** will critique what they find and how to apply it while seeking new insights and integrating them with previous learning, asking **WHY** questions, spending more time on each assignment and conducting research beyond the minimum.

## READING ASSESSMENTS

**Reading Live Tweets.** For each chapter, tweet two comments, questions, or quotes from the textbooks using #MIN4033.

**Chapter Responses.** For each day of assigned reading, students will bring a 500-word analysis of the chapters covered for the day (not per chapter or book but per the whole reading for the day). A good analysis asks penetrating questions, critiques the author's perspective, connects the reading to other parts of class, integrates the reading with other knowledge, and applies the reading to one's experience. A great analysis does all of these elements plus evaluates the overall benefit of the reading. A decent analysis might do two of these elements. A summary is not an analytical response. A poorly written response should not even be submitted. This is a written assignment submitted as a hard copy in class.

## COURSE OUTCOMES

**Explore what it means to be a missional church.**

**Communicate a philosophy of ministry from historical & contemporary perspectives**

**Investigate historical figures of the Christian past as examples of spiritual guidance and church leadership.**

**Identify problems facing the church and envision ministry interventions at the local and global levels.**

**Discern principles and strategies for encouraging, equipping, and engaging lay persons for ministry and mission**

**Articulate a commitment to Christian discipleship and explore methods for guiding local churches to seek God's reign in their neighborhoods and respond the call to be ambassadors of reconciliation in the world**

## COURSE PROJECTS

### **Bonhoeffer Reading Circles Discussion Prep & Participation.**

You will prepare to lead a discussion over assigned chapters from the *Bonhoeffer* biography. At minimum, you will need to prepare five to six open-ended questions and be able to guide the discussion with the tools given in class. The discussion for each chapter will last approximately 12-15 minutes. You will be graded on the ability to generate and sustain pertinent and insightful discussion. Post in the Moodle Forum (give chapter number and title) at least 18 hours before your chapter is listed in the Course Schedule. You will aid the ability of the discussion leader by finishing the reading yourself prior to the day it is to be covered in class and bringing your book and written chapter response to class.

**LEAP/Knight/Other.** Attend one or all of the seminar offered this semester (dates are in the Course Schedule). The cost is covered through course fees for LEAP seminars for this class. Conferences are covered by courses fees for other courses. **Take notes at the event** and write a **500-word response paper or create two-minute video reflection** about how the seminar changed your mind, your attitudes, and/or practices regarding the seminar topic as it relates to what you have learned so far in this course. Paper or video should be submitted to the Facebook group on the due date in the Course Schedule.

**Philosophy of Ministry Paper (POM).** In this summative paper for the Christian Ministry program, the POM paper should articulate **principles that shape the practice of ministry** and explain the **rationale for "why you do what you do when you do it,"** seasoned with **insights saturated with the thought of others yet authentically personal.** For CM majors and minors, philosophy papers from previous courses may serve as a basis for this paper. Content should be thoroughly revised and updated, however. This assignment needs to reflect your current spiritual journey and perspectives on ministry. **Students are encouraged to work on drafts of the paper throughout the semester. During the last two weeks of class,** each section will be discussed in class and then a draft for each section will be submitted to Moodle on this day given in the Course Schedule. You will each other's drafts and leave comments. A **minimum of fifteen (15) pages is expected.** See outline below.

## Course Evaluation

Assignments	Points	Learning Hours
Attendance (absences automatic 50 pt deduction for each absence)	(Minus 50 pts per unexcused absence)	28
Reading (278 + 544 + 43 pages/25 pph)	--	36
Reading Live Tweets	--	9
Chapter Responses (20 x 20 pts))	400	20
Bonhoeffer Discussion Prep (50 pts x 2)	100	10
Philosophy of Ministry Paper	250	12
Lifelong Learning Plan	50	3
POM Discussion Board Responses (5 x 20 pts)	100	10
LEAPseminar/Knight Conf/Revival/Chapel Notes& Reflection	100	7
<b>Total</b>	<b>1000</b>	<b>135</b>

Grading scale is:

<b>A</b>	1000-930	<b>B</b>	879-830	<b>C</b>	749-720	<b>F</b>	599>
<b>A-</b>	929-900	<b>B-</b>	829-800	<b>C-</b>	719-700		
<b>B+</b>	899-880	<b>C+</b>	799-750	<b>D</b>	699-600		

### One course learning hour equals . . .

- 10-15 pages of reading (1000 level) (300 page book = 30 learning hours)
- 15 pages of reading (2000 level) (300 page book = 20 learning hours)
- 15-20 pages of reading (3000 level) (300 page book = 15-20 learning hrs)
- 20-25 pages of reading (4000 level) (300 page book = 15 learning hours)
- 2 pages of writing (500 words) (add one hour of research for every research page written, no extra hours added for reflection papers)
- 1 minute of video
- 3 minutes of presentation with visual aids (Powerpoint, Prezi, object lesson, skit, illustration, dialogue, etc.)
- 60 minutes of class time or
- 60 minutes of research
- 60 minutes of exam time

All scheduled time spent in seminars/conferences/field trips (e.g. LEAP seminar should be added into total course work hours) excluding travel

## Grading Rubric

A—Critical thinking and superior analysis, proper format and citations, new insights, good application, shows integration of outside sources, on time.

B – Solid work but misses the mark, few connections, no insights or integration, not formatted correctly, grammatical errors

C—Meets bare minimum expectations, summarizes without adequate analysis or application, many errors

## Course Policies

<b>Attendance Policy</b>	1) participation in official university organizations (e.g. sports teams) and pre-arranged course trips; 2) severe emergencies or death in the immediate family; 3) legal responsibilities; or 4) extended personal illness when an authorized medical official requires confinement to home, room, or hospital. (NOTE: The following are not excused absences: Weddings, birthdays, school functions, holiday celebrations, work obligations, volunteer work, job interviews, hospital visits, feeling sick or tired).	<b>Assignment Submissions</b> Assignments are due on the due date at class time. No exceptions. Nothing accepted by email, either. Standard submission will be paper copy in class and/or to Moodle (Turnitin) unless otherwise noted. 12pt font, double-spaced, proper APA or MLA citations, no grammar or spelling errors
<b>Academic Integrity</b>	MVNU seeks learners committed to honesty among students, faculty, and staff, a standard governing expectations for all campus and educational activities. As a Christian community, there is a moral and ethical responsibility to uphold this standard as found in the Academic Catalog (for examples of violations). All course work submitted to instructor(s) should be evidence of personal learning endeavors.	<b>Accommodation</b> See the instructor if you need accommodations, as defined by the Americans with Disabilities Act of 1990, and then follow the Disability Services Policies and Procedures as put forth by the office of Academic Success office or search for page on the MVNU web site. Instructors are generally able to accommodate as needed.

## Course Schedule—MIN4033-1—SPRING 2014 (MWF)

Date	Topic	Reading	What's Due	Date	Topic	Reading	What's Due
<b>Unit 1 Why Missional Church?</b>							
Feb 3 M	No Class (Matt in CR)	Frost, Habits of Missional People	At least 2 Live Tweets (LT) #MIN4033 #Frost	Mar 31 M		Metaxas 25-27	Chapter Response & LT
Feb 5 W	Course Overview			Apr 2 W		Metaxas 28-29	Chapter Response & LT
Feb 7 F	No Class (Matt in Costa Rica)	Frost, Habits of Missional People	At least 2 LiveTweets	Apr 4 F		Metaxas 30-31	Chapter Response & LT
Feb 10 M	No Class (Matt at DS meeting in AZ)	F&H 1	Live Tweets add #Shaping	<b>Unit 5 Spiritual Leadership in Today's Church</b>			
Feb 12 W		F&H 1	Chapter Response & LT	Apr 7 M	Review <i>Bonhoeffer</i>	Attend Revival	Live Tweet #MIN4033
Feb 14 F		F&H 2	Chapter Response & LT	Apr 9 W	No Class	Attend Revival	Live Tweet #MIN4033
<b>Unit 2 Incarnational Ecclesiology</b>				Apr 11 F	No Class		Live Tweet #MIN4033
Feb 17 M		F&H 3	Chapter Response & LT	Apr 14 M		F&H 7-8	Chapter Response & LT add #Shaping
Feb 19 W		F&H 4	Chapter Response & LT	Apr 16 W		F&H 9-10	Chapter Response & LT
Feb 21 F		F&H 5	Chapter Response & LT	Apr 18 F	No Class	EASTER BREAK	
Feb 24 M		F&H 6	Chapter Response & LT	<b>Unit 6 POM &amp; Lifelong Learning</b>			
Feb 26 W		Review F&H plus Intro Bonhoeffer	Add two Bonhoeffer resources Wiki/Moodle	Apr 21 M	Vocation	Comment on each draft on T	Submit draft by 5:00 p
Feb 28 F		How to Lead Discussions	Review links on Moodle	April 23W	Location	Comment on each draft on R	Submit draft by 5:00p
<b>Unit3 Bonhoeffer – The Church in the World</b>				April 25 F	Convictions	Comment on each draft on S	Submit draft by 5:00p
Mar 3 M		Metaxas 1-3	Chapter Response & LT add #Bonhoeffer	Apr 28 M	Directions	Comment on each draft on T	Submit draft by 5:00p
Mar 5 W		Metaxas 4-6	Chapter Response & LT	Apr 30 W	Actions	Comment on each draft on R	Submit draft by 5:00p
Mar 7 F		Metaxas 7-9	Chapter Response & LT	May 2 F	Lifelong Learning Plan		POM paper
Mar 10 M		Metaxas 10-12	Chapter Response & LT	<b>Unit 7 Future Church</b>			
Mar 12 W		Metaxas 13-15	Chapter Response & LT	May 5 M		F&H 11	Lifelong learning plan
Mar 14 F		Metaxas 16-18	Chapter Response & LT	May 7 W	Future Issues		
<b>SPRING BREAK Mar 17-21</b>				May 9 F	Future Interviews		
<b>Unit 4 Bonhoeffer cont'd</b>				May 12 M	Exit Interviews		
Mar 24 M	No Class			May 16	FRIDAY	8:00-10:00	Final Gathering
Mar 26 W		Metaxas 19-21	Chapter Response & LT				
Mar 28 F		Metaxas 22-24	Chapter Response & LT				

## Outline for the Philosophy of Ministry Paper

Each section should be seasoned with citations from important authors / theologians / practitioners / professors, as well as examples, illustrations, and experiences from your life and learning.

### **Vocation: Sense of Calling (Why we are here and why we serve)—750 words**

This is your spiritual testimony in biblical and theological context:

#### **(for School of Theology majors only)**

- How did God call you to ministry?
- What particular spiritual and community needs do you think God wants you to meet through your ministry?
- What could your future ministry setting look like?

#### **(for all other majors)**

- How does/did God guide in your choice of major and/or preparation for your profession?
- What particular community needs do you think God wants you to meet through your vocation?
- What would your ideal professional setting look like?

### **Location: Church and Community (Where we live and serve)—250 words**

- What do you value most about your family, hometown/home church? How has this place and people been a part of your spiritual journey? How does this place (hometown, ministry context, or general culture) form your approach to ministry?
- What is the purpose of the church (locally and globally) as you understand it now? What is the role of the church in the larger community? What makes a Christian into a responsible member of the church?
- Who are the important spiritual leaders in your life now? What characteristics make these people important to you and your spiritual journey? These people can be from the historical past or from the present.

### **Convictions: Beliefs and Burdens (where we stand)—250 words**

- What do I believe about God? About the Bible? About how people become Christians? What does it mean to become a "Christ-like disciple"? What are four significant sources have shaped my beliefs the most?
- What do I believe about the lifestyle of Christians? What makes a Christian a Christian? What makes a Christian distinct from the world we live in? What makes a Christian a Christian?

### **Directions: How We Walk with God (how we grow)—1000 words**

#### ***My Spiritual Walk*** (How I am spiritually formed?)

- What specific spiritual disciplines do I practice in my spiritual life? How do I expect to grow in my relationship with God in the next four years?

#### ***Walking with Others*** (How I plan to spiritually shape/form/disciple others?)

- What specific strategies can I employ to help others grow spiritually? Identify five people that you sense a spiritual responsibility to help them become more Christ-like.
- Identify key people in response to these questions and why you choose them: Who is discipling me? (people for whom you share spiritual responsibility) Who am I discipling? (people for which you are spiritually responsible)
- Who are my most significant mentor figures? (Name two living mentors and two historical and/or biblical mentor figures) Why did you choose these people as mentors?
- Identify a general plan for lifelong learning (a reading list, a "must watch" film or TV series list, list of important questions to seek answers to, plan for recreation (exercise, hobbies, vacation locations, a plan for Sabbath commitment (identify one day per week, one weekend every three months, one week per year to focus on your spiritual life and give specific activities in each time frame that will help you keep the Sabbath and grow spiritually)



**Actions: What I Believe about Ministry (what we do)—750 words**

- What does it mean for the church to be sent into the world locally and globally? What does it mean for a Christian to be a “missionary” in their community?
- In what ways are Christians to become responsible participants in the church’s mission and ministry?
- What are some key biblical and theological images for ministry that help you understand your role in God’s work in the world? What is the church’s hope for the future?

**Summary of Your Paper’s Five Sections—150 words****Epilogue – 150 words**

- What have you learned most from your professors in the past four years that will help you change the world with the love of Christ?
- What would you say to a high school senior that hopes to find a place to study in preparing for ministry and life as a disciple?

**Philosophy of Ministry Rubric**

<b>Elements</b>	<b>Poor 20</b>	<b>Fair 30</b>	<b>Proficient 40</b>	<b>Excellent 50</b>	<b>Score</b>
<b>Biblical &amp; theological CONTENT incorporated into basis for ministry</b>	Little or no biblical/theological foundations established	Some biblical & theological concepts stated but not well integrated	Biblical concepts integrated and basic integrated is noted	Extensively grounded in a biblical & theological content	
<b>Cultural, psychological, and developmental factors integrated in COMPETENCE for ministry</b>	Shows no relationship of cultural, psychological factors to ministry practice	Uses specific concepts from these areas but in a limited way	Articulates the elements of these areas as they impact ministry practice	Has strong insight into how these areas defines/shapes approach to ministry	
<b>Overall quality, clarity, and depth of insight &amp; evidence of CHARACTER growth</b>	No formation of character growth or cohesive philosophy of ministry	Adequate but with unclear points and minimal depth and breadth of insight	Builds a reasonable and consistent case with solid insights and substance	Clearly formed, well-articulated, shows creative insight and character growth	
<b>Effective use of research from CONTEXT, including experience, previous courses &amp; textbooks</b>	Reflects little research or use of outside resources	Refers to sources, but fails to integrate concepts and specifically apply them	Applies principles from sources clearly and effectively	Shows creativity and goes beyond expectations to utilize sources	
<b>Quality of written work in style, grammar, tone</b>	Poorly constructed sentences, weak writing style, and lack of tone	Readable style but with no more than 7 grammatical mistakes errors scattered through the paper	Well written with no more than 3 superficial errors mistakes in grammar and consistent in format and style	Excellent in style and tone with no grammatical errors and outstanding use of creativity	