



Course Syllabus
WYF3010HS – Theological Integration Seminar
Wycliffe College
Toronto School of Theology
Winter 2025

Instructor Information

Instructor: Rev. Dr. Jason Byassee
Telephone: 778-513-8215
E-mail: jason.byassee@utoronto.ca
Office Hours: By Appointment (in person or via Zoom)

Course Identification

Course Number: WYF3010HS
Course Format: *In-class and Online Synchronous*
Course Name: Theological Integration Seminar
Class Times: Tuesday 10:00am – 1:00pm
Prerequisites: Systematic Theology I

Course Description

The course will focus on theological leadership for building Christ-centered churches. It offers a model of theological leadership and pastoral care based on an understanding of ministry as participation in the ministry of Jesus Christ, through the practices of the church. These practices include sacraments. The class will practice a method of theological reflection on field education case studies.

Course Methodology

We will read the assigned readings, wonder about them together, ask curious questions, offer charitable insights to the authors and to one another, challenge one another when necessary, and emerge with a sense of what God can only accomplish through us (yikes!).

Course Resources

Required Course Texts/Bibliography

- Eugene Peterson, *The Contemplative Pastor: Returning to the Art of Spiritual Direction* (Grand Rapids: Eerdmans, 1993).
- William H. Willimon *Pastor: Revised Edition. The Theology and Practice of Ordained Ministry* (Nashville: Abingdon, 2016). **Note: please purchase this second edition, not the first.**
- _____. *Pastor: A Reader for Ordained Ministry* (Nashville: Abingdon, 2002).
- Any additional readings will be available on Quercus

- Please bring a Bible to class each week

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

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 contact the registrar's office for further help.

Evaluation

As a part of this class students are in their field education placements ten hours per week and complete the reports outlined in the Field Ed Manual, which are a part of the placement. **Grades will not be submitted until all the field education reports have been received, as outlined in the field education Manual.**

1-Class participation (10% of grade) We will also support one another with our words and silence by coming to class having read the material thoroughly and being ready to discuss it from our own pastoral and personal contexts.

- ❖ Attend weekly and participate in class discussions.
- ❖ Arrive on time. No surfing the web during class.
- ❖ Complete reading & assignments weekly and in time for class.
- ❖ Fulfill commitments of field education placement.
- ❖ Bring to class readings and Bible.
- ❖ Honor classmates in discussions with charity and interest.
- ❖ Listen and learn from those who think differently than you.

2- Seminar leading (30% of grade) Students will take turns leading the weekly seminar beginning January 14.

3-Midterm essay (30% of grade) of 4000 words: compare and contrast Willimon's vision as you understand it so far to Eugene Peterson's in *The Contemplative Pastor*. Due **Feb 11**

4-Choose your own adventure (30% of grade): choose a pastoral memoir, cleared with the instructor by **Feb. 18**. These could be Heidi Neumark's, Nadia Bolz-Weber's, Augustine's *Confessions*, Thomas Merton's *Seven-Storey Mountain*, James Howell's *Struck from Behind*, Will Campbell's *Brother to a Dragonfly*, Rick Lischer's *Open Secrets*, Reinhold Niebuhr's *Leaves from the Pages of a Tamed Cynic*, *I Heard the Owl Call My Name*, Howard Thurman's *Jesus and the Disinherited* . . . this list could continue *ad infinitum*. Present in class on your choice on either **March 25** or **April 1**, comparing and contrasting your chosen's observations with Peterson's and Willimon's and the church's treasury of pastoral wisdom. The goal is to come to understand your own calling to ministry and equipping by and for the saints.

Final grade: As per percentages above

Work will be graded on:

- ❖ Thoughtful and wide-ranging engagement with course materials.
- ❖ Ability to explain/support hypothetical course of action.
- ❖ Quality and conciseness of writing.
- ❖ Use of correct spelling and grammar.
- ❖ Adherence to format guidelines and size limitations.

For further instructions on correct essay style and form, check Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, revised and expanded by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Staff (Chicago: University of Chicago Press, 2013). Inclusive language is expected, in keeping with TST guidelines, when referring to persons. The male pronoun is acceptable when referring to God.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

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.

The link for the course extension form is at <https://www.wycliffecollege.ca/basic-degree-request-extension-pdf>

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 to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. 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* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

Use of AI. Students are not to submit work generated by AI chatbots such as ChatGPT. If students are found to have done so, they will receive a mark of 'zero' for the assignment concerned.

Recording Policy. Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability (as identified by the Accessibility Services). These students should speak to the instructor in advance of the class.

If a course is to be recorded (either by a student or the instructor), the following guidelines apply:

- Students must be given notice that lectures or a lecture will be recorded, preferably well before the recorded class. Consent forms are available from the Registrar's office.
- Students must be given the option to opt out of recorded classes without penalty. Students who wish to remain anonymous in a recorded lecture will not be penalized for this choice – if, for example, participation is a required component of the course, students will be given another option to earn participation credit that will not be recorded.

Students creating unauthorized audio and/or video recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Reading Schedule

The following schedule of readings is offered as a preliminary overview and may be adjusted as the class proceeds. The finalized reading schedule will be posted to Quercus over the course of the semester.

Jan 7 Ordination: Why Pastors?

Read in advance: Willimon intro & ch. 1 plus primary sources in reader

Jan 14 Ministry for the Twenty-First Century & The Pastor as Priest

Read in advance: Willimon chs. 2-3 plus reader

Jan 21 The Priest as Pastor & The Pastor as Interpreter of Scripture

Read in advance: Willimon chs. 4-5 plus reader

Jan 28 The Pastor as Preacher

Read in advance: Willimon interlude "Wonderful Thickness" & ch. 6 plus reader

Peterson *The Contemplative Pastor*

Feb 4 (I'm away, guest instructor) The Pastor as Counselor

Read in advance: Willimon interlude "Preaching in Acts" & ch. 7 plus reader

Feb 11 The Pastor as Teacher

Read in advance: Willimon interlude "Augustine's *Confessions*" & ch. 8 plus reader

Midterm essay due

Feb 18 No class: reading week

Feb 25 The Pastor as Evangelist & Prophet

Read in advance: Willimon chs. 9-10 plus "Evangelism" and "Sin" interludes

Clear Assignment 4 memoir/autobiography choice by professor

Mar 4 The Pastor as Lead Missionary & The Pastor as Leader

Read in advance: Willimon chs. 11-12

Mar 11 The Pastor as Character

Read in advance: Willimon "Failure in Ministry" interlude and chapter 13 plus reader

Mar 18 The Pastor as Disciplined Christian

Read in advance: Willimon ch. 14 plus reader

Mar 25 Memoir presentations I

April 1 Memoir presentations II