Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information

Professor: Tim Suttle  
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Phone: (913) 269-0515

Professor: Mike King  
Email: MKing@YouthFront.com
Office Phone: (913) 262-3900 x 2112

Catalog Description

This course explores contextual and organic ecclesial practices, dispositions, and communal structures that support Missional life and ministry.

Course Narrative & Rationale

One of the dominant ecclesial dialogues currently taking place is the missional mandate of God. How do contemporary churches discern and engender life engaged in missional practice? What formative processes guide church leaders and congregations whose task remains
transformational engagement of local communities? This course explores contextual and organic ecclesial practices, dispositions, leadership and communal structures to answer these questions.

**Degree Objectives**

The MACFD Degree Program affords participating students opportunities to meet the following ministry objectives:

2. Develop a practical theology of Christian ministry consistent with his or her theological heritage and vision of the transformed life.
4. Learn the complexities and creative potential inherent within social contexts that influence leadership practice, particularly within staff ministry.

**Course Outcomes**

At the end of this course the student will be able to:

1. Articulate a working theology of missional leadership and discipleship (DO 2, Assignments 1-3)
2. Assess a local setting for missional ministry potential (DO 4, Assignments 1,2,4)
3. Utilize specific practices for the sake of missional ministry (DO 4, Assignments 1,2,4)
4. Conceive of specific structures to guide a missionally shaped ministry (DO 4, Assignments 1,2,4)

**Required Texts & Course Materials**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Pgs</th>
<th>ISBN (13 characters)</th>
<th>Publisher</th>
<th>Copyright Date</th>
<th>List price</th>
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<tbody>
<tr>
<td><em>Cross-Shaped Leadership in the Rough and Tumble of Parish Practice</em></td>
<td>John A. Berntsen</td>
<td>128</td>
<td>978-1566992753</td>
<td>The Alban Institute</td>
<td>2008</td>
<td>15.30</td>
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<tr>
<td><em>Untamed: Reactivating a Missional Form of Discipleship</em></td>
<td>Hirsch, Alan and Debra Hirsch</td>
<td>250</td>
<td>978-0801013430</td>
<td>Baker Books</td>
<td>2010</td>
<td>15.00</td>
</tr>
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</table>
Recommended Course Materials


Nouwen, Henri. “Moving from Solitude to Community to Ministry.”

Suttle, Tim. How to Shrink Your Church
http://www.huffingtonpost.com/tim-suttle/how-to-shrink-your-church_b_1095841.html

Suttle, Tim. The Failure of the Megachurch
http://www.huffingtonpost.com/tim-suttle/the-failure-of-the-megachurch_b_954482.html

Course Outline

Unit 1: Framing the Conversation
Unit 2: Knowing
Unit 3: Being
Unit 4: Practicing
Unit 5: Relating
Unit 6: Synthesis

Course Assignments & Requirements

1. Class Participation: general Moodle and Group participation (300 points) students are expected to read and discuss assigned reading in a timely fashion. For the sake of other learners in the class, students need to be able include engage, summarize, and apply readings not only for themselves but their classmates. The assumption remains that our collective insight weekly will make for a richer learning community. DO 2, CO 1-4
**Moodle Discussion Component:** To assist in this process, and also to allow students to demonstrate process strengths more written than oral, a Moodle discussion process will be included. Students will post 1-2 insights online by Sunday Evening 11:55 pm at the designated forum.

2) **Reading/Reaction paper:** For this assignment you will need to choose one book from the Representative Bibliography in the syllabus on which to do a 500-750 or (2-3 page) Reading/Reaction Paper, and to lead an in class discussion of that book. We would ask that you spend a few moments looking through the bibliography, choose a text, and send us an email with the title you are choosing. **No two students can review the same book.** The first to email us their choice will win out in the case of a tie, so don't procrastinate! [Note: Ignore the "1/4/14 sign up online for a chapter from required text..." part of the Course Calendar. We want to get these assigned asap so everyone has plenty of time to read.] We would like to have everyone choose a book by next Monday, December 09.

**Due Date for the written part of this assignment** is the first day of class (01/20/2014), and we'll do one or two discussions each day during the week. **In leading the class discussion on the book,** don't prepare a speech, just come prepared to teach us about the book and lead a short discussion about it. (**100 pts** DO 2, CO 1-4)

3) **Working theology of missional leadership (200 pts):** Students will submit a 750-1250 word (3-5 pages) summative work listing their core convictions concerning missional leadership and discipleship. This theology must address the nature of missional ministry, the role of the leadership in ministry, and the role of the church in missional ministry. This position paper should include references, where appropriate, using Turabian form and style. The paper should provide a rationale that the student can use in articulating his or her ministry to others as a way of inviting people into the ministry, or in describing the student’s ministerial role to other pastors involved in ecclesial ministry. **Due February 15th** DO 2, CO 1

4) **Working strategy for missional leadership and discipleship in a specified context (400 pts).** The student will develop a working strategy for beginning and sustaining missional ministry in a specified context. Attention must be given to both discerning the nature of the ministry, the specific practices that will guide missional praxis, and a tentative structure for holding those practices in place. The plan should be consistent with resources explored through the class, coherent in how each element works together and pertinent to the context selected. The overall plan may include multiple media resources (pictures, graphs, etc) but should include a “narrative” that comprehensively describes the strategy in 2500-3000 words (10-12 pages). **Due March 15th** DO 4; CO 2-4
<table>
<thead>
<tr>
<th></th>
<th>pre-module hours</th>
<th>module hours</th>
<th>post-module hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
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<td>32</td>
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<tr>
<td>Online Participation in forums, etc.</td>
<td>2</td>
<td>18</td>
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<tr>
<td>Reading</td>
<td>49</td>
<td>9</td>
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<tr>
<td>Writing</td>
<td>3</td>
<td>0</td>
<td>20</td>
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<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>41</td>
<td>40</td>
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</table>

**Method for Submitting Assignments**

Please use the assignments section of Moodle unless otherwise directed.

**Form and Style Expectations**

Students will follow Turabian Form and Style where expected.

**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

**Policy Regarding Late Work & Missed Exams**

Online posting after the assigned week will not be graded. All posting/project work is due 11:55 PM of the date assigned unless designated due in-class. Late work without a valid reason (illness or death in family) is reduced by 15% the first week and an additional 10% each week following. No coursework may be submitted two weeks after the final class assignment or after the last week of class.

**Additional Costs**

Required Texts.

**Course Grading**

1000-901: A  900-801: B  800-701: C  700-600:D  599 or Below: F

**Grade Descriptions**

“A”-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)

“B”-GOOD WORK (strong, significant achievement of course objectives)

“C”-ACCEPTABLE WORK (basic, essential achievement of course objectives)
“D”-MARGINAL WORK (inadequate, minimal achievement of course objectives)
“F”-UNACCEPTABLE WORK (failure to achieve course objectives)

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

**Class Attendance**
Attendance at classes is essential for realizing the maximum benefit of your education. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Audio and Video Recordings**
In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Representative Bibliography**


**Tentative Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>12/9/13</td>
<td>Pre-class</td>
<td>Begin reading required texts</td>
</tr>
<tr>
<td>1/4/14</td>
<td>Pre-class</td>
<td>Sign up online for a Book to write paper and prepare class presentation (see guidelines above in “Course Assignments and Requirements).</td>
</tr>
<tr>
<td>Date</td>
<td>Pre-class</td>
<td>Topic</td>
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<tr>
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<td>-----------------------------------------------------------------------</td>
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<tr>
<td>1/4-17/2014</td>
<td>Pre-class</td>
<td>Moodle participation – specific instructions to come – but posts</td>
</tr>
<tr>
<td>1/20/2014</td>
<td>1</td>
<td>Class begins</td>
</tr>
<tr>
<td>1/20/2014</td>
<td>1</td>
<td>Framing the Conversation (note: In the Name of Jesus used as devotional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>material in class each day so bring copy)</td>
</tr>
<tr>
<td>1/21/2014</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Day AM</td>
<td>Framing the Conversation: <em>Resident Aliens: Life in the Christian Colony</em>, Hauerwas and Willimon</td>
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<tr>
<td>1/21/2014</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Day PM</td>
<td>Knowing: <em>The Prophetic Imagination</em>, Brueggemann</td>
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<td>1/22/2014</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Day AM</td>
<td>Knowing: <em>Untamed: Reactivating a Missional Form of Discipleship</em>,</td>
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<td></td>
<td></td>
<td><em>Hirsch and Hirsch</em></td>
</tr>
<tr>
<td>1/22/2014</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Day PM</td>
<td>Being: <em>Intuitive Leadership</em> with a guest lecture and presentation by</td>
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<tr>
<td></td>
<td></td>
<td>the author Tim Keel</td>
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<td>1/23/2014</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Day AM</td>
<td>Being: *Cross-Shaped Leadership in the Rough and Tumble of Parish</td>
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<tr>
<td></td>
<td></td>
<td>Practice*, Berntsen</td>
</tr>
<tr>
<td>1/23/2014</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Day PM</td>
<td>Practicing: King, <em>Presence Centered Youth Ministry</em></td>
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<td>1/24/2014</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Day AM</td>
<td>Relating: <em>Pastor: A Memoir</em>, Petersen</td>
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<td>1/27/-2/28/2014</td>
<td>Post-Class</td>
<td><strong>Weekly Online Discussions</strong>: To Be Assigned but includes Synthesis:</td>
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<tr>
<td></td>
<td></td>
<td><em>David and Goliath: Underdogs, Misfits, and the Art of Battling Giants</em></td>
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<tr>
<td>2/15/2014</td>
<td>Post-Class</td>
<td><strong>Working theology of missional leadership</strong> paper due</td>
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<tr>
<td>3/15/2014</td>
<td>Post-Class</td>
<td>**Working strategy for missional leadership and discipleship in a</td>
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<tr>
<td></td>
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<td><em>specified context</em> paper due</td>
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