

# 04ST5100 Introduction to Pastoral and Theological Studies

Reformed Theological Seminary

Fall 2020—Atlanta Campus

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Office Hours: By appointment. Reach out to my assistant Katherine Longmuir at [k-longmuir@rts.edu](mailto:k-longmuir@rts.edu) to schedule a virtual appointment.

## Course Description

This course seeks to provide students with an introduction to seminary, to RTS in particular, to pastoral ministry, and to the theological system known as Reformed Theology.

## Course Objectives

1. To help students understand the purpose of seminary education, the unique challenges of seminary education, and the best ways of not only surviving but thriving while in seminary.
2. To guide students in understanding the concept of calling and in discerning whether or not they are called to pastoral ministry specifically.
3. To offer students a biblical-theological framework for thinking about ministry and, specifically, the work of pastoral ministry, and to explore historical models and practical helps for the same.
4. To introduce students to Reformed theology—its biblical foundations, historical expressions and challenges, and practical applications to life and ministry—and set the table for the remaining ST courses.

## Course Requirements

I. Required Reading: Students will be required to read the following texts during the course:

1. Edmund P. Clowney, *Called to the Ministry* (P&R, 1976), 90 pages.
2. David Mathis and Jonathan Parnell, *How to Stay Christian in Seminary* (Crossway, 2014), 80 pages.
3. BB Warfield, *The Religious Life of the Theological Student* (P&R), 15 pages.
4. Kelly M. Kopic, *A Little Book for New Theologians: Why and How to Study Theology* (IVP, 2012), 126 pages.
5. William Cunningham, *An Introduction to Theological Studies* (A Press, 1992), 119 pages. This text will be made available electronically to all students on Canvas.
6. Charles Octavius Boothe, *Plain Theology for Plain People*, with introduction by Walter R. Strickland II (Lexham Press, 2017), 160 pages.
7. RC Sproul, *What is Reformed Theology?* (Baker, 2016), 272 pages.

In addition to the abovementioned required reading, each student will select one (1) of the following tracks and complete the assigned reading for that track.

### Pastoral Ministry Track

1. Thabiti M. Anyabwile, *The Faithful Preacher: Recapturing the Vision of Three Pioneering African-American Pastors* (Crossway, 2007), 169 pages.
2. Richard Baxter, *The Reformed Pastor* (Banner of Truth, 1997) with Introduction by JI Packer, in “Puritan Paperbacks” series, 247 pages.

## Theological and Historical Studies Track

1. JI Packer, *A Quest for Godliness: The Puritan Vision of the Christian Life* (Crossway, 2010), 368 pages.
2. John Owen, *The Death of Death in the Death of Christ*, with introduction by JI Packer (Banner of Truth, 1999), 312 pages.

## Women in Ministry Track

1. Ligon Duncan and Susan Hunt, *Women's Ministry in the Local Church* (Crossway, 2006), 176 pages.
2. Jerram Barrs, *Through His Eyes: God's Perspective on Women in the Bible* (Crossway, 2009), 352 pages.

## Edmiston Center Track

1. Irwyn Ince, *The Beautiful Community: Unity, Diversity, and the Church at Its Best* (IVP, 2020), 176 pages.
2. Carl F. Ellis, Jr., *Free At Last?: The Gospel in the African-American Experience* (IVP, 1995), 285 pages.

## II. Class Attendance

As per seminary policy, you are required to attend all the lectures. If you know that you will be unable to attend class on a certain date, please inform me in advance. Otherwise there may be a penalty for your absence.

## III. Evaluation

### **1. Reading (30%). Due date: December 11 at 11:59pm.**

The reading assignments for this class are important. Therefore, you will be required to complete all of them. Each student must report the percentage of reading he or she has completed (by email). That percentage will constitute the grade for the reading portion of the course.

### **2. Final Exam (40%). Due date: Exam will be taken in Canvas by December 7 at 11:59pm.**

### **3. Research Paper (30%). Due date: Upload to Canvas by December 11 at 11:59pm.**

You will write a 10-12 page paper on any topic covered in one of the tracks for this course. You will need to clear your topic with the professor before you begin research and writing. Please heed the following instructions for the paper:

- (1) Each paper should include a clear statement of the thesis being argued or the problem being answered. The argument or answer you provide must be based first on careful exegesis of Scripture (please show your exegesis in the paper) and on historical and theological arguments as well. *Please use original languages if you know them.*
- (2) Each paper should be a RESEARCH paper. In other words, I am looking for you to read widely in the area of your proposed article. You should cite *at least* 10-12 good, scholarly sources in your bibliography and interact with those sources throughout the paper, citing them in your footnotes. Use these sources to support your argument. Please note: Wikipedia is NOT considered a scholarly source! I am interested in published articles or books primarily. On rare occasions, a website might serve in this capacity. But this is rare.

- (3) All papers should use footnotes (NOT endnotes) and be written according to the style advocated by Kate Turabian in *A Manual for Writers*. If you don't own a copy of Turabian, you should consider buying one. You will use it throughout your seminary experience.
- (4) Each paper should show an awareness of possible objections to your position. So, for example, if you are arguing *for* a certain approach to pastoral ministry, you will need to show that you are aware of at least a few relevant objections to that approach and be able to respond to those objections biblically and theologically.
- (5) Each paper should also show how the selected topic applies practically to life and ministry, if applicable.
- (6) Each paper should be no less than 10 pages in length and no more than 12 and should be written with one inch margins, double-spaced, 12pt Times New Roman font (or equivalent).
- (7) Late papers will warrant a deduction of 3 percentage points, per day late, off the final grade for the paper.
- (8) All papers should contain a title page with the following information: name and year of course; student name; professor's name; title of the paper; and date of submission.

### **Course Lecture Schedule**

The following is the tentative schedule for the course:

August 24	Introductions, Syllabus, Intro to seminary, to RTS, and to curriculum.
August 31	Why and how should you go to seminary?
September 7	Labor Day, no class
September 14	Calling in general and, specifically, calling to ministry
September 21	What does the Bible teach us about ministry?
September 28	Historical models for ministry
October 5	Intro to leadership in ministry
October 12	RTS fall break, no class
October 19	Intro to theology
October 26	Intro to theology
November 2	Intro to theology
November 9	Intro to Reformed theology
November 16	Five points of Calvinism
November 23	Five points of Calvinism
November 30	Five <i>solae</i> of the Reformation

**Addendum to course syllabus for “sync” students who will take the course live on Zoom**

## 1. Reading Requirements

The reading requirements for the course will remain the same no matter whether the student is live on Zoom or live in the classroom. Sync students will not be required to report on the amount of reading they complete whereas in-person students will have this requirement. But in-person students will not be required to complete Canvas interactions (which will be drawn from the reading).

## 2. Course Evaluation

Sync students will be required to complete 7 student-to-professor interactions and 5 student-to-student interactions for the course. These interactions will be graded and the requirements for the course will be changed to allow room for these interactions to be completed.

1. **Student-to-Professor Interactions (15%). Due date: December 11 by 11:59pm.**
2. **Student-to-Student Interactions (15%). Due date: December 11 by 11:59pm.**

All sync students will be required to complete 7 student-to-professor interactions and 5 student-to-student interactions through Canvas. These interactions will comprise 30% of your grade. The questions for the student-to-professor interactions will all be drawn from the assigned reading. Students are responsible for posting questions for discussion for the student-to-student interactions. The content for these posts can come from the reading or from classroom discussion.

3. **Final Exam (40%). Due date: Exam will be taken in Canvas by December 7 at 11:59pm.**
4. **Research Paper (30%). Due date: Uploaded to Canvas before December 11 at 11:59pm.**

All sync students will write a 10-12 page paper on any topic covered in whichever track the student selects. You will need to clear your topic with the professor before you begin research and writing. Please heed the abovementioned instructions for the paper.



### **Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: 04ST5100

Professor: Guy M. Richard

Campus: Atlanta

Date: Fall 2020

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	This course engages Scripture. Students are expected to be able to articulate and defend the Bible's teaching.
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Students will spend a significant amount of time studying Scripture and historical interpretations of it.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	This course examines issues raised by Reformed Theology.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	A deeper understanding of God's Word should help students cultivate a deeper faith in and love for God.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Moderate	Course will touch on worldview issues.
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	Course will be taught with an emphasis on being winsome in all things.
<b>Pastoral Ministry</b>	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading, and shepherding the local congregation, aiding in spiritual maturity, concern for non-Xns.	Strong	Course will prepare students for pastoral ministry by introducing students to pastoral ministry and leadership in ministry contexts.