Course Syllabus
Wycliffe College
Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number: WYF3030HS
Course Name: Parish Leadership and Ministry
Campus: in class
Class hours: Thursdays, winter term   [Lecture 2pm – 3pm, Discussion 3pm-4pm]

Instructor Information

Instructor: Patrick McManus

E-mail: p.mcmanus@utoronto.ca

Office Hours: Thursday afternoons - on request

Course Prerequisites or Requisites

This is a third-year course with connections to students' church placement. Prerequisites are WYP1601H "The Church, The Faith and Our World" and WYF3010H "Theological Integration Seminar."

Course Description

Parishes are specific contexts in which the Church, regardless of denomination, lives out its calling. As a course in parish leadership and ministry, our learning will be grounded in an understanding of the Church; what it is and what it is for. Together we will explore the implications of what it means to say that the Church is the body of Christ in the world. In the context of a deeply rooted ecclesiology we will engage what it means to be a Christian leader in the Church, exploring practical areas of parish leadership and ministry including: nurturing the traits and disciplines of healthy Christian leadership, developing others as leaders, leading and managing change, dealing with conflict, cultivating missional organizational practices, implementing sound financial management, developing effective parish communications, building an integrative ministry to children, and cultivating healthy community connections.

2 hours of lecture & discussion

Course Methodology

Discussion related to weekly readings, lectures, and class exercises, ministry impact summaries, case study response papers, and an integrative assignment.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	**This outcome will be achieved through these course elements:**	**This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)**
• will describe and defend a model of local church leadership and ministry working from a biblical and theological understanding of 'every member ministry' and 'disciples making disciples'.	lectures, readings with in-class discussion and final integrative assignment.	**MDiv:** 2.3, 2.4
• will articulate the impact of a local current cultural context on effective ministry;	lectures, readings with in-class discussion and final integrative assignment.	**MDiv:** 2.3, 2.4
• will analyze and appraise the significance and role of change in ministry;	lectures, readings with in-class discussion and final integrative assignment.	**MDiv:** 2.3, 2.4
• will identify and interpret different types and levels of church conflict and the relevant resolutions with reference to pertinent theological issues;	lectures, readings with in-class discussion and final integrative assignment.	**MDiv:** 2.3, 2.4
• will organize and collaborate with ministry mentors and peers in assessing and responding to ministry opportunities and challenges;	lectures, readings with in-class discussion and final integrative assignment.	**MDiv:** 2.3, 2.4
• will engage and appraise, with fellow students, relevant pastoral learning from internship, placements and other ministry experiences throughout the course.	lectures, readings with in-class discussion and final integrative assignment.	**MDiv:** 2.3, 2.4

Course Resources

Required Course Texts

- Andrew Root, *Churches and the Crisis of Decline: A Hopeful, Practical Ecclesiology for a Secular Age*, Grand Rapids, MI: Baker Academic, 2022.

- Heifetz, Ronald A., Alexander Grashow, and Marty Linsky. *The Practice of Adaptive Leadership: Tools and Tactics for Changing your Organization and the World*. Boston, MA: Harvard Business School Press, 2009.

Required Participation Level

- Missing 2 or more classes without prior authorization and medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook.

Course Website

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at https://q.utoronto.ca/ and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: https://community.canvaslms.com/docs/DOC-10701. Students who have trouble accessing Quercus should ask the assistant registrar for further help

Class Schedule

Week 1 (Jan. 9th) Church in a Secular Age: The Adventure of Ministry
   Required readings:
- Root, chp. 1-3

Week 2 (Jan. 16th) Getting your Feet Under You as a Leader
   Required readings:
- Root, chp. 4-5
- *The Practice of Adaptive Leadership*, chp 2-3

Week 3 (Jan. 23rd) What's the Story Morning Glory? The Pastor and the Story of the Church
   Required readings:
- Root, chp. 6-8
- *The Practice of Adaptive Leadership*, chp. 4-6

Week 4 (Jan. 30th) Waiting and Acting as a Leader
   Required reading:
- Root, chp. 9-10
- *The Practice of Adaptive Leadership*, chp. 7

Week 5 (Feb. 6th) Leadership as Relational
   Required reading:
- Root, chp. 11-12

- *The Practice of Adaptive Leadership,* chp 8-10

Week 6 (Feb. 13th) **Leading Change and the Unease of Dialectic**
Required readings:
- Root, chp. 13-17
- *The Practice of Adaptive Leadership*, chp. 12

Reading Week *(Feb. 20th)*

Week 8 (February 27th) **Leading In and With Conflict**
Required readings:
- Rowan Williams, *One Holy, Catholic and Apostolic Church*, Oct 2005:
  http://rowanwilliams.archbishopofcanterbury.org/articles.php/1675/one-holy-catholic-and-apostolic-church.html
  [posted to Quercus]
- *The Practice of Adaptive Leadership*, chp. 11
- **TBA**

Week 9 (Mar. 6th) **Vision and Strategies to Love the World that God Loves**
Required readings:
- "Mission and Social Action: Beyond Common Sense", pp. 91–106, Copenhaver, Martin B., Anthony B. Robinson, William H. Willimon. *Good News in Exile: Three Pastors Offer a Hopeful Vision for the Church*. Grand Rapids, MI: W.B. Eerdmans Pub., 1999. **[posted to Quercus]**
- **TBA**

Week 10 (Mar. 13th) **Stewardship and Church Finances**
Required reading:
- Weems, Lovett H. & Ann A. Michel, *Generosity, Stewardship & Abundance: A Transformational Guide to Church Finances*, (London: UK: Rowman & Littlefield, 2021) p. 81-100 **[posted to Quercus]**
- *Workshop proposes new approach to church budgets* [Narrative spending at the Giving Project event] Burkhardt, Ferne. <u>Canadian Mennonite</u>; Waterloo <u>3.21</u> (Oct 25, 1999): 24. (Available online – U of T Library.)   **[posted to Quercus]**

Week 11 (March 20th) **Communication and Integration Strategies**
Required readings:
- Newbigin, *The Good Shepherd*, sections 1–4 (pp.13–31), 11–12 (pp 58–67). **[posted to Quercus]**
- **TBA**

Week 12 (March 27th) **Formation of children and youth**
Required reading:
- Foster, Charles R. Chapter 3 in *From Generation to Generation; The Adaptive Challenge of Mainline Protestant Education in Forming Faith*. 2012. **[posted to Quercus]**

- Robinson, Tiffany & Val Michaelson. *Reimagining Children in the Church: a Fresh Approach to Raising our Children in Christ*; The Wycliffe Booklets, (Richmond, B.C.: Digory Publishing, 2013.) **[posted to Quercus]**

***Week 13 (April 3rd)* Community, Collaboration, and Connection**

Required reading:

- Soltes, Fiona. "Here for you, not because of you – Nashville Non-Profit" in Faith & Leadership, on-line learning resource by Duke Divinity, September 15th, 2020. **[posted to Quercus]**

  https://faithandleadership.com/here-you-not-because-you-nashville-nonprofit-serves-coffee-soap-and-empowerment?utm_source=fl_newsletter&utm_medium=content&utm_campaign=fl_topstory&fbclid=IwAR26AHqHga0N2xbXbYvxClpGF2BQjYtQuX1spKz82yK7XFMrJK025PsFe2E
- **TBA**

**Final Paper due by midnight Friday <u>April 4th</u> no extensions without an approved sdf.

Evaluation

Requirements

1. Ministry Reflection (Weight: 25%)

This assignment has two parts. In part one, students will write a short, 500 word reflection on what they understand to be of central importance in parish leadership and ministry. In part two, students will re-write a 500 word reflection on what they understand to be of central importance in parish leadership and ministry, after having engaged the class material and each other for the course of the semester. You only have 500 words per part, so choose your words carefully.

(Part 1 due: Friday, Jan. 10th, Part 2 due: Monday, April 7th)

2. Discussion Forum Leadership and Participation (Weight: 35%)

Each student will be responsible for leading one in-class discussion by curating a locus of questioning from the readings for the class to engage. Students will also be responsible for participating in each week's discussion.

3. Final Paper (40%)

Students will write a final paper which will demonstrate their ability to integrate theology and praxis in parish leadership. Students will engage one main theological focus (eg. 'God is God', 'waiting', 'dialectic', etc) from Root's text and consider its import for one or more areas of parish leadership drawing upon their own experience in placements, leadership, etc (eg. Leading in crisis, managing change, church finances, missional strategies and action, etc). Papers should be between 2500-3000 words. (due date, April 4th)

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR   Designates credit; has no numerical equivalent or grade point value
NCR   Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF   Standing deferred (a temporary extension)
INC   Permanent incomplete; has no numerical equivalent or grade point value
WDR   Withdrawal without academic penalty
AEG   May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment and Course Extensions

Assignment Extension (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept an assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted**. The final deadline for the submission of assignments is the date set by the instructor in the syllabus, the examination day scheduled for the course, or the last day of exam week for the semester in which the course is taught, whichever is sooner. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

Policy on Course Extension (BD) Students with documented medical difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g., a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will

be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC).For late papers (with or without a course extension) students will receive a grade but minimal comments.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm). Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

The University of Toronto's current plagiarism tool is Ouriginal. Assignments uploaded to Quercus will, at the professor's discretion, be automatically submitted for plagiarism detection.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007).

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