

**AZUSA PACIFIC UNIVERSITY**  
**Undergraduate Division, School of Theology**  
**Course Instruction Plan**  
**Dr. Vikki Randall, Instructor**  
**CMIN 108: Foundations of Ministry • Summer 2006**  
**M, Tu, Th: 8:30-11:00 am**

**Course Information:**

**Instructor Information:**

Dr. Vikki Randall, Instructor in Religion and Philosophy  
email: vikkirandall@earthlink.net. (Email is the best way to reach me. It is also the only way I have to reach students. Please check e-mail daily).  
Office hours: before or after class, by appointment.  
Administrative Assistant: Pat Losie, plosie@apu.edu. Office: Duke 257. ext. 5452  
website: <http://groups.apu.edu/practicaltheo/>

**Required Textbooks:**

Ortberg, John. *The Life You've Always Wanted*. Grand Rapids: Zondervan, 2002.  
Wilkens, Steve, Paul Shrier, Ralph P. Martin, Ed. *Christian Calling, Christian College: Higher Education in the Service of the Church*. Oxford: AltaMira, 2005.  
McLaren, Brian D., Tony Campolo. *Adventures in Missing the Point: How the Culture-Controlled Church Neutered the Gospel*. Grand Rapids: Zondervan, 2003.  
Spiritual gifts inventory available online at: <http://buildingchurch.net/g2s.htm>  
Myers-Briggs personality inventory: <http://www.humanmetrics.com/cgi-win/JTypes1.htm>  
BRING A BIBLE TO CLASS

**Recommended Textbooks:**

Bruyneel, Sally and Alan G. Padgett, *Introducing Christianity*. Maryknoll, NY: Orbis.  
(Especially useful for those with little background in Christianity.)

**What will I learn in this course?**

**Goal:** *He answered, "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself." - Luke 10:27*

The goal of Foundations of Ministry is an integrated Christian life and worldview—one in which the core truth of one's beliefs, values, and actions are in agreement. The goal is a transformed life, lived with passion and purpose from the core of one's being.

**Description:** The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods of carrying out the ministry mandate of Jesus is emphasized. This class meets general studies requirement in Ministry and core requirement in God's Word and the Christian Response.

**Objectives:**

1. Students will learn and evaluate how the Wesleyan quadrilateral-- Scripture, tradition, reason and experience-- have formed the current theological understanding and practice of Christian life and ministry.
2. Students will begin to learn how to develop a Christian worldview within the larger context of pluralistic society.
3. Students will consider relationships between Christian beliefs and other disciplines.
4. Students will learn that every follower of Christ is a minister wherever they work and live.
5. Students will understand a practical theology method for the integration of faith and daily life.

**Outline of Course Content:**

Lectures, readings, and assignments will be organized along these major themes:

1. Introduction
2. Integrity/ Authenticity—living out of core convictions
3. Worldviews
4. Christian worldview
5. Living Out One's Worldview
6. Living Out a Christian worldview
7. Finding Your Unique Place

<b>Assignments</b>
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All assignments must be handed in by the beginning of the class period on the date that they are due (please refer to the course calendar for due dates). Late assignments will be penalized one letter grade per each day late.

**Assignment Format:**

All papers are to:

1. Have a grading criteria sheet attached to the BACK of paper
2. Be typed in 12 point font
3. Double-spaced, with one-inch margins on both sides.
4. All assignments must be stapled.
5. Your name, date, the name of the course and the name of your professor should appear on page one.

6. Number all pages.
7. For all papers and writing assignments, title pages, graphics, tables, or appendices are to be in addition to the specified page requirements. Please note all citations according to the MLA format. See the Online MLA Style Manual at <http://webster.comnet.edu/mla/index.shtml#>. for more information.
8. DO NOT EXCEED MAXIMUM LENGTHS FOR EACH PAPER.
9. Refer to course calendar for all assignment due dates.

### Class Participation

This class is designed to have the most meaning and impact as each student (1) attends all the classes on time, (2) is prepared **ahead of time** with reading, and (3) completes any other in-class or out-of-class assignments on time. Class participation will be demonstrated through active involvement in discussions and in-class learning activities. A total of 50 points is given for class participation, which can be reduced for unexcused absences, etc. In-class learning activities are worth 10 pts. each, for a total possible of 100 pts. Periodic pop quizzes also will be given to assess participation and reading.

### Reading

The schedule included in this syllabus should be followed closely. Readings should be completed **before** the date listed in order to be prepared for classroom discussion. In addition to the exams, you will be held accountable for the required reading through pop quizzes. Pop quizzes cannot be made up. Reading questions to help prepare for exams and pop quizzes are available at the practical theology website: <http://groups.apu.edu/practicaltheo/>

### Exams

There will be one midterm given on **Thursday, May 25th**. The final exam will be given **Thursday, June 15th**. Each will include multiple choice, essay and true/false questions. All exams will include material from lectures, discussions and readings. Outlines and study questions can be found on the practical theology website: <http://groups.apu.edu/practicaltheo/>. **Exams will be scantron. (Please provide your own scantron forms, available for purchase at the bookstore.) Don't forget your #2 pencil!** Remember that as per departmental policy final exams cannot be taken early. The only exception to this university rule is if you have 3 final exams on the same day.

### Service Ministry

**Five hours of service ministry are required for successful completion of this course.** This will count toward the service hours that are required for graduation. Service experience will be evaluated through in-class reflection activities and through reflection papers. A list of pre-approved ministry sites as well as the MAS forms are available on the practical theology website. You must turn in the service form indicating your service site by **Monday, May 15th (20 pts)**. Service hours must be **completed by Monday., June 12th** when you will turn in your final signed MAS form along with your one page reflection **(80 pts)**.

<b>Criteria for FOM service site:</b>	<b>Specifications:</b>
Ongoing, weekly ministry. All of service needs to be in same site.	Does not include one time opportunities like Mexico Outreach, etc.
Must be a ministry opportunity outside of APU community	Can not include RA, Alpha Leader, D-groups, Service Learning, Music
Relational ministry, either through a MAS coordinated ministry or outside agencies	MAS coordinates ministries, but you can also complete your service at your local church or a community non-profit agency.
Supervised	Hours must be signed off by supervisor

To learn more about MAS coordinated ministries, visit [www.apu.edu/mas](http://www.apu.edu/mas).

## Papers

You will write four reflection papers, for a total of 200 points. DO NOT EXCEED MAXIMUM LENGTHS FOR EACH PAPER.

The top of the first page or a separate title page should include the title of the paper, your name, the course name, the instructor's name, and the name of the assignment. Double-space and use a legible twelve-point font such as Times Roman. Place a page number at the upper right except on the title page. The length of the paper should not include the title page or list of works cited. All sources must be documented using MLA style. For detailed information on MLA see Joseph Gibaldi's, *MLA Handbook for Writers of Research Papers, 6th ed.* Duke University provides a good resource for examples of MLA style at [www.lib.duke.edu/libguide/works\\_cited](http://www.lib.duke.edu/libguide/works_cited). For online citations, [www.bedfordstmartins.com/online/citex.html](http://www.bedfordstmartins.com/online/citex.html) is useful. You can choose to use either in-text citations or footnotes, but be consistent. If you use footnotes you can still make scripture references like (Heb. 11:6 NIV). More information about writing style can be found online at <http://groups.apu.edu/practicaltheo/>

### a. Paper #1. Action focus goals, 1 pg. Due May 15th, 15 pts.

- Write a one page paper describing two action focus goals you have for this semester: one inward goal, dealing with your own spiritual growth; and one

outward goal, dealing with **the specific service ministry** you will be undertaking for this course. Goals chosen must be specific, do-able, and measurable.

- The paper will be graded according to these criteria:
  - i. You present a clear, precise definition and description of action focus goals in general (5 pts)
  - ii. You describe two action focus goals including specific actions, accountability, and measurability. One goal should be inward, one outward. Goals must go beyond simply meeting the requirements of the course. (10 pts)

**b. Paper #2. Worldview in Contemporary Media, 2 pgs., Due May 22nd, 35 pts.**

- Select one contemporary TV series or movie to observe and identify underlying worldviews. The worldview identified should be one of those discussed in class. Describe your observation of the worldviews you identified, using at least three specific examples. Evaluate the underlying assumptions found in the show or movie, etc. according to:
  - What is the source of truth? How do we know what's real?
  - What is a human being? What is the purpose of life?
  - Is there absolute right or wrong? How do we know it?
- Paper should also include an evaluation of both positive and negative aspects of the worldview described.

- The paper will be graded according to these criteria:
  - i. clear identification and description of worldview found in movie or show (5 pts)
  - ii. effective use of three specific, clear examples to support thesis (12 pts)
  - iii. effective evaluation of underlying assumptions found in the movie or show (12 pts), specifically:
    - What is the source of truth? How do we know what's real?
    - What is a human being? What is the purpose of life?
    - Is there absolute right or wrong? How do we know it?
  - iv. clear description of positive and negative aspects of the worldview (6 pts)

**c. Paper #3. Core convictions & reading integration, 5 pgs., Due May 30, 80 pts.**

- Describe your “core convictions”—the basic underlying beliefs (not just values and priorities, but what you believe about those values) that encompass your worldview—the things you stake as your highest priority and unshakeable foundation. Discuss the source of those core beliefs—whether it is Scripture, tradition, family, etc.—what influences developed these core beliefs? Integrate at least two FOM lectures/ class discussions as well as your reading from *Christian Calling*, McLaren/Campolo and Ortberg. Discuss how each author influenced, changed, confirmed, or negated your core beliefs. Describe at least three examples of how those core beliefs impact your daily life and the choices and decisions you make.

- The paper will be graded according to these criteria:
  - i. Description of at least three core convictions: 12 pts

- ii. Description of the source and influences that helped shape those core convictions: 8 pts
  - iii. Integration/ reflection on reading with core convictions
    - *Christian Calling*: 12 pts
    - McLaren/Campolo 12 pts
    - Ortberg: 12 pts
    - FOM lectures/discussions: 12 pts
  - iv. Description of three specific examples of how those core beliefs impact your daily life: 12 pts
- **optional extra credit:** read C.S. Lewis' *Mere Christianity* and incorporate an extra half-page summary and reflection/ interaction with the book in your paper. Include the overall theme of the book, and at least 3 points (with quotes) from 3 different chapters, that impacted your convictions (20 pts)
- d. Paper #4. Vocational Reflection, 4 pgs., Due June 5th, 70 pts.**
- Describe and evaluate your service experience. Integrate that experience with the results of your Myers-Briggs personality inventory and your spiritual gifts inventory and reflect on your personal vocation.
  - The paper will be graded according to these criteria:
    - i. Write a clear, concise definition and description of “vocation” **as the term was used in class** (4 pts.)
    - ii. Evaluate your service ministry:
      - What positive and negative experiences did you have in your ministry service? What did you learn from them about your vocation? What did you learn from the people you served in particular? (5 pts.)
      - Restate your outward goal. Were you successful in meeting your outward goal? Why or why not? What changes might you make in your goal in the future? (4 pts.)
      - How did your “outward” goal impact your service experience? (4 pts)
      - What did you learn from your service experience about your vocation—your own calling and purpose? (5 pts.)
      - Discuss several theological themes discussed in class (e.g. the atonement, incarnation) that you were you able to observe in your service (10 pts.)
    - iii. Personal inventories:
      - What were the results of your Myers-Briggs personality inventory? What surprised you? What confirmed other experiences? Was there anything that didn't fit? What did you learn from your Myers-Briggs personality inventory about your vocation—your own calling and purpose? (9 pts)
      - What were the results of your spiritual gifts inventory (i.e. your top 3-5 gifts)? What surprised you? What confirmed other experiences? Was there anything that didn't fit? What did you learn from your spiritual gifts inventory about your vocation—your own calling and purpose? (9 pts)

- Note: be sure to read descriptions and definitions of test terms. e.g. “Judging” on the Myers-Briggs does not mean judgmental.
  - Describe your overall SHAPE and how it relates to your vocation (5 pts)
- iv. Vocation:
- How has your overall FOM experience impacted your sense of vocation? What lectures, discussions, or activities contributed to your understanding? How do you envision living out that vocation in your chosen career? What can you do now to begin moving into that vocation and calling? (15 pts.)

- **optional extra credit:** read Richard Foster’s *The Challenge of the Disciplined Life* and incorporate an extra half-page summary and reflection/ interaction with the book in your paper. Include the overall theme of the book, and at least 3 points (with quotes) from 3 different chapters, that impacted your understanding of vocation. (20 pts)

### Personality/Spiritual Gifts Tests

Students will complete and tabulate results of two online inventories and integrate the results into their understanding of vocation:

- a. Spiritual Gifts Inventory: Students will complete and tabulate results of Spiritual Gifts Inventory online at <http://buildingchurch.net/g2s.htm>. (This is the Wagner-Houts spiritual gifts inventory.)
  - b. Myers-Briggs personality inventory: Students will complete and tabulate results of personality inventory online <http://www.humanmetrics.com/cgi-win/JTypes1.htm>
- Note: be sure to read descriptions and definitions of test terms. e.g. “Judging” on the Myers-Briggs does not mean judgmental.

### Group Presentations

#### Group Presentations (June 12th): 100 points

Work in groups of 2-3 students to make a **20 minute** presentation based on issues selected only by your group. Responding to Frederick Buechner’s definition of vocation as “the place where your deep gladness meets the world’s deep need”, choose a topic that examines an area of real need in our global or local community, e.g. world hunger, homelessness, illiteracy, AIDs, etc. Ideally, the identified need should relate to “your deep gladness”—your chosen profession. **Topics must be approved by the professor in advance.**

The presentations/ class discussion will be the result of engagement with the issue by each member of the group and the analysis resulting from the application of the practical theology method (DECIDE). The presentations will involve each member of the group equally. Presentations should include both personal reflection and research

including a minimum of three sources beyond the required reading, the Bible, and dictionaries. At least one source should be a book or journal article, rather than a website. Presentations should include:

- Clear description of the question being considered
- Recommended actions to be taken by individuals, churches or government.
- Clear exploration of all six steps of the Practical Theology Method (DECIDE):
  1. A clear description of the area of need—should include statistic information.
  2. Alternative explanations from people with different perspectives
  3. Christian teachings and perspectives
  4. Alternative explanations from science, history, and social science
  5. New guidelines and actions recommended for Christians, churches, or government. BE SPECIFIC. Use BASIC criteria discussed in class
  6. A method for evaluating the outcome of the proposed actions—how will you know if they were successful?
- A case study (real or hypothetical) for the class as a whole to use to discuss and respond to your presentation.
  
- Groups should be ready to go on **June 12th**. On June 12, each group will turn in:
  - one question and answer that could be included in the final exam
  - a list of sources used (at least three beyond required reading, the Bible, and dictionaries)
  - a list of all members of the group

### Pop Quizzes

**Pop quizzes (50 points total):** Pop quizzes will be given **unannounced** periodically in class on the reading required for that day. Quizzes will be given at the beginning of the class period. The pop quizzes serve as attendance for the lectures; there are no make-ups for pop quizzes.

### In-Class Group Assignments

**In-class group assignments (100 points total):** In-class group assignments will be given periodically to enhance classroom learning. A total of 100 points is available for such assignments. There are no make-ups for in-class group assignments. Please note that it is YOUR responsibility to make sure your name is on in-class group activities (as well as exams and quizzes) in order to receive points for the assignment.

### Extra Credit

Two extra credit options are available, each worth 20 pts:

- a. Read C.S. Lewis' *Mere Christianity* and incorporate an extra half-page summary and reflection/ interaction with the book into paper #3 (**due May 30th**)

- b. Read Richard Foster's *The Challenge of the Disciplined Life* (formerly titled *Money, Sex, and Power*) and incorporate an extra half-page summary and reflection/ interaction with the book into paper #4 (**due June 5th**)
- Incorporate your reading into papers #3 (Lewis) or #4 (Foster). Include the overall theme of the book, and at least 3 points (with quotes) from 3 different chapters.

### Lecture notes and Reading Study Questions

Study questions for each of the three assigned texts plus powerpoint presentations used with the lectures are available online at <http://groups.apu.edu/practicaltheo/>. No handouts will be given in class.

Note: a helpful online Bible concordance is [www.bible.gospelcom.net](http://www.bible.gospelcom.net).

**Make up policy: No make-ups allowed on the pop quizzes or in-class group assignments.** The only excuse for missing an **exam** is on medical grounds or for an official school activity. Documentation must be either a note from the school nurse, doctor or APU dept sponsoring the official activity. Makeup arrangements must be made **before the day of the exam**. Please contact Pat Losie in the Undergrad Theology dept (ext 5452, office Duke 257) to arrange this. **You will have 1 week after the official due date to make up the exam.**

### Grading:

#### Course will be graded as follows:

Reflection Paper #1:	15 points
Reflection Paper #2:	35 points
Reflection Paper #3:	80 points
Reflection Paper #4:	70 points
Midterm	75 points
Final:	75 points
Group presentation & reflection paper:	100 points
Quizzes	50 points
In-class group assignments:	100 points
Attendance:	50 points
Service Ministry:	100 points

TOTAL: 750 points

A = 705–750	A– = 675–704	B+ = 653-674	B = 630–652
B– = 600–629	C+ = 578–599	C = 555–577	C– = 525–554
D+ = 503–524	D = 480–502	D– = 450–479	F = 0–449

## **Course Policies:**

### **1. Attendance:**

The only absences that are guaranteed to have no negative effect on your grade are those that are excused in advance for illness, funeral or approved school activity such as drama or athletic team.

For both excused and unexcused absences, it is your responsibility to obtain lecture notes, written announcements, and handouts from another student in class. If you have an excused absence and are thus eligible to make up any exams, it is your responsibility to schedule that make up exam by contacting Pat Losie in the Haggard School of Theology within one week of when the exam was originally given.

There are no make-ups on pop quizzes or in-class group assignments.

### **2. Tardiness:**

Quizzes are often given at the beginning of class. A student who misses a quiz because of tardiness will not be able to make up the quiz.

### **3. Late work:**

No assignments will be accepted after the end of the class on the day it is due. There are no make ups for pop quizzes or in-class assignments. Late papers will be penalized one letter grade per day late.

### **4. Academic Integrity:**

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

Students are expected to read and understand the APU academic integrity policy. Students may discuss writing assignments with fellow students. Students are expected to complete 100 per cent of each of the writing assignments on their own. Students MAY NOT split up the assignments and share responsibility for completing individual assignments. Students MAY NOT show, verbally tell or in any other form share their final written answers for a writing assignment with another student. Students MAY NOT look at the quiz or exam of another student during quizzes or exams. Collaboration and sharing work is permitted on the group presentation and in-class

group assignments only. Students may not use unacknowledged sources, including previous student assignments, to complete their group project or assignments or any written assignments.

Students who are caught cheating or plagiarizing will receive a zero on the paper or exam in question. Students who collaborate on the writing assignments, through sharing assignment answers in any fashion will receive a zero on the assignment. Students who look at another student's quiz or exam will receive a zero on the quiz or exam.

It is your responsibility to ask the instructor if you have any questions concerning what plagiarism includes. The writing center assists student to avoid plagiarism, if they are asked. In addition, the incident will be reported to the Dean of Students and further disciplinary action may occur.

#### **5. Students with Disabilities:**

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

#### **6. End of Semester Issues:**

- Final grades are not posted on doors or in hallways, nor will grades be quoted over the phone or in person by a secretary. You may check your grade at APU Online accessed from [www.apu.edu](http://www.apu.edu) if you obtain a password, pin number, etc. from Student Financial Services. Also no "A+" grade is ever to be given for any university class according to the Office of the Provost.
- If you wish final papers/coursework returned by mail, you must give me a large (sufficient for the material) addressed envelope with the correct postage affixed.
- An "Incomplete" grade is usually given only for extreme illness or very unusual circumstances experienced by you. To be eligible, you must have completed 75% of the course work and you must speak with me about this at least two weeks before the end of the course.

## **Class Schedule and Reading Assignments:**

Number in parentheses refers to powerpoint notes available online. Reading questions for each week are also available online.

## May

Reading due:	Monday	Tuesday	Thursday
Ort.: Preface McL/C: intro.	<b>8</b> <b>No class</b>	<b>9</b> (#1) Introduction, syllabus Service requirement	<b>11</b> (#2) Authenticity: Attitudes of the Heart/ Authenticity (#3) Authenticity: Action Focus Goals <b>(Fri.= last day to drop/add classes)</b>
CC: ch. 1, 3 Ort.: ch. 1, 2, 4 McL/C: Truth, Being Postmodern, Sin, Salvation	<b>15</b> (#4) Authenticity: Critical Thinking skills (#5) Worldviews: Sources of authority & worldviews	<b>16</b> (#6) Worldviews: Two subversive worldviews (#8) Christian view: Gospel Themes, Image of God <b>Paper #1: action focus goals due</b> <b>Form re: service sites due</b>	<b>18</b> (#9) Christian view: Atonement. (#21) Living Christian: Following (#20) Living Christian: Change process (begin)
CC: ch. 4, 8, 11 Ort.: ch. 5, 7, 8 McL/C: Theology, Leadership, Evangelism	<b>22</b> (#20) Living Christian: Change process (finish) (#15) Living your Worldview: Practical Theology Method (#22) Service learning eval.	<b>23</b> (#16) Living your Worldview: Practical Theology Method (#32) Living Christian: Spiritual Conversations <b>PAPER #2: Worldviews due</b>	<b>25</b> <b>MIDTERM EXAM</b>

## June

Reading due:	Monday	Tuesday	Thursday
CC: ch. 5, 6, 7 Ort.: ch. 10, 11 McL/C: The Bible. Kingdom of God. Spiritual gifts & Myers-Briggs tests	29	30	1
	<b>No class (holiday)</b>	(#10) and (#11) Christian worldview: Wesleyan Quadrilateral (#29) Living Christian: SHAPE	(#13) and (#14) Christian worldview: Biblical Interpretation <b>PAPER #3 on Core Convictions/ Reading due (Last day to w/draw from class)</b>
CC: ch. 2, 9 Ort.: ch. 3, 6, 9 McL/C: Culture, Doubt, Social Action, Worship	5	6	8
	(#19) Living Christian: worship (#26) Living Christian: Spiritual Disciplines Living Christian: Foster reading	(#27) Living Christian: Spiritual Disciplines (#28) Living Christian: Discernment	(#17) Living your Worldview: Ethical Systems (#24) Living Christian: Christian Ethics, relation to world <b>PAPER #4 on Service Learning &amp; SHAPE due</b>
CC: ch. 10, 12 Ort.: ch. 12, 13 McL/C: Women in Ministry, Homosexuality, Environmentalism	12	13	15
	<b>Group Presentations</b> (#30) Living Christian: Suffering (#31) Living Christian: Evaluating Service Learning <b>Signed MAS form &amp; reflection due</b>	(#33) Living Christian: The Christian Community Review for final	<b>FINAL EXAM</b>