

## ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

### Graduate Course Syllabus

**Course Number:** BOT 692

**Course Name:** Old Testament Leadership and Spiritual Formation

**Semester and Year:** Summer 2023

**Instructor:** Dr. Mark Wessner

**Contact Information:** [markwessner@mbseminary.ca](mailto:markwessner@mbseminary.ca) | 604-513-2133 (ext 41)

**Co-requisites or Pre-requisites:** None

**Semester Hours:** 3

### Course Description

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The Old Testament themes of leadership and spiritual formation are expressed in and through the history, activities, beliefs, and teachings of the God of Israel's first followers, from scattered individuals to a unified socio-political state. In terms of spiritual formation, this course explores the nature of the seasons of the soul and the voices of leadership. In terms of leadership, the life and leadership of various "unequaled" Old Testament leaders will be examined. Throughout the course, participants will engage the texts together and explore specific theological and practical frameworks to evaluate their own spiritual health and ministry leadership.

### Course Learning Outcomes

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You are required to watch, listen to, and/or read the course instructional content and interact with the content in the online forums.

By the end of this course, each participant should be able to:

- Demonstrate competency in biblical and theological literacy; students will:
  - Identify and describe the key theological and practical elements of leadership within the Old Testament and the essential elements of spiritual formation in the Old Testament.

- *Assessment*: Forums, Book Review, Research Paper, Ministry Curriculum Project
- Demonstrate competency in leadership and administration; students will:
  - Implement new (or renewed) practices of leadership development in their own life and leadership.
  - *Assessment*: Forums, Reading Report.
- Demonstrate competency in spiritual maturity; students will:
  - Implement new (or renewed) practices of spiritual formation in their own life and leadership.
  - *Assessment*: Forums, Reading Report.

Real learning takes place as you carefully process information through higher-order thinking skills. Your performance in this class will be based on the demonstration of your engagement and learning, not by simply repeating back basic facts. In all that you do in this class, you should always remember to use higher-order thinking skills, as described below:

- *Comprehension*: demonstrates the ability to grasp meaning, explain, and restate ideas,
- *Application*: demonstrates the ability to use learned material in new situations,
- *Analysis*: demonstrates the ability to separate material into component parts and show relationships between parts,
- *Synthesis*: demonstrates the ability to put together separate ideas to form a new whole, to establish new relationships, and
- *Evaluation*: demonstrates the ability to judge the worth of material against stated criteria.

## Required Texts and Materials

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- Averbeck, Richard. "Spirit, Community, and Mission: A Biblical Theology for Spiritual Formation." *Journal of Spiritual Formation & Soul Care* 1, no. 1 (2008): 27-53.
- Brisben, David, and Amelia Klein. 2012. "Reading the Old Testament as Story: A Pedagogy for Spiritual Formation." *Christian Education Journal* 9, no. 2 (2012): 326-341.
- Fountain, Kay A. "An Investigation into Successful Leaderships Transitions in the Old Testament." *Asian Journal of Pentecostal Studies* 7, no. 2 (2004): 187-204.
- Stevens, Marty E. *Leadership Roles of the Old Testament: King, Prophet, Priest, Sage*. Eugene, OR: Cascade Books, 2012.
- Wessner, Mark D. "No one like Josiah: Covenant Faithfulness as a Foundation for Ministry, Marketplace, and Social leadership." *Direction Journal* 47, no. 2 (2018).
- Genesis, Numbers, Deuteronomy, 1 Kings.

## Course Activities/Requirements

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Week	Due Date	Topic	Assignments	% Final Grade
1	May 1-6	Seasons of the Soul		
2	May 8-13	Four Voices of Leadership	Forum #1	6%
3	May 15-20	Behavioural Epitaph Texts	Forum #2	6%
4	May 22-27	Narrative Future Texts	Forum #3	6%
5	Jun 3		Book Review	15%
6	Jun 5-10	Narrative Historical Texts	Forum #4	6%
7	Jun 12-17 Jun 17	Behavioural Judgment Texts	Forum #5 Research Paper	6% 25%
8	Jun 24	Transitions and Conclusion	Reading Report Ministry Curriculum Project	5% 25%

There are no extra credit assignments available.

### Writing Expectations:

- All assignments must be submitted online through the learn.twu.ca website.
- Papers must adhere to the following format:
  - 11 or 12 point font in either Arial, Times New Roman, or Calibri style,
  - Top, bottom and side page margins of 2.5cm (1 inch),
  - Double-spaced, and
  - Current Chicago Manual of Style or Turabian guidelines.
- Papers that exceed the maximum number of pages will not be graded.

### Late Assignments:

- Manage your time well. Review the required assignments for the course and write out a realistic schedule for completing each assignment's research and writing.
- Assignments can be submitted before their due dates (often, it is better time management to do so).
- Late assignments will be deducted 10% per day, to a maximum of five days. Any assignment submitted more than five days late will not be accepted.
- Please note that any assignment submitted after the last day of class will not be counted toward your final grade – there will be no exceptions. It is your responsibility to ensure that all

assignments are submitted on time. If you have requested and been approved for a formal course extension, it is your responsibility to submit all assignments before the expiry of the extension.

## Course Evaluation

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### Course Pre-Reading Requirement

- Due to the condensed nature of this course, please have the following read before the course begins on May 1, 2023:
  - Averbek, Richard. "Spirit, Community, and Mission: A Biblical Theology for Spiritual Formation." *Journal of Spiritual Formation & Soul Care* 1, no. 1 (2008): 27-53.
  - Brisben, David, and Amelia Klein. 2012. "Reading the Old Testament as Story: A Pedagogy for Spiritual Formation." *Christian Education Journal* 9, no. 2 (2012): 326-341.
  - Fountain, Kay A. "An Investigation into Successful Leaderships Transitions in the Old Testament." *Asian Journal of Pentecostal Studies* 7, no. 2 (2014): 187-204.
- You will be expected to integrate ideas from all of the required reading into the forum discussions and other assignments.

### Forums (5 x 6% each = 30% in total)

- Foundational to this course is the expectation that students will carefully and thoroughly read through all required reading and view all course videos. As you read and watch, please take notes to prepare for online forum participation. At any time in the course, you may initiate or join in discussions on the online forum. For grading purposes, interaction on the online forum will be divided into two segments.
  - Students are to contribute to each Forum discussion by posting a minimum of *four conversational contributions* (worth up to 10 points each) and *three substantive contributions* (worth up to 20 points each) per forum week (a total of seven per week). Please make sure that you spread out your contributions over at least three days during the designated forum weeks so that you engage in the forum conversations at different points.
    - By *conversational* contributions, I mean simply joining the flow of discussion with shorter responses, typically two to three sentences in length (eg questions, affirmations, quick thoughts about what someone has said).
    - By *substantive* responses, I mean responses that show deep processing of relevant ideas (this usually takes 200-300 words). We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.
      - Substantive participation may include (among other things):
        - Providing and developing a new thought, idea, or perspective.

- Citing an experience or example of what we are learning and showing how it applies.
  - Adding a new twist on a perspective.
  - Critically reflecting on an idea/concept.
  - Questioning or challenging a principle/perspective and giving reasons for your questioning.
  - Integrating Scripture and other sources in a meaningful way.
- Substantive participation is not:
  - Very basic comments such as "I agree" or "I disagree."
  - Restating what someone has said (unless there is a direct purpose in doing so).
  - Disrespectfully disagreeing.
  - Pat answers that are not thought-provoking.
- To help seed the Forum conversations, below are some initial questions to respond to:
  - Forum #1 – Seasons of the Soul and the Four Voices of Leadership
    - How are your *personal* Season of the Soul and *ministry* Season of the Soul similar or different? Depending on the nature of the similarities or differences, it could be either encouraging or discouraging – how would you describe your current experience?
    - What are some of the challenges you have faced as you have reflected on your primary Voice of Leadership? To what extent do you see the identification of your Voice as valuable or unnecessary in your leadership context?
  - Forum #2 – Behavioural Epitaph
    - What do you want your ministry leadership legacy to be? After you are gone, what are the values, actions, decisions, directions, etc, that you would like people to think of when they remember you? To what extent are you leading in a way that will make that likely?
  - Forum #3 – Narrative Future
    - Thinking of the current health of your ministry and the direction that you believe it needs to move toward in the future, what do you need to do now to prepare the way for the next leader?
  - Forum #4 – Narrative Historical
    - If you were to look back at the entirety of your ministry leadership experience, what pattern(s) would you see – positive and/or negative? What are the reasons that those patterns have formed? Are you happy with the patterns you see? Which patterns would you like to keep, and which would you like to break?
  - Forum #4 – Behavioural Judgment
    - As a society, we seem to be comfortable in judging others but not in being judged ourselves – why is that? How can you develop a healthy responsiveness to areas of judgment in your life that God might be revealing to you? To what extent are repentance and forgiveness a part of your life and leadership?

### **Book Review (15%)**

- Write a 10 page book review of *Leadership Roles of the Old Testament*, following the standard guidelines below (important: the assignment is to write a book review, not a book report). At the minimum, the book review is to include:
  - Introduction (2 marks):
    - A general description of the book: authorship, currency, format, etc.
    - A brief summary of the purpose of the book and its general argument or theme. Include a discussion about whom the book is intended for.
  - Summary of Content (1 marks):
    - This can be done in the same way that it is done for a simple book report (do not spend too much time or paper on this section, as the analysis and evaluation of content is more important than a simple summary).
  - Analysis of the Text (8 marks):
    - What is the author's style: simple/technical, persuasive/logical, etc?
    - How well does the organizational method (comparison/contrast; cause/effect; analogy; persuasion through example) develop the argument or theme of the book? (give examples to support your analysis.)
    - What evidence does the book present to support the argument? How convincing is this evidence? (select pieces of evidence that are weak, or strong, and explain why they are such.)
    - How complete is the argument?
    - In your opinion, are there facts and evidence that the author has neglected to consider? (you may need to refer to other relevant material)
  - Evaluation of the Text (4 marks):
    - Give a summary of all the weakness and strengths you have found in the book. Does it do what it set out to do? Why or why not?
    - Evaluate the book's overall usefulness to the audience it is intended for.
    - Specifically, how would you improve the book?

### **Reading Report (5%)**

- Write a 500 word summary of your observations about all of the required reading and course videos, as well as a summary of the impact that they had on your personal spirituality and leadership. In the report, you must include the percentage of how much of the required reading you thoughtfully read (not skimmed).

### **Research Paper (25%)**

- Write a 15-18 page paper that carefully explores the context, message and meaning of a specific Leadership or Spiritual Formation passage of the Old Testament. I must approve the specific passage prior to writing the paper. At a minimum, the Research Paper will consist of:
  - The correct identification of the passage (where the passage starts/stops, its placement within the book, its placement within the Bible, etc.), giving specific reasons for each of your conclusions (8 marks),
  - An analysis of the literary style and characteristics of both the book and the passage

- (citing specific references) (16 marks),
- The cultural and historical background of the passage (16 marks),
- A detailed and thoughtful analysis and application the passage as it relates to both Old Testament and contemporary contexts of Leadership or Spiritual Formation (56 marks),
- Specific references from at least eight academic sources in addition to the course textbooks and articles (4 mark).

### Ministry Curriculum Project (25%)

- Using the Research Paper as the foundation, you are to create either a single-lesson small group study guide or a classroom curriculum based on the Research Paper passage. The study guide/curriculum must reflect the content and principles discussed in this course, and it is to include a section on life and ministry application for the participants. You are to work through the study guide/curriculum with a small group of at least four people (one meeting). The assignment report will consist of:
  - The study guide/curriculum itself (48 marks), and
  - A 1,500 word summary of your small group / classroom experience (52 marks).

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is important, the course evaluation is a required part of the course and is tied to the submission of your last assignment. The course evaluation will be integrated into the Moodle classroom in Week 8.

## Grading System

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Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.

B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

## Course Policies

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### ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed

about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

### **STUDENTS WITH A DISABILITY**

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

### **HOSPITALITY IN THE CLASSROOM**

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

### **CAMPUS CLOSURE AND CLASS CANCELLATION POLICY**

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

### **COURSE GRADE APPEALS**

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

### **PAPER FORMATTING**

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)