Biblical Theology of Leadership  
CL/ NT/OT 574  
Syllabus/Learning Covenant  
Summer-2013

*Note: A significant amount of course work is required before the intensive class begins*

Course Instructor: Dr. Tim Laniak (tlaniak@gordonconwell.edu)  
Class Meeting Times: July 22-26: Monday-Friday (9:00 am – 5:00 pm)  
Syllabus Date: June, 2013

Course Description
This course explores the foundational teachings and primary metaphors of leadership in the Bible. These teachings and metaphors are understood in the context of God’s larger calling on the covenant community in redemptive history. Some attention is also given to contemporary metaphors for ministry.

Gordon-Conwell Mission
The GCTS statements of faith and mission are both centered in the authority of God’s inerrant Word. This course specifically aligns with the first article of the mission statement, helping students “to become knowledgeable of God’s inerrant Word, competent in its interpretation…and application.”

Course Relationship to the Curriculum
NT/OT/CL518 is the bridge between Bible content surveys and the focused study of ministry and leadership.

Course Objectives
For students to:
1. Value the importance of biblical theology, i.e., understanding biblical concepts exegetically and within the context of progressive revelation.  
   > Achieved through classroom lecture, discussion and book reviews.
2. Understand the primary biblical themes and metaphors related to church and ministry.  
   > Achieved through book reviews and student case study presentations
3. Build a biblical theology of leadership.  
   > Achieved through final paper.

Course Textbooks and Reading

Supplementary reading on Biblical Theology:
Course Requirements and Grading

Achievement of the course objectives will be measured through a variety of assignments and activities as described below. The successful completion of these activities will require each student to spend approximately 135 hours devoted to coursework, both in class and out of class. The following chart indicates how these hours are distributed across the various course assignments. Descriptions of the assignments are listed below. In our continuing efforts to correlate workload to institutional standards, please fill out the third column in the following chart and return to your professor.

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Expected Time Commitment (hrs)</th>
<th>Student’s actual time on task</th>
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<tbody>
<tr>
<td>Four critical reflections (20%)</td>
<td>20-30 hours</td>
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<tr>
<td>Biblical case study (30%)</td>
<td>30 hours</td>
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<tr>
<td>Paper: Biblical Theology of Leadership (40%)</td>
<td>40 hours</td>
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<tr>
<td>Class time (participation: 10%)</td>
<td>30 hours</td>
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<tr>
<td>Total</td>
<td>120-130 hours</td>
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1. Write a 3-5 page critical reflection (critique) on each of four required textbooks: Clarke, Fernando, and Laniak (Shepherds-IVP and Shame and Honor). At the beginning of each critique, note the pages read, including those in McNeal and the CDEL resource. Together, these critiques are worth 20% of the final grade. (A critical reflection or critique is not a book report or a summary of what you felt while reading; rather, it thoughtfully engages a number of the book’s key topics and perhaps its structure, noting weaknesses and strengths. Criticisms and reflections should encompass biblical, ecclesial, personal, and/or logical issues with balance. You are assessing the book on the basis of what it purports to deliver, not what you would like it to be. Please check with Dr. Mayer’s materials on critical reading in IS502 for more detail.) All critiques are due the first day of class in hard copy, separately stapled.

2. Write an 8-10 page case study on a biblical character or metaphor and be prepared to make a 10-12 minute (maximum) summary presentation in class. The case study investigates the biblical data exegetically and presents principles on leadership that emerge. Use appropriate secondary sources. Note which Bible translations you quote. This case study and presentation is worth 30% of the final grade. There will be faculty and peer feedback in class on the content and quality of the presentation. All case studies should be turned in electronically by email to tlaniak@gordonconwell.edu (not through CAMS or SAKAI) to the professor on or before the day of presentation. Name the file as in the following example: “SmithJohn-Saul-Su13-CLT.doc”

3. Write an 18-20 page paper (1” margins, 12 pt font, excluding bibliography) on your biblical theology of leadership. Worth 50% of the final grade, this essay is meant to be a summary of several key leadership principles and themes that surface repeatedly across Scripture. Be specific and provide lots of examples and references from various genres. Use appropriate secondary sources. Note which Bible translations you quote. All papers should be turned in electronically by email to tlaniak@gordonconwell.edu (not through CAMS or SAKAI) to the professor on September 15, 2009. Name the file as in the following example: “HancockJane-Theology of Leadership Paper-Su13-CLT.”

Note that case studies and papers should demonstrate sensitivity to the genres and historical and literary contexts of cited passages. They should exhibit clear thought, organization, writing style, accurate grammar, syntax, spelling, and citation/bibliography. All papers must be double-spaced with 1” margins and 12 point font. The page length excludes the bibliography. Please consult the most recent version of the Turabian style guide for all questions related to form and style.
# RESEARCH PAPER GRADING RUBRIC

<table>
<thead>
<tr>
<th>Category and Criteria</th>
<th>Possible Points</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Thesis and Content</strong></td>
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<tr>
<td>• Thesis is clear and significant</td>
<td>50</td>
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<tr>
<td>• Thesis is supported throughout</td>
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<tr>
<td>• Content is interesting and insightful</td>
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<td>• Argument is logical and theologically sound</td>
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<td>• Essay satisfies the purpose of the assignment</td>
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<tr>
<td><strong>Supporting Evidence and Citations</strong></td>
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<tr>
<td>• Good use of a variety of sources</td>
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<tr>
<td>• Evidence supports the main idea of each paragraph and the central thesis of the essay</td>
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<tr>
<td>• Source material is properly cited</td>
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<tr>
<td>• Effective use of paraphrase and direct quotations</td>
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<td><strong>Organization and Paragraph Unity</strong></td>
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<tr>
<td>• Essay is logically organized</td>
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<td>• Introduction effectively introduces the topic and thesis</td>
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<td>• Body paragraphs are unified by a single idea and smoothly transition to one another</td>
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<td>• Conclusion satisfactorily answers the question “So what”?</td>
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<td><strong>Style and Usage</strong></td>
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<tr>
<td>• Sentences are well constructed</td>
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<td>• Style and tone are appropriate for the purpose and audience</td>
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<td>• Word use is appropriate for graduate-level writing</td>
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<td>• Prose reflects the author’s own voice</td>
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<td><strong>Grammar and Mechanics</strong></td>
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<tr>
<td>• Essay is free of grammatical errors</td>
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<td>• Essay is free of spelling errors</td>
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<td>• Essay is free of typographical errors</td>
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<td>• Essay is free of syntactical errors</td>
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<tr>
<td>• Essay is properly formatted</td>
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<tr>
<td>• Essay meets page requirements</td>
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<td><strong>Total</strong></td>
<td>100</td>
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Note the following typical flaws in student writing:
Improper placement of quote marks and footnote numbers in relation to punctuation (.,!?)
Improperly capitalizing words simply because they are important
Improper formatting of notes and bibliography (missing page numbers, book titles not
   Italicized, and not using "ibid." in notes)
Run-on sentences (often using "however" midstream rather than starting a new sentence)
Commas when not necessary and no commas when necessary
Lack of agreement between subjects and pronouns (use plurals to avoid this when possible)
Lack of adequate paragraphing
Long quotes that should be single spaced and indented
Unintended plagiarism (e.g. string of quotes or leaving out the quotation marks). This is still plagiarism!

Please note: Final grades for written work are subject to point reduction for lateness, excessive pages, and
improper document titles.

4. Participation (10%): Attendance and active engagement during class is essential for all students to meet the
learning objectives of this course. Striking a balance between the extremes of “thinking out loud” and
maintaining a distant silence is important. Because students are expected to read materials before class time,
their contributions should be helpful for discussion. Presentations provide a unique opportunity to listen
carefully and provide constructive feedback.

Course Administration
Due Dates and Late Penalties
The book reviews and case studies are due on the first day of class, July 27, and students should be prepared to share
a summary of their findings in class. Due dates for the critical reflections and final paper are noted on the schedule
below. A late penalty of 1/3 letter grade per day will be assessed on work submitted after due dates, unless the work
is already discussed in class. In such cases alternative assignments will be given.

Assistance
I can be reached by email at tlaniak@gcts.edu or via my assistant at 704-940-5830.
If you have a learning disability or have any other special needs that require classroom or syllabus modifications
please notify the instructor before the course begins.
VII. Course Outline

Due on July 22
Read Part 1 (pp. 1-70) of McNeal’s *Work of Heart*
Read Laniak’s *Summary of Biblical Leadership* on the CDEL CD-ROM
Read and critique Laniak’s *Shame and Honor in the Book of Esther*
Read and critique Fernando’s *Jesus Driven Ministry*
Read and critique Clarke’s *Serve the Community of the Church*
Read and critique Laniak’s *Shepherds After My Own Heart*

Due on July 22-26
Student Presentations on days determined on July 22.

Topical Outline
Introduction to Biblical Theology as a Foundational Discipline
The Centrality of Narrative and the Role of Characters and Crises
   The “Case Study” Approach (Examples from McNeal; Esther)
The Significance of Metaphor
General Overview of Leadership in the Bible
   Discussion of CDEL resources; nature of “critical reflections”
The Image of God and Human Leadership (fundamental tensions)
   Ruling as Stewardship (Authority and Service)
   Human Talent and the Breath/Spirit of God, Calling, and Gifting
   Solitary/Hierarchical and Plural/Shared Leadership
   Gender
   The Covenant Community and the Meta-narrative of Scripture
Sample Case Studies in Community and Leadership
Student Case Study Presentations
The Importance of Metaphor for Theology and Ministry
   Case Study in Shepherd Leadership
      Nurture
      Protection
      Guidance
Student Case Study Presentations
Discussion: Contemporary Images of Leadership and Community

Due on August 23
Biblical Theology of Leadership Paper
VII Recommended Resources

Conn, H. M. Urban Ministry: the Kingdom, the City, & the People of God. Downers Grove, IL: 2001.
Grimes, R. “Not 'Leaders' but 'Little Ones' in the Father's Kingdom: The Character of Discipleship in Matthew's Gospel.” (Off print on reserve)
Strauch, A. Biblical Eldership: An Urgent Call to Restore Biblical Church Leadership. Lewis and Roth, 1995
-- Biblical Eldership: Restoring Eldership to its Rightful Place in the Church. Lewis and Roth, 1997.