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O R L A N D O



HYBRID COURSE SYLLABUS

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PT5250/02 Pastoral Ministry

Dr. Joey Sherrard

Winter 2024

## **PROFESSOR'S CONTACT INFORMATION**

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## **COURSE DATES**

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**COURSE DATES:** November 27 - February 12

**ONLINE DATES:** November 27 - January 8

**IN CLASS DATES:** January 8 - January 12

**COURSE COMPLETION DATE:** February 12, 2024

# COURSE OVERVIEW

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## 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.

We will consider the work of the pastor as it is understood specifically within the Reformed tradition, and also with respect the vocation of the pastor within the history of the Church. The readings - Augustine, Bucer, and Keller in particular - will ground the student in that understanding of the vocation. These figures will help us to understand the fundamentally theological nature of the pastoral vocation; building upon that understanding will provide integrity and coherence to the often mundane work of ministry. The lectures and Burgess' *A Pastoral Rule for Today* will argue for the importance of a set of pastoral habits that lay a foundation for faithfulness and fruitfulness in the work of pastoral ministry. And the lectures and Burns' *The Politics of Ministry* will facilitate a framework for how the pastor can understand the often complex realities of leading God's people.

Students can expect this section of the course to be consistent with what will be found in Professor Glodo's section, and the readings, syllabus, and assignments draw much of their inspiration from the work that Professor Glodo has done in teaching this class previously.

## GOALS:

- *Comprehension*
  - To gain a sense of the identity of the pastor within God's work in the world through the Church
  - To gain an understanding of the role of the minister in biblical, theological and historical perspective.
  - To understand the elements of a philosophy and framework for ministry emerging from the previous two comprehensions.
- *Competence*
  - To cultivate spiritual habits for entry into and flourishing in ministry.
  - To learn skills of discernment and communication that will aid in actual ministry situations.
- *Character*
  - To come to convictions about the office of the minister of word and sacrament with respect to the Church's identity and purpose and to identify the temptations that lead to drifting away from this identity.
  - To come to convictions regarding the hazards of pastoral ministry and the habits that lead to flourishing in ministry.
  - To grow in love of God through understanding His care for His Church and for those who are called to the "noble task" of this office.

## **COURSE DETAILS**

*(Note: 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.)*

### **1. GRADING SCHEDULE.**

Late work will be penalized 1 letter grade per day, unless prior permission for late submission was granted.

The published RTS grading scale is used in this course. See the Catalog, page 48.

Final grades will be calculated off of the following weights: Spiritual Formation Assignment (Due January 20th) - 20% ; Reading Briefs and Discussion Posts (Due January 6th) - 40%; Final Reflection and Assessment Paper (Due February 12th) - 40%.

### **2. ATTENDANCE AND LATE ASSIGNMENTS.**

Attendance and prepared participation is required. If class is not attended, the student's final grade will be affected. Late assignments are reduced 1 letter grade per day.

### **3. SPECIAL NEEDS.**

In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g. tape recorders, special adaptive equipment) is strongly encouraged to contact the instructor before the beginning of the course.

### **4. ACADEMIC HONESTY (QUOTED AND ADAPTED FROM DR. TIMOTHY PHILLIPS OF WHEATON COLLEGE).**

The assignments are designed to extend and deepen your comprehension and appreciation of Christian theology and to increase your facility with theological method. The processes of defining a topic, researching the results of others' studies, critiquing those studies, and organizing your conclusions in a clear and cogent presentation provides valuable skills for your various leadership ministries. The use of sources is an essential step in appropriating the learning of the Church's tradition in its relationship to cultures to help us understand and faithfully practice Scripture.

Using information obtained from a source without indicating it (whether by footnote, parentheses, or bibliography or some other appropriate reference, depending on the type of assignment) is plagiarism (intellectual thievery and lying). This applies to any information that you gain from someone that is not "common

knowledge.” It does not apply only to exact quotations or precise verbal allusions. Altering the wording does not remove the obligation to acknowledge the source.

Cheating is the presentation of someone else’s work, which the student ought to have done personally. This includes submitting answers to test questions derived by some means other than that intended by the instructor. It also includes turning in written assignments composed in whole or in part by someone else.

Cheating or plagiarism results in the immediate failure of the entire course. Further disciplinary action may be taken as well.

## **5. OFFICE HOURS:**

While the nature of the Hybrid class limits the ability for our interaction with one another, it is my desire to be available to you and to answer your questions. I welcome interaction on Canvas once the online portion of the class begins, and the teaching assistant and I will do our best to answer your questions. These questions will also be helpful for me as I prepare lectures for the week in January so that I can craft our time together to focus on important and relevant topics.

Once our week together begins, I am hoping to be present and on campus for much of our time together. While I understand that these weeks are quite full for you and you may not have much bandwidth for further discussion, I am nonetheless happy to make time for further discussion and questions outside of our time together. In particular, I hope to be present (with a few exceptions for other obligations) for common meals and would love to gather with groups of you. In particular, this may allow for conversation about the pastoral application of the doctrines we will be discussing together. This will allow discussion about the ecclesial application of the ideas we’ll discuss, which may be one of the ways I, as a full-time pastor, may be most helpful to you. Also somewhat selfishly, I have no doubt that your questions and our conversations will sharpen my own thinking and practice as well. Gathering in groups gives us the further benefit of allowing us to continue to learn the various voices and perspectives that might be present in a group. I will also have limited availability for personal appointments - please contact me directly if you desire this.

## **6. DISCLAIMER.**

This syllabus is intended to reflect accurately the learning objectives, instructional format and other information necessary for students to appraise the course. However, the instructor reserves the right to modify any portion of this syllabus as may become necessary.

## **7. SUPPORT:**

Canvas allows you to interact with Dr. Sherrard or his teaching assistant via the Inbox function.

Canvas also allows for interaction with classmates. You can interact with classmates via the Student to Student forum or Conferences.

See FAQ on the Home Page or at Modules > Course Resources for instructions on various Canvas features.

## COURSE REQUIREMENTS

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### LECTURES

During the initial weeks of study online, students will watch and listen to recorded lectures. For this class, we will be utilizing a combination of lectures that I record, some from Professor Glodo, and a handful of other resources. Some you may find through links accessible via this syllabus; others will be available on Canvas.

### READING

Theology is an activity done largely through the process of good reading. Read carefully. Read charitably. Read with others. Read with the expectation that you will learn from others, even when you disagree with their main point. Read even when a text is dense and difficult, for you will learn perseverance and fortitude here. Read that which seems trite and obvious, asking how others might object or criticize. Most importantly, read because God was willing to reveal himself in written words, and because we can best witness to God's grace with corresponding words. Read because words matter in God's economy of grace. (The previous is adapted from Michael R. Allan.)

The following books are required:

Selected epistles of Paul (1-2 Timothy, Titus, 2 Corinthians 10-13)

Augustine of Hippo, *Instructing Beginners in the Faith*, translated by Raymond Canning (Hyde Park, NY: New City Press, 2006). ISBN 978-1565482395.

Dietrich Bonhoeffer, *Psalms: The Prayerbook of the Bible* (Minneapolis, MN: Broadleaf, 2022) ISBN 978-1506480195.

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

John P. Burgess, Jerry Andrews, and Joseph D. Small, *A Pastoral Rule for Today: Reviving an Ancient Practice* (Downers Grove, IL: IVP Academic, 2019). ISBN: 978-0830852345.

Bob Burns, Tasha D. Chapman, and Donald C. Guthrie, *The Politics of Ministry: Navigating Power Dynamics and Negotiating Interests* (Downers Grove, IL: IVP, 2019), ISBN: 978-0830841509.

Edmund Clowney, *Called to the Ministry* (Phillipsburg, NJ: Presbyterian and Reformed, 1975). ISBN 978-0875521442.

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

Timothy Keller, *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City* (Grand Rapids, MI: Zondervan, 2012). ISBN 978-0310494188.

Timothy Keller, "Ministry and Character." (<https://gospelinlife.com/downloads/ministry-and-character/>)

Joey Sherrard, "The Pastor's Story." Draft chapter of *The Augustinian Pastor*, forthcoming publication. Available on Canvas.

Supplementary PDF readings will be available on Canvas and, if added, will be required (as noted).

## READING BRIEFS

Students will brief one chapter, section, or assignment from each week's reading (as specified by the instructor). Students are expected to prepare a brief on particular readings or chapters (as specified on Canvas). The purpose of the brief is to summarize the thesis, outline, and argument of that reading, as well as to state one's own analysis of it (in the form of questions, confirmations, objections, etc.). Briefs may include quotations from various points in the chapter (so long as page numbers are referenced). Briefs should be no more than 350 words.

The purpose of the brief is to force you to *slow down your reading* and to trace the argument of a particular essay or section of a longer text. In the act of re-articulating and responding to a text, your own comprehension of it will expand. This is a form of a practice that has been a part of the training of ministers of the Gospel in the Church for centuries. The goal is not to "master" the text by summarizing it, but to begin to apprentice ourselves to those who are ahead of us in the faith - how they read Scripture and how they reason.

Briefs will be submitted on the discussion board.

## SPIRITUAL FORMATION ASSIGNMENT

The first week - Bonhoeffer's *Psalms: Prayerbook of the Bible* and the lecture on the Psalms - begins a course-long focus on the practice of praying the Psalms as an essential element of discipleship and spiritual formation. The assignment is composed of the following elements:

- A daily (7x/week) reading of, meditation upon, and prayer by way of the Psalms according to a schedule that you select. This may be a monthly Psalm cycle, a Psalm per day, or some other reading plan that you choose.
- Two times per week, you will select a single Psalm from your reading, meditation and prayer and you will provide a handwritten journal of your Psalm praying. This journal will include:
  - Preparatory thoughts on the Psalm: genre, a central verse, and your one-sentence summary of the Psalm
  - A personal prayer written out of the Psalm
- While you are welcome to utilize other resources as you pray the Psalm, this is something other than an exegetical paper. You will likely come to the assignment with your own natural orientation - intellectual or emotive. Consider how the Psalms and this exercise invite you to go beyond that initial orientation.

- Midway through the online portion of the course (December 15th), you will submit a two paragraph check-in about the assignment. Devote one paragraph each to: 1) A benefit you've experienced through praying the Psalms 2) A difficulty you find with this way of prayer. Before submitting, meet with a trusted person in your life (friend, spouse, spiritual director, etc.) for a sit-down conversation to share with them about your practice of praying the Psalms. At the bottom of your assignment, put the name of the person you met with and the time of the meeting. In addition, please submit a PDF upload of a single day's entry from your Psalm-praying journal.
- At the close of this assignment (January 20), submit a two paragraph (again one paragraph each for benefit and difficulty) reflection upon the assignment with each of the elements from the above midway assessment (processing conversation and PDF upload). In addition, include a third paragraph which describes how you might continue to include Psalm-praying in your ongoing spiritual formation.

## REFLECTION AND ASSESSMENT PAPER

Students will write a paper reflecting upon the content of the class's readings and lectures. In dialogue with these sources, the student will answer the following two questions: what are the essential aspects of vocation of pastoral ministry, and where do I stand in my process of formation with respect to these aspects? The paper will consider these questions as they relate both to character and to competencies. The paper should be 2500-3000 words. It will be submitted on Canvas by February 12.

Excellent papers will give attention to the work of pastoral ministry in biblical and historical perspective and will demonstrate the kind of clarity about the identity of the work of the pastor that enables the pastor to say "No" to what is inessential.

The assessment aspect of the paper will be an honest appraisal of your current character and competencies as they relate to your initial reflections and an understanding of how you can address the ongoing need for further formation (i.e., "Seeing this need in my life, I will...")

If the student is not actively considering a call to ministry of Word and sacrament, they may simply adjust the assignment to whatever ministry call they are currently discerning at the moment. If there is any question here, I encourage the student to consider writing the paper in relation to ministry of Word and sacrament as a part of their ongoing discernment.

Final papers will be docked for poor grammar and style. Edit carefully. Read and re-read what you have written. Ministry involves communication, so you should hone your speech even as you learn theological substance.

I highly recommend that you read your paper backwards, sentence by sentence. This will force you to see that each sentence has a subject and predicate, that they agree, etc.

Do not go over the word limit for any written assignments. I assign a particular length to be followed by all. A good thinker will have more information than can be said in the limit, but a good writer will be able to distill and shorten. I will stop reading your work when it reaches the word limit. If you keep going, I will toss this out and read your paper as if it has no conclusion (something which will certainly lower your grade).



## DISCUSSION POSTS AND REPLIES

In addition to the weekly brief, students will post a common place reflection from that week's lecture each week. The post may be a single paragraph, including a quote or paraphrase, that reflects on something of significance to the student. The student will then respond to a follow up question.

## COURSE SCHEDULE

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### INITIAL ONLINE SCHEDULE

Week of November 27

- Lecture Topics: Pastoral Calling and Character; Introduction to Psalms and Spiritual Formation Assignment
- To be watched/listened: Course Introduction, The Case for Pastoral Theology, the Psalms and Spiritual Formation
- To be read: Bonhoeffer, *Psalms: Prayerbook of the Bible* (88pp.); Clowney, *Called to the Ministry* (88pp.); Sherrard, "The Pastor's Story."
- Brief Bonhoeffer.
- Discussion Post: Personal Introduction & Reply

Week of December 4

- Lecture Topic: The Pastoral Imagination, the Church's Mission and Ministry, and Pastoral Practices 1
- To be listened: The Biblical and Pastoral Imagination; The Church's Mission in the World; Pastoral Practices 1
- To be read: Keller, Introduction, chs. 1-3 (33pp.); Bucer, chs. 1-8 (96pp.)
- Brief Bucer, chs. 1-4.
- Discussion Post & Reply

Week of December 11

- Lecture Topic: Qualifications for Ministry; The Pastor and the Church's Ministry, Pastoral Practices 2
- To be listened: Qualifications for Ministry; The Pastor and the Church's Ministry, Pastoral Practices 2
- To be read: Keller, chs. 4-6 (35pp.); Bucer chs. 9-13 (117pp.); Burgess et al., chs. 1-3 (79pp.)

- Brief Bucer, chs. 9-11.
- Mid-course Psalms check-in **due December 15th.**
- Discussion Post & Reply

#### Week of December 18

- Lecture Topic: Pastoral Ministry of the Word; Developing a Philosophy of Ministry;
- To be watched/listened: Ministry of the Word; Developing a Philosophy of Ministry; “The Temptation of Ministry, 2 Corinthians 12:7-10” (Timothy Keller sermon) ([youtube.com/watch?v=vnHBoBTGBDU](https://www.youtube.com/watch?v=vnHBoBTGBDU))
- To be read: Keller, chs. 7-10 (45pp.); Burgess et al, chs. 4-8, conclusion (111pp.); Burns et al., intro, chs. 1-4 (64pp.)
- **No brief this week.**
- Discussion Post & Reply

#### Week of December 25

- Lecture Topic: Shepherding, Temptations of Ministry
- To be watched/listened: OT and NT Shepherding (Glodo); The Temptations of Ministry (Sherrard), Stott, “Reflections of an Octogenarian” (<https://gospelinlife.com/downloads/reflections-of-an-octogenarian-an-evening-with-john-stott/>)
- To be read: James, intro, chs. 1-5 (112pp.); Burns et al, chs. 5-8 (54pp.)
- In place of a brief: write a personal response to chapters 1-3 of James. How do you see the dynamics he describes in your relational communities *and* in your own life? Full credit will only be awarded to those assignments that answer both aspects.
- Discussion Post & Reply (Post may provide additional response to James, or deal only with Burns et al.)

#### Week of January 1

- Lecture Topic: The Care of Souls
- To be watched/listened: the Care of Souls (Glodo); “The Rise and Fall of Church Leadership,” Andy Crouch (
- To be read: James, chs. 6-conclusion (59pp.); Augustine, prologue, part 1 and 2 (116pp.); Burns et al., chs. 9-11, postscript (67pp.)
- Brief Augustine, “How to Avoid Discouragement.”

- Discussion Post & Reply

## **HYBRID WEEK SCHEDULE**

Class meets January 8-12 from 6:00-9:00 p.m. (Monday and Friday the class will run from 6:00-8:00 p.m.) We will take short breaks roughly every hour.

Monday, January 8

Topic: The Person of the Pastor: Calling, Qualifications, and Context

Tuesday, January 9

Topic: The Pastor's Parish; The Pastor and Culture; The Pastor as Discipler

Wednesday, January 10

Topic: The Pastor as Catechist; The Pastor in Change, Conflict and Criticism

Thursday, January 11

Topic: The Pastor as Ecclesiologist; Developing a Theology of Ministry

Friday, January 12

Topic: The Pastor's Relationships (Friendship, Marriage, Parenting); The Pastor's Heart

## FURTHER READING

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Explore the classic writings of the pastoral tradition. Many of these are assigned elsewhere in the RTS curriculum, and include Gregory the Great's *A Pastoral Rule* and Richard Baxter's *The Reformed Pastor*. Other titles include John Chrysostom's *On the Priesthood*, Bernard of Clairvaux's *Five Books On Consideration* or William Still's *The Work of the Pastor*.

Explore the classic biographies of pastors throughout the ages. Helpful texts include Peter Brown's *Augustine of Hippo: A Biography*, any of the excellent biographies of John Calvin (Selderhuis, Gordon, Cottret, Parker), or more recent biographies of D. Martyn Lloyd Jones, John Stott, Timothy Keller, Eugene Peterson, Thabiti Anyabwile's *The Faithful Preacher*, Islay's Burns' *The Pastor of Kilsyth*, D.A. Carson's *Memoirs of an Ordinary Pastor*.

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

Course:  
 Professor:  
 Campus:  
 Date:

<b><u>MDiv* Student Learning Outcomes</u></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><u>Rubric</u></b> ➤ Strong ➤ Moderate ➤ Minimal ➤ None	<b><u>Mini-Justification</u></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.	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.)	Strong	Both in online and in person lectures draw significantly from Scripture. Spiritual formation assignments require reflection upon and integration of biblical material. Students must articulate both the identity of the pastor and 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>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	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.)	Moderate	Alternative viewpoints within Reformed parameters as well as others selectively outside of it are acknowledge and explained charitably.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	Preaching is contextualized within the identity of the pastor as one aspect of the work of ministry of word and sacrament.
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Moderate	Worship leadership is contextualized within the identity of the pastor as one aspect of the work of ministry of word and sacrament.
<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Strong	The role of minister as shepherd predominates class presentations and must be reflected upon in all written assignments.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Strong	The context of the pastor's work with respect to church and world is considered as it relates to the formation and discipleship of the pastor and the congregation.