

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: THS 672 OL

Course Name: Theology III

Semester and Year: FA21

Instructor: Brian Cooper, PhD

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Course Instruction: Oct 25 – Dec 18, 2021

Course Description

A study of the Christian doctrines of the work of Jesus Christ, Salvation, the Holy Spirit, the Church, and the Last Things. We will begin with some brief reflections on the importance of good theological thinking and on the methods and tools that help us to do this task well. We will then seek to put these principles and tools into practice as we examine the Bible's teaching concerning the Bible's story of redemption.

Course Objectives

At the conclusion of this course, a student should be able to:

- describe the nature of theology, its role and importance in the life of the individual Christian and of the church as a whole;
- synopsise the main points of the classic Christian doctrines of Christ (focusing particularly on His work), Salvation, the Holy Spirit, the Church and the Last Things, together with their biblical basis;
- explain important theological issues which arise in relation to these doctrines, together with significant historical and contemporary contextual perspectives on those issues and key biblical concepts which apply to them;
- develop methodological principles and practical techniques for answering theological questions and developing systems of theology in an Evangelical Christian framework;
- apply these principles and techniques in his/her own personal doctrinal reflection and efforts at theological problem-solving;
- cultivate and implement practical ways in which good Christian theological understanding of these issues may impact the church's life and ministry.

Required Texts and Materials

Required:

Donald G. Bloesch, *The Church: Sacraments, Worship, Ministry, Mission*. Downers Grove, IL: InterVarsity Press, 2002.

Donald G. Bloesch, *The Holy Spirit: Works and Gifts*. Downers Grove, IL: InterVarsity Press, 2000.

Fleming Rutledge, *The Crucifixion: Understanding the Death of Jesus Christ*. Grand Rapids, MI: Eerdmans, 2015.

J. Richard Middleton, *A New Heaven and a New Earth: Reclaiming Biblical Eschatology*. Grand Rapids, MI: Baker Academic, 2014.

Recommended:

McGrath, Alister E., ed. *The Christian Theology Reader* (5th ed.). Chichester, UK: Wiley-Blackwell, 2017

Course Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact about the content in the online forums. The full instructional script along with links to the videos and audio podcasts will be posted in the Moodle online classroom.

Course Assignments

Assignments are due by midnight (your time) on the day they are due. I would ask that you submit your assignments in the online Moodle classroom. When you go to there, you will see assignment folders where you can submit assignments. Once I have marked your assignment, I send you an email with your grade. You can also review the comments I made on the assignment (you will receive an automatic notification whenever I make comments on assignments). Please note that I may deduct 5% of an assignment's total possible value for each day that it is late. I will consider extensions in exceptional circumstances. For the rare occasions when I allow a student to rewrite an assignment, I reserve the right to deduct from the assignment's value before assigning a grade to the rewritten assignment.

Here is an overview of all the assignments followed by a detailed description of them:

Week	Due Date	Assignments	% Final Grade	Cumulative %
	Oct 25	Pre-reading Due		
1	Oct 25-30	Forum Week #1	5%	5%
2	Nov 1-6	Forum Week #2	5%	10%

3	Nov 8-13	Forum Week #3	5%	15%
4	Nov 20	Short Essay due	30%	45%
5	Nov 22-27	Forum Week #4	5%	50%
6	Nov 29- Dec 4	Forum Week #5	5%	55%
7	Dec 6-11	Forum Week #6	5%	60%
8	Dec 18	Research Paper due	40%	100%

Course Pre-Reading Requirement

Due to the condensed nature of this course, please have the following read before the course begins on Oct 25, 2021:

Fleming Rutledge, *The Crucifixion: Understanding the Death of Jesus Christ*. Grand Rapids, MI: Eerdmans, 2015.

You will be expected to integrate ideas from textbook readings into the forum discussions and other assignments.

Online Forum Participation (30% of the final grade, 5% each)

This course has six online forum weeks where you will have an opportunity to interact with others in the class around key questions, assignments and/or additional lecture material. These discussions are designed to foster creative discussion and growth in theological understanding and acumen. You should plan to invest approximately four hours into each forum week. Each forum is worth 5% of your final grade.

Students are expected to contribute to the forum discussions by posting a minimum of three conversational and two substantive contributions per forum week. Please make sure that you spread out your contributions over at least three days during the designated forum weeks so that you engage in the forum conversations at different points.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said).

By substantive responses, I mean responses that show a deep processing of relevant ideas (this usually takes 200-300 words). We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

- Providing and developing a new thought, idea, or perspective.
- Citing an experience or example of what we are learning and showing how it applies.
- Adding a new twist on a perspective.
- Critically reflecting on an idea/concept.
- Questioning or challenging a principle/perspective and giving reasons for your questioning.
- Integrating Scripture and other sources in a meaningful way

What Substantive Participation is NOT:

- Very basic comments such as “I agree” or “I disagree.”
- Restating what someone has said (*unless there is a direct purpose in doing so*).
- Disrespectfully disagreeing.
- Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others’ thinking:

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?
- You might approach this from...
- Is it possible that...
- Would you consider...
- Maybe...
- Possibly...
- Sometimes...
- I'm wondering if...
- Do you think...

Have fun!

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

Short Essay (30% of the Final Grade)

The purpose of this assignment is to give the student an opportunity for an extended engagement with the Rutledge text, *The Crucifixion*, especially in light of the methodological issues raised in class. A general rule is that it should be two thirds summary and one third critical evaluation. It should be 8-10 pages in length (no longer) and typed using 12-point Times New Roman font, double-spaced on 8.5x 11 paper. It should be submitted in the drop box marked “Short Essay” on the Moodle web site for this course, on the following date: **Due Nov 20.**

Major Essay (40% of the final grade)

Students will produce a research paper of not less than 15 and not more than 20 pages in length. It is to be typed using 12-point Times New Roman font, double-spaced. All supporting documentation and bibliography should be done in accordance with Kate Turabian, *A Manual for Writers*, 9th ed. The paper should demonstrate a clear understanding of the topic under discussion. It should also seek to establish, by

weight of evidence from the Scriptures and secondary sources, a thesis statement in relation to the topic under discussion. You can request further guidance from me if you require it. **Due Dec 18.**

Course Evaluation

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important, the course evaluation is a required part of the course and is tied to the submission of your last assignment. The course evaluation will be integrated into the Moodle classroom in Week 8.

Grading System

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.

C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision or references and resources not taken fully into account or examples are basic or not completely convincing or barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Grade Appeals

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

Course Policies

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH A DISABILITY

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by

an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

COURSE GRADE APPEALS

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

PAPER FORMATTING

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html