



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 : WYF2010HS Winter 2021.
Time: **Tuesdays 10 am -1 pm. This is a three-hour class**
Course Name: Theological Integration Seminar
Campus: St. George

Instructor Information

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Teaching Asst. Sarah Holmstrom Whale
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COVID-19 This course will be fully available remotely, in keeping with UoT policy for teaching during the social restrictions due to the COVID virus. However, depending on regulatory permission, the course may involve more or less elements of in-person interaction. In any case, the course will take place, even in its remoted format, “live”, (i.e. “synchronously”) except for short recorded lectures and an online discussion thread.

Remote students: All student participating on this class by distance, are required to have their screen on at all times and their microphone unmuted unless told otherwise. They are to be in a place which is quiet, with minimal background noise or distractions.

Course Description

Richard Lischer, in *The Preacher King*, speaks of the power of the congregation for Dr. Martin Luther King Jr. Ebenezer had taught King that the basic unit of Christianity in the world is the congregation...Perhaps he understood that Christianity was never meant to work in the lecture hall or at the level of abstract principles but, rather, among a community that is joined by race, family, neighborhood, and economics, but whose truest identity transcends all of these. The

power of Jesus is in the church. The congregation is the laboratory for the love commanded by God and the instrument of his justice. The black preacher knows that if it isn't happening here, it isn't happening.

The theological foundation of this course is two-fold:

- 1) The Church has no other ministry, mission, and hope or healing to offer other than the life and grace of Jesus Christ.
- 2) Knowing the triune God is inseparable from participating in the life, activity and organization of the Christian Church.

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

Lectures, case studies, readings, readings notes, final paper, discussions, field placement

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• will be able to better understand the relationship between Scripture, theology and the practices of the Church;	Course as a whole	MDiv: 2.3
• will be able to identify major practices of the church and demonstrate an ability to write and speak reflectively and theologically about them;	Reading notes, final paper	MDiv: 2.1, 2.2, 2.3
• will be able to constructively and collegially assist in	Lectures, readings, discussions	MDiv: 2.3, 3.3

theological reflection with peers and parishioners. Practice of theological reflection on our participation in Christ's ministry using the model given in class;		
<ul style="list-style-type: none"> • will gain practice in the content and context of specific pastoral practices in Congregations: baptisms, weddings, funerals and preaching. 	Field placement	MDiv: 2.3

Course Resources

Required Course Texts

- Andrew Purves, *Reconstructing Pastoral Theology; A Christological Foundation*. (Louisville: Westminster John Knox Press, 2004.)
- Leonard Vander Zee, *Christ, Baptism and The Lord's Supper* (Downer's Grove, IL: IVP Press, 2004)
- Deborah van Deusen Hunsinger, *Pray Without Ceasing*. (Grand Rapids, Mich. : William B. Eerdmans Pub. C., 2006). Kindle version available.
- Thomas G. Long, *Accompany Them with Singing* (Louisville: Westminster John Knox Press, 2009.)
- Additional readings are on Quercus)
- Please bring a Bible & BAS to class each week and your denominational worship manual, book or guidelines (if appropriate).

Recommended Text

Deborah van Deusen Hunsinger, *Bearing the Unbearable*. Grand Rapids: Eerdmans, 2015)

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 Blackboard should ask the Assistant Registrar (jhocking@wycliffe.utoronto.ca) for further help.

Class Schedule

Week 1: Jan. 5, 2021

Class: Introduction to

- 1) Theological leadership based on ministry as participation in Christ's ministry.
- 2) A method of theological reflection for pastoral care, based on ministry as participation in Christ's ministry.
- 3) Christological foundation of pastoral theology and practices of the church.
 - Seminar Hour: Introduce case study model and theological reflection model.

Please read for the first class. All posted on Quercus:

- ✓ Luther, On the Councils of the Church (Quercus))
- ✓ Case Study Method, from Handbook for Field Education, Wycliffe College, (Quercus).

Week 2: January 12, 2021

Class: Current Context for theological leadership: Ministry is What God does.

Seminar Hour: Introduce case study model and theological reflection model.

- ✓ Purves Preface, Intro. & Chapter One, ix-21.
- ✓ van Deusen Hunsinger, Introduction, xi-xv
- ✓ Vander Zee, Introduction & Chapter One, The Restoration of a Sacramental Universe in the Sacrament of Christ.
 - ❖ Reading Questions, Purves & Vander Zee

Week 3: January 19, 2021

Class: Jesus is God's Ministry & Mission to and for the World

Seminar Hour: Case studies

- ✓ Purves, Chapter Two, 22-43
- ✓ VanderZee, Chapter Two, What are Sacraments?

- ✓ VanderZee, Chapter Three, 37-44 Sacraments in the Bible
- ❖ Reading Questions

Week 4: January 26, 2021

Class: Jesus two-fold ministry is the cornerstone of a reconstructed theology of pastoral care.

Seminar Hour: Case studies

- ✓ Purves, Chapter Three, 43-77
- ✓ VanderZee, Chapter Four & Five, 45-69. Christ as Quintessential Sacrament & How do Sacraments work?
- ✓ Volf, "Soft Difference: Church and Culture in I Peter" (Quercus).
- ❖ Reading Questions

Week 5: February 2, 2021

Class: Union with Christ & Baptism

- ✓ Purves, Chapter Four, 78-104
- ✓ VanderZee, Chapter Six, 71-100, Intro. to Baptism
- ✓ *Baptism, Eucharist & Ministry*. Lima Statement section on baptism, p. 1-6. (Quercus)
- ✓ *The Book of Alternative Services*, p. 146-150
- ❖ Reading Questions

Week 6: February 9, 2021

- ✓ Purves, Chapter Five, 105-126
- ✓ VanderZee, Chapter Seven & Eight, 101-133. Theology & Practice of baptism, Infant baptism.
- ✓ *The Book of Alternative Services*, p 174-184
- ❖ Reading Questions

++++Reading Week++++

Week 7: February 25, 2021

Class: Visible Words: Word and Sacrament

Seminar hour: Case study Open Communion

- ✓ Purves, Chapter Six & Intro., Part II 127-154
- ✓ VanderZee, Chapter Nine & 10, 135-185. Intro. & Theology of Lord's Supper
- ✓ *Baptism, Eucharist & Ministry*. Lima Statement section on the Eucharist, p. 8-13
- ✓ *The Book of Alternative Services*, 174-184.
- ✓ Reading Questions



Week 8: March 2, 2021

Class: The Ministry of the Grace of God: Forgiveness & Communion

van Deusen Hunsinger, Chapters 1 & 2, 1-42

Long, chapter One, Marking Death

Seminar Hour: Repentance

- BAS 166-177
- *Baptism, Eucharist & Ministry*. Lima Statement section on Ministry, p.16-31.
- Reconciliation reading to be announced.
 - ❖ Reading Questions

Week 9: March 9, 2021

van Deusen Hunsinger chapter 3, Christian Forgiveness: Healing the Emotional Wounds of Childhood 42-70

- Long, *Accompanying them with Singing*
 - ❖ Reading questions

Week 10: March 16, 2021

van Deusen Hunsinger chapter 4

Christian Marriage

Seminar Hour: Marriage Services

- Readings distributed in class.
Scripture, Ephesians 5:15-32
- BAS marriage service and rubrics, BAS 526-564.
 - ❖ Reading Questions

Week 11: March 23 2021

van Deusen Hunsinger, chapter 5 & 6, Prayers of Lament & Practicing Koinia

Long, chapter 6, In the Hour of Death

Week 12, March 30, 2021

Seminar Hour: Long, chapters 7 The Marks of a Good Funeral & 9 Telling the Truth about Life and Death: preaching at Funerals & Appendix: Difficult Funerals.

Evaluation

Requirements

- 35% Attendance and class participation. Professional behavior of Christian leaders expected.
- 40% Short papers. There are a total of 9 each worth 11 points Students must complete 8 of the 9 weekly assignments.
- 25% Final paper.

Expectations of Christian Professional Behavior

- ❖ 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.
- ❖ Bring readings to class.
- ❖ Complete assignments in proper format.
- ❖ Fulfill commitments of field education placement.
- ❖ Bring to class readings and Bible.
- ❖ Ask permission ahead of time for a late assignment.
- ❖ Pray for and hold one another accountable.
- ❖ Honor classmates in discussions with charity and interest.
- ❖ Listen and learn from those who think differently than you.
- ❖ Check Quercus and your utoronto e-mail daily.
- ❖ Read Morning Star weekly and take responsibility for knowing what is going on at Wycliffe & TST.

Attendance in class weekly, on time, prepared.

Assignments will consist of précis, short exercises, sermon analysis, short answers and a final paper. 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.

Field education Reports: Grades will not be submitted until I have received all the field education reports as outlined in the field education Manual.

Proper use of footnotes, bibliography, spelling and grammar are expected in both short and long papers. Both the paper and the bibliography shall adhere to correct essay style and form as set out in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, most current edition 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

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

Short Form of Grading for Weekly Assignments:

A+= 90, A=85, A-=80, B+=77, B=73, B-=70, FZ=69-0.

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 Extensions

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Late work (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 negotiated 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 **one percentage point per day for that assignment will be deducted**. The absolute deadline for the submission of assignments is 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.

Students with documented medical or compassionate 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 are requested to consult with their instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment. If a student has not completed work and has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted. For late papers (with or without an SDF) 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>[Links to an external site.](#)) 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>), a student who plagiarizes in this course. 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).

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), which is available at Crux Books.

Bibliography

Braaten, Carl E. and Robert W. Jenson, eds. *Marks of The Body of Christ*. Grand Rapids, MI: Eerdmans, 1999.

Buckley, James J. and David S. Yeago, eds. *Knowing the Triune God: The Work of the Spirit in the Practices of the Church*. Grand Rapids, MI: Eerdmans 2001.

Chalamet, Christophe. *Revivalism and Social Christianity: The Prophetic Faith of Henri Nick and Andre Trocmé*. Eugene, OR: Pickwick Publ., 2013.

Davis, Ellen F. and Richard B. Hays, eds. *The Art of Reading Scripture*. Grand Rapids, MI: Eerdmans, 2003.

Long, Thomas G. and Thomas Lynch. *The Good Funeral: Death, Grief and the Community of Care*. Louisville, KY: Westminster John Knox, 2013.

Porter, Stanley and Studebaker, Steven. *Evangelical Theological Method: Five Views*. Downers Grove, IL: IVP Academic, 2018.

Purves, Andrew. *The Crucifixion of Ministry: Surrendering Our Ambitions to the Service of Christ*. Downers Grove, IL: IVP, 2007.

Purves, Andrew. *The Resurrection of Ministry: Serving in the Hope of the Risen Lord*. Downers Grove, IL: IVP, 2010.

Torrance, James B. *Worship Community and the Triune God*. Downers Grove, IL: IVP, 1996.

Unsworth, Richard P. *A Portrait of Pacifists: Le Chambon, the Holocaust and the Lives of Andre & Magda Trocme*. Syracuse, NY: Syracuse Univ. Press, 2012.

Volf, Miroslav. *Captive to the Word of God: Engaging Scripture for Contemporary Theological Reflection*. Grand Rapids: Eerdmans, 2010.

Volf, Miroslav and Dorothy C. Bass, eds. *Practical Theology: Beliefs and Practices in Christian Life*. Grand Rapids: Eerdmans, 2002