Biblical Theology of Leadership  
CL/ NT/OT 574  
Syllabus/Learning Covenant  
Summer-2012

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

Course Instructor: Dr. Tim Laniak  
Contact Information: tlaniak@gordonconwell.edu  
Office Hours: by appointment via pnielsen@gordonconwell.edu or 704-527-8577  
Class Meeting Times: June 22-23; July 20-21; August 10-11  
Syllabus Date: May 5, 2012

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 (pre-requisites) 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 Requirements  
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.
<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>
<td></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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</tbody>
</table>

In our continuing efforts to correlate workload to institutional standards, please fill out the third column and return this chart to your professor.

**Required Textbooks and Materials**

Laniak, T. S. *Shepherds After My Own Heart*. Downers Grove, IL: IVP, 2006. 0830826211

Clarke, A. D. *Serve the Community of the Church*. Grand Rapids: Erdmann’s, 2000. 0802841821


Supplementary reading on Biblical Theology:

**Course Assignments and Grading Rubrics**

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 for more detail. **Critiques are due in hard copy form, stapled separately. Due dates are noted on the schedule below.**

   **GRADING RUBRIC:** 5% for concise, clear summary of the book’s content (limit to ¼ of the critique); 12% for critical observations and reflections; 3% for composition (grammar, style consistency, etc.).

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 exegetical 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 on the quality of the presentation. All case studies should be turned in electronically by email (not through CAMS or SAKAI) to the professor before Friday night of the final class. Name the file as in the following example (name-topic-term-campus): “SmithSarah-Saul-Sum12-JAX.doc”

GRADING RUBRIC: 10% for quality of research; 15% for quality of written presentation (including compositional clarity and proper style); 5% for quality of class presentation (visuals, pace, engagement, length of time, etc.).

3. Write an 18-20 page paper (1” margins, 12 pt font, excluding bibliography) on your biblical theology of human leadership. Worth 40% of the final grade, this essay is meant to be a summary of several key principles that surface repeatedly across Scripture. Be specific with your principles and provide lots of examples (characters and metaphors) and references from various genres. Use appropriate secondary sources. Note which Bible translations you quote. All biblical theology of leadership papers should be turned in electronically by email (not through CAMS or SAKAI) to the professor on September 7, 2012. Name the file as in the following example: “HancockJohn-Theology of Leadership-Sum12-JAX.”

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. The page length includes bibliography (which should be at least one page, single spaced).

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.
# 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>
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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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<tr>
<td>• Argument is logical and theologically sound</td>
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<tr>
<td>• Essay satisfies the purpose of the assignment</td>
<td>50</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>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Organization and Paragraph Unity</strong></td>
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<tr>
<td>• Essay is logically organized</td>
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<tr>
<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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<tr>
<td>• Conclusion satisfactorily answers the question “So what”?</td>
<td>10</td>
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<tr>
<td><strong>Style and Usage</strong></td>
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<tr>
<td>• Sentences are well constructed</td>
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<tr>
<td>• Style and tone are appropriate for the purpose and audience</td>
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<tr>
<td>• Word use is appropriate for graduate-level writing</td>
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<tr>
<td>• Prose reflects the author’s own voice</td>
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<td></td>
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<tr>
<td><strong>Grammar and Mechanics</strong></td>
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<td></td>
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<tr>
<td>• Essay is free of grammatical errors</td>
<td></td>
<td></td>
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<tr>
<td>• Essay is free of spelling errors</td>
<td></td>
<td></td>
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<tr>
<td>• Essay is free of typographical errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Essay is free of syntactical errors</td>
<td></td>
<td></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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</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
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</tbody>
</table>
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.

**Grades**

Letter grades for all work assumes the following standard guidelines (10 point scale for each letter grade):

- **A** Excellent Work
- **B** Good Work
- **C** Satisfactory Work
- **D** Inferior Work
- **F** Failure

(Pluses and minuses are given except in the case of A+)

**Late Work**

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.

**Attendance policy**

Because active participation is a requirement in this course, students will be penalized a 1/3 letter grade for each three hour block missed (Friday pm, Saturday am, Saturday pm). However, if an emergency requires an absence, commensurate work will be assigned for lost class time. For example, a second full research paper may be assigned for a missed weekend.

**Document Formatting and Citation Style Requirements**

The standard for both case study and research paper is Turabian (latest edition). Please use footnotes, not endnotes and always include page numbers for citations. Written work should use 12 pt font, 1” margins, and naming conventions noted after each assignment.

Note: All incompletes (I) and withdrawals (W) must meet the deadlines and guidelines of the Registrar’s office and the school catalogue.
Course Outline

**Due on June 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 pp. 1-114 of Laniak’s *Shepherds After My Own Heart*

**Weekend 1**
Introduction to Biblical Theology as a Foundational Discipline
  The Centrality of Narrative and the Role of Characters and Crises
  The “Case Study” Approach (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 Metanarrative of Scripture
Sample Case Studies in Community and Leadership

**Due on July 20**
Finish Laniak’s *Shepherds After My Own Heart*; Critical Reflection due
Read Laniak’s *Shame and Honor in the Book of Esther*; Critical Reflection due

**Weekend 2**
The Importance of Metaphor for Theology and Ministry
Case Study in Shepherd Leadership
  Provision
  Protection
  Guidance
Student Case Study Presentations

**Due on August 10**
Read all of Fernando’s *Jesus Driven Ministry*; Critical Reflection due
Read all of Clarke’s *Serve the Community of the Church*; Critical Reflection due
Case Study Presentations due

**Weekend 3**
Student Case Study Presentations
  Discussion: Contemporary Images of Leadership and Community

**Due on September 7**
Biblical Theology of Leadership Paper
Recommended Resources


Conn, H. M. *Urban Ministry: the Kingdom, the City, & the People of God.* Downers Grove, IL: 2001.


Grams, 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.


Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. **Cheating involves,** but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work,” as noted on the seminary’s *Academic Calendar,* are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line (or sent to students by email) within twenty-four hours of receipt from the professor. Students are expected to check their SAKAI student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.