

PT 603 Senior Seminar
Spring 2019
4/2-5/7

Last revised: 2/20/2019

MISSIO'S MISSION

To prepare missional leaders who incarnate the story of Jesus with humility and authenticity and who communicate the story with fidelity to Scripture, appreciation of the Christian tradition, and sensitivity to the needs and aspirations of postmodern culture.

PROFESSOR

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COURSE DESCRIPTION

This summative course in the MDiv program revisits each of the program goals to ensure that they have been and are continuing to be achieved. Students will complete a capstone portfolio drawing together these six goals: to live grace-based missional lives increasingly characterized by the fruit of the Spirit and love for God & others; to grow in wisdom and skill in interpersonal relationships, conflict management, & living in community; grow in their ability to humbly interpret and apply it in light of history, culture and genre; to know the key persons, ideas, and movements in the history of theology and the Christian tradition & their significance today; to demonstrate effective missional leadership based on their gifting, personality, call and context; and to critically, constructively, and creatively engage our postmodern culture with the hope of the gospel. Students should leave this course and this program with a clear understanding of their readiness to be effective missional leaders for the church in the 21st century.

PERSONAL NOTE FROM THE PROFESSOR

This is the course that ties it together, where theory meets practice, where “are you getting it?” meets “so, have you gotten it?” What a great privilege and sobering responsibility it is to be your guide and colleague in this consummative course. I am glad for the opportunity to be your training pilot beside you as you take some of the major themes and concepts you have been working on for three years into a “final landing” in this course.

Todd Mangum

COURSE GOALS

This course culminates and ties together the various different elements of your coursework, studies and training in your MDiv degree program at Biblical. It is designed to serve as both a capstone and clarification of the principles you have been learning, so that you may synthesize and synergize disparate aspects of what you have been learning into a coherent whole. This course aims to solidify and assess your fund of knowledge, abilities, attitudes, skills and overall outlook. The goal is for you to be a skilled interpreter of

the Word, the culture and yourself and for you to have a clear and accurate understanding of your own readiness to be an effective missional leader for the emerging church in the postmodern context.

COURSE OUTCOMES

At the successful completion of this course, you will be able to:

PROGRAM GOALS	COURSE OBJECTIVES—TO ENABLE YOU TO . . .
<p>Goal 1: Students will live grace-based lives increasingly characterized by wisdom, the fruit of the Spirit, and love for God and others.</p> <p>Goal 2: Students will grow in wisdom and skill in interpersonal relationships, conflict management, and living in community.</p> <p>Goal 5: Students will demonstrate effective missional leadership based on biblical values and individual gifting, personality, call, context, and relational skills.</p>	<p>4. Give an authentic, realistic appraisal of your own strengths, weaknesses, opportunities and threats and readiness for ministry, given your own knowledge level, temperament, maturity, walk with God and personal and organizational penchants.</p>
<p>Goal 3: Students will demonstrate knowledge of the Bible & its missional perspective and their ability to humbly interpret and apply it in light of history, culture, and genre.</p> <p>Goal 6: Students will critically, constructively, and creatively engage our postmodern culture with the hope of the gospel.</p>	<p>1. Skillfully navigate and explain the nature of interpretation as a contextually situated, interpersonal, socially-dynamic discipline.</p> <p>2. Demonstrate a competent handling of scriptural interpretation, applying scriptural principles to life, with sensitivity to the work, leading and guidance of the Holy Spirit.</p>
<p>Goal 4: Students will know the key persons, ideas, and movements in the history of theology and the Christian tradition and their significance for today</p>	<p>3. Summarize and substantiate your own beliefs of scriptural teaching in regard to doctrinal topics considered central by the historical church.</p>

INSTRUCTION TYPE	RELATED OBJECTIVES	HOURS TO COMPLETE
1. Classroom sessions	All	16 hours
2. Professor-and-Reference-Librarian Guided Research Assignments	All	18 hours
Total instructional hours	3 credit course	35 hours

COURSE REQUIREMENTS AND ASSESSMENTS

Assessment	Related Objectives	Percent Of Grade	Estimated Time In Hours
Biblical-Theological Theme Paper	1,2	34%	35
Comprehensive Theology Exam	3	33%	30
Senior Reflection Paper	4	33%	15
TOTAL HOURS OF PREPARATION OUTSIDE OF CLASS			80

RECOMMENDED TEXTS & MATERIALS:

Barzun, J. and Graff, H. (2003). *The modern researcher*.

PREVIOUSLY RECOMMENDED TEXTS RELATED TO COURSE ASSIGNMENTS:

Bartholomew, C. and Goheen, M. (2004). *The drama of Scripture: finding our place in the biblical story*. Grand Rapids, MI: Baker.

Camery-Hoggatt, J. (1995). *Speaking of God: reading and preaching the word of God*. Peabody, MA: Hendrickson.

Carson, D. A. (1996). *Exegetical fallacies*, 2nd ed. Grand Rapids, MI: Baker Books.

Chan, S. (1998). *Spiritual theology*. (pp. 158-171). Downers Grove, IL: Inter-Varsity Press.

Goldsworthy, G. (2000). *Preaching the whole Bible as Christian scripture*. Grand Rapids, MI: Eerdmans.

Gorman, M. (2001). *Elements of biblical exegesis: A Basic Guide for Students and Ministers*. Peabody, MA: Hendrickson.

Longman, T. (1997). *Reading the Bible with heart and mind*. Colorado Springs, CO: Navpress.

McCartney, D. and Clayton, C. (1994). *Let the reader understand: a guide to interpreting and applying the Bible*. Grand Rapids, MI: Baker.

McMinn, M. R. and Phillips, T. R. (2001). *Care for the soul: exploring the intersection of psychology & theology*. Downers Grove, IL: InterVarsity Press.

Peterson, E. H. (2006). *Eat this book: a conversation in the art of spiritual reading*. Grand Rapids, MI: Eerdmans.

Ryken, L. (1992). *Words of delight: A literary introduction to the Bible*. Grand Rapids, MI: Baker Book House.

Silva, M., ed. (1987-90). *Foundations of contemporary interpretation series*, vols. 1-6. Grand Rapids, MI: Zondervan.

Smith, J. K. A. (2000). *The fall of interpretation*. Downers Grove, IL: InterVarsity Press.

Stein, R. (1994). *A basic guide to interpreting the Bible: Playing by the Rules*. Grand Rapids, MI: Baker.

Tate, W. R. (1997). *Biblical interpretation: an integrated approach*. Peabody, MA: Hendrickson.

Webb, W. (2001). *Slaves, women & homosexuals: exploring the hermeneutics of cultural analysis*. Downers Grove, IL: Inter-Varsity Press.

COURSE PROCEDURES & ASSIGNMENT INSTRUCTIONS

1. Senior Reflection Paper

After careful and prayerful reflection, and in conjunction with the Pastor/Ministry Supervisor, Peer, and Self assessment forms (provided on the course website), the student will write a 1000 word reflection on their personal maturation and spiritual formation over the past three years during the course of his or her MDiv training. The student should have his or her spouse, roommate, or close friend read this reflection paper and write a one-paragraph response, giving their perspective of how accurate is the student's self-perception and/or giving insight or nuance into dynamics the student recounts (or conspicuously omits). (The self-reflection form

has a place for a “faculty advisor”; you may ignore this portion as I will fill this role upon your turning in these other materials.)

Rubric for evaluating the Senior Reflection Paper

The Senior Reflection Paper has the following elements:

- 1) Reflections on your growth/lack of growth toward goals
- 2) Reflections on the learning process
- 3) Reflections on the future
- 4) Integration with life, ministry, seminary studies, etc.

Evaluation Rubric

Evaluation rubric for reflection paper:

	Excellent	Satisfactory	Poor
Reflections on your specific, measurable progress/lack of progress toward your goals and what you are learning			
Reflections on the learning process (how you are learning and changing; what role this learning has in your life and ministry, how you feel, what attitudes you have, etc.)			
Reflections on the future, where to go from here			
Reflections on how you are integrating your learning with the rest of your life; your studies with your ministry			

2. Biblical-Theological Theme Paper

Carry to completion your research of a theme in Scripture that is developed throughout the Bible (e.g., Tree of Life, Book of Life, locust plague, whore of Babylon, justice to the poor and disenfranchised). Write up your findings in a 20-25 page paper. Your paper should demonstrate competence in handling the biblical texts, analytical skill and cogency of argumentation in support of your assessments, and a sense of the practical, ground level, ministerial ramifications of the theme you have researched. The paper should include footnotes and a bibliography of sources used.

Rubric for evaluating the Biblical-Theological Theme Paper

The Biblical-Theological Theme paper has the following elements:

- 1) Tracing of the theme, biblically-theologically, from Old Testament to New Testament
- 2) Assessment of the meaning and implications for the original audience(s)
- 3) Assessment of the meaning and implications of the theme analyzed canonically, on the whole
- 4) Assessment of what is ascertained about the character of God and the mission of God through tracing and analysis of the theme
- 5) Assessment of the life and ministry implications and applications

Evaluation Rubric

Evaluation rubric for Biblical-Theological Theme paper:

	Outstanding	Competent	Fair (i.e., needs improvement)	Poor
Thoroughness and carefulness in tracing the theme biblical-theologically				
Cogency and insightfulness of exegetical and biblical-theological analysis				
Substantiation of exegetical and biblical-theological assessments				
Cogency and insightfulness of theological and missional analysis and conclusions				
Cogency of proposed implications for life and ministry				
Practicality and helpfulness of proposed implications for life and ministry				

3. **Comprehensive Theology Exam**

The comprehensive theology exam can be found in “course documents” on the course website. You should write a 1-page response to each question that reflects your own assessment in light of your studies and your personal reflections on Scripture and on the judgments of the church universal and historical.

Rubric for evaluating the Comprehensive Theology Exam

Assessment of student performance on the theology comprehensive exam will be consistent with the grading scale for all Missio courses (as found at the end of this syllabus).

The exam is composed of eight sections. NB: An assessment of “poor” or “failing” on any section of the exam will require re-taking of this section of the exam. If a student should be assessed as “poor” or “failing” on a section of the exam a second time, the student will be required to take additional coursework in that weak area. **A student cannot graduate without a passing comprehensive exam assessment on every section.**

A student deemed “fair” on any section of the exam may be assigned remedial work as deemed appropriate by the theology professor(s).

General grading criteria are as follows (see next page):

Superior/Outstanding	Good	Fair	Poor/Failing
Student demonstrates the ability to synthesize biblical-theological themes compellingly, and sometimes innovatively; student is clearly aware of the development of historical Christian thinking on a given issue, and is able to accurately place his or her own views within the spectrum of historical Christian thought and to critique flaws in historical Christian thinking responsibly and convincingly; student demonstrates a strong ability to garner practical contemporary implications and applications of his or her theological conclusions.	Student is able to “proof text” his or her conclusions with appropriate Scripture passages; student is able to support his or her conclusions responsibly with historical precedents; student demonstrates a clear understanding of the “bottom line” practical implications of orthodox Christian thought (vis-à-vis heretical or heterodox streams of thought).	Student is generally able to support his or her conclusions with Scripture passages and biblical principles; student demonstrates awareness of Christian orthodoxy and their own theological tradition; student is able generally to articulate the importance of proper theological conclusions for church and individual Christian life.	Student does not ground his or her conclusions in scriptural teaching, or consistently uses Scripture out of context to forward his or her theological conclusions; student demonstrates an unawareness of historical Christian thought (e.g., by taking an overly doctrinaire attitude in defense of a minority-view opinion, or by taking heterodox or heretical stances, either high-handedly or obviously); student cannot relate their theological conclusions to practical Christian living.

COURSE SCHEDULE WITH TOPIC, ASSIGNMENTS, SUBMISSION METHOD, & DUE DATE

Tuesday, April 2 Course introduction: How would you like to invest our class time together? We'll meet this first night – discussing how best to organize the course and any class time, as needed or desired, this first night.
Tuesday, April 9 TBD
Tuesday, April 16 TBD
Tuesday, April 23 TBD
Tuesday, April 30 TBD
Tuesday, May 7 TBD

FINAL DUE DATES OF ASSIGNMENTS:

**ANY STUDENT ELIGIBLE AND DESIRING TO GRADUATE
WITH DEGREE (including diploma) ON JUNE 8:
*Must Have All Work Turned In (and of passing quality) no later than
Friday, May 24, midnight***

Student's reflection essay: due Friday, May 17, 2019.

Pastoral and Peer Reviews: due to professor no later than Friday, May 17, 2019.

Comprehensive Theology Exam and Biblical-Theological Theme paper:

due no later than Friday, May 24, 2019 (midnight)

Note: All assignments are due by the final due date for the course listed above. After the final due date, faculty cannot grant students permission to submit late work. Students must seek a course extension by the final due date by submitting an "Academic Variance Request" form to the academic office. The form is available on the Biblical Seminary website through the "E-campus." See the Academic Catalog for policies on course extensions.

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under "completion of course work" for policies on course extensions.
3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@Missio.edu and include their student ID# in their correspondence.
4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.
5. **Student PC Security Statement:** Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams,

and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 - 92.9	
B+	3.33	87.0 - 89.9	
B	3.00	83.0 - 86.9	Good
B-	2.67	80.0 - 82.9	
C+	2.33	77.0 - 79.9	
C	2.00	73.0 - 76.9	Fair
C-	1.70	70.0 - 72.9	
D+	1.30	67.0 - 69.9	Poor
D	1.00	63.0 - 66.9	
D-	.70	60.0 - 62.9	
F	0.00	00. - 59.9	Failing