

Christian Commitment and Excellence in Learning

ERSKINE THEOLOGICAL SEMINARY

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DN 951 CO Christian Leadership

Spring 2010

Chaplain (Colonel) Chris Wisdom, D. Min.

Visiting Professor of Christian Leadership

Class Meeting Times and Location

Saturdays, 9:00 a.m. – 5:00 p.m.

Erskine Theological Seminary

Columbia Extension Site

1500 Lady Street

Suite 200 *

Columbia, SC

** Enter by the side door off the driveway from Lady Street and go to the second floor.
Parking is available on the side and behind the building, on the street, or across Bull Street.*

CONTACT INFORMATION

E-mail: chrisandginnywisdom@gmail.com

OFFICE HOURS

I am available to meet with you during the hour before class, at lunch, or after class on the Saturdays we meet, or by appointment at lunchtimes by phone or in person, Monday through Friday.

CATALOG DESCRIPTION

DN 951 CHRISTIAN LEADERSHIP: This course explores the Biblical and theological basis for Christian leadership. The principal aspects of Christian leadership – character, competency and change – are examined in relationship to one another and to their practice in the Church and in society. *Elective. Three hours.*

COURSE OBJECTIVES

This course presents students with the opportunity to learn, critique, and build a model for developing leaders across multiple ministry disciplines. The Christian leader development model that will be presented grows out of an understanding of God's end-time application of His salvation, calling, graces and gifts, given to leaders in their union with Christ under the New Covenant by the Holy Spirit, in accordance with Holy Scripture (I Peter 4:7-11; II Cor. 3:1-18). This course challenges Christian leader development models that see training of Christian leaders primarily as a task of learning to imitate Jesus. Jesus is our example to be imitated, but He is far more than a mere model; Jesus is the LORD's end-time Messiah and the Mediator of God's New Covenant. The salvation He has accomplished and applies by His Spirit to those He joins to Himself in saving union is intended to transform Christian leaders' being, beliefs, and behavior in every relationship of their lives. To support this end state, this course will be led along three lines:

1. Ends: Students will grow in their theology of leadership, and will critique and develop an in-ministry model for balancing their spiritual growth in Christ with the development of other leaders in their Christian calling, character and capacities.
2. Ways: Class preparation and participation will require students to study assigned materials and prepare written personal responses to readings before class. This is to facilitate in-class lecture-discussions and exercises designed to help experienced leaders grow and to develop emerging leaders who are in the wake of their influence.
3. Means: Student's use of the Bible, related readings, course textbooks and workbooks.

COURSE REQUIREMENTS

A. Reading requirements: Students will complete all assigned readings for each class meeting prior to attendance (1499 pages). (See further below for reading breakouts for each class)

1. Allender, Dan. *Leading With a Limp*. Waterbrook Press, Colorado Springs, Colorado, 2006 (206 pages) ISBN-978-1-57856-952-6. (213 pages)
2. Blocher, Henri. *Songs of the Servant: Isaiah's Good News* (Paperback). Regent College Publishing, 2005. ISBN 0-87784-559-X. (79 pages)
3. Gaffin, Richard B., Jr. *Resurrection and Redemption: A Study in Paul's Soteriology* (Paperback). P&R Publishing Company. ISBN-0-87552-271-8. (153 pages).
4. Johnson, Dennis. *The Message of Acts in the History of Redemption*. (Paperback). P&R Publishing Company. ISBN-0-87522-235-1. (248 pages)
5. Murray, John. *Redemption: Accomplished and Applied*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1984. ISBN-10-0802811434 (192 pages)
6. Thrall, Bill, with Bruce McNicol and Ken McElrath. *The Ascent of a Leader: How Ordinary Relationships Develop Extraordinary Character and Influence* (Hardback). Jossey-Bass Publishing Company. (205 pages) ISBN-0-7879-4766-0 (206 pages)
7. Thrall, Bill, with Bruce McNicol and Ken McElrath. *The Ascent of a Leader Study Guide*. Leadership Catalyst, Inc. (175 pages) ISBN-0-9770908-0-9 (182 pages)
8. Wilcock, Michael. *I Saw Heaven Opened: The Message of Revelation*. Downers Grove, IL. InterVarsity Press, 1988 ISBN: 0877842930 (224 pages)

B. Writing Requirements:

1. Prior to each of the four class meetings, students will complete two written exercises in *The Ascent of a Leader Study Guide*, answering all questions as candidly as they can and to the best of their ability as leaders and leader developers.
2. Prior to the fourth meeting of the class, students will submit a fifteen page summary paper describing their own Leader Development Model, including their Ministry Norms, Contexts, and Functions. The paper should demonstrate interaction with their readings, class preparation, and course participation as follows:
 - a. Leader Development Norms, i.e., biblical, theological and confessional principles that define leader calling in Christ and focus the ministry of leader development;
 - b. Leader Development Contexts, the life situations and settings where the leader's calling, character and capacities, are being discerned, developed, and demonstrated;
 - c. Leader Development Functions, i.e., those leader attitudes, attributes and actions shared and practiced together by experienced and emerging leaders.

C. In-Class Participation Requirements:

1. Students will participate in the lecture-discussion portion of the course by asking questions and making comments that reflect their preparation for the class and their ability to analyze and apply principles contained in the readings and written exercises.
2. In particular, during each of the four class attendance dates, students will participate in a small-group and share their answers from the two written exercises in the *The Ascent of a Leader Study Guide*, interacting with fellow students as honestly as they can and to the best of their ability as leaders and leader developers.

GRADING AND EVALUATION

The grading scale published in the seminary catalog will be used to arrive at your final grade. The assignments will be given letter grades. For letter grades, the scale is:

A	4.0	B+	3.3	B-	2.7	C-	1.7
A-	3.7	B	3.0	C	2.0	F	0.0

SCHEDULE OF ASSIGNMENTS

A. Reading Requirements

First Meeting- Saturday, February 6

Course Introduction

The Old Covenant Promise of Messianic Servant Leadership: Book of Psalms and Isaiah

1. Allender. *Leading With a Limp*. Chapters 1-3; (pp. 1-48).
2. Blocher. *Songs of the Servant: Isaiah's Good News* (Paperback) (pp. 1-79)
3. Murray. Part I: Redemption Accomplished: Chapters 1-2 (pp. 1-50).
4. Thrall, McNicol and McElrath. *The Ascent of a Leader Study Guide*. Sessions 1 and 2 (pp. 1-35).
5. Thrall, McNicol and McElrath. *The Ascent of a Leader*. Chapters 1-3.

Second Meeting- Saturday, March 6

The New Covenant Fulfillment of Messianic Servant Leadership: The Gospel of Luke and Acts

1. Allender. *Leading With a Limp*. Chapters 4-6; pp. 49-94.
2. Johnson. *The Message of Acts in the History of Redemption* (248 pages)

3. Murray. Part I: Redemption Accomplished- Chapters 3-5 (pp. 51-76)
4. Thrall, McNicol and McElrath. *The Ascent of a Leader*. Ch. 4-5
5. Thrall, McNicol and McElrath. *The Ascent of a Leader Study Guide*- Sessions 3 and 4.

Third Meeting- Saturday, March 27

New Covenant Fulfillment of Messianic Servant Leadership: The Epistles

1. Allender. *Leading With a Limp*. Chapters 7-10; pp. 95-142.
2. Gaffin. *Resurrection and Redemption*. Parts Two and Three. pp. 1-29;
3. Murray. Part II: Redemption Applied- Chapters 1-6. (pp. 79-182)
4. Thrall, Bruce McNicol and Ken McElrath. *The Ascent of a Leader*- Ch. 6-7.
5. Thrall, Bruce McNicol and Ken McElrath. *The Ascent of a Leader Study Guide*. Sessions 5 and 6.

Final Meeting- Saturday, May 1

The New Covenant Consummation of Messianic Servant Leadership: Book of the Revelation

1. Allender. *Leading With a Limp*. Chapters 11-14; pp. 143-200.
2. Gaffin. *Resurrection and Redemption*. Part Two: pp. 33-40.
3. Thrall, McNicol, and McElrath. *The Ascent of a Leader*. Ch. 8-12.
4. Thrall, McNicol and McElrath. *The Ascent of a Leader Study Guide*. Sessions 7-8
5. Wilcock. *I Saw Heaven Opened: The Message of Revelation*. (pp. 1-224)

B. Writing Requirements:

1. Prior to each of the four class meetings, students will complete two written exercises in *The Ascent of a Leader Study Guide*, answering all questions as honestly as they can and to the best of their ability as leaders and leader developers.
2. Prior to the fourth meeting of the class, students will submit a fifteen page summary paper describing their own biblical-theological model for Leader Development, including their Ministry Norms, Contexts, and Functions. (See above at B. 1, COURSE REQUIREMENTS)

BIBLIOGRAPHY SUPPLEMENT: Additional Recommended Resources

First Meeting- Saturday, February 6

Alexander, Joseph Addison. *The Prophecies of Isaiah*. Grand Rapids: Zondervan Publishing House, 1978

De Vaux, Roland. *Ancient Israel, Volume 2, Religious Institutions*. McGraw-Hill Book Company, 1965.

Hengstenberg, E.W. *The Christology of the Old Testament*. Grand Rapids, Michigan: Kregel Publications, 1956.

Keil, C. F. and F. Delitzsch. *Commentary on the Old Testament: Isaiah*. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1976

Kidner, Derek. *Isaiah in The New Bible Commentary: Revised*. Downer's Grove, IL: InterVarsity Press, 1978

Second Meeting- Saturday, March 6

Alford, Henry. *Alford's Greek New Testament--An Exegetical and Critical Commentary*

Bagster, Samuel. *The Septuagint with Apocrypha in Greek and English*. (London: Published by special arrangement with Samuel Bagster & Sons, LTD., 4th Zondervan printing, 1977.

Geldenhuys, Norval. *The Gospel of Luke, from The New International Commentary on the New Testament*, 10th printing. Grand Rapids: Wm. B. Eerdmans Publishing. Company, 1977.

Godet, F. *A Commentary on St. Luke's Gospel*, Volume I. E.W. Shalders, trans. Fifth ed. Edinburgh: T and T. Clark, 1870.

Guthrie, Donald. *New Testament Introduction*. Downer's Grove, IL: InterVarsity Press, 1970.

Juel, Donald. *Messianic Exegesis: Christological Interpretation of the Old Testament in Early Christianity*. Philadelphia: Fortress Press, 1988.

Ladd, George Eldon. *The Presence of the Future*. Grand Rapids: Wm. B. Eerdmans Pub. Co., 1974.

Marshall, I. H. "Luke—Introduction", from *The New Bible Commentary: Revised* 3rd ed. London: InterVarsity Press, 1970.

Morrish, George. *A Concordance to the Septuagint*. London: Reprinted by special arrangement with Samuel Bagster & Sons, LTD., 2nd printing, 1978.

Stonehouse, Ned B. *The Witness of Luke to Christ*. Grand Rapids: Wm. B. Eerdmans Pub. Co., 1951.

Third Meeting- Saturday, March 27

Ridderbos, Herman N. *Paul—An Outline of His Theology*. Wm. B. Eerdmans Publishing Co., 1975.

Vos, Gerhardus. *The Pauline Eschatology*, (reprinted 1979). Baker Book House.

Final Meeting- Saturday, May 1

Baxter, Richard. *The Reformed Pastor*. Carlisle: The Banner of Truth Trust, 1956, Reprinted 1999.

Beeke, Joel R., and Sinclair B. Ferguson, editors. *Reformed Confessions Harmonized; With an Annotated Bibliography of Reformed Doctrinal Works* (271 pages).

Beasley-Murray, G. R. *The Book of the Revelation*. Greenwood, S.C.: The Attic Press, Inc., 1978.

Caird, G. B. *The Revelation of St. John the Divine*. New York: Harper and Row Publishers, 1966.

Hoeksema, Herman. *Behold He Cometh*, (Grand Rapids: Reformed Free Pub. Assoc., 1969.

Kline, Meredith G. *Images of the Spirit*. Grand Rapids: Baker Book House, 1980.

Peterson, Eugene H. *Working the Angles: the Shape of Pastoral Integrity*. Grand Rapids: William B. Eerdmans Pub. Co., 1987.

Swete, Henry Barclay. *The Apocalypse of St. John*. London: MacMillan and Co., Ltd., 1907.

ERSKINE SEMINARY POLICIES
FOR INCLUSION IN COURSE SYLLABI

Drop/Add/Withdrawal

Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a **binding contract** and billing will be based on this registration. If the student decides not to take this class, he/she must complete a “drop/add” form and secure the appropriate signatures **prior to the drop/add deadline during the second week of the semester or term**. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student’s receiving a grade of “F” for the course and full tuition charges will apply. **No exceptions will be made to this policy.**

Incompletes

The grade of “I” or incomplete is given at the discretion of the professor. A grade of “I” is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An “I” in any course must be removed by March 1 for the Fall Semester, April 1 for the January Term, August 1 for the Spring Semester, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become “F.”

Language about God and Humanity

Although God transcends the distinction between male and female, the Bible and the Church’s historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing “humanity” rather than “man” or “people” rather than “men”).

Conduct in Theological Discussions

Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

Style and Bibliographical Formatting Requirements

All papers must be typed/processed (twelve point type, Times New Roman, Palatino Linotype, or a comparable font, double spaced, one-inch margins) and fully documented, following the standards in Turabian's *A Manual for Writers*, 7th edition. These standards are summarized in the Erskine Seminary document "Style and Form Standards." In this course, footnotes and a bibliography are required in each paper. The paper's cover page and bibliography are not counted towards page requirements.

Plagiarism

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and integrity of the Christian community:

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Plagiarism creates an atmosphere of falsehood in the community's discernment and cultivation of gifts, both within the Christian community and in God's larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.

On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

1. Quotations. Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.

2. Paraphrasing. Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.

3. Ideas. Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.

4. Bibliography. All the sources consulted in the preparation of an essay or report should be listed in a bibliography.

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:

1. Multiple submission. Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.

2. False citation. The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.

3. Submission of work done by someone else, either with or without that person's knowledge. Neither ignorance of the regulations concerning academic violations nor personal extenuating

circumstances are an adequate defense against charges of plagiarism. The Seminary's provisions for "due process" apply in cases of alleged plagiarism.

[The italicized statement above is used by permission of The Lutheran Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from "Princeton University Rights, Rules and Responsibilities," 1990 Edition. Princeton University, Princeton, New Jersey.]

Occurrences of plagiarism shall be considered 'documented' when the instructor is able to produce documentary evidence that plagiarism has occurred, and when the instructor has reason to believe that the plagiarism was motivated by a deliberate attempt to receive credit for ideas or work not the student's own. Where such plagiarism involves the theft of the academic work of another student, whether at Erskine or any other institution, it shall be designated 'documented theft of another student's work.'

The instructor involved, in consultation with the Dean, may recommend measures deemed appropriate. In cases of documented plagiarism or documented theft of another student's work, the offending student will automatically receive the following penalties:

- Failure of the course(s) in which plagiarized or stolen work is submitted
- Dismissal from the Seminary for a minimum of one semester
- Forfeiture of the right to tuition refunds during the semester(s) affected

Before such penalties are imposed, a committee of at least three faculty members must agree that they are appropriate to the case. Appeals in such cases may only be addressed, in writing, to the President of Erskine College and Theological Seminary.

Office Hours

My normal office hours are printed in this syllabus. 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.

Official Seminary Class Attendance Policy

Class participation is considered an important part of the total educational experience at Erskine Seminary. Students are expected to attend classes on a regular basis and are responsible for the mastery of all materials required in the course. Each professor will indicate in writing the specific class attendance policy at the beginning of each course. In general, students are allowed up to three hours of unexcused absence without penalty. Students wishing to take a course which meets four times over the semester **must** attend the first meeting of the course.

Policy Regarding Absences

Students are required to attend all class sessions. Students wishing to take a course which meets four times over the semester must attend the first meeting of the course. Students who cannot attend the first course meeting should not register for the course or, if already registered, should drop the course and complete the drop/add form. (If the drop/add form is not completed and turned in to the Registrar, the student will still be charged for the course and will receive an "F" grade.) If students have to be absent for part or all of another class meeting day, they are still responsible for all work missed and all work due. A student who misses as much as one full class

day or its equivalent in late arrival or early departure should consult with the professor to see whether it is still possible to pass the course.