

# PT 710 OL – 1

## Ministry Values and Practice

Number of credits: 3

Prerequisite:  
PT 501 or TH 501

Semester: Fall 2014  
Date: October 17-December 13, 2014

Online Live Sessions: October 30<sup>th</sup>, November 27<sup>th</sup>,  
and December 4<sup>th</sup> from 6:00-8:30  
pm (MST/Alberta time)

Instructor: Rev. Arch Wong, D.Min., Ph.D.  
Email: awong@ambrose.edu  
Phone: 403-410-2909  
Office: L2053  
Office hours: I will normally be in the chat  
room on Mondays from 3-5:00  
pm (MST) or by appointment

### Course Description:

This course provides the opportunity for learners to examine their beliefs concerning ministry and the practice of ministry as reflective-practitioners. The formation of a reflective-practitioner in ministry includes: 1) the integration of spiritual formation and the working out of continual calling; 2) the practice of spiritual disciplines; and 3) the development of basic research skills and methods necessary for theological reflection and understanding in ministerial settings.

The course is designed on three models/perspectives of teaching called Insight Generating, Nurturing, and Project. The goal of these models/perspectives are:

- Insight Generating- To address issues, problems, and questions fairly about self;
- Nurturing- The development of a sense of confidence and well-being;
- Project- To see the assumptions, theories, and beliefs that make up a student's own knowledge and understand the values of others.

### Expected Learning Outcomes:

It is the aim of the course that students acquire the following skills:

1. Clarify and/or renew calling into professional ministry by understanding self by developing a personal philosophy of ministry;
2. Adopt and consider spiritual disciplines as a foundation for professional ministry;

### Important Dates:

First day of classes:	October 17, 2014
Registration revision period:	end of the first (1 <sup>st</sup> ) week of class
Last day to request revised examination:	October 27, 2014
Last day to withdraw from course:	Friday, 4:00PM of the sixth (6 <sup>th</sup> ) week
Last day to apply for time extension for coursework:	One month prior to the final due date for this course
Last day of classes:	December 13, 2014

- 
- 
- Engage in theological reflection about the nature of ministry by way of using qualitative research methodologies for ministry and from the social sciences.

### Outline:

Weeks 1-3	Introduction and Developing a Personal Philosophy of Ministry
Weeks 4-6	Learning and Using Qualitative Research Tools from Practical Theology and the Social Sciences for Ministry
Weeks 7-8	Spiritual Disciplines and Ministry Improvement

### Requirements:

#### Biographical Animoto

**Purpose:** An introduction is often your best chance to establish yourself as a distinct individual with something unique to offer the world. Most people default to the standard, “Hi my name is ... I live in ... I work at. . .”. For this assignment, you will move beyond such a typical introduction and create a 30 second (minimum) animoto about you. (go to animoto.com and see the tutorial under resources on e-Learn or <http://help.animoto.com/entries/415073>). You will also write a paragraph to accompany the video. While a resume is a professional document consider how an animoto can be an innovative way of conveying the same information. What sort of audience would prefer this format?

#### Instructions:

Step 1: Start by establishing the absolute essential information you think should be included when introducing yourself to others. Obviously, your full name is important, but you may also include your age, your field of study, ethnicity, home town, hobbies, some details of past experience, accomplishments and future goals, etc.

Step 2: For this assignment you must consider appropriate images and music that will highlight essential information about you while maintaining a professional look. Draft a few ideas, sort through your photographs or google images and arrange the “story.”

Step 3: Write the text that highlights the images and/or helps put them in the proper frame.

Step 4: Select the music that best reflects the image of yourself that you want to send out to the world. You could always select the music first and let the rhythm and lyrics guide your story.

**Submission guidelines:** Post your biographical animoto and paragraph to the Discussion Forum under your name by Tuesday midnight, October 21<sup>st</sup>. Once you have finished your biographical animoto, copy the URL address and push the links button. Next, go to Moodle under the discussion forum labelled your name and push the “add a new discussion topic” button. The subject line must be filled out and in the Message section paste the URL link and highlight it. Push the Insert/edit link button. Also, in the Message section put the paragraph about yourself. Push the Post to forum button. Respond to at least two other animotos (not the instructors) by Friday midnight, October 24<sup>th</sup>. Your responses should be thoughtful, constructive and more than one sentence. Comment on similarities, differences, enquiries, wonderings? Your name must appear in the discussion forum subject line.

**Assessment:** Original post: Clarity 1pt, Organization 1pt, Style &Mechanics 1pt = 3pts

Two responses: .5 for each thoughtful, respectful response , Style &mechanics 1pt = 2pts

I have created a student account for each student on Animoto. Go to [www.animoto.com/](http://www.animoto.com/) and log in. The email is: archckwong+your first name and the first letter of your last name@gmail.com (i.e. [archckwong+ruthc@gmail.com](mailto:archckwong+ruthc@gmail.com)).

---



---

---

---

The password is: ambrose1. Note: I used the first name that you register at Ambrose.

You can find a sample student animoto at: <http://animoto.com/play/qVdu2nz84TU0Ts94XSPfw>. Also, I have put a link on Moodle to my biographical Animoto.

### **Personal Philosophy of Ministry**

A personal philosophy of ministry has three components: purpose, core values, and vision. In this assignment you will submit a one page personal philosophy of ministry that has three sections (purpose, core values, and vision) plus a 2-3 pages (single space, 12 points) commentary about your philosophy of ministry that will be submitted to me by November 13<sup>th</sup>. In order to create this one page personal philosophy of ministry there are three stages to the assignments that will involve reflection, feedback from others, and completion of guided questions/worksheets.

Stage 1: Timeline of your life- The timeline will show you where you have been. You will work through a recorded Powerpoint slide show called *Creating a Timeline* which is posted on Moodle. You will create this timeline in a Word Excel spreadsheet (or any other software or app that works for you and that I can read). I have posted my own timeline as an example of what I am looking for (please keep this confidential and do not share with others). The scoring rubric for this assignment is also posted on Moodle. Your electronic timeline is due on Friday midnight, October 31<sup>st</sup> (15%).

Stage 2: Biblical Purpose and Values

- Knowing your biblical purpose and values will answer the question: where am I going? You will work through a recorded Powerpoint slide show called *Biblical purpose and values* which is posted on Moodle. The first part of the Powerpoint (10 slides) will focus on biblical purpose. When you get to the Worksheet Exercise slide, you will fill out the Biblical Reflection worksheet (posted on Moodle). Next, you will create a draft of a purpose statement that is about a paragraph in length using the filled out Biblical Reflection worksheet and your timeline as references.
- Finish listening to the Powerpoint slide show that covers values. Based on the Powerpoint slides, you will identify and list 6-8 values with one or two sentence explanation. Use the lessons section of your timeline to help with identifying the values.

Stage 3: Vision- is what God wants to accomplish through you for His glory. You will work through a recorded Powerpoint slide show called *Vision and putting it all together* which is posted on Moodle. You will create a vision statement based on the materials from the Powerpoint. You should have a draft of the biblical purpose, values, and vision statements done by November 6<sup>th</sup>. With your draft of the biblical purpose statement, values, and vision finished, you will be put into a small group of 3 or 4 other learners and receive feedback. Post your biblical purpose, values, and vision statement drafts on the Feedback section of Moodle by November 7<sup>th</sup>. In the Feedback section of Moodle, each person will give feedback to the other members of the group that is thoughtful, constructive and more than one sentence by November 10<sup>th</sup>. Once you have considered the feedback from your small group, the last section of the Powerpoint presentation (*Vision and putting it all together*) will walk you through a step by step process in creating the one page personal philosophy of ministry and the 2-3 page commentary/explanation of how personal philosophy of ministry (biblical purpose, core values, and vision) is all connected together. In other words, what is the relationship between biblical purpose and core values, and what is the relationship between core values and vision to make up the personal philosophy of ministry. The one page personal philosophy of ministry and the 2-3 page commentary/explanation of the personal philosophy of ministry is due on Thursday midnight, November 13<sup>th</sup> (10%).

### **Qualitative Methodology: Group Task, Paper, and Presentation**

Understanding research within the field of practical theology is often both personal and collaborative. The group task is to develop some awareness and understanding of a particular methodological strategy in a relatively short period of time. Group work is used to develop concise, supported statements on major methodological approaches and to present such statements orally and in writing so that the strategy or approach is understandable to others. Learners will be assessed on this task in a number of ways as follows: their contributions to selection of appropriate articles for

---

---

---

---

review, the clarity and comprehension of their précis, and their contribution to group discussions and to the construction of the methodology paper, instructor observation, peer assessment, as well as the quality of the written and oral contributions to the group paper and presentation. Quality will be assessed in terms of the depth of engagement of the ideas that underlie the methodological strategy, the clarity of their description, and their presentation to class members.

#### Process

*Qualitative Methodology Group:* Learners will be put into group of 3 or 4 by the instructor and take one of the methodological approaches assigned by the instructor:

1. Ethnography
2. Phenomenology
3. Narrative Inquiry
4. Appreciative Inquiry
5. Action research

*Group Task:* Prepare paper and presentation that demonstrate understanding of the methodology both theoretically and practically and which contribute to the professional development of others in the course.

#### *Group Process:*

- Each group member selects 5-7 key articles (i.e. from books or journals) for review and prepares a précis (1-2 pages) for critical discussion and appraisal by the group.
- Group member organize their reviewing time so that articles are discussed and selected materials are marshaled into a paper and presentation. Group discussions will give evidence of reading and synthesis.
- Each group paper (10-12 pages) should include, as a minimum, references to the précis article and a list of references (APA, 6<sup>th</sup> ed. format). Précis should be collected in a file folder and included with the paper. Presentations can be based on the group paper but should include a summarized and creatively expressed rendition of the substance of the methodology.
- In sharing materials, I would suggest that the group use googledocs or dropbox and use the chat rooms or skype to communicate effectively..

How might this group process look practically:

- November 13-18<sup>th</sup>: Each group member selects 5-7 key articles (i.e. from books or journals) for review and prepares a précis (1-2 pages) for critical discussion and appraisal by the group
  - I will provide a sample of précis (Agar) on Moodle.
  - I will post a reference list on Moodle
  - You somehow need to communicate with each other which author you are writing a précis on so there isn't any duplication (I suggest emailing each other and working it out if there is a conflict; might want to send each other completed précis and then post it on googledocs or dropbox).
- November 19-23: I would strongly encourage you to engage with one another in the chat rooms or skype. Group member organize their reviewing time so that articles are discussed and selected materials are marshaled into a paper and presentation. Group discussions will give evidence of reading and synthesis.
  - I suggest that the group review the articles that each other has written (give a copy to other members) and get a sense/understanding of what the methodology is.
  - During your meeting times you also need to discuss the group paper and how you might want to do this (suggestion: different people do different sections) and need to discuss and decide how to give the group presentation to the rest of the class on November 27<sup>th</sup> or December 4<sup>th</sup>. See below about group paper and presentation.
  - You will need other times to meet and it is up to the group to decide.

*Group Paper:* Each group paper should contain a good synthesis of key ideas of the methodology, concisely and

---

---

---

---

creatively presented with consistent and comprehensive references. The group paper is due on the day of the group presentation.

*Group Presentations:* Each group will present their methodological approach to the class online on November 27<sup>th</sup> or December 4<sup>th</sup>. Presentations should demonstrate a reasonably comprehensive picture of the methodology (given obvious limitations). Each group will choose a leader. The presentation should be approximately 35-40 minutes in length. The following core points should be addressed:

- Historical background (brief)
- Core conceptual framework
- Distinguishing characteristics
- Basic methods using examples of research data
- Key references used to enter the field
- 5 best précis (To be distributed or posted on Moodle for the rest of the class)

### **Qualitative Research Paper**

This is a small scale research project (a micro project or pilot project). The learner will pick one of the methodological approaches and develop a research question from a present or past ministry context. See the file Reporting the Project on Moodle for clearer guidelines for writing the final paper. The scoring rubric is also posted on Moodle. The final paper for the small scale research project is due on January 31<sup>st</sup>. I have provided Powerpoints and PDF resources on Moodle under *Resources for Qualitative Research Paper*.

### **Spiritual Discipline Assignment**

This year we will focus on one of the spiritual disciplines: sabbath. The sabbath keeping assignment will be due on January 9<sup>th</sup>. The student will take two sabbath days at least 7 days apart from each other. A minimum of a three page summary of your Sabbath experience (double space, 12 points) will be submitted describing:

- What did you do in terms of prayer and play on your Sabbath?
- What did God say to you in worship and scripture reading?
- How did you incorporate some of the insights from your MBTI?
- Explanation of how the student has grown through this sabbath experience.

The scoring rubric is posted on Moodle.

### **Submission of Assignments:**

All assignments are due electronically via Moodle on the date specified. Please use a standard file format, such as MS Word (.doc or .docx) when uploading your document.

I grant extensions infrequently and only when circumstances outside the learner's control will prevent the punctual submission of an assignment. However, if you have concerns about your assignment or the due date, please talk to me in advance. Please note that technical problems do not provide sufficient grounds for an extension: students should keep back-up copies of all assignments (digital, hard copy, or both) during composition and after submission.

### **Attendance:**

Learners are expected to attend and participate in all live sessions, chat rooms, and discussion forums. Unexcused absences will negatively affect not only your comprehension of course content but also your participation. If you miss any of these sessions, it is your responsibility to borrow notes from a fellow learner, to acquire any handouts, and to discover whether any changes were made to the syllabus.

---

---

## Evaluation:

Biographical Animoto: 5%

Personal Philosophy of Ministry: 25% (Time-line 15%; one page Philosophy of Ministry and Commentary 10%)

Spiritual Discipline Assignments: 15%

Qualitative Methodology: 25% (Group Task and Paper 15%; Presentation 10%)

Qualitative Research Paper: 20%

Class Participation: 10%

## Grade Summary:

The available letters for course grades are as follows:

A+	95-100%	Excellent - superior performance showing comprehensive understanding of subject matter
A	90-94%	
A-	85-89%	
B+	78-84%	Good - clearly above average performance with knowledge of subject matter complete
B	74-77%	
B-	70-73%	
C+	67-69%	Satisfactory - basic understanding of subject matter
C	63-66%	
C-	60-62%	
D+	55-59%	Minimal pass - marginal performance
D	50-54%	
F	below 50%	Failure - unsatisfactory performance or failure to meet course requirements.

Because of the nature of the Alpha 4.00 system, there can be no uniform College/Seminary-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are no longer mailed out.

## Textbooks:

Blodgett, B. (2011). *Becoming the pastor you hope to be: Four practices for improving ministry*. Virginia: Alban Institute.

Swinton, J. and Mowat, H. (2006). *Practical theology and qualitative research*. London: SCM Press.

*MBTI Inventory*. (\$85.00, this is a one-time charge and will be billed to your student account if you have not done this already in PT 501class).

## Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

---

---

---

---

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar’s Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### **Electronic Etiquette**

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### **Extensions**

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “**Course Extension**” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control”.

### **Appeal of Grade**

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are strongly advised to retain this syllabus for their records.

---

---