

ERSKINE THEOLOGICAL SEMINARY

**PM730G: UNIVERSITY MINISTRIES--GREENVILLE**

**SPRING SEMESTER 2008**

<a href="#">Greenville Associate Reformed Presbyterian Church</a> 741 Cleveland Street Greenville, SC 29601 864.233.6309	Thursdays 6:00 PM to 9:00 PM Beginning 7 February '08
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**Fax: 864-379-3171**

[Erskine Faculty Web](#)

OFFICE HOURS (Erskine Campus):

Thursdays: 1:00 p.m. – 4:00 p.m.

*However, due to meetings and unforeseen circumstances that may arise, my schedule may change. If you need to see me, I strongly recommend that you call or e-mail to schedule an appointment. I welcome your telephone calls to my home phone (no later than 9:30 p.m. in the evening) if you do not make contact with me by my office telephone. When not in the office, I do check office voice mail messages once or twice a day.*

**BOLD PRINT BELOW IS THE STUDENT'S UNDERSTANDING  
REGARDING THIS COURSE:**

I understand that once I have completed, signed, and submitted my registration to the Registrar for this class, it is a **BINDING CONTRACT**, and my billing will be based on this registration. I further understand if I decide not to take this class, a "drop/add" form must be completed, including securing the appropriate signatures. Failure to properly withdraw from the class will result in receiving a grade of "F" for the course and full tuition charges will apply. **NO EXCEPTIONS WILL BE MADE TO THIS POLICY.**

**COURSE DESCRIPTION**

Designed with a local church's relationship to students and the university campus in mind, this course examines various strategies for building and directing a campus ministry. Special attention is given to several philosophies of campus ministry active in contemporary culture, the mindset of current university-age students, and the ideologies that prevail in university classrooms. The goal is to aid pastors and their congregations in the practice of evangelism and discipleship and to understand students in ministering the Gospel effectively to them through strategic planning. *Elective. Three hours.*

## **LEARNING OBJECTIVES AND COURSE FORMAT**

The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church. As a part of that mission, the seminary offers this elective course to prepare Christian educators and pastors for ministry to university students and to foster their integration into the life of the local church.

The first goal of the course is to raise the awareness level of Christian educators and pastors to sound Biblical/theological principles and Christian philosophy, thus aiding their abilities to recognize conflicting ideologies pervading campus life and thought.

A second goal is to aid students in their understanding of the culture of the university-age student in both the classroom and the society of university life.

A third goal is to present models for campus ministry that will give students tools for operating campus ministries that will offer a high view of the Church in the lives of university-age students.

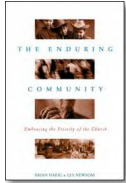
Upon completion of this course, the student should be able to:

1. Identify and explain Biblical and theological principles that form the foundation for campus ministry.
2. Analyze individualism, pluralism, relativism, privatization, naturalism, New-Age thinking, and post-modernism in the light of Christian philosophy.
3. Articulate the social experience of university-age students from dorm-life to campus ministry events.
4. Demarcate campus ministry as defined by Biblical parameters concerning the significance of the Church.
5. Offer and teach a basic, modified-inductive Bible study curriculum for university-age students.
6. Design a unique model for campus ministry from a sound theological/philosophical base to its culture and societal influence on the individual lives of university-age students.

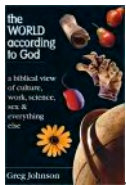
The form of the course includes lectures by the instructor, presentations of content by students, group discussions, and visiting various campus ministry functions on various campuses with written and oral reports of those visits.

## REQUIRED READINGS AND RESOURCES

The required texts listed below are available for purchase in the Erskine Seminary Online Bookstore. Click on <http://www.ecampus.com/erskine> or the book icons below to purchase online. Books may be purchased from January 4, 2014



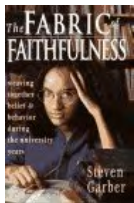
Habig, Brian, and Les Newsom. 2001. *The Enduring Community*. Atlanta, GA: Reformed University Press.



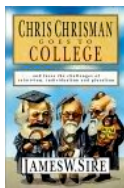
Johnson, Greg. 2002. *The world according to God: A Biblical view of culture, work, science, sex and everything else*. Downers Grove, IL: InterVarsity Press.

## ADDITIONAL READING, NOT REQUIRED BUT HIGHLY RECOMMENDED:

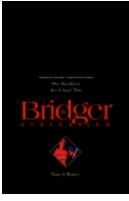
Click on the book icons to purchase online:



Garber, Steven. 2007. *The fabric of faithfulness: Weaving together belief and behavior during the university years*. Downers Grove, IL: InterVarsity Press.



Sire, James W. 1993. *Chris Chrisman goes to college . . . and faces the challenges of relativism, individualism and pluralism*. Downers Grove, IL: InterVarsity Press.



Rainer, Thom S. 1997. *The Bridger generation: America's second largest generation*. Nashville, TN: Broadman and Holman Publishers.

## COURSE REQUIREMENTS AND EXPECTATIONS

1. **Attendance** – Students are expected to attend all class meetings. Two classes (constituting 3 hours each) may be missed without grade penalty, provided any work assigned during the class period is made up in consultation with the professor. Notify the professor in advance if absences are anticipated. See below for make-up of classes missed **beyond** the two allowed.

MAKE-UP WORK: The essay assignment is based on one of the MISSED classes. Select make-up reading from the reference list, paying special attention that the selection covers the material missed in class. A three-page essay analyzing the material and evaluating its applicability to the student's ministry is required in the professor's hand, two class sessions after the one missed, or during the final class session (whichever falls first).

2. **Campus Box** -- Students are expected to obtain an Erskine Seminary campus box, and to **include the box number on all papers submitted**, including all classroom work submitted, and written tests. Students who do not have a campus box should provide self-addressed, stamped envelopes for the return of each paper or test. If inadequate postage is applied to the envelope, you will not receive a returned paper. These procedures are required by the FERPA (Family Rights to Privacy Act).
3. **Respect for Divergent Viewpoints** – Erskine Theological Seminary is strongly committed to the Biblical and Reformed understanding of the Christian faith. Admission is open to students from diverse denominational backgrounds. The teacher of this course respects theological and denominational diversity. As long as a student documents definitively his/her doctrinal persuasions according to his/her denominational standards and according to Scripture, the student will not be penalized if his/her persuasion does not line up with the Reformed theological standards of the teacher and institution.
4. **Assignments** – The design of assignments is to enhance the student's learning experience and to stimulate vision for ministry. Assignments are due **in class** on the date indicated in the Course Calendar (p.10-11). An absence does not negate this requirement unless **prior** arrangements have been made. Late work will be accepted **up to one week** after the assignment is due but will receive a penalty drop of one letter grade. Make-up work is due by the last day of class.

Successful completion of the course is determined on a cumulative score of 70—100. Any cumulative score below 70 constitutes a failure for this course.

Only in rare and unusual instances will the professor grant an incomplete for the course. A fee is involved for incompletes. Check with the registrar for details.

See Erskine Theological Seminary Catalogue for Details Concerning Grading Scale:

Grading Scale:

100-95	A	83-80	C
94-93	A-	79-78	C-
92-91	B+	77-76	D+
90-88	B	75-72	D
87-86	B-	71-70	D-
85-84	C+	69-0	F

***Required Assignments Summary - 100 points (Due Dates according to Course Calendar)***

- a. Assigned Reading, Informed Participation, and Attendance. 10 points.
- b. Bible Study Curriculum (Includes teaching at least two times). 20 points.
- c. Attendance at Campus Ministry Functions (Includes an oral presentation in class and written report to hand in). 30 points.
- d. Final Term Paper (Philosophy and Model for Ministry). 40 points.

***Required Assignments Descriptions:***

**a. Assigned Reading, Informed Participation, and Attendance:**

As noted under **Course Requirements and Expectations--#1. Attendance**, it is this professor's expectation that each student attend all sessions for this class. This professor does take note of late arrivals whether at the beginning of class, after breaks, early departures, and absences. Attendance may influence positively or negatively your final grade.

This professor lectures from various sources and may refer only briefly to the textbooks assigned. Reading textbook assignments carefully and thoughtfully are required of each student for fruitful contribution and participation in class discussions. The class is at times a seminar in university ministry during which the professor and students teach and learn from each other.

The required reading is background material for the class, forming the basis for a high view of the church and orienting university ministry in the context of a Biblical world and life view. The course schedule page provides a suggested timeline for reading the required material to help the student with time management.

A total of 10 points is possible.

**b. Bible Study Curriculum (Includes teaching at least one time during class):**

During the first day of class, the professor will lead the class in a modified-inductive Bible study that demonstrates writing simple observation, interpretation, and application questions of a Scripture passage that are used in a small group Bible study with students. After the Bible study, the professor will point out which questions were observation, interpretation, or application.

Each student in the class will be responsible to write out observation, interpretation, and application questions for ten different Bible passages to be used in a small group Bible study, using the professor's study as a model. The class will be divided into small groups to be determined after registration and each student will have opportunities to lead his/her group in at least two of the Bible studies. Each study should last no longer than 45 minutes. At the end of each, a large group evaluation of the study presented will be directed by the professor.

Noted on the course schedule are the due dates for written copies of the Bible studies to be handed in, a week in advance of the actual leading of the Bible studies in small groups. Students will be selected at random by the professor to teach on the days designated for this exercise.

Upon completing this assignment, the student will have a portfolio of valuable Bible study material to use in future ministry.

*NOTE: There is no expectation of a thorough exegetical study of the Biblical passage to be presented. The purpose of this assignment is to acquaint the participants of this class with simple Bible studies that are used to lead college students through a thorough Biblical presentation of the Gospel.*

A total of 20 points may be awarded for this assignment.

ADDENDUM: See below for instructions on the specific topics and Bible Study Curriculum Designs.

### **BIBLE STUDY TOPICS**

1. Psalm 139 "Who is God?"
2. Gen 1:26-31; 2:15-17; 3:1-10 "Who is Man?"
3. John 1:1-18 "Who is Jesus?"
4. 1 Cor 15:1-20 "What did He do?"
5. Mark 8:34-38 "What is the Offer?"
6. John 3:1-21 "How can a person be born when s/he is old?"
7. Mark 10:17-22 "What must I do to inherit eternal life?"
8. 1 Jo 5:11-13 "Can I be sure?"
9. John 15:1-12 "Where do I go from here?"
10. 1 Thess 4:1-12 "How should I now live?"

## BIBLE STUDY CURRICULUM DESIGNS

For this assignment, students will design ten questions from which they will be expected to lead a modified-inductive Bible study in class. Four questions should be simple **observation** questions; three or four should be **interpretation** questions; three or four should be **application** questions. *Remember the “Who, what, where, when, why, and how” of studying Scripture.*

- **OBSERVATION:** Observation questions are designed to discover what the author of the text is saying. Precise interpretation and appropriate application of Scripture rests upon accurate observations. (Arthur 1977, 5). Read the passage “in context,” and ask simple questions that are easily answered from the passage studied. Such questions ask for certain details that give clues to culture, geography, places, people, topics of interest, sequence of events, and figures of speech. Ask “*who, what, where, and when*” questions.
- **INTERPRETATION:** In asking interpretation questions, the student is seeking to understand what the author of the passage means. Compare Scripture with Scripture to clarify that your interpretation is not your personal pet belief. In interpretation, you are seeking to understand the relevance of the passage to your own life and to the lives of those in your care (Sterrett 1974, 45). [Remember the difference between *exegesis* and *eisogesis*.] Ask “*why, what, and how*” questions.
- **APPLICATION:** Asking application questions is the student’s seeking to understand what his/her response should be to what God has said (Sterrett 1974, 31). The response of the student should be one that is “honest, intelligent and obedient” (Sterrett 1974, 31). Ask “*how*” questions.

### **c. Attendance at Campus Ministry Functions (Includes an oral presentation in class and written report to hand in):**

Most campus ministry events are three-tiered meetings: a weekly large group meeting, weekly small group Bible studies, and one-to-one sessions of students meeting with the campus ministry staff person weekly. Each participant in this class is required to attend **each** of the three tiers of meetings at least one time per tier. A roster showing several campus ministry sites, times of meetings, names and contact information for the campus staff will be provided the first day of class (February 7<sup>th</sup>).

**Tier 1:** Large Group Meeting (Time allotment = 1 \_ hours).

**Tier 2:** Small Group Bible study (Time allotment = 1 hour).

**Tier 3:** One-to-One Meeting (Time allotment = 1–1 \_ hours).

On Thursday, 24 April 2008, regular class time will be suspended in order to accommodate the time requirement for this assignment. Please notice that this time away from class is given with the expectation that each student will use the time wisely in order to meet course expectations.

The expectations for this assignment include the student’s attention and awareness of the practical working out of the particular campus ministry’s philosophy of ministry.

In writing the report summary, the student will include the following information per meeting attended:

--Names of the campus ministry, the university campus, and the campus staff person observed with dates and times of meetings attended.

--A brief paragraph summary of the topic preached, discussed, or presented, and statement whether this was a large group meeting, small group Bible study, or one-to-one meeting.

--A brief paragraph stating the philosophy of ministry and the student's educated opinion as to its practical application in/during the event observed.

--A statement regarding the environment, the culture of the campus, the culture of the ministry in the midst of the campus culture with your evaluation, either positive or negative. (This requires some research on the part of the student to determine the campus culture. How you go about this is up to you.)

--A summation evaluation of your experience that involves your thoughts, feelings, involvement, and reactions to each event attended.

A summary report totaling 3 pages per tier is required for this assignment, and each student will offer a brief oral summation of the experience in seminar with the rest of the class. A total of 30 points may be awarded for this assignment and is broken down as follows:

--Alert attendance at each event = 15 points (3 per event) – this will be reflected in the written report to be handed in.

--Written report elaborating each of the items listed above per event = 6 points (2 per event).

--Grammar, spelling, sentence structure, and attention to Turabian = 3 points total.

--Oral report of 5 minutes, summarizing the highlights of each of the items listed above = 6 points (2 per event). **COMPLETION OF THIS ASSIGNMENT IS DUE 1 MAY 2008. During this class and two classes following, discussion seminars will be the focus of class time. Students will evaluate their experiences and explore building their own philosophies of university ministry.**

#### **d. Final Term Paper (Philosophy and Model for Campus Ministry):**

This paper will reflect the student's own philosophy of a campus ministry on a university campus. In addition, the student will design a model for ministry that is uniquely based in the student's philosophy of ministry. The paper should be 12-14 pages in length (typed/processed, double-spaced). Research is an expected contribution to the quality of this work. At least five outside references (scholarly books and journal articles) are required for the writing of this paper. Do your basic research early; so that, if resources are needed through inter-library loan, you can access them well-in-advance of the paper's due date. ***Do not limit your research to online articles unless they are from scholarly journals accessed through McCain Library's electronic journals, ERIC, ATLA religion database or WORLDCAT. (If the library on the campus of Bob Jones University is more accessible to you, please use this library.)***

The criteria for evaluation of this paper include: careful attention to the components of a philosophy of campus ministry (structure) and uniqueness of the model of ministry designed, clear and thoughtful articulation of the student's philosophical and

practical vision for such a ministry, promptness in assignment submission, use of Turabian for the cover page, and correct spelling, punctuation, and grammar.

This paper is due during the first hour of class on 15 May 2008 and is worth 40 points. Electronic submission of the paper is acceptable.

## **SEMINARY POLICIES**

1. Students are expected to observe the Erskine Seminary policy of making “use of language, in reference to human beings, that is inclusive rather than needlessly exclusive . . . in all written work and oral presentations.” This expectation is faithful to the Erskine Seminary statement on Community Life, and is especially important for those students whose denominations expect use of inclusive language for human beings in ordination exams and papers.
  
2. Students are expected to follow the guidelines in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* 6th ed., for essays, papers, and final term paper. This is the requirement of Erskine Theological Seminary for each student in every class in the seminary.

### ***Assignment Formatting***

- a. Font requirements for all work are Times New Roman, 12 point, and black ink on white paper.
  
  - b. Papers are to be double-spaced unless otherwise stated.
  
  - c. Utilize footnotes and bibliography according to Turabian, 6<sup>th</sup> ed.
  
  - d. Resources used are to be documented appropriately within the body of the project as well as listed at the end of the project. No exceptions.
3. ***Plagiarism and Cheating***

For details refer to the Erskine Seminary Handbook under the Honor Code.

NOTE: Under no circumstances will a paper be accepted that contains others’ work, either downloaded from internet sites or used from other students’ papers. If such a paper is turned in as final work to the professor, the grade is an automatic “F” or “0”. As in scholarly writing, reference work may be quoted with proper citations, and reference to others’ work and in the student’s own wording may be used with proper credit given the original writing.

**PM730G: UNIVERSITY MINISTRIES  
COURSE SCHEDULE—SPRING 2008**

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS DUE</u>
7 February	Introductions Syllabus Bible Study Model Purpose of Course	Johnson Text: 2 Introductions and Chs. 1-2 Habig/Newsom Text: Chs. 1-3
14 February	University Culture Philosophy of Ministry	Johnson Text: Ch. 3 Habig/Newsom Text: Chs 4-6
21 February	Brian Habig—Author and Guest Speaker	Habig/Newsom Text: Chs. 7-8 (Finish)
28 February	Campus Crusade for Christ Philosophy of Ministry	Johnson Text: Chs. 4-6
6 March	Navigators and InterVarsity Philosophies of Ministry	Johnson Text: Chs. 7-9
13 March	Campus Outreach and Fellowship of Christian Athletes Philosophies of Ministry	Johnson Text: Chs. 10-12
20 March	EASTER	
27 March	The Campus Minister and/or Staff Persons Brent Turner	HAND IN: Bible Studies 1-2-3-4

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS DUE</u>
3 April	Bible Study Groups	HAND IN Bible Studies 5-6-7.
10 April	Bible Study Groups	HAND IN Bible Studies 8-9-10.
17 April	Bible Study Groups	Campus Ministry Written and Oral: Tier One Due
24 April	NO CLASS	
1 May	Tier One-Seminar	Campus Ministry Written and Oral: Tier Two Due
8 May	Tier Two-Seminar	Campus Ministry Written and Oral: Tier Three Due
15 May	Tier Three-Seminar	FINAL PAPER DUE TODAY!



CLICK ON THIS PHRASE FOR [ONLINE RESOURCE PAGE](#)

Arthur, Kay. 1977. *How to study your Bible*. Chattanooga, TN: Reach Out, Inc.

Barna, George. 1992. *Baby busters: The disillusioned generation*. Chicago, IL: Northfield Publishing.

Blamires, Harry. 1978. *The Christian mind: How should a Christian think?* Ann Arbor, MI: Servant Books.

\_\_\_\_\_. 1988. *Recovering the Christian mind: Meeting the challenge of secularism*. Downers Grove, IL: InterVarsity Press.

Blanchard, John. 1985. *Right with God*. Rev. ed. Carlisle, PA: Banner of Truth Trust (Original edition, 1971).

Bloom, Allan David. 1987. *The closing of the American mind*. New York, NY: Simon and Schuster.

Budziszewski, J. 2004. *Ask me anything: Provocative answers for college students*. Colorado Springs, CO: Think Books.

\_\_\_\_\_. 2004. *How to stay Christian in college*. Colorado Springs, CO: Think Books.

Doriani, Daniel M. 1996. *Getting the message: A plan for interpreting and applying the Bible*. Phillipsburg, NJ: Puritan and Reformed Publishing.

Dunham, Craig, and Doug Serven. 2003. *Twentysomeone: Finding yourself in a decade of transition*. Colorado Springs, CO: WaterBrook Press.

Garber, Steven. 1996. *The fabric of faithfulness: Weaving together belief and behavior during the university years*. Downers Grove, IL: InterVarsity Press.

Grant, George, and Mark Horne. 1991. *Unnatural affections: The impuritan ethic of homosexuality and the modern church*. Franklin, TN: Legacy Communications.

**Habig, Brian, and Les Newsom. 2001. *The enduring community: Embracing the purity of the church*. Jackson, MS: Reformed University Press.**

**Johnson, Greg. 2002. *The world according to God: A Biblical view of culture, work, science, sex and everything else*. Downers Grove, IL: InterVarsity Press.**

- Hoffecker, W. Andrew, and Gary Scott Smith, eds. 1986. *Building a Christian worldview*. Phillipsburg, NJ: Presbyterian and Reformed Publishing.
- Kallenberg, Brad J. 2002. *Live to tell: Evangelism for the Postmodern Age*. Grand Rapids, MI: Brazos Press.
- Laurie, Greg. 1999. *How to share your faith*. Wheaton, IL: Tyndale Publishers.
- Little, Paul E. 1966. *How to give away your faith*. Downers Grove, IL: InterVarsity Press.
- Malik, Charles. 1987. *A Christian critique of the university*. Ontario, Canada: North Waterloo Academic Press.
- Meek, Esther Lightcap. 2003. *Longing to know: The philosophy of knowledge for ordinary people*. Grand Rapids, MI: Brazos Press.
- Metzger, Will. 1981. *Tell the truth: The whole gospel to the whole person by whole people*. Downers Grove, IL: InterVarsity Press.
- Pippert, Rebecca Manley. 1979. *Out of the saltshaker and into the world*. Downers Grove, IL: InterVarsity Press.
- Rainer, Thom S. 1997. *The Bridger generation: America's second largest generation*. Nashville, TN: Broadman and Holman Publishers.
- Sire, James. 1993. *Chris Chrisman goes to college . . . and faces the challenges of relativism, individualism, and pluralism*. Downers Grove, IL: InterVarsity Press.
- Sproul, R. C. 1977. *Knowing Scripture*. Downers Grove, IL: InterVarsity Press.
- Sterrett, T. Norton. 1974. *How to understand your Bible*. Rev. Ed. Downers Grove, IL: InterVarsity Press (Original edition, 1973).
- Veith, Gene. 1994. *Postmodern times: A Christian guide to contemporary thought and culture*. Wheaton, IL: Crossway Books.
- Webber, Robert E. 1982. *Secular humanism: Threat and challenge*. Grand Rapids, MI: Zondervan Publishers.
- Wells, William W. 1979. *Welcome to the family: An introduction to evangelical Christianity*. Downers Grove, IL: InterVarsity Press.