##

## MN 5450 Applied Ecclesiology Practicum Syllabus

March 25-May 1

Conference dates: April 16-17, 2024

3 Credit hours

Spring Term 2024

**I. Professor and Class Information**

Professor: Jonathan Leeman (Ph.D., Wales), adjunct professor, MBTS, SBTS, RTS; editorial director, 9Marks; elder, Cheverly Baptist Church

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**II. Course Description**

An opportunity to develop fundamental understanding and skill in Christian Leadership in a local church or ministry setting

**III. Course Objectives**

Students who complete this course will be able to:

Standard Objectives

1. Develop a general and practical awareness of the various leadership skills necessary to support the church’s understanding of the doctrine of salvation
2. Develop and gain basic knowledge of biblical texts and theological arguments for the doctrine of salvation required of a church leaders
3. Apply Biblical concepts of the work of church leaders to local church practice
4. Attend and reflect on the ideas gleaned from the conference/trip

**IV. Textbooks and Required Video**

Dever, Mark & Jamie Dunlop. *The Compelling Community: Where God’s Power Makes a Church Attractive.* Crossway. Wheaton, IL. 2015. 213 pages

Jamieson, Bobby. *Understanding Baptism.* B&H. Nashville, TN. 2016. 72 pages.

Jamieson, Bobby. *Understanding the Lord’s Supper.* B&H. Nashville, TN. 2016, 72 pages.

Leeman, Jonathan. *Understanding the Congregation’s Authority.* B&H. Nashville, TN. 2016, 72 pages.

Leeman, Jonathan. *Church Membership.* Crossway. Wheaton, IL. 2012. 144 pages

Leeman, Jonathan. *One Assembly.* Crossway. Wheaton, IL. 2020. 176 pages

Leeman, Jonathan. *Authority: How Godly Rule Protects the Vulnerable, Strengthens Communities, and Promotes Human Flourishing.* Wheaton, IL: Crossway, 2023. 304 pages

*Optional*: Rinne, Jeramie. *Elders: How to Shepherd Like Jesus* (Crossway, 2014). 124 pages.

 *Total pages (with Rinne): 1177 pages*

**V. Requirements for Credit**

*Assignment Percentage/Weighted grade Due Date*

15 online lecture summaries 30% April 15

7 book reviews 36% May 1

Final paper 34% May 1

1. ***Pre-conference video lectures and summaries***

Students must watch the fifteen Doctrine of the Church videos before the conference and provide a 200 word summary (give or take 50 words) and reflection on each.

These summaries should be submitted as *one single document and* not as fifteen separate documents. Title page optional.

1. ***Book reviews***

Students must complete all readings and provide a 300-word review (give or take 50 words) on each book, broken down as follows: one-third summary and two-thirds critical engagement with the reading.

These book reviews should be submitted as *one single document and* not as nine separate documents. Title page optional.

1. ***Final Paper***

The conference focused on the topic of church membership, with particular attention given to the relationship give to the relationship between members and pastors. Students must write a 1500 to 2000 word essay answering the question, why is a right understanding of church membership central to biblical ecclesiology? This essay should essentially synthesize the material from the reading and lectures with the material of the conference. Specifically, each essay should consider (i) What is a church? (ii) What is church membership? (iii) What’s the relationship between the congregation's authority and the church leadership's authority? (iii) Why is healthy leadership essential for healthy membership?

***\* Additional Requirement: Post-Conference Meeting***

Immediately following the final session of the conference on April 17 there will be a required 90-120 minute meeting with the professor. The exact time and classroom location will be announced during the conference.

**VI. Grading Scale**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | A | 96+ points | A- | 93-95 points |
| B+ | 90-92 points | B | 87-89 points | B- | 84-86 points |
| C+ | 80-83 points | C | 77-79 points | C- | 73-76 points |
| D+ | 70-72 points | D | 67-69 points | D- | 64-66 points |
| F | 63 or less points |  |  |  |  |

**VIII. General Information**

1. Plagiarism is a serious ethical and legal matter and instances of plagiarism will result in an “F” for an assignment and possibly an “F” for the course. Students are to read and abide by the section entitled “Integrity in Seminary Studies” in the MBTS Academic Catalog.
2. Midwestern is committed to facilitating students with disabilities. Students seeking effective auxiliary aids for a current documented disability including exams, classroom participation or assignments, should contact the instructor at the beginning of the semester or term in order for special arrangements to be considered. Students should conform with institutional policies and procedures as listed in the Midwestern Students with Disabilities Information Brochure available on the website at <http://www.mbts.edu/consumer-information>.
3. Class Attendance:  Attendance is considered a necessary factor in the learning process.  **Absences, for any reason, should not exceed 25% of the total class time.** Withdrawal from the course is required after a student is absent from more than 25% of the class sessions, except in cases of confining illness or serious circumstance.
4. To assist Midwestern in the ongoing assessment of student learning and achievement, students are asked to complete the confidential, internet-based assessment of learning for each classroom experience.  Course assessment(s) are available at the end of each semester or term and may be accessed at <https://portal.mbts.edu/student_portal/login.asp>. Students have the option of completing the online course assessment after the end of the semester or term and then being able to retrieve the grade(s) for their course(s). Students who do not have internet access may obtain access and/or assistance in Midwestern’s Library.  Students having difficulty accessing their online course information should contact the Information Technology department at (816)414-3763 or helpdesk@mbts.edu.
5. Questions regarding course content, a correct understanding of the course syllabus, or assignments should be addressed to the instructor.
6. In Christian higher education institutions, it can be assumed that each believer-learner is at a different place of personal maturity and educational preparedness.  For these reasons, it is requested and expected that each student exhibit mutual respect, even when divergent viewpoints are expressed in the classroom.  Students should refrain from behaviors that negatively affect the teaching environment.  Students should conduct themselves as ministerial professionals who give, and are worthy of, a high level of respect.

**Critical Book Review Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA  | FAILS TO MEET EXPECTATIONS 0  | NEEDS IMPROVEMENT 5  | MEETS EXPECTATIONS 8  | EXCEEDS EXPECTATIONS 10  |
| *Accuracy* *(Grasp of reading)*  | Paper misrepresents the authors' ideas, evidence and/or conclusions. Major inaccuracies. Or does not distinguish between major ideas and less relevant points.  | Paper represents the authors' ideas, evidence and conclusions accurately but not sufficiently clearly. Minor inaccuracies.  | Paper represents the author's ideas, evidence and conclusions accurately.  | Paper represents the authors' ideas, evidence or conclusions accurately, fairly and eloquently. Shows a firm understanding of the implications of each author's argument(s).  |
| *Argument* *(Depth of analysis)*  | Paper does not address the assignment. Selects minor rather than key ideas, and/or does not show why the selected ideas connect or contradict.  | Paper does not address some aspects of the assignment. Makes somewhat unconvincing case for why selected ideas connect or contradict.  | Paper fully meets the requirements but does not exceed them. Makes good case for why selected key ideas connect or contradict.  | Paper fully meets requirements of assignment. Explores implications of chosen ideas in thoughtful and/or original ways. Makes convincing case for why selected key ideas connect or contradict.  |
| *Clarity*  | Consistently imprecise or ambiguous wording, confusing sentence structure. Quotations contradict or confuse student's text. Quotations used to replace student's writing.  | Imprecise or ambiguous wording. Confusing sentence structure. Poorly chosen quotations, or ineffective framing and explication of quotations.  | Mostly precise and unambiguous wording, mostly clear sentence structure. Mostly effective choice of quotation. Mostly effective framing and explication of quotation where necessary.  | Consistently precise and unambiguous wording, clear and lucid sentence structure. All quotations are well chosen, effectively framed in the text and explicated where necessary.  |
| *Basic writing expectations:* *mechanics, spelling, grammar, or punctuation errors*  | Paper is sloppy, and/or not written in full sentences. Many improperly attributed quotations and/or inconsistent style. Many spelling or grammatical errors.  | Paper is clean, written in full sentences. Some improperly attributed quotations and/or inconsistent style. A number of spelling or grammatical errors.  | Paper is clean, written in full sentences. Quotations are all properly attributed. A few minor spelling or grammatical errors.  | Paper is clean, written in full sentences. Quotations are all properly attributed. Virtually no spelling or grammatical errors.  |
| *Follows MBTS Format*  | Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; 3 or more errors  | Meets this criteria with 2 errors  | Meets this criteria with 1 error  | Exceeds this by completely meeting all of these requirements with NO exception!  |

**Reflection Paper Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA  | FAILS TO MEET EXPECTATIONS 0  | NEEDS IMPROVEMENT 5  | MEETS EXPECTATIONS 8  | EXCEEDS EXPECTATIONS 10  |
| *Clearly organized introduction, body, and conclusion*  | Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; Disorganized and the reader can not follow the paper at any length  | Disorganized, leaves reader wondering what is being said; abrupt ending  | Paper has intro, body, and conclusion but may take a re-reading to understand  | Easy to read, topic introduced, organization clearly evident with proper introduction, body, conclusion  |
| *Does this paper address the prompt or the topic?*  | The topic of the paper is not addressed at all; Fails to stick to the topic therefore fails to meet this criteria  | Student does not clearly identify his/her reflections about the topic; may veer from topic  | The entire paper’s content relates to the prompt or topic; the student explains his/her reflections about the topic but may take a re-reading to understand  | The student’s reflection about the topic is explained in clear language; immediately interesting and supported with detail  |
| *Does this paper show evidence of deep thought about the topic?*  | Fails to meet this criteria by obvious disregard for the expectations stated in the criteria  | Paper is shallow and does not present detailed evaluation of reflection about the topic; little use of supporting evidence  | The paper shows that the student has thought about the topic although the written presentation may appear weak or lack clarity; use of supporting evidence  | Paper provides evidence (through the use of description, details, and evidence) that the student has examined his/her own belief systems and related this to their current views about the topic; use of supporting evidence  |
| *Basic writing expectations:* *mechanics, spelling, grammar, or punctuation errors*  | Paper is sloppy, and/or not written in full sentences. Many improperly attributed quotations and/or inconsistent style. Many spelling or grammatical errors.  | Paper is clean, written in full sentences. Some improperly attributed quotations and/or inconsistent style. A number of spelling or grammatical errors.  | Paper is clean, written in full sentences. Quotations are all properly attributed. A few minor spelling or grammatical errors.  | Paper is clean, written in full sentences. Quotations are all properly attributed. Virtually no spelling or grammatical errors.  |
| *Follows MBTS format*  | Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; 3 or more errors  | Meets this criteria with 2 errors  | Meets this criteria with 1 error  | Exceeds this by completely meeting all of these requirements with NO exception!  |

**Final Paper Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CRITERIA  | FAILS TO MEET EXPECTATIONS 0  | NEEDS IMPROVEMENT 5  | MEETS EXPECTATIONS 8  | EXCEEDS EXPECTATIONS 10  |
| *Argument:* *Define and Defend leadership*  | Paper does not make an argument or claim. There is no clear thesis.  | Paper makes an argument or claim, but it is unclear and/or confusing. There is a thesis, but it is unrelated to the argument of the paper.  | Paper makes an arguable claim, but does not propose a solution or new approach. The paper relates to the thesis.  | Paper clearly states an arguable claim, proposes a solution, course of action, or a new way to approach the topic. The argument is driven by a clearly-defined thesis.  |
| *Analysis:* *Opposing Views and Supporting Evidence*  | Does not give convincing claims in support of the argument. Does not acknowledge or discuss the reasons against the argument.  | Gives 1 or 2 weak claims that don’t support the argument and/or are irrelevant. Suggests that there are opposing views, but doesn’t discuss any specifically.  | Outlines supporting claims, but may overlook important reasons. Evidence is not specific. Discusses the reasons against the argument but does not fully explain.  | Gives clear and accurate evidence to support claims. Discusses the reasons against the overall argument or supporting claims and explains why they are invalid.  |
| *Clarity/ Organization*  | Consistently imprecise or ambiguous wording, confusing sentence structure. Quotations contradict or confuse student's text. Quotations used to replace student's writing.  | Imprecise or ambiguous wording. Confusing sentence structure. Poorly chosen quotations, or ineffective framing and explication of quotations.  | Mostly precise and unambiguous wording, mostly clear sentence structure. Mostly effective choice of quotation. Mostly effective framing and explication of quotation where necessary.  | Consistently precise and unambiguous wording, clear and lucid sentence structure. All quotations are well chosen, effectively framed in the text and explicated where necessary.  |
| *Basic writing expectations:* *mechanics, spelling, grammar, or punctuation errors*  | Paper is sloppy, and/or not written in full sentences. Many improperly attributed quotations and/or inconsistent style. Many spelling or grammatical errors.  | Paper is clean, written in full sentences. Some improperly attributed quotations and/or inconsistent style. A number of spelling or grammatical errors.  | Paper is clean, written in full sentences. Quotations are all properly attributed. A few minor spelling or grammatical errors.  | Paper is clean, written in full sentences. Quotations are all properly attributed. Virtually no spelling or grammatical errors.  |
| *Follows MBTS Format*  | Fails to meet this criteria by obvious disregard for the expectations stated in the criteria; 3 or more errors  | Meets this criteria with 2 errors  | Meets this criteria with 1 error  | Exceeds this by completely meeting all of these requirements with NO exception!  |