

GEN400 Senior Seminar
Pacific Life Bible College
Fall 2014
Friday 8:00-11:20am

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College Mission Statement:

The mission of Pacific Life Bible College, as an institution of higher education, is to glorify God and fulfill His Great Commission by helping the church prepare men and women for Spirit-empowered, servant leadership within their churches, families, communities and chosen careers.

Character Development

Your character development is encouraged through courses that emphasize personal integrity, dynamic classroom and chapel experiences, an on-going mentoring program, and a community of supportive faculty, friends, and fellow students. We consider character qualities to be the main criteria for assessing leadership potential (1 Timothy 3).

Academic Excellence

On the foundation of godly character, we add knowledge: systematic instruction from God's Word, applied to a changing world. Leaders that make an eternal difference in their world have a thoroughly Christian worldview, understanding people and current events from the timeless perspective of Scripture.

Ministry Experience

While we strive to instill in you a sense of academic excellence, we don't end the process there. Hearers of the Word are to also be doers of the Word. We help you apply learning to practical service to others through connecting to local church leadership for guided hands-on practicums and internship programs. Our goal is to help you become a leader, firmly founded on sound doctrine and reaching out in the effective power of the Spirit.

Course Description:

This course will enable the student to integrate the studies leading to senior year into a comprehensive biblical worldview and philosophy of ministry. It will prepare the student to enter ministry with a clear statement of their beliefs and values and a practical plan for translating them into positive action.

Course Objectives:

Upon completing this course, the student should be able to:

1. Synthesize the various components of their college learning and the application to their life goals.
2. Formulate and articulate a Biblically faithful, theologically driven philosophy of ministry.
3. Integrate their theological understanding of soteriology and ecclesiology into practical principles and methods of evangelism and discipleship.
4. Thoughtfully contextualize ministry in a manner built upon the philosophy of ministry.
5. Strategically evaluate the future of the church and work to position themselves for maximum faithful effectiveness in their own time and place.
6. Honestly evaluate their own giftings, talents, and directions in ministry and vocation(s). Have a better understanding of who they are, both strengths and weaknesses, and how these will affect their potential life contribution as a Christian leader.
7. Solidify a perspective and trajectory for life-long growth and faithful, effective ministry.

Course Textbooks:

Holy Bible – formal equivalent or functional equivalent translation (no paraphrase)
Keller, Tim, Center Church – Doing Balanced Gospel-Centered Ministry in Your City, Grand Rapids, Zondervan, 2012.

Course Requirements:

1. **Class attendance and participation** – The student is to be present, to be on time, and to actively participate in class discussion and activity. See the PLBC attendance policy below. Because this is a seminar style course. The student will be expected to be prepared for each class session and actively contribute to the discussion.
2. **Textbook reading and response** – The student will read the Center Church textbook in its entirety. The textbook is broken down into weekly readings. Each section will be read before the beginning of class for the week. The student will write a brief (1-3 paragraph) response for each chapter. The primary content of this response will be your personal reaction and thoughts/plans on how the chapter's contents should be applied in your life and ministry. **Due Weekly**
3. **Leading of Textbook discussion** – On a rotating basis, each student will lead the classroom discussion on one chapter of the Center Church textbook. The instructor will lead the first discussion as a model. A schedule of the discussion leaders/chapters will be posted on Populi.
4. **Bible reading and meditation** – The student will carefully read assigned Scripture passages and spend time in meditation and prayer over the content of these Scriptures. This exercise should accumulate elements which will contribute to the class discussion and the writing of the term project. The particular verses will be given week by week
5. **Supplemental reading/information** – The student will be directed to supplemental material (often sermons, articles or videos available online). The student will interact with this information to be discussed in class discussion. The particular material will be given week by week.
6. **Personal Philosophy of Ministry in 5 parts** – The student will write a personal philosophy of ministry in five installments. Each paper will be 5-10 pages (focus on the quality more than the word count). The resources for each paper will be the synthesis of the material from your entire education as well as any course material and secondary resources necessary. The goal of each paper is for the student to integrate previous learning and supplemental research into a unified and thoughtful presentation of their own personal philosophy. The papers will cover the following topics:
 - a. **Gospel, Mission and Commission** – What is the good news? What is God's plan/mission in the universe? And what does He expect/require from us a recipients of and participants in this mission?
 - b. **Church and Ministry** – What is the Christian Church? What are the distinguishing characteristics of a faithful church? What are the goals, activities and responsibilities of the church? What are the current and future trends of ministry strategies? Which are most likely to be most effective for the coming decades?
 - c. **Culture, History, and Worldview** – For the particular culture or subculture to which the student will most likely exercise their primary ministry: What are the primary defining characteristics of this (sub)culture? What are the primary driving forces in this (sub)culture? What are the historical forces that have shaped this (sub)culture and its primary driving forces? What are the current and future trends of this (sub)culture? What are the current and future

trends of ministry to this (sub)culture? What are the primary elements of the worldview of this (sub)culture? What are the areas of connection with the Gospel and this (sub)culture? What are the areas of conflict/challenge of this (sub)culture by the Gospel?

- d. **Giftings, Callings, Values and Passions** – What are the skills and talents that you have exercised with verified fruitfulness? What things do you personally value the most about the church and ministry? What activities and issues are you most passionate about? What do you wish everyone in the world knew/did/didn't do? What makes you excited and/or angry with the church and/or the (sub)culture to which you minister?
 - e. **Direction, Future, and Vocation** – What are your personal goals? What are your strategies and plans to fulfill these goals? What are your ministry goals? What are your strategies and plans to fulfill these goals? What are your lifelong learning and growth projects which will contribute toward these goals? What strategies do you have in place to learn and grow throughout your lifetime? How are each of these related to the Gospel, the Church, your culture, your unique gifting and calling? How has your college education contributed to all of these?
7. **Seminar Presentation** – The student will present in class a summary of some or all (depending on time and enrollment) parts of their Personal Philosophy of Ministry. Presentation schedule will be posted on Populi.
8. **Seminar Critiques** – Each student will read and anonymously critique the written presentation of each part of the Personal Philosophy of Ministry of two other students. The goal of this exercise is for the student to read and evaluate with critical discernment and then both encourage and lovingly challenge their peers in a way that encourages and sharpens their understanding and application of their personal philosophy.

Course Evaluation:

Attendance and Participation	10%
Textbook Reading and Response	15%
Textbook Discussion leading	5%
Personal Philosophy of Ministry	60%
Gospel, Mission and Commission	12%
Church and Ministry	12%
Culture, History and Worldview	12%
Giftings, Callings, Values and Passions	12%
Direction, Future, and Vocation	12%
Seminar Presentations	5%
Seminar Critiques	<u>5%</u>
	100%

Course Calendar

Dates	1 st hour	2 nd hour	3 rd hour	Assignment Due
Wk. 1 Sept. 12	Course Intro. & Syllabus	Principles of Building a Philosophy of Ministry		none
Wk. 2 Sept. 19	Discussion of CC Textbook	Theological Vision	The Gospel	CC Intro & Ch. 1
Wk. 3 Sept. 26	Discussion of CC Textbook	Gospel Implications	Gospel Impacts	CC chs. 2-3
Wk. 4 Oct. 3	Discussion of CC Textbook	Gospel Sidetracks	Gospel Counterfeits	CC chs. 4-6
Wk. 5. Oct. 10	Discussion of CC Textbook	Seminar Presentations	Church & Mission	CC chs. 7-10 GM&C paper (Tue 10/7 11:59pm) Seminar Critique
Wk. 6 Oct. 17	Discussion of CC Textbook	Faithful & Missional Church	Variety of Church Expressions	CC chs. 11-14
Wk. 7 Oct. 24	Fall Reading Break NO CLASS			
Wk. 8. Oct. 31	Discussion of CC Textbook	Seminar Presentations	Christ & Culture	CC chs. 15-16 C&M paper (Tue 10/28 11:59pm) Seminar Critique
Wk. 9 Nov. 7	Discussion of CC Textbook	Cultural Investigation	Cultural Intelligence & Investigation	CC chs. 17-18
Wk. 10 Nov. 14	Discussion of CC Textbook	Seminar Presentations	Our place in History	CC chs 19-21 CH&W paper (Tue 11/11 11:59pm) Seminar Critique
Wk. 11 Nov. 21	Discussion of CC Textbook	Personal history, identity & conversion story	Tools to know thyself	CC chs. 22-23
Wk. 12 Nov. 28	Discussion of CC Textbook	Seminar Presentations	Pursuing holiness and wholeness in community	CC chs. 24-26 GCV&P paper (Tue 11/25 11:59pm) Seminar Critique
Wk. 13 Dec. 5	Discussion of CC Textbook	Lifelong learning & Growth	Lifelong Leading & Spiritual Health	CC chs. 27-30, epilogue DF&V paper (Tues 12/9 11:59pm)
Final Celebration and Commissioning Friday Dec. 12 th , 8:00am.				

PLBC Academic Freedom Statement

PLBC Faculty and students are granted academic freedom within the context of submission to God's revealed truth. The Scripture is the final and primary functional authority on all questions of truth, value and practice. Instructors should model a passionate pursuit of truth wherever it leads, fairly present all major sides of controversial issues, demonstrate academic integrity in evaluating diverse truth claims, extend gracious, loving respect toward those who disagree, and exemplify courageous faithfulness in holding to those truths that are Biblically justified. Instructors need to demonstrate unity in essentials, liberty in non-essentials and charity in all things. Students should follow and embrace the Biblical ideal of passion for truth in a context of intellectual freedom under humble submission to God and love for one another.

PLBC Absence Policy:

Students are expected to be present, prepared and on time for all classes. Students should not miss any class session except for illness or unavoidable emergency situations. Students are expected to schedule all appointments after school hours. A student who is physically present, but clearly not engaged (asleep, surfing the web, etc.) may be marked absent at the instructor's discretion.

If a student adds a course after the first class session, the student will be considered absent for every class session missed. In the case that the student changed their schedule at the request of their advisor or the college administration, the instructor will be advised whether the student should be counted absent for class sessions missed.

Students who enter the classroom after the class begins or fail to return before the end of a break period will be recorded as tardy. If a student misses more than 20 minutes of any class session without valid excuse, they should be marked absent for that day. Every three tardies will be counted as one absence.

Total absences in excess of 25% of classes may result in the student being asked to withdraw from the class with a fail.

Students may be excused from class by prior approval of the administration. Students shall not receive a grade penalty for an excused absence. However, excused absences may still count against the 25% maximum allowable absence.

PLBC Course Extension Policy

Instructors are able to grant students an informal extension of one week after the PLBC assignment deadline date. If more time is required, the student must apply and pay for the formal extension (maximum extension of one month from the school assignment deadline date at the end of the term). The formal request for an extension must be made before the end of the semester. Valid reasons for extensions consist of issues such as a death in the family, a family emergency, personal health issues, or a documented learning disability. The instructor has the right to deny any extension request. The request will most likely be denied if the student has demonstrated a lack of diligence and discipline throughout the term. When an extension is approved the final course grade will be set to "I" (Incomplete) and after the one month extension has expired, a grade is assigned to the student based on the course work received to date. A fee of \$15 per credit hour is charged for course extensions.

Class Policies

In order to be fair to all students, to organize my workweek, and to be prompt with marking, the following policies will be adhered to. It is also an important aspect of preparation for life after PLBC that students should learn to plan and use their time effectively so as to meet deadlines, and learn also to work within the parameters set for assignments.

- Assignments must be submitted on Populi.
- Electronic Submissions will be accepted in docx, doc, odt or pdf formats. Any other format must be cleared with the instructor prior to submission.
- All assignments must be submitted by the beginning of class on the date they are due. If class will be missed because of illness, assignments may be submitted *before* scheduled class time. Any assignment not submitted at the requested time will be considered late.
- Late work will receive a deduction of 10% per day late (excluding weekends) up to 50% deduction. You may submit a late assignment either in class, via e-mail, via Populi or via the PLBC office.
- Extensions for late work may be given for a short period when circumstances arise which in my view could not reasonably have been foreseen and which are sufficiently serious to warrant an exception to the rule.
- All work must be typewritten (except exams), neat and legible.
- All assignments must be your own work. Work sharing and plagiarism are not acceptable.
- Because of the limited number of language and exegesis tools in the library, I ask that you be considerate of others and not monopolize the resources. I would also ask that dorm students give priority to off campus students or those with more limited schedules.
- Because of the uneven quality of the information, Wikipedia and other similar information sharing resources are not acceptable reference for this class.
- I expect all students (because you are adults) to be considerate to the instructor and fellow students by being fully engaged in all class sessions. Boredom is a two way street. You cannot be bored without your willing consent and participation. Even if the course material is not presented in a dynamic, entertaining fashion, it is the student's responsibility to actively engage and get the most out of the course material. Think of this as getting your money's worth out of the class. Also think of this as going "All In" in this aspect of your discipleship. God deserves your Very Best, even in classroom attention.
- The Myth of Multi-tasking is a lie. It has been proven that the human brain cannot give quality attention to multiple tasks at once (that is why cel phone usage while driving is illegal). Therefore, it is counter-productive to yourselves and the people around you to engage in non-class related activities while class is in session. Students should not facebook, text, play video games, engage in non-class related conversation, etc. in class. It is not only a hindrance to your learning process; it is incredibly rude to the instructor and your fellow students. Please refrain from these activities until break time. Students are encouraged to politely request their neighbors to cease these activities if they are observed during class time.
- I expect all students to think critically and be willing to disagree with the texts, teacher, or each other. I am confident that all of you will do so in manner fitting Bible College students and ministers of the Gospel of Jesus Christ.

Helpful Information

- Your best resource for this course is the people around you. The instructor is willing and available to help you as much as my very busy schedule will allow. However, your peers are also an invaluable source of insight. And you will be wise to share with other students outside of class and help each other explore and develop, meditate upon and apply the concepts of this course.
- I cannot read minds. If you don't understand something or are struggling, I want to help. But in many cases I won't become aware of the problem until it is too late. Please feel free to take the initiative and approach me with questions or problems and I will do my best to help.
- Course Stuff will be posted on Populi and the course website. If you go to my profile (search on 'Brad Copp') and go to "Bulletin Board" and click "Follow Brad", then any updates I post for this class will automatically be posted to your home page on Populi. Please check back often because the class section will be regularly updated.
- In addition, I will put course material including study guides, reviews, and practice quizzes on my website. Go to my homepage and follow the appropriate link. The address is www.bradcopp.com. Please check back often as the website will be updated on a regular basis.
- Please realize that, at best, this course cannot cover all the relevant material. It is hoped that this course will give you a foundation upon which to launch a lifetime of growth and ministry. Be encouraged to be a life-long learner and never stop growing even after the course.
- Finally, do not lose God in the process of education. Take advantage of the College student ministry and discipleship opportunities. Take time to interact with Jesus about every part of your life. Specifically, invite the Lord to teach and lead you in the course material. I also hope that you learn to rely on Him for the strength to learn and grow and fulfill all of the expectations placed on you at PLBC. "Do not pray for easy lives; pray to be stronger people! Do not pray for tasks equal to your powers; pray for powers equal to your tasks. Then the doing of your work shall be no miracle, but you shall be a miracle. Every day you shall wonder at yourself, at the richness of life which has come to you by the grace of God." Phillips Brooks.

Course Presuppositions:

The format and content of this course is rooted in our presuppositions and the implications of those presuppositions regarding the nature and function of God's Holy Word, the Bible. These introductory words will serve to articulate our core values concerning the Scripture and provide a framework for the task being learned and practiced.

Our presuppositions regarding the Scriptures cover the nature of the Bible, core values regarding the interpretation of the Bible, and the implication of the above for the church. In terms of the nature of Scripture we affirm the following:

- We affirm that “the Bible is a supernatural book, God’s written revelation to his people given through prepared and selected spokespersons by the process of inspiration.”¹
- We affirm that the Bible is God’s infallible, inerrant Word and is authoritatively true and is effectual in accomplishing its purpose.
- We affirm that “the Bible manifests unparalleled spiritual worth and a capacity to change lives. The Bible has the unique power to affect the reader spiritually.”²
- We affirm that the Bible is characterized by both unity and diversity. It is diverse in that it represents a variety of human authors, different languages, different cultures, and a variety of literary genre that comes to us over a vast span of time. It is unified in that the Bible possesses an inherent unity because ultimately it has one divine author.³
- We affirm “that the Bible is understandable; it is an accessible book. It presents a clear message to anyone willing to read it, and that is why people throughout history have understood its teachings.”⁴
- As spiritual descendants of the Great Reformation “we accept the 66 books of the canon as the entirety of God’s scriptural record to his people.”⁵

In terms of interpreting the Scripture we affirm the following:

- We affirm that truth and meaning are to be found in the text. We deny that truth and meaning are dependent upon the reader or the interpreter. Meaning is not to be imposed on the text, rather, the reader or interpreter will gain

¹ Klein, Dr. William W. and Blomberg, Dr. Craig L. and Hubbard, Jr., Dr. Robert L. Introduction to Biblical Interpretation. Dallas, London, Vancouver, Melbourne: Word Publishing, 1993. (88)

² Ibid (91)

³ Ibid (91-92)

⁴ Ibid (92)

⁵ Ibid (92)

understanding by submitting to the authority of the Bible, applying sound interpretive technique, and heeding the presence of the Holy Spirit who brings understanding through illumination.

- We affirm that a text contains only one meaning, however, in some cases there may be many appropriate applications of a text to life.
- We affirm that proper interpretation must take into account issues of continuity and discontinuity in the relationship between the Testaments. This means that we recognize a promise/fulfilment motif with Jesus Christ being the ultimate fulfilment of God's redemptive plan.

These affirmations regarding the Scripture and its interpretation form the basis on which to place the techniques which will be learned in this course of study. It is of utmost importance that exegetical procedures be performed with these core values in mind.

It is not enough, however, to merely learn responsible hermeneutical procedures without thinking of applying truth to the lives of God's people. In light of this we affirm the following in regards to God's church:

- We affirm that the church is in constant need of reformation.
- We affirm that sound theology based on biblical exegesis is one of the primary means God uses to bring reformation about.
- We affirm that the ideal for the Christian is a synthesis of intellectual excellence and a relational, passionate faith. Whenever reformation has occurred, the Church has been able to achieve something of this synthesis. This synthesis is accomplished through bringing all of life under the authority of God's Word, which is the goal of exegesis.
- We affirm that the health of the church depends on its use of the Scriptures. The authority of the Scriptures must be believed and practiced in every aspect of the life of the church. The mission of the church as salt and light is gauged in part by its' use and treatment of the Scriptures.

The presuppositions articulated in this prologue provide you, the student, with a frame of reference that reveals our positions on important matters regarding the nature and function of the Word of God. We have not attempted to defend our positions in this prologue. We have merely put them forward and we are committed to conducting ourselves in such a way that we will be faithful to these core values.