



# On-Campus Course Syllabus

## THS610 L1

### Theology of Leadership

### Spring 2021

#### Class Information

**Day and Time:** Monday 4:45pm-7:15pm  
**Room Number:** E207

#### Contact Information

**Instructor Name:** Dr. Ray Wilkins  
**Instructor Email:** [rwilkins@criswell.edu](mailto:rwilkins@criswell.edu)  
**Instructor Phone:** 972-740-6548 (cell)  
**Instructor Office Hours:** By appointment

#### Course Description and Prerequisites

An advanced spiritual formation study of the theological aspects of leadership, including relevant material from the Old and New Testaments reflecting biblical perspectives on God's call to leadership, how to become, and what it means to be, a godly servant-leader particularly in the home, church, and public settings, as well as anticipated hindrances to the development and exercising of such biblically appropriate leadership.

#### Course Objectives

At the end of this course, the student should be able to . . .

1. Incorporate biblically-based, theological thinking into his or her own model of leadership.
2. Recognize how biblically-based, theological thinking influences his or her own development and practices as a leader.
3. Critically engage historical and contemporary Christian articulations regarding leadership.
4. Value sympathetic but critical interaction with the legacy of leaders within the Church who have been intentional about the subjective and objective role of theology in leadership.

#### Required Textbooks

1. Howell, Don N. *Servants of the Servant: A Biblical Theology of Leadership*. Eugene: Wipf & Stock Publishers, 2003. ISBN-10: 1592444229; ISBN-13: 978-1592444229.
2. Laniak, Timothy S. *Shepherds after My Own Heart: Pastoral Traditions and Leadership in the Bible*. Downers Grove: InterVarsity Press, 2006. ISBN-13: 978-0830826216.

3. Ledbetter, Bernice M., Robert J. Banks and David C. Greenhalgh. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. 2<sup>nd</sup> Ed. Grand Rapids: Baker Academic, 2016. ISBN-13: 978-0801036293.
4. A Systematic Theology to be approved by the professor by the second meeting of class.

## Course Requirements and Assignments

1. **Class Discussion Thread (10%).** Throughout the semester there will be 5 discussion threads posted by the professor (each is worth 2% of the final grade). These questions will be posted after the class meeting and the student will have until **Wednesday at 11:59pm** to respond. In addition, each student must respond to at least two other students' responses and this will be due **by Friday at 11:59pm**. Please be courteous to other students and do not wait until the last minute of each session to respond. **Additional discussion board guidelines:**
  - a. An acceptable post to the Discussion Board would contain accurate, original, and relevant comments. The comments should stimulate additional thought about the issue being discussed. A simple "I agree" or "I disagree" will not suffice.
  - b. Your posts should reflect facts and not mere opinion. Be able to show some factual basis for your response.
  - c. Express your views but **do not** use your views to attack others. Be respectful and respond in the spirit of critical evaluation and encouragement.
  - d. Spelling and clearly articulating your thoughts will be part of the evaluation.
  - e. Be sure you have read the assigned material before posting.
  - f. Keep your responses to one paragraph (150-200 words).
  - g. Once you have posted, check back frequently to see if anyone has responded to your post.
2. **Quizzes (30%).** There will be three quizzes throughout the semester (each quiz will be 10% of final grade). Quizzes will follow the completion of the textbooks for the class. The quiz will encompass material from the book, relevant biblical material discussed in class, and class lecture/discussion related to reading.
3. **Book Review (20%).** Each student will choose a book (**to be approved by the Professor**) from a secular perspective on leadership. You will read the book and write a critical review, evaluating the principles articulated in the book from a Christian perspective. What leadership style is the book advocating? How does the biblical themes of Creation—Fall—Redemption impact your reading of the book and the leadership principles advocated?

The book review should be formatted according to the "Book Reviews" section of the *Criswell Manual of Style*. It would also be helpful to survey the book reviews in a current edition of the *Criswell Theological Review* in order to get an adequate understanding of how to do a good review. The review should be **4-5 pages** in length.

4. **Leadership Evaluations (40%).** Students will write four leadership evaluations (worth 10% of final grade each). Each evaluation will be **5-7 pages** in length. These evaluations will be written in an essay format.

- a. The student will choose a biblical event; two from the Old Testament and two from the New Testament. Evaluations 1-2 will be from the Old Testament and evaluations 3-4 will be from the New Testament.
- b. Each event should identify a particular problem or crisis that required attention. Give the historical context of the situation. Identify the person who addressed the situation. What is their background? Were they a known leader or a new leader? What unique characteristics, if any, qualified them for leadership?
- c. What type of approach did the individual leader utilize?
- d. How do various theological themes (Creation—Fall—Redemption) affect the situation and the leadership approach?
- e. How do various biblical doctrines such as the doctrine of God, Christology, and Ecclesiology relate to the problem and the solution?

### **Course/Classroom Policies and Information**

**Recording devices, recording, use of technology, and social media:** Students may not take pictures, video recordings, or audio recordings of anyone or anything course, class, or class-room related without prior, written approval from the professor. Students may not post or share anything course, class, or classroom related on any sort of social or other media without permission from the professor and any student(s) who might be affected. Student use of computer, smartphone, and /or other device technology should be specifically limited to material being covered in class during the time it is being covered. During class students should silence electronic devices and make every effort to avoid being distracted or distracting others, whether with what is normally referred to as “technology,” or with any sort of potential distraction. The professor may ask a student to leave for any reason, *if the professor believes* the student poses a safety threat, is being disrespectful, or is being a distraction to the professor or other students.

#### **All written assignments:**

- Typed, not handwritten
- 1” margins
- If notes are used, use footnotes (not endnotes or parenthetical references)
- 12 pt. Times New Roman font
- Double spacing
- Stapled in upper left corner. No special bindings, please.
- Parenthetical references for Scripture
- Printed on one side of paper only
- Proof-read, or have someone proof-read, your work (no careless error: i.e., grammar, spelling, form, style, etc.)
- Students are encouraged to read Strunk and White’s *The Elements of Style*, Margaret Shertzer’s *The Elements of Grammar*, and Joseph Williams’s *Style: The Basics of Clarity and Grace*
- No substantive part of the paper should have appeared in any paper which has been submitted (or will be submitted this semester) for credit in a course other than this one
- Number of pages required applies only to the body of the essay

- It is always best to write in Third person. First person is acceptable if not overused.
- Final (research/position) paper should include cover sheet, table of contents or outline page, and works cited page

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Week	Lecture	Assignment	Textbook
<b>Week 1</b> 1/18-1/22	<b>No Class!</b> <b>Martin Luther King</b> <b>Holiday</b>	Introduction-Ch. 2	Reviewing Leadership
<b>Week 2</b> 1/25-1/29	Class Introduction Models of Ethics	Chapter 3-4	Reviewing Leadership
<b>Week 3</b> 2/1-2/5	Faith & Leadership	Chapters 5-7  <b>Quiz 1</b>	Reviewing Leadership

<b>Week 4</b> 2/8-2/12	Leadership and Human Sin.	Genesis 6-9 Doctrine of Sin <b>Paper 1</b>	Bible (ESV, NASB, NIV preferred); Systematic Theology
<b>Week 5</b> 2/15-2/19	Shepherd Leadership	Introduction - Chapters 1-2. Psalm 23	Shepherds After My Own Heart
<b>Week 6</b> 2/22-2/26	From Moses to Monarchy	Chapters 3-5	Shepherds after My Own Heart
<b>Week 7</b> 3/1-3/5	When Leadership Fails	Chapters 6-9	Shepherds After My Own Heart
<b>Week 8</b> 3/8-3/12	Graeco-Roman Leadership & The Gospel	Chapters 10-13 <b>Paper 2</b>	Shepherds After My Own Heart
<b>Week 9</b> 3/15-3/19	<b>Spring Break!</b>		
<b>Week 10</b> 3/22-3/26	Leaders as Followers	Chapters 14-15 & Concluding Observations <b>Quiz 2</b>	Shepherds After My Own Heart
<b>Week 11</b> 3/29-4/2	Two Kings & Two Prophets: Observations in Leadership	1 Kings 12-14; 17-20 2 Kings 2-8:6	Bible
<b>Week 12</b> 4/5-4/9	TBD	Introduction-Chapters 1-2. <b>Paper 3</b>	Servants of the Servant
<b>Week 13</b> 4/12-4/16	Leadership requires Courage	Chapters 3-9	Servants of the Servant
<b>Week 14</b> 4/19-4/23	Leadership requires wisdom	Chapters 10-13	Servants of the Servant
<b>Week 15</b> 4/26-4/30	Leadership and Vision	Chapters 14-16	Servants of the Servant

<b>Week 16</b> <b>5/3-5/7</b>	Leadership for the Christian Community	Chapters 17-21 <b>Paper 4</b>	Servants of the Servant
<b>Week 17</b> <b>5/10-5/14</b>	<b>Final Exam Week</b>	Chapters 22-23 <b>Quiz 3</b>	Servants of the Servant





In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a strike through the font and *replacement or new information is placed in italics.*

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### **Remote Class Sessions: Identity and Participation Verification**

As stated in class attendance above. If we have to move the class to an on-line format, we will use the Zoom option in Canvas. Student attendance will be recorded by being present via Zoom with audio and video turned on. Class discussion and lectures will be conducted through the same format.