

**DMN 9913: LEADING THE CHURCH IN THE 21ST CENTURY**  
**ASHLAND THEOLOGICAL SEMINARY**

Doctor of Ministry Course

Summer Semester, 5/11-8/28/20

Class Meeting Dates: 6/22-26/20

9a-5p

Synchronously, Online

Dr. Shane L. Johnson, Adjunct Instructor, D.Min. Advisor

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The best way to contact Doc Johnson is via email. A Zoom meeting is also an option, if necessary.



**Please Note:** Although this is a week-long onsite course there will be 8 online discussions throughout the summer term of the course. Every other week will be discussions of various topics.

### **I. Course Description**

This course will focus on selected issues facing Christian leaders in an ever-changing world. Attention will be given to understanding the context in which the student lives and serves and how to develop effective forms of ministry that remain faithful to biblical principles, while being relevant, incarnational in approach, and culturally sensitive in presentation. The relationship between spiritual formation and leadership development will be included.

### **Further Description**

1. This course will be taught with the Church/parachurch leadership practitioner in mind.
2. It will address the contemporary issues of a dissertation that a student might research in the D.Min. program.
3. The student will focus on scholarly information that will assist one's Literature Review of 25-40 pages, chapter 3 of the D.Min. dissertation.

### **II. Student Learning Outcomes**

*This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

The student will be able to:

1. Not Assessed in this course.
2. Apply relevant practices of ministry.
3. Demonstrate social science research, assessment, and interpretation within the context of ministry.

4. Engage in expression of fundamental commitments related to self-care and personal growth necessary to ministry.

### III. Course Requirements

#### A. Textbooks

Bauckham, Richard. 2004. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker. ISBN: 0-8010-2771-3.

Bush Joseph E. Jr. 2006. *Gentle Shepherding: Pastoral Ethics and Leadership*. St. Louis, MO: Chalice Press. ISBN: 0-8272-1250-X.

Fitch, David E. and Geoff Holsclaw. 2013. *Prodigal Christianity: Ten Signposts into the Missional Frontier*. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-20326-2.

Mohler, Albert. 2012. *The Conviction to Lead: 25 Principles for Leadership that Matters*. Bloomington, MN: Bethany House Publishers. ISBN 978-1-4412-6056-7

Smith, Efrem. 2012. *The Post-Black & Post-White Church: Becoming the Beloved Community in a Multi-Ethnic World*. San Francisco, CA: Jossey-Bass.

Smith, James K. A. 2006. *Who's Afraid of Postmodernism?: Taking Derrida, Lyotard, and Foucault to Church*. Grand Rapids, MI: Baker. ISBN: 0-801-02918-X.

Surratt, Sherry and Jenni Catron. 2013. *Just Lead: A No Whining, No Complaining, No Nonsense Practical Guide for Women Leaders in the Church*. San Francisco, CA: Jossey-Bass. ISBN-13: 978-1118314395, ISBN-10: 1118314395

#### Recommended Reading-

N.T. Wright, *Simply Christian: Why Christianity Makes Sense*. London: SPCK, 2006. ISBN: 0281054819.

#### B. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

**Online Attendance** is considered assigned online discussion participation within the course, along with synchronous participation during **Zoom class week, 6/22-26/20**. If a student does not participate in 2 discussion weeks in a row, it is possible that the student will be dropped from the course.

Since the class sessions will depend heavily on the discussion of course texts and new material, your attendance at every session is required. Absence necessitated by an emergency (which does not include regular church or professional responsibilities) will be addressed on a case-by-case basis.

### C. Assignments

#### Prior to Class

All texts must be read prior to the first live, Zoom class session.

#### ONLINE DISCUSSIONS (12 possible points for each of the 8 week’s worth of discussions, 96 points total)



It is expected that all students will participate by reading any assigned materials online, reading textbooks, viewing any videos and/or other online materials, and completing any group exercises within the online portion of the course.

There will be a periodic online discussion area involving the text reading, worth 12 points. Students must answer the initial discussion question(s) (400 word minimum, worth 8 points) by Thursday 11.59p EST of each discussion week, and 1 response post (200 word minimum, worth 4 points) due by Saturday at Midnight EST. **Students cannot go back and make up weeks that are missed.** We move through the course in community.

Grading Rubric for Online Discussions	
Points Earned	Description
6 points	Discussions are strong in quality, addressing question and content, a complete and solid answer or response with 400 word minimum
4 points	Discussions are good in quality, addressing question and content, a complete and solid answer or response with 300 words
2 points	Discussions are very poor in quality, missing an answer or fullness of answer, lack of content, an incomplete thought with 200 words
0 point	Did not answer questions

<b>Good post for answers:</b>	I enjoyed reading the book and the content that connected with personal discipleship. It made me aware of my own flaws in the process of discipleship of adults. I can see that I need to learn more in this area and connect to God in a greater way. One way to connect is to increase my prayer time. I recognize that the author placed emphasis on this
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	area (page 13) and yet I fail to complete this area of my spiritual development at present. Another area to improve upon is my personal relationships with one another. No doubt, I am growing, but I must be intentional with these two areas to continue in my growth of discipleship.
<b>Why?</b>	Connected to content, had 400 words, flowed and made sense when read, showed personal reflection.
<b>Poor post for answers:</b>	I enjoyed reading the book.
<b>Why?</b>	No connection to content, did not meet required sentences, no personal reflection, No flow or sense to this discussion, irrelevant to the discussion.

**One 10 page reflection paper (worth 100 points, 10 full pages of text)** dealing with any one of the 7 required course texts. You should employ insights from the texts to reflect upon the following questions:

1. What are the particular points the author makes with which you agree, and why? Please be detailed in your answers.
2. What are the particular points the author makes with which you disagree, and why? Please think critically and do not be afraid to push back with the author, in a respectful way. Please be detailed in your answers.
3. How do you plan to utilize the thought of this particular text in your church/parachurch leadership? Please be detailed in your answer.

Papers must be typed, double-spaced utilizing the 12-point Arial font, have 1.5 inch margin on the left, and 1 inch margins on all other sides. Papers will be graded according to content, use of sources, grammar and structure, and submission by the deadline. Papers will be marked down one-half letter grade for each day late. ***Make sure you refer to the [D.Min. Handbook, regarding chapter 3, Literature Review.](#)***

### **During Zoom Class**

- Bring the required texts to Zoom class, as well as your **Bible, in a version of your choosing.**
- Please turn off Cell Phones, Social Media, and other distracting technology so that all students can participate in the Zoom class discussions.
- Come to the first Zoom class prepared to **identify 5 contemporary topics of theological and pastoral concern**, related to the course that will be part of our small group discussion during the week.

## Post Class

A major research paper, 25-40 pages in length (minimum) dealing with the topic you have chosen, one that will be relevant to Chapter 3 of your dissertation. ***Again refer to the Doctor of Ministry Writing Handbook, particularly the section dealing with chapter 3, the Literature Review. This may serve as the foundation when you later write chapter 3 of the Dissertation.*** Make sure this paper conforms to the same details as the reflection paper (1.5 inch on left side margin and all other sides 1 inch, double-spaced, etc.). You must use a minimum of 20 *scholarly* resources. Papers will be graded according to content, use of sources, grammar, spelling and structure, and submission by the deadline. In addition, grading will be based on the theological and pastoral aspects of your topic, as well as **involving contemporary authors addressing the topic of the student's research for their eventual dissertation.** *The paper is due by 8/17, 9a. It must be submitted via Blackboard.*

## Writing Matters

1. Written work is to be commensurate with doctoral conventions: descriptive and analytical, exhibiting clear organization of thought and giving proper attention to style and grammar.
2. Correct documentation of sources must conform to the current Doctor of Ministry Writing Handbook. Papers must be typed and doubled-spaced with one inch margins. Set the font at 12 point Arial font. Please use inclusive language with reference to human beings.
3. All written work is to be submitted in electronic format **via Blackboard** (MS Word only). Hard copies of assignments will not be accepted.
4. All papers are due on the deadlines assigned.
5. Quotations may not be included in Reflection Papers and should be used sparingly in all other written work.
6. All papers need correct Turabian format using Parenthetical Reference Style.
7. Title pages and Reference Lists are required for all papers.
8. Presentation of papers is important and will be considered in the grading process. Spacing, grammar, punctuation, spelling, and other areas of papers will be considered in the grading process. The professor is not a proofreader of the papers.
9. Should a student have questions at any time regarding the course materials or assignments, students will contact the professor by email.

**Extensions** will be approved only in the case of an unforeseen event that disrupts your personal or professional life. "Disrupting events" do not include circumstances that occur during the normal practice of ministry (e.g. death of a parishioner, problems arising from a building project, full Advent schedule).

#### D. Calculation of Grade and Connection of Learning Outcomes

<b>Assignments</b>	<b>Learning Outcomes</b>	<b>Point Value, Approximate Percentage</b>
Discussion posts	2, 3, 4	96 (24.24%)
1 Reflection paper, dealing with one of the 7 required course texts of your choosing	2, 3, 4	100 (25.25%)
Major Literature Review Paper	2, 3, 4	200 (50.50%)
Total		396 (100%)

In addition to class time, each student is expected to devote approximately 70 hours of reading in the required texts and other related works, and approximately 50 hours of writing. It is a requirement that each of the textbooks is read thoroughly.

#### IV. Tentative Course Schedule

<b>Week #</b>	<b>Date(s)</b>	<b>Lecture/Topic</b>	<b>Textbook Readings &amp; Assignments Due</b>
Week 1	5/11-16	David E. Fitch and Geoff Holsclaw Signposts 1-5	Online Discussion #1
Week 2	5/18-23	David E. Fitch and Geoff Holsclaw Signposts 6-10	Online Discussion #2 Reflection paper 1 due
Week 3	5/25-30	Efrem Smith Chapters 1-5	Online Discussion #3
Week 4	6/8-13	Efrem Smith Chapters 6-9	Online Discussion #4
Zoom Class day 1 9a-noon 1p-5p	6/22	Paul's theology of ministry- 1-2 Timothy and Titus	AM lecture PM small group exercises
Zoom Class day 2 9a-noon 1p-5p	6/23	Leading the Church in a multicultural era	AM lecture PM small group exercises Guest Speaker- TBD, Current Leadership Challenges
Zoom Class day 3 9a-noon 1p-5p	6/24	How postmodernism has impacted the Church and ministry	AM lecture PM small group exercises

Zoom Class day 4 9a-noon 1p-5p	6/25	Women in ministry leadership	AM lecture PM small group exercises <b>Guest Speaker- Women in Ministry Leadership</b>
Zoom Class day 5 9a-noon 1p-5p	6/26	Self-care in the ministry	AM lecture PM small group exercises
Week 5	7/13-18	James K. A. Smith Chapters 1-3	<b>Online Discussion #5</b>
Week 6	7/27- 8/1	James K. A. Smith Chapters 4-5	<b>Online Discussion #6</b>
Week 7	8/10-15	Sherry Surratt and Jenni Catron Chapters 1-6	<b>Online Discussion #7</b>
Week 8	8/24-28	Sherry Surratt and Jenni Catron Chapters 7-11	<b>Online Discussion #8</b>
	<b>8/24</b>	<b><u>Firm deadline</u></b>	<b>Major research paper due</b>

## V. Recommendations for Lifelong Learning

Recommendations will be given throughout our time together in class, (e.g. Catalyst Resources (<http://www.catalystresources.org/>), and Thom Rainer (<http://thomrainer.com/>).

## VI. Seminary Guidelines

### A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

## B. Seminary Writing Consultation Service

The Seminary Writing Consultation Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

**To schedule an appointment**, visit [Writing Center Online](#) and select “Online and Graduate” from the schedule menu.

## C. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

## VII. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	

F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.
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**References**

Sources on the course subject matter will be made available in the course Blackboard site.