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
Course Name: Theological Integration Seminar
Campus: St. George

Instructor Information

Instructor:	Annette Brownlee	Teaching Assistant:
E-mail:	abrownlee@wycliffe.utoronto.ca	E-mail:
Office Hours:		

Course Prerequisites or Requisites

Give the course code and title of any pre-requisite or requisite courses.

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. [1]

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 a model of theological integration coming out of our participation in Jesus Christ and in the practices of the church. We will use as case studies students' field education placements and the Protestant parish in Le Chambon, France, as described in Lest Innocent Blood be Shed.

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[1] Richard Lischer, *The Preacher King: Martin Luther King, Jr. and the Word That Moved America* (New York: Oxford University Press, 1997), 74.

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 achieved 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 theological reflection with peers and parishioners. Practice of theological reflection on our participation in Christ's ministry using the model given in class;	Lectures, readings, discussions	**MDiv:** 2.3, 3.3
• 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

- Phillip Hallie. *Lest Innocent Blood be Shed.*
- Andrew Purves, *Reconstructing Pastoral Theology; A Christological Foundation*
- Reading Packet (all additional readings are in this class packet)
- Please bring a Bible & BAS to class each week

Course Website(s)

- Blackboard https://weblogin.utoronto.ca/

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Class Schedule

Week 1 (January 12) The Church is Anametic

Readings: Luther, On the Councils of the Church (packet) and Blackboard

Theological Integration is participating in the life of Christ through the concrete practices of the church which take their shape from sacrificial life of Jesus Christ.

Our ministry is participation in Christ's through his union with us and the gift of the practices of the church, which take their shape from him. (Jn. 13:15).

Anamnesis means the narrative remembrance and enactment in the church of the life, death and resurrection of Jesus Christ.

Purves is attempting a reconstruction of pastoral ministry based on this starting point.

Week 2 (January 19) Ministry is What God does

Introduction of Christological foundation of pastoral theology and practices of the church.

Readings: Purves Preface, Intro. & chapter One, ix–21; Martha Stortz, "Marked By the Body of Christ: A Lutheran Approach to such Practices"(packet); Saunders and Campell, "Anything but Ordinary: Worship and Preaching in Ordinary Time." *Journal for Preachers* 18, no. 4 (Pentecost 1995). (packet)

Assignments: Precis Chapter One, Purves.

Week 3 (January 26) Jesus is God's Ministry& Mission to and for the World

Readings: Purves, chapter 2, 22–43; M. Volf, "Theology for a Way of Life," in *Captive to the Word*, 41–64. (packet); R.R. Reno, "The Daily Office," 149–64 (packet)

Assignments: Precis Chapter Two, Purves.

Week 4 (February 2) Jesus two-fold ministry is the cornerstone of a reconstructed theology of pastoral care

Readings: Purves, chapter 3, 43–77; Volf, "Soft Difference: Church and Culture in I Peter," in *Captive to the Word*, pp. 65–90. (packet); William Haughton, *The Genesis and evolution of a New Creed in the United Church of Canada* (packet)

Assignments: Reading Questions

Week 5 (February 9) Union with Christ & Baptism

Readings: Purves, chapter 4, 78–104; Hooker on Mystical Conjunction (packet); *The Book of Alternative Services*, 146–50

Assignments: Precis, Purves.

Week 6 (February 16) Reading Week.

Readings: Lest Innocent Blood be Shed.

Week 7 (February 23) Christ Is Priest In Heaven For The Life And Ministry Of The Church.

Readings: Purves, Chapter 5, 105–26; Diocese of Toronto Statement on Communion and the Unbaptized; Ephraim Radner, "On the Sorrow of Open Communion"(packet); Reading from St. Benedict's Table.(handed out in class); *The Book of Alternative Services*, 174–84

Assignments: Reading Questions.

Week 8 (March 1) The Ministry of Speaking, Hearing and Obeying the Word of God."

Readings: Purves, Intro., Part II & Chapter 7, 151–74; Wilson, "Preaching and the Sacrament of Holy Communion." (packet); Davis, "Teaching the Bible in the Church"(packet)

Assignments: Reading Questions.

Week 9 (March 8) The Ministry of the Grace of God: Forgiveness & Communion

Readings: Purves, Chap. 8, 175–92 The Ministry of the Grace of God; William J. Abraham, "On Making Disciples of our Lord, Jesus Christ," in *Marks of the Body of Christ*.(packet);*BAS* 166–77; Reconciliation reading

Assignments: Assignment on Abraham article.

Week 10 (March 15) The Presence of God & Christian Marriages:

Readings: Purves, Chapter 9, 193–214; Scripture, Ephesians 5:15–32; *BAS* marriage service and rubrics, 526–64; Radner, "The Nuptial Figure," *Hope among the Fragments.*

Assignments: Precis, Purves.

Week 11 (March 22) Christian Marriage & Same-Sex Marriage

Readings:Readings distributed in class; Margaret Sommerville, "The Case Against Same Sex-Marriage, "A Brief Submitted to The Standing Committee on Justice and Human Rights, McGill Centre for Medicine, Ethics and Law.

Assignments: Reading Questions.

Week 12 (March 29) The Reign of God; Eschatology & Death

Readings: Purves, Chapter 10, 193–215; Thomas, Lynch, Good Grief: An Undertaker's Reflections."

Week 13 (April 5) *Lest Innocent Blood Be Shed*

Readings: Come to class with *Lest Innocent Blood Be Shed* read, ready to discuss it.

Evaluation

Requirements

35%	Attendance and class participation. Professional behavior of Christian leaders expected.
40%	Short papers. There are a total of 9. 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 Blackboard 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.

An on-line evaluation of the class is mandatory. Final grade will not be submitted to the registrar until you have completed the on-line evaluation.

Field education Reports: Grades will not be submitted until I have received all the field education rep orts as outlined in the filed 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 John Grossman and Alice Bennett (Chicago: University of Chicago Press, 1996). 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

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

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = "standing deferred") beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar's office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

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) 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.

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

To complete this course, you must have access to gem tweezers (non-locking), a daylight-equivalent light source (5500k - 6500k), a pinpoint incandescent light source, a gemological binocular microscope minimum 10x and 30x (darkfield illumination), a gem cloth, a refractometer with removable magnification piece, white light source and polarizing filter, refractive index (RI). Distance Education students can purchase the Gem Identification Student Package through the GIA Store. A source assignment system receives source identification information for each of a plurality of sources, stores the source identification information in a database and, for each source, links the source identification information with at least one batch. A source identification system comprises at least one instrument operable to provide physical property information for the media in a marking. patents-wipo.