



**TYNDALE**  
• SEMINARY •

## Course Syllabus

**WINTER 2019**

**OLD TESTAMENT LEADERSHIP AND SPIRITUAL FORMATION  
ANAB 0670 / LEAD 0670**

**FEBRUARY 25 – MARCH 1**

**MONDAY – FRIDAY, 9:00 AM – 4:00 PM**

### **CLASS LOCATION:**

Waterloo Mennonite Brethren Church  
(245 Lexington Road, Waterloo, Ontario N2K 2E1)

**INSTRUCTOR: MARK D. WESSNER, PhD**

Email: [markwessner@mbseminary.ca](mailto:markwessner@mbseminary.ca); [mwessner@tyndale.ca](mailto:mwessner@tyndale.ca)

Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

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The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

## **I. COURSE DESCRIPTION**

The Old Testament themes of leadership and spiritual formation are expressed in and through the history, activities, beliefs and teachings of the first followers of God, from scattered individuals to a unified socio-political state. In terms of spiritual formation, this interactive course explores the nature of personal “face to face” encounters/relationships with the divine. In terms of leadership, the life and leadership of various “unequaled” Old Testament leaders will be examined. Throughout the course, participants will engage the texts together in small groups and will explore specific theological and practical frameworks to evaluate their own spiritual health and ministry leadership.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- Identify and describe the key theological and practical elements of leadership within the Old Testament, and the essential elements of spiritual formation in the Old Testament,
- Articulate and apply specific principles from each Old Testament text that describes either a “face to face” encounter or a “there has never been a prophet/king/ \_\_\_\_ like” evaluation, and
- Implement new (or renewed) practices of leadership development and spiritual formation in their own life and leadership.

Real learning takes place as you carefully process information through higher order thinking skills. Your performance in this class will be based on your demonstration of your engagement and learning, not by simply repeating back basic facts (your knowledge of the facts will become clear as you demonstrate higher order thinking skills). In all that you do in this class, you should always remember to use higher order thinking skills, as described below:

- *Comprehension*: demonstrates the ability to grasp meaning, explain, and restate ideas,
- *Application*: demonstrates the ability to use learned material in new situations,
- *Analysis*: demonstrates the ability to separate material into component parts and show relationships between parts,
- *Synthesis*: demonstrates the ability to put together the separate ideas to form a new whole, to establish new relationships, and
- *Evaluation*: demonstrates the ability to judge the worth of material against stated criteria.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Averbeck, Richard. "[Spirit, Community, and Mission: A Biblical Theology for Spiritual Formation](#)." *Journal of Spiritual Formation & Soul Care* 1, no. 1 (2008): 27-53.

Brisben, David, and Amelia Klein. "[Reading the Old Testament as Story: A Pedagogy for Spiritual Formation](#)." *Christian Education Journal* 9, no. 2 (2012): 326-341.

Fountain, Kay A. "[An Investigation into Successful Leaderships Transitions in the Old Testament](#)." *Asian Journal of Pentecostal Studies* 7, no. 2 (2004): 187-204.

Stevens, Marty E. *Leadership Roles of the Old Testament: King, Prophet, Priest, Sage*. Eugene, OR: Cascade Books, 2012.

Wessner, Mark D. "No one like Josiah: Covenant Faithfulness as a Foundation for Ministry, Marketplace, and Social leadership." *Direction Journal* 47, no. 2 (2018). [To be provided on the course resource page]

Wessner, Mark D. "[Toward a Literary Understanding of Moses and the Lord Panim el-Panim in Exodus 33:7-11.](#)" *Restoration Quarterly* 44, no. 2 (2002).

Wessner, Mark D. "[Toward a Literary Understanding of Panim el-Panim in Genesis 32:23-33.](#)" *Restoration Quarterly* 42, no. 3 (2000).

## **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

## **C. ASSIGNMENTS AND GRADING**

### **1. Reflection Papers (15% each)**

- Relevance of the Old Testament
  - Write a 1,000 word reflective essay that describes the specific relevance of the Old Testament to your current life and leadership contexts, noting the benefits, challenges, and opportunities of using the Old Testament text as a source of information, influence and/or authority.
- Reflections on OT Models of "Calling" to Ministry
  - Read the calls to ministry of Moses (Exodus 1-4), Isaiah (Isaiah 6:1-13), Jeremiah (Jeremiah 1:1-19), and Ezekiel (Ezekiel 1-3).
  - Write a 1,000 word autobiographical paper in which you describe the way in which God directed you into Christian ministry/leadership, noting particular parallels and deviations from the Old Testament patterns.

### **2. Book Review (15%)**

- Write a 10 page book review of *Leadership Roles of the Old Testament*, following the standard guidelines below (important: the assignment is to write a book review, not a book report). At the minimum, the book review is to include:
  - Introduction (2 marks):
    - A general description of the book: authorship, currency, format, etc.
    - A brief summary of the purpose of the book and its general argument or theme. Include a discussion about whom the book is intended for.
  - Summary of Content (1 marks):

- This can be done in the same way that it is done for a simple book report (do not spend too much time or paper on this section, as the analysis and evaluation of content is more important than a simple summary).
- Analysis of the Text (8 marks):
  - What is the author's style: simple/technical, persuasive/logical, etc?
  - How well does the organizational method (comparison/contrast; cause/effect; analogy; persuasion through example) develop the argument or theme of the book? (give examples to support your analysis.)
  - What evidence does the book present to support the argument? How convincing is this evidence? (select pieces of evidence that are weak, or strong, and explain why they are such.)
  - How complete is the argument?
  - In your opinion, are there facts and evidence that the author has neglected to consider? (you may need to refer to other relevant material)
- Evaluation of the Text (4 marks):
  - Give a summary of all the weakness and strengths you have found in the book. Does it do what it set out to do? Why or why not?
  - Evaluate the book's overall usefulness to the audience it is intended for.
  - Specifically, how would you improve the book?

### **3. Reading Report (5%)**

- Prior to the first day of class you are to read Averbeck, Brisben, Fountain, and the following books in the Old Testament: Genesis to 2 Kings, Nehemiah, Psalms, Daniel.
- Write of a 500 word summary of your observations about the required reading, as well as a summary of the impact that the reading had on your personal spirituality and leadership. In the report, you must include the percentage of how much of the reading you thoughtfully read (not skimmed).

### **4. Research Paper (25%)**

- Write a 15-20 page paper that carefully explores the context, message and meaning of a specific Leadership or Spiritual Formation passage of the Old Testament. The specific passage must be approved by Dr Wessner prior to writing the paper. At a minimum, the Research Paper will consist of:
  - The correct identification of the passage (where the passage starts/stops, its placement within the book, its placement within the Bible, etc.), giving specific reasons for each of your conclusions (2 marks),
  - An analysis of the literary style and characteristics of both the book and the passage (citing specific references) (4 marks),
  - The cultural and historical background of the passage (4 marks),
  - A detailed and thoughtful analysis and application the passage as it relates to both Old Testament and contemporary contexts of Leadership or Spiritual Formation (14 marks),

- Specific references from at least eight academic sources in addition to the course textbooks and articles (1 mark).

### 5. Ministry Curriculum Project (25%)

- Using the Research Paper as the foundation, you are to create either a small group study guide or a classroom curriculum based on the Research Paper passage. The study guide / curriculum must reflect the content and principles discussed in this course, and it is to include a section on life and ministry application for the participants. You are to work through the study guide / curriculum with a small group of at least four people (one meeting). The assignment report will consist of:
  - The study guide / curriculum itself (12 marks), and
  - A 1,500 word summary of your small group / classroom experience (13 marks).

### Grading Scale

Letter Grade	Percentage	Grade Point
A+	90-100	4.0
A	85-89	4.0
A-	80-84	3.7
B+	77-79	3.3
B	73-76	3.0
B-	70-72	2.7
C+	67-69	2.3
C	63-66	2.0
C-	60-62	1.7
D+	57-59	1.3
D	53-56	1.0
D-	50-52	0.7
F	0-49	0.0

### D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

### E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Two Reflection Papers	30 %
Book Review	15 %
Reading Report	5 %
Research Paper	25 %
Ministry Curriculum Project	25 %
Total Grade	100 %

## F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### Writing Expectations:

- All assignments must be submitted online through the course page at [classes.tyndale.ca](http://classes.tyndale.ca).
- Papers must be uploaded as .doc, .docx, or .pdf files, and must adhere to the following format:
  - 11 or 12 point font in either Arial, Times New Roman, or Calibri style,
  - Top, bottom and side page margins of 2.5cm (1 inch),
  - Double-spaced, and
  - Current Chicago Manual of Style or Turabian guidelines.

### Late Assignments:

- Manage your time well. Review the required assignments and write out a realistic schedule for completing each assignment's research and writing.
- Assignments can be submitted prior to their due dates (often, it is better time management to do so).
- Late assignments will be deducted 10% per day, to a maximum of five days. Any assignment submitted more than five days late will not be accepted.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **G. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

### **Pre-Class** (due February 24, 2019)

- Old Testament Reflection Paper
- Reflections on OT Models of "Calling" to Ministry

### **During Class** (February 25 – March 1, 2019)

- Monday, February 25
  - Introduction, Personal Calling Papers
  - Four Voices of Leadership and Spiritual Formation
  - Spiritual Awareness and Formation (Seasons, 3 C's)
- Tuesday, February 26

- Personal Calling Papers
- Face to Face with God (Jacob, Moses)
- Face to Face with God (Gideon, Israel)
  
- Wednesday, February 27
  - Personal Calling Papers
  - Leading by Following: Epitaph (Moses, Josiah)
  - Leading by Following: Future (Moses' successor, Solomon)
  
- Thursday, February 28
  - Personal Calling Papers
  - Leading by Following: Historical (the Lord, the people, David)
  - Leading by Following: Judgment (the people, Aaron, Miriam)
  - Leading by Following: Judgment (Jeroboam, Ahab, Jerusalem)
  
- Friday, March 1
  - Personal Calling Papers
  - OT Leadership Transitions (unsuccessful)
  - OT Leadership Transitions (successful)
  - Conclusion, Next Steps
  - Reading Report due

#### **Post-Class**

- Book Review of *Leadership Roles of the Old Testament* (due March 8, 2019)
- Research Paper (due March 22, 2019)
- Ministry Curriculum Project (due April 5, 2019)

#### **V. SELECTED BIBLIOGRAPHY**

To be distributed during the class.

(Tyndale Library supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)