



# Online Course Syllabus

## MIN 610

### Topics in Ministry

#### Spring 2022

### Contact Information

**Instructor Name:** Christopher Graham

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**Instructor Office Hours:** By appointment. Please use my Calendly account to schedule an appointment. Let me know whether you would like to meet in person, by phone, or by Zoom. You can find my account here: <https://calendly.com/criswellvpa>.

### Course Description and Prerequisites

A detailed study, with a significant research component, of a selected topic in preaching, pastoral ministry, leadership, Christian education, or worship leadership. (Course may be repeated for credit when the topic differs; Prerequisite may be required.)

### Course Objectives

1. Know the structure of and key details within the Christian calendar.
2. Appreciate the value that the Christian calendar has in the life of the leaders as well as every member of the congregation.
3. Articulate a rationale for the use of the structure and details within the Christian calendar within stated theological convictions.
4. Create a plan for critically incorporating elements of one season of the Christian calendar into the congregational life.
5. Compose a scholarly review of a recent contribution to the field of the Christian calendar.

### Required Textbooks

- Hickman, Hoyt L., Don E. Saliers, Laurence Hull Stookey, James F. White. *The New Handbook of the Christian Year*. Nashville: Abingdon, 1992.
- Monsma, Nicholas W. *Worship, Mission, and the Church Year: How Union with Christ Forms Worshippers for Mission in Every Season*. Eugene, OR: Cascade, 2019. (ISBN: 9781532618697)
- A Systematic Theology text (to be determined in consultation with the professor by the second week of the semester)
- An English translation of the Bible (to be determined in consultation with the professor by the second week of the semester)
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9th ed. Revised by Wayne G. Booth, et al. Chicago: University of Chicago Press, 2018. (ISBN: 978-0226430577)

### Recommended Reading

- *The SBL Handbook of Style for Biblical Studies and Related Disciplines*. 2<sup>nd</sup> ed. Atlanta, GA: SBL Press, 2014.

## Course Requirements and Assignments

### 1. Reading

Sections from the textbooks and other assigned readings specified in specific modules are tied to videos and activities within that module and should be read at that point. Because the other course assignments draw from and are based on the reading from textbooks, reading is not reported or graded separately.

### 2. Test (7%)

The instructor and students will be drawing upon the structure and key details within the Christian calendar throughout the semester. A test is administered in week/module 5 on the structure and key details within the Christian calendar based primarily on select portions within the required text *The New Handbook of the Christian Year*.

### 3. Direct Instructional Learning (43%)

#### A. Online Video Lectures (10%)

Students must watch all the online videos in each module within Canvas by the last day of the week corresponding to that module.

#### B. Remote Video Classes (12%)

Student must attend the four Remote Video Classes held throughout the semester. The day and time will be determined by a survey of the class in the weeks prior to the video class. Students should allot two and a half hours for each discussion. In addition to the reading that will be assigned, information on how to prepare for these classes will be included in Canvas. Students must keep their cameras on and stay engaged in the discussion in order to receive full credit for these classes.

#### C. Discussion Boards (12%)

Discussion boards are means for students to develop their understanding and articulation of topics encountered in the videos and reading. Assignments are designed to challenge students' ability to think critically, collaboratively, and creatively. Discussion boards are governed by the following guidelines:

- The instructor will post an item for discussion on Canvas for which all students must provide an appropriate response. This response should be between 400 and 600 words in length. Your postings must reflect (a) facts, providing appropriate support where needed; (b) logical reasoning, (c) be related to the topic, (d) be written well, and (e) completed by the date and time listed.
- Once the student has provided a response to the instructor's post, she must then interact with the post of at least two other students as well as respond to comments relating to her own post in the time period listed. Keep in mind that these posts are intended to promote discussion, and thus grades for these discussions will reflect the quality and thoughtfulness of these interactions. Interactions with other students must reflect (a) facts, (b) logical reasoning, (c) be related to the topic, (d) be written well, and (e) give other students adequate time to respond.
- When posting, be sure to present your thoughts and point of view clearly, concisely, and graciously. Citing appropriate sources as warrant for claims that you make.
- In the first video session, students will read aloud a section from Augustine's *De Trinitate*, which will serve as the covenant with others in the learning community by which discussions should be governed. That is, disagreement should reflect the unity of the Spirit and the bond of peace.
- Grades will be based on the quality of the student's initial response to the instructor's post, the quality of engagement with other students' work, and the quality of the responses to other students' engagement with the student's own work.

#### **D. Worship Observation/Participation and Analysis Reports (9%)**

This course will take advantage of the fact that students can actively observe and participate in Christian communities observing the season of Lent as they consider their own use of the Christian calendar.

Students will make three visits to congregations that follow the Christian calendar.

1. All students will visit an Ash Wednesday service

Students may then choose from the following services for their remaining two visits:

2. Shrove Tuesday

3. Maundy Thursday service

4. Good Friday service

5. Holy Saturday/Easter vigil

6. Easter morning

The congregations visited are not to be the student's own congregation or within his own denomination since the intention of this assignment is to explore ways in which other Christian communities operate. (It is highly recommended that you ask the instructor prior to attending a service whether the congregation will count for the purposes of this assignment.)

Students will report on each of their visits by answering the questions provided by the instructor in the "Analyzing Your Experience" handout. These reports must be submitted in Canvas by the subsequent Remove Video class session, during which students will read their reports and interact with the instructor and fellow students.

#### **4. Book Review (20%)**

Students will prepare a journal-level review of Nicholas W. Monsma's *Worship, Mission, and the Church Year: How Union with Christ Forms Worshippers for Mission in Every Season*. A successful review will meet the formal requirements obtained from the book review editor of an academic journal and will demonstrate that the student has mastered the book's claim, warrant, conclusions, and approach.

By third week of class: The student will contact the book review editor of an academic journal in order to obtain the guidelines for book reviews and submit a copy of these guidelines to the professor.

By the sixth week of class: The first draft of the book review will be submitted.

By the tenth week of class: The second draft of the book review will be submitted.

By the fourteenth week of class: The final draft of the book review will be submitted.

The reviews should be double spaced. The word count of the review should be listed at the end regardless of whether it is a part of the journal's guidelines for book reviews. No late final drafts will be accepted.

Though each draft will receive a grade, only the grade of the last draft submitted will be recorded.

#### **5. Final Project (30%)**

Drawing from all of the resources encountered through semester, students will develop a plan for incorporating elements of the Christian calendar within one cycle (season) of the 2022–2023 church calendar in the particular congregation in which they serve. Through critical use of the chapter "The

Christian Year in Practice” from *The New Handbook of the Christian Year* as a guide, they will create a 11–13 page paper that:

1. Articulates a rationale for the use of elements within the Christian calendar within stated theological convictions about the Church, especially the role of the Church in the life and growth of individual Christians.
2. Describes the specific congregational context in which the plan could be used: demographics, typical way of celebrating the cycle/season which the plan covers, anticipated obstacles and challenges, anticipated receptivity to the plan, how the plan draws on the strengths of the congregation.
3. Provides details regarding events, activities, and resources that will be used throughout the particular season chosen and how those events, activities, and resources will play a role in the life and growth of the Christians in all demographic areas represented in the congregation. Events, activities, and resources must specifically include a means for the incorporation of new members through at least teaching and baptism.

Results of Research: A 11–13 page paper (excluding cover page and bibliography) that is due and will be presented (read aloud) at the final Remote Video Class. The paper itself comprises 90% of this grade and the presentation at the final Remote Video Class will comprise 10% of this grade.

## Course/Classroom Policies and Information

### Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, 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 participation affects students’ ability to meet course learning objectives and whether participation 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.

## Identity Verification

Students enrolled in Distance Education courses are required to upload their facial photo to their Canvas profile. Verification that the student enrolled in the course is actively participating during the semester will occur through live-streamed class sessions, video assignments, video conference calls between the student and instructor, and/or another online video medium the instructor assigns. All parties in a live-streamed class session will have their video cameras operable during so that both the instructor and students can see parties on the call so that the instructor can see their face.

## 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 Support

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.

## **Distance Education**

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

## **Course Outline/Calendar**

## Course Outline/Calendar Original-January 2022

Module	Dates	Direct Instructional Delivery	Content	Assignments Due
1	1/18–1/22	Online Video Lectures	Introductions	<ul style="list-style-type: none"> <li>• Read: Syllabus</li> <li>• Complete: Survey regarding times for Remote Video Class 1</li> </ul>
		Discussion Board: Personal and Professional Intros		
2	1/23–1/29	Remote Video Class 1 (at a time determined by survey of class)	Leadership Contexts	<ul style="list-style-type: none"> <li>• Complete: E-mail instructor with the Systematic Theology text you would like to use this semester</li> <li>• Complete: E-mail instructor with the version of the Bible you would like to use this semester</li> </ul>
		Discussion Board: Key Biblical Passages on the Church	W.H. Auden “For the Time Being”	
3	1/30–2/5	Online Video Lectures	Ecclesiology: What the Church is	<ul style="list-style-type: none"> <li>• Read: Systematic Theology text—all ecclesiology sections</li> <li>• Book Review: Journal guidelines for book reviews submitted</li> </ul>
		Discussion Board: “The Church and the Christian Walk”		
4	2/6–2/12	Online Video Lectures	Ecclesiology: The Church and the Christian Walk	<ul style="list-style-type: none"> <li>• Read: Systematic Theology text—all sections regarding sanctification and/or discipleship</li> </ul>
5	2/13–2/19	Online Video Lectures	Eschatology and The Christian Calendar	<ul style="list-style-type: none"> <li>• Test: On Christian Calendar</li> <li>• Complete: Survey regarding times for Remote Video Class 2</li> </ul>
6	2/20–2/26	Online Video Lectures	The Seasons of Lent and Easter	<ul style="list-style-type: none"> <li>• Read: Hickman, pages 17–18 (The Lord’s Day); pages 105–125</li> <li>• Book Review: First draft submitted</li> </ul>
7	2/27–3/5	Ash Wednesday Worship Observation/ Participation	Ash Wednesday and Lent	<ul style="list-style-type: none"> <li>• Complete: Worship Observation/Participation and Analysis Reports</li> </ul>
		Remote Video Class 2 (at a time determined by survey of class)		
8	3/6–3/12	Online Video Lectures	Christology and the Christian Calendar	<ul style="list-style-type: none"> <li>• Read: Systematic Theology text—all sections regarding christology</li> <li>• Read: Luke and Acts 1</li> <li>• Read: Hickman, Chapter 5; 258–259</li> </ul>
		Discussion Board: Key Biblical Passages and Gregory of Nazianzus on Baptism		
	3/13–3/19	Spring Break: No Assignments		



9	3/20–3/26	Online Video Lectures	Ecclesiology and the Christian Calendar	<ul style="list-style-type: none"> <li>• Read: Hickman, 259–269</li> <li>• Read: Polycarp Texts</li> </ul>
		Discussion Board: Baptism Practices		
	3/25	Last Day to Withdraw		
10	3/27–4/2	Online Video Lectures	Theology Proper and the Christian Calendar	<ul style="list-style-type: none"> <li>• Read: Systematic Theology text—all sections regarding theology proper</li> <li>• Book Review: 2<sup>nd</sup> Draft Due</li> </ul>
11	4/3–4/9	Online Video Lectures	Soteriology and the Christian Calendar	<ul style="list-style-type: none"> <li>• Read: Systematic Theology text—all sections regarding soteriology</li> <li>• Read: Hickman, pages 17–18 (The Lord’s Day); pages 125–214</li> <li>• Complete: Survey regarding times for Remote Video Class 3</li> </ul>
		Discussion Board 6: Key Biblical Passages on Holy Week		
12	4/10–4/16	Holy Week Worship Observation/ Participation		<ul style="list-style-type: none"> <li>• Complete: Worship Observation/Participation and Analysis Reports</li> </ul>
13	4/17–4/23	*Remote Video Class 3 (at a time determined by survey of class)		
14	4/24–4/30	Online Video Lectures	Easter Season and Pentecost	<ul style="list-style-type: none"> <li>• Read: Hickman, pages 214–235</li> <li>• Complete: Survey regarding times for Remote Video Class 4</li> <li>• Book Review: Final Draft of Book Review Due</li> </ul>
15	5/1–5/7	Meetings with instructor as requested by students	Final Assignment Preparation	
16	5/8–5/14	*Remote Video Class 4 (at a time determined by Survey of class)	Final Assignment Presentation	