

# 02PT5250 PASTORAL MINISTRY

## SECTION A

JANUARY 2024  
PROFESSOR GLODO

*This hybrid course is not a self-paced course like Global and some hybrid courses. Assignments are due on a weekly basis with grade penalties assessed for late assignments.*

### CONTACT INFORMATION

Email: mglodo@rts.edu

Phone: 407.278.4476

*I prefer email but the Canvas message function is fine. I am also available by pre-arranged phone and video conferences. If you contact me on a Saturday evening, I won't reply until Monday. I'm happy to be your social media friend, but please don't use their message functions for course matters.*

### COURSE DATES

Online phase with assignments due weekly	On campus	Post-campus phase (see syllabus for due dates)
Nov 27, 2023 – Jan 6, 2024	Jan 8–12, 2024	Jan 15 – Feb 3, 2024

### SUMMARY OF DUE DATES:

See course schedule below.

### COURSE OVERVIEW

#### Description:

Pastoral Ministry (02PT5250) will lay the foundations of a biblical theology of the pastor in relation to the church and the world. Students will begin to formulate a philosophy of ministry, assess readiness, and attain progress in their calling. A variety of pastoral skills and competencies will be included. 2 hours.

#### Goals:

##### *Comprehension*

- A sense of the scope of God's purposes for his people, the church, particularly as it pertains to the role of the minister.
- Overview of biblical qualifications and functions of the ministry.
- Historical survey of the office of minister of word and sacrament.
- Recognition & development of a ministry framework out of which to develop and implement a philosophy of ministry.
- Clarity and commitment about sense of calling in relation to readiness for ministry.

##### *Character*

- Conviction regarding the church's identity and purpose.
- Conviction regarding the role of minister of word and sacrament.
- Commitment to character and gift development commensurate with the calling of a minister of word and sacrament.

- Commitment to carry out the challenges of applying biblical norms for ministry to contemporary pastoral contexts.

### Competencies

- Cultivation of spiritual habits necessary for entry into and flourishing in ministry.
- Formulation of learnings for communication and implementation in actual ministry situation(s).

## SUPPORT

If you have not previously taken a course using Canvas, there is a vast array of resources accessible in the Canvas “Guides” by selecting the “Help” function at the left side of your Canvas screen.

## COURSE REQUIREMENTS

The course does not officially open until the online date indicated above, six weeks prior to the on-campus meetings. Therefore, students are well-advised to begin reading the major works ahead of time.

The course requirements with their respective percentages are as follows:

Student–Professor Interactions	10%
Spiritual formation activities	20
Canvas lecture & reading review assignments	40
Personal ministry readiness assessment	10
On-campus lecture application assignments	20

## Required Reading

Pastoral epistles (1–2 Timothy, Titus).

Bonhoeffer, Dietrich. *Psalms: The Prayerbook of the Bible*. Minneapolis: Augsburg-Fortress Press, 1974. 88pp. ISBN 978-0806614397.<sup>1</sup>

Bucer, Martin. *Concerning the True Care of Souls*. Carlisle, PA: Banner of Truth, 2009. 254pp. ISBN 978-0851519845.

Clowney, Edmund P. *Called to the Ministry*. Phillipsburg, NJ: Presbyterian & Reformed, 1975. 88pp. ISBN 978-0875521442.

Glodo, Michael J. “*Sola Ecclesia: The Lost Reformation Doctrine*.” *New Horizons* May 2001: 4-7. (Available on Canvas)

----- “Love the Bride.” Audio recording. Available on Canvas.

Helopoulos, Jason. *A Neglected Grace: Family Worship in the Christian Home*. Fearn, Ross-shire, UK: Christian Focus, 2013. 128pp. ISBN 978-1781912034.

James, Samuel. *Digital Liturgies: Rediscovering Christian Wisdom in an Online Age*. Wheaton, IL: Crossway, 2023. ISBN 978-1433587139

Keller, Timothy. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids: Zondervan, 2012. Chapters 1–10. ISBN 978-0310494188.

----- “The Missional Church.” Paper available on Canvas.

Luther, Martin. *A Simple Way to Pray*. Trans. Matthew C. Harrison. St. Louis: Concordia Publishing House, 2012. 32pp. ISBN 978-0758640338.

Sande, Ken. *The Peacemaker*. Grand Rapids: Baker, 2004. Pp. 244pp. ISBN 978-0801064852.

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<sup>1</sup>For students who would like a more durable edition, consider *Life Together and Prayerbook of the Bible*, Dietrich Bonhoeffer Works, Vol. 5 (Minneapolis: Augsburg-Fortress Press, 1995). ISBN 978-0800683054.

Schaeffer, Francis A. “No Little People, No Little Places” and “The Lord’s Work in the Lord’s Way.” *The Complete Works of Francis A. Schaeffer, A Christian Worldview, Volume Three, A Christian View of Spirituality*. Wheaton, IL: Crossway Books, 1982. Pp. 5-14.

Stott, John R. W. “Reflections of an Octogenarian: An Evening with John Stott.” Audio recording from Gospel in Life, 2005. Available on Canvas.

Westminster Directory for Family Worship. Available on Canvas.

## Supplemental Reading

For the Psalms prayers, a very helpful resource is David Calhoun’s *Prayers on the Psalms* (Banner of Truth, 2010). This small booklet contains the prayers which followed each of the psalm setting in the Scottish Psalter of 1595 and are partial examples of the “Praying the Psalms” assignment (below).

If you have not taken Ecclesiology & Sacraments, you may wish to read Edmund P. Clowney’s *The Church* (InterVarsity Press, 1995).

If you are not familiar with either of Carl Trueman’s books on the modern self, you may wish to read his *Strange New World* or *The Rise and Triumph of the Modern Self*.

## Peer Reviews

Some assignments may include “peer reviews” where you look at submissions by other students and offer feedback. The peer review option will not show up until the due date has passed for the original assignment.

## Course materials

Video lectures, lecture outlines, selected readings, and other course materials will be available on Canvas.

## COURSE PROTOCOLS

### Discussion forums.

The Canvas page will offer a number of discussion threads initiated by me. There you may ask questions, make comments, or simply lurk.

### Computers, tablets, & mobile phones

During the on-campus portion of the class, mobile phones are to be out of sight unless you need to be reachable for urgent professional (e.g., you’re a member of Seal Team Six or on call as an ER doctor) or personal (e.g., your wife is currently labor, but the contractions are less than five minutes apart) reasons. Please notify me before class if either is the case. Hourly breaks will provide the opportunity to catch up on outside communications.

Students who use computers or tablets for notetaking in class are consenting to limit that usage to class matters while class is in session. I will provide printed handouts for those students who wish to take the more fruitful pedagogical route of handwritten notes.

For a variety of reasons, I highly discourage trying to do course activities using a smart phone. Some Canvas features may not be visible on a smart phone. Since formatting is important for written communication, phones may not allow good presentation of your ideas. More importantly, smart phones are more likely to be used when you are in a hurry or on the move. I highly encourage settling into a workspace, whether at home or in a public venue, and doing course activities as if you were sitting in a classroom with me and your classmates with minimal distractions. Along the same lines, I would discourage increasing the play speed of audio lectures and any other recordings.

## On-Campus Class recordings

If English is your second language or if you have a diagnosed learning disability, I can provide you access to lecture audio recordings for the whole week of on-campus lectures. Due to the brevity of the on-campus phase, students should plan to be present for class the entire week, including Friday.

## Submission of papers

Papers should be submitted electronically in MS Word, Rich Text (RTF) or PDF using the course web page. This course's Canvas page will not accept Pages format documents.

All papers will be assessed on clarity, accuracy, and form as well as upon content and conformity to the assignment requirements. This means using good grammar and complete sentences, correcting spelling errors, using proper format for references, etc. You should use abbreviated in-text citations when citing assigned readings, e.g. [Keller 52] rather than footnotes.

## Use of Resources

Students are expected to do their own original research and writing unless stipulated otherwise. Assignments must be the student's original composition except when attributed through citation (e.g. footnotes). Students may not use artificial intelligence bots, language generation models, or similar tools (e.g. Chat-GPT) for research, compilation of materials, or completion of assignments. Students will be asked at the end of the course to confirm their compliance with this policy. If you are unclear about the application of this policy, please contact me.

## ASSIGNMENT DETAILS

### STUDENT-PROFESSOR INTERACTIONS

Because this is a hybrid distance format course, a certain number of student-professor interactions are required. They will consist of a question from me, your response, and then a response from me. There will be five of these interactions, each being assessed on a 0-5 point scale based on the thoroughness and thoughtfulness of your responses. These will not be difficult, but will require a few minutes of focused reflection.

### SPIRITUAL FORMATION PRIMARY ACTIVITY<sup>2</sup>

#### Family Worship

If you are married, you are to lead in family worship at least twice per week from the second week of the course through the week preceding the on-campus dates. Guidelines and suggestions regarding family worship will be provided in a video lecture you are to watch at the beginning of the course. The assigned reading from the Westminster Directory for Family Worship and Jason Helopoulos' *A Neglected Grace* will also be essential resources. While you may do more than twice per week, you can count no more than twice per week toward this assignment. Keep a log of the dates and a general description of what you did each time. The format will be yours to determine. Other activities such as worship attendance, Sunday school, classes, etc. cannot be substitutes.

*Final report:* On the date indicated you are to submit a final reflection on this activity which will include a log of your family worship sessions and activities concluding with an assessment the benefits and challenges of the entire activity, including your plan to maintain a vital family spiritual life in ongoing ministry. The final assessment should be approximately 300 words.

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<sup>2</sup> This assignment will count for approximately 2/3 of your spiritual formation activities assignment. The secondary activity will count for the other third.

*Peer review interactions:* By the date indicated on the schedule, read the reports of classmates assigned via peer review and provide a comment on each noting something that was particularly helpful or offering encouragement or advice regarding matters mentioned.

If you are single, you may mirror the family worship project with a small group such as your roommates, a fiancé, a discipleship group, etc. Because this is often difficult to arrange, your alternative assignment is to pray the Psalms.

## Praying the Psalms

After reading Bonhoeffer's *Psalms: Prayerbook of the Bible* and Luther's *A Simple Way to Pray*, at least twice weekly during the pre-campus phase of the course you will meditate on a psalm of your choosing and then compose a prayer that prays that psalm. For each psalm you choose, in your log or journal briefly take note of the genre of the psalm, its primary imagery, a key verse, and a one sentence summary before the prayer. Take that knowledge into consideration as you write the prayer. A sample is provided on the course home page.

This assignment is to be completed in handwriting (no typing) and be uploaded onto Canvas as a single pdf scan (no multiple photos, please). (There are numerous smart phone apps available to convert photos into a variety of file formats.)

You are free to consult a study bible or brief commentary on the Psalms if necessary to help you understand particular psalms, but this is a meditation, not a study assignment.

*Final report.* By the date indicated in the schedule, post the your prayers and the other information stipulated above and summarize what has been most rewarding and most challenging about this exercise.

*Peer review interactions:* By the date indicated on the schedule, read the prayer entries of classmates assigned via peer review and provide a comment for each noting something that was particularly encouraging, convicting, or meaningful to you.

## SPIRITUAL FORMATION SECONDARY ACTIVITY

For married students, read the assigned reading from Bonhoeffer and Luther and write a 750-1,000 word document explaining to members of your church 1) why it is important to pray the Psalms; 2) how to learn to pray the Psalms; and 3) a sample prayer following the format indicated above for single students.

For single students, read the assigned reading from Helopoulos and the "Westminster Directory for Christian Worship," then write a 750-1,000 word document addressed to members of your church explaining 1) why family worship is important; 2) how to begin the practice/habit of family worship; and 3) a sample or template (either one) for doing family worship.

## CANVAS LECTURES & READING REVIEW ASSIGNMENTS

Review questions for the online lectures and assigned readings will be posted in the assignments and due on the dates indicated. Note that these assignments are due on Saturdays at 6:00 p.m. to allow you to begin proper preparation for the Sabbath. If you are outside the Eastern time zone of the U.S., you can ignore any late indicators and submit them by 6:00 p.m. your local time. You are free, and in fact encouraged, to do your work earlier in the week if you can.

## ON-CAMPUS LECTURE APPLICATION ASSIGNMENTS

For each day on campus there will be an assignment based on that day's lectures and related readings. These assignments will be published at the end of each day and due on the date indicated in the schedule below.

## PERSONAL MINISTRY READINESS REFLECTION PAPER

The readings in the Pastoral Epistles, Clowney, Bucer, and Schaeffer as well as the lectures, my articles, and our class meetings will provide a biblical and historical overview of the work of the pastor and the process of calling to ministry. Following the on-campus meetings, each student will assess their own readiness for ministry and progress in calling to ministry in a 2,000 word paper to include the following:

- 1) Where do I stand personally in relation to the biblical character, qualities, characteristics and skills of a minister of the gospel? Include an assessment of your strengths and vulnerabilities in relation to these standards.
- 2) Where am I in the biblical process of calling to ministry/office as explained and elaborated upon in the course materials? (Include a statement of what your next steps should be in this process.)
- 3) If you are married, your spouses must write an additional 250 words in which they reflect upon your reflections and which addresses a) their shared sense of call (or lack thereof), b) what they look forward to in ministry, and c) their greatest concerns or fears about a life in ministry. Your final submission should acknowledge and respond to their reflections.

Your reflection must show a knowledge and integration of the subjects covered in all components of the course and relevant scripture passages, particularly those materials having to do with qualifications for, calling to, and sustaining life in ministry.

## QUIZZES & EXAMS

There are no quizzes or exams.

## GRADING POLICY

- Late work will be penalized unless prior permission for late submission was granted.
- The published RTS grading scale is used in this course. See the Catalog, page 47.

## COURSE SCHEDULE

### Pre-Campus Schedule

*Reading correlates loosely with the subject matter, though the apportionment is primarily to provide an approximate pace at which to complete the reading before the on-campus phase.*

Week ending December 2<sup>3</sup>

- ☐ Complete student–professor interaction.
- ☐ Watch video lectures.
- ☐ Listen to Stott, “Reflections of an Octogenarian.”
- ☐ Read Bonhoeffer, Helopoulos, Luther, Westminster Directory for Family Worship.
- ☐ Read S. James, Introduction, chs. 1–5.
- ☐ *Complete review assignment.*

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<sup>3</sup> Weekly assignments are due by 7:00 p.m. Eastern Time on the Saturday indicated. If you are not in the Eastern time zone you may submit at 7:00 p.m. your time and ignore any late notifications. This is to encourage you to prepare for and derive the benefit of keeping the Sabbath for you and your family. If you miss an assignment deadline there is no advantage to submitting on Sunday.

#### Week ending December 9

- ☐ Complete student–professor interaction.
- ☐ Watch video lectures.
- ☐ Read S. James, chs 6-8, conclusion.
- ☐ Read Keller, Introduction, chs 1-3.
- ☐ Read Glodo, “Sola Ecclesia.”
- ☐ Listen to Glodo, “Love the Bride.”
- ☐ *Complete review assignment.*

#### Week ending December 16

- ☐ Complete student–professor interaction.
- ☐ Watch video lectures
- ☐ Read Keller, chs 4-6
- ☐ Read Bucer, chs 1-8;
- ☐ *Complete review assignment*
- ☐ *Complete secondary spiritual formation assignment.*

#### Week ending December 23

- ☐ Complete student–professor interaction.
- ☐ Watch video lectures.
- ☐ Read Bucer, ch 9–13.
- ☐ Read Keller, chs 7-10.
- ☐ Read Clowney
- ☐ *Complete review assignment.*

#### Week ending December 30

- ☐ Complete student–professor interaction.
- ☐ Watch video lectures.
- ☐ Read Sande, chs. 1-6.
- ☐ *Complete review assignment.*

#### Week ending January 6

- ☐ Watch video lectures.
- ☐ Read Sande, chs. 7–12.
- ☐ Read Schaeffer.
- ☐ *Complete review assignment.*

### Post-Campus Schedule

#### January 13, 2024

- ☐ Submit primary spiritual formation report.

#### January 27, 2024

- ☐ Complete peer reviews of spiritual formation reports.
- ☐ Personal ministry readiness assessment due.

#### February 3, 2024

- ☐ On-campus lecture application assignment due

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

Course: 02PT5250  
Professor: Michael Glodo  
Campus: Orlando  
Date: January 2024

<b>MDiv* Student Learning Outcomes</b> <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> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<b>Rubric</b> <ul style="list-style-type: none"> <li>• Strong</li> <li>• Moderate</li> <li>• Minimal</li> <li>• None</li> </ul>	<b>Mini-Justification</b>
<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	Students, using a variety of written assignments, are required to articulate a philosophy of ministry based on biblical and theological standards which have relevance in the contemporary context
<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.)	Moderate	Lectures draw significantly from Scripture. Weekly assignments require reflection upon and integration of biblical material. Students must articulate a philosophy of ministry which is justified by biblical standards.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	Distinctives of a Reformed view of ministry of Word and sacrament provide the foundations for this course. Students must articulate and understanding of this approach and interact with it.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Major proportion spent on the subject and processes of self-knowledge as they relate to ministry, reflecting successes and failures in real-world situations in relation to their own character, personal prayer life.
<b>Worldview</b>	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	Students' theology of ministry must be articulated in terms of the church's and the ministry's larger role in society.
<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	Alternative viewpoints within Reformed parameters as well as others selectively outside of it are acknowledge and explained charitably.
<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-Christians.	Strong	The role of minister as shepherd predominates class presentations and must be reflected upon in all written assignments. The family worship assignment requires married students to exercise their role as shepherds.