

Instructor: Deacon Tara Jernigan, D.Min.  
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Dates: 25 January- 11 May 2021

**Course Description:**

This course is designed to explore the ministry of the diaconate as the foundational order of ministry and how it has grown and shifted (or failed to shift) to meet the needs of the Church through the ages. The course will examine the biblical perspective on servant-hood; trace the development of the diaconate throughout the history of the Church; explore the writings and lives of a few notable deacons; and examine the emerging role of the diaconate in the contemporary Church. This course will explore the broad range of diaconal ministries and encourage students to think theologically about holy orders and how the threefold orders of the Church relate to one another and reflect the ministry of Christ.

**Course Objectives:**

At the conclusion of this course the student will:

- Have wrestled with and come to a clearer understanding of the nature of the diaconate in the church today.
- Recognize and be able to articulate the nature of the Deacon's orders including the deacon's authority, relationship to the other two orders of ministry and diaconal ontology.
- Be acquainted with the historical role of the deacon in the development of the church and a number of notable deacons who served in each primary period of Church history.
- Interpret the deacon's ministry in light of both Scripture and Christian tradition.

**Required Texts:**

- Cummings, Owen F. (et. al.), *Theology of the diaconate : the state of the question: the National Association of Diaconate Directors keynote addresses, 2004*. New York: Paulist Press, 2005.
- Sumner, George. *Being Salt*. (Eugene OR, Cascade Books, 2007)
- Keating, James (ed.). *The Deacon Reader*. (New York: Paulist Press, 2006)

- Keating, James. *Heart of the Diaconate*. (New York City, Paulist Press, 2015)
- *Book of Common Prayer, Texts for Common Prayer, and/or Common Worship according to your local use.*
- *The Bible*

### **Recommended texts:**

- Chryssavgis, John. *Remembering and Reclaiming Diakonia: The diaconate yesterday and today*. (Brookline, MA. Holy Cross Orthodox Press, 2009) - Students whose theological preferences lean more toward the Eastern Church may choose this text as an alternative to Cummings.
- Vagaggini, Cipriano. (Phyllis Zagano, Trans.) *Ordination of Women to the Diaconate in the Eastern Churches*. (Collegeville MN. Liturgical Press, 2013)

### **Course Requirements:**

#### *All Students:*

- Four brief research papers (approximately 4-5 pages each for) on historical deacons in each major period of Church history (Biblical, Patristic, Medieval, and Reformation). Successful papers will reflect an understanding of the deacon's life and ministry in the context of the needs of the church in that era. (Each paper accounts for 15% of the student's final grade)
- Students will interview a contemporary deacon or (with permission) a priest who served more than three years solely in the order of deacons, ideally meeting with them in their local ministry setting. This assignment will consist of two parts, the interview itself (proposed questions being due prior to the assignment) and a brief (5-8 pages) paper describing the modern deacon's life and ministry, parish context, and modern challenges and opportunities for diaconal service. (This project accounts for 15% of the student's total grade.)
- Students will write a reflection paper on the deacon's role in liturgy as an expression of the deacon's ordination vows and ministry (4-5 pages) (This accounts for 10% of the final grade.)
- Students will submit a 2-3 page reflection at the end of the course relating the material in the course to their understanding of their own gifts and sense of call to the diaconal ministry. (This will account for 5% of the student's final grade.)
- Participation in online class discussion will account for the final 10% of the course grade. Students are expected to log in and interact with the course material for every class session. Unless otherwise noted, there will be a question for discussion (some weeks

maybe even more than one) posted on the discussion forum. All students are expected to participate.

Please be aware that acceptable papers will always be the student's own work, cite all sources (and never be limited to only one source, even for reflection papers, unless instruction to the contrary is given) in proper format, properly acknowledge all contributors (including your fellow students, the internet, your instructor, etc.), and present a thorough, thoughtful understanding of the topic at hand. If you are having trouble with proper formatting, you are encouraged to consult your instructor. You may find it helpful to have access to *A Manual for Writers of Research Papers, Theses, and Dissertations* (Turabian, 2007). MLA formatted citations are also acceptable, though not preferable for those planning to continue in advanced academic research. Internet help with citations may also be found at [www.ottobib.com](http://www.ottobib.com). Under no circumstances will plagiarism in any form be tolerated.

**Zoom meetings:** Course will meet twice a week via Zoom, Wednesdays and Fridays, weekly. All students are expected to make every effort to attend live, if possible. Meetings will be recorded in the event of excused absences only. Meetings will be scheduled at a mutually agreeable time to the extent possible. Link to Zoom discussions will be posted in the classroom.

## **Course Schedule**

### **25 January, Week One: The Problematic Study of the Historic Diaconate**

Reading assignment: *Deacon Reader*, ch. 1

### **1 February, Week Two: The Diakonia of Christ**

Reading assignment: *Heart of the Diaconate*, ch 1

Please read and make notes on John 13

You may also choose to research John 13 in commentaries, but *first* read and note the Scripture itself. Suggested commentary text is the IVP commentary on John by Rod Whitacre, which is online at Biblegateway.com.

### **8 February, Week Three: The Seven of Acts and Biblical models for the diaconate**

Reading assignment: Acts chapters 5-6, *Heart of the Diaconate*, ch. 2-3

### **15 February, Week Four: The deacon as Evangelist: Stephen and Philip**

Reading assignment: Read and make notes on Acts 7- 8, make notes regarding the similarities between Acts 8 and Luke 23

*Note that in order for us all to keep a holy observation of Ash Wednesday, this week's lecture session will take place on Monday at our appointed time.*

**Assignment due XXXXXX : Reflection paper on a deacon of the Biblical Era**

**22 February, Week Five: The Patristic Deacons and Bishops—Self-Sacrificial Ministry, head and heart**

Reading Assignment: *Deacon Reader*, ch. 6

Testament of our Lord (distributed online)

"On the Death of a Deacon" (distributed online)

Assignment due XXXXXX Research paper on a deacon of the Early Church

**1 March, Week Six: The Decline (but not disappearance) of the Diaconate, The Rise of the Priesthood**

Reading Assignment: *Theology of the Diaconate*, ch. 1

**8-12 March Reading Week**

**15 March, Week Seven: The State of Anglican Orders During the Reformation**

Reading for Assignment: Read and makes notes on the ordinal (all three orders): *Book of Common Prayer 2019, 1979* (Or whichever liturgy is in current use in your diocese)

Assignment due XXXXXX Research paper on the deacon in the Medieval Church

**22 March, Week Eight: The Contemporary Diaconate (where we went right and where we went wrong)**

Reading Assignment: *Deacon Reader*, ch. 10, *Being Salt* Introduction

Assignment due XXXXXX: Research paper on the Reformation era deacon.

**29 March and April 5, Week Nine: Ontology of Holy Orders**

Reading Assignment: *Deacon Reader*, ch. 5 & 11, *Being Salt* ch 1-2

In order to accommodate the observance of Holy Week and Easter, there will be no discussion session on Friday April 2nd and no additional lesson material given until Wednesday April 7.

**April, Week 10: The Deacon does not stand alone: On Threefold Ministry**

Reading Assignment: *Theology of the Diaconate*, ch. 2-3, *Being Salt* ch 3-4

Be familiar with the basics of the Eucharistic liturgy, particularly with regard to rubrics!

Assignment due XXXXXX : Interview with contemporary deacon with reflections on modern diaconal ministry

**13 April, Week Eleven: Deacon in the liturgy, then and now**

Reading Assignment: Familiarize yourself with the rubrics for Holy Eucharist, Easter Vigil and Episcopal offices as pertain to the deacon's role.

**20 April, Week Twelve: Spiritual Formation and Holy Orders**

Reading Assignment: *Deacon Reader*, ch. 7 & 9

Assignment due XXXXXX Research paper on the deacon in the liturgy.

**27 April, Week Thirteen: Women in the Diaconate**

*The Deacon's Ministry* chapter 7

**4 May, Week Fourteen: Tying up loose ends, Further areas for exploration**

Assignments Due XXXXXX : call paper.

Need to translate "TEXT REQUIRED" from english and use correctly in a sentence? Here are many translated example sentences containing "TEXT REQUIRED" - english-french translations and search engine for english translations. Translation of Text required in French. Results: 73965, Time: 0.0431. Text. The required property sets or returns whether a text field must be filled out before submitting a form. This property reflects the HTML required attribute. Browser Support. Property. required. Yes. 10.0. Description. true|false. Specifies whether a text field should be a required part of form submission. true - The text field is a required part of form submission. false - Default. The text field is not a required part of form submission. Technical Details. Return Value A text field doesn't require a label if the field's purpose is indicated by a separate, independent label. Text fields with separate but clear labels can indicate what the fields are for (title, price, and location). Prefix and suffix text. That way, when the error needs to be announced, it will announce the content description instead. Custom EditText. If you are using a custom EditText as TextInputLayout's What you could do is have the "required" span contain a background image containing the "required" text or an asterisk. Using graphical text has some downsides, but none that a jQuery based solution wouldn't have either. share | improve this answer |. follow. @Zabba strictly speaking, yes. It is both not in sync with the philosophy of separating content and presentation. But if this works for you, though, taking into account all the downsides (graphical text is not readable in Screenreaders, doesn't get printed etc.)

require-text. 0.0.1 [Public](#) [Published 6 years ago](#). [Readme](#).  
\$ npm install --save require-text. API. var requireText = require('require-text'); var index = requireText('./index.html', require); // Prints contents of ./index.html file, which resides // in the same directory as this source code file. console.log(index); Development. Checklist before releasing. Related documents. required text s - University of Washington. required text s - University of Washington. Did you find mistakes in interface or texts? Or do you know how to improveStudyLib UI? Feel free to send suggestions. A text field doesn't require a label if the field's purpose is indicated by a separate, independent label. Text fields with separate but clear labels can indicate what the fields are for (title, price, and location). Prefix and suffix text. That way, when the error needs to be announced, it will announce the content description instead. Custom EditText. If you are using a custom EditText as TextInputLayout 's