Academic Year: 2021-2022 | Fall 2021 Semester

Course Name: CHTH 508 (MLC) – Essentials in Christian Theology
Credit Hours: 3 credits

Instructor: Ekaterina Lomperis, PhD.
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Phone: XXXXX
Zoom Account: XXXXX

Course Starting Date: 8/30/21
Course Completion Date: 12/17/21

Zoomtro: 9:00-9:25 am, 09/02
Zoom Times: 6:00-6:50 am 09/23, 09/30, 10/28, 11/11,
11/18, 11/24
All times are based on Pacific Time.

BridgeWeek Date(s): 8:00 am--6:00 pm 10/15, 8:00 am-12:00 pm
10/16

Course Description

This course takes a constructive theological approach, integrating Christian doctrine and contemporary theologies in the church. It builds upon the student's engagement with historical development of theology, focusing on the Trinity and key considerations in atonement and pneumatology. The principal goal is to reflect upon the normative sources for theology, with a view toward equipping students to engage their own denomination's theological development.

Course Learning Outcomes

As a result of taking this course, students will
1. Articulate the historical development and contemporary global expressions of core Christian beliefs and their relation to Christian practice, with particular attention to their Protestant expressions
2. Build a theological vocabulary to enable well-informed, life-long creative engagement with theology, including through studying, teaching, preaching, writing, and counseling
3. Identify universal dimensions and particular contextual distinctives of a variety of global Christian theologies, including from one's own theological tradition
4. Practice contextually-sensitive, well-informed, and accessible teaching of key tenants of Christian theology to a variety of audiences
5. Explore the power of Christian theologies to enrich one's worldview as well as shape one's spiritual, ethical, emotional and practical responses to suffering and injustice

Required Texts/Materials

Jones, Beth Felker. *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically*.   Grand Rapids, Michigan: Baker Academic, 2014. – ebook available at GFU library

McGrath, Alister E. *Christian Theology an Introduction*. Sixth ed. Chichester, England: Wiley-Blackwell, 2017. – ebook available at GFU library

Migliore, Daniel L. *Faith Seeking Understanding an Introduction to Christian Theology*. Third ed. Grand Rapids, Michigan; Cambridge, [England]: William B. Eerdmans, 2014. - ebook available at GFU library

*Students may order from the GFU bookstore at: georgefoxshop.com.

Textbook Selection Disclaimer: The selection of particular readings for this course does not mean that the professor personally endorses all theological assumptions, positions, or arguments expressed in these texts, nor does it mean that the professor expects or invites students to uncritically accept all such assumptions, positions, and arguments.

Course Requirements and Assignments

A. Faculty Commitment to Student Engagement

Seminary faculty promise to provide regular and substantive interaction with students [ES 1.6.2] as follows:

- **Regular**: Faculty promise to interact with students in a predefined, consistent, frequent, and timely basis as follows:
    - Synchronously: In person during a synchronous engagement such as face-to-face class, a phone call, chat, or during audio/video conferencing.
    - Asynchronous: Through email, a forum discussion posting, voicemail, or facebook group posting (when appropriate).
    - The instructor will respond to emails within two business days (48 hrs).
    - If students have an urgent need, they may contact the instructor by email, marking it urgent, and/or by voice mail immediately. Additionally, they may contact the program administrative assistant.
- **Substantive**: Faculty promise to be the primary (though not exclusive) person to lead class conversations around the course subject and provide feedback on assignments, projects, or exams so as to allow students the opportunity to adjust their performance and adjust their understanding or misunderstanding of the material (two business days to a week for more substantive assignments or exams).

Course Schedule

Week 1 (Monday - Sunday, 08/30/21 - 09/05/21)
Focus: **Sources and Methods of Theology. The Triune God.**

Required readings: Jones, ch. 1 and ch. 3. McGrath, pp. 175-177 ("Is God Male?"), pp. 299-301 ("Approaching the Christian Doctrine of the Trinity")
Zoomtro: 9:00-9:25 am, 09/02

Week 2 (Monday - Sunday, 09/06/21 - 09/12/21)
Focus: **Christology.**
Required readings: Jones, ch. 6. Tennent, ch. 5. McGrath, pp. 209-214 ("New Testament Christological titles")
Assignments: Online Forum # 1

Week 3 (Monday - Sunday, 09/12/21 - 09/19/21)
Focus: **Pneumatology.**
Required readings: Jones, ch. 8. Tennent, ch.7. McGrath, pp. 280-281
Assignments: Online Forum # 2

Week 4 (Monday - Sunday, 09/19/21 - 09/26/21)
Focus: **Revelation. Christian Scriptures.**
Required readings: Jones, ch. 2. Excerpts from *The Art of Reading Scripture* (on Foxtale). McGrath, pp. 164-170.
Zoom Session: 6:00-6:50 am, 09/23

Week 5 (Monday - Sunday, 09/27/21 - 10/03/21)
No readings this week, in lieu of the Midterm.
Assignments: Midterm Project due by midnight on Saturday, October 2.
Zoom Session: 6:00-6:50 am, 09/30

Week 6 (Monday - Sunday, 10/04/21 - 10/10/21)
Focus: **Theological Anthropology. Soteriology.**
Required readings: Jones, ch. 5 and ch.7, and TBD (FoxTale)
Assignments: Prepare Bridge Week Presentation
Heavy reading week, on preparation for Bridge Week!

Week 7 (Monday - Sunday, 10/11/21 - 10/17/21)
Bridge Week!
In-Person Class: **F 8:00 am--6:00 pm 10/15, S 8:00 am-12:00 pm 10/16**

Week 8 (Monday - Sunday, 10/18/21 - 10/24/21)
Focus: **Creation. The Problem of Suffering and Evil.**
Required readings: Jones, ch. 4. Migliore, ch. 6.
Assignments: Online Forum # 3

Week 9 (Monday - Sunday, 10/25/21 - 10/31/21)
Focus: **Eschatology.**
Required readings: Jones, ch. 10; Douglas Moo "Eschatology and Environmental Ethics" (on Canvas)
Zoom Session: 6:00-6:50 am 10/28

Week 10 (Monday - Sunday, 11/01/21 - 11/07/21)
Focus: **Religion and Science.**
Required readings: McGrath, pp. 148-151 ("The Natural Sciences and Christian Theology: Models of Interaction"); Joshua Moritz, "The War that Never Was: Exploding the Myth of the Historical Conflict Between Christianity and Science," *Theology and Science* 10, no. 2 (2012) - on Canvas; "Science and Faith in Harmony: Positive ways to include science in worship" https://worship.calvin.edu/resources/resource-library/science-and-faith-in-harmony-positive-ways-to-include-science-in-worship
Required videos: "Science and Religion: The Draper-White Conflict Thesis" https://sciencereligiondialogue.org/resources/science-and-religion-the-draper-white-conflict-thesis-2/
Assignments: Online Forum # 4

Week 11 (Monday - Sunday, 11/08/21 - 11/14/21)
Focus: **Ecclesiology. The Sacraments.**
Required readings. Jones, ch. 9. Tennent, ch.8. McGrath, pp. 355-356
Zoom Session: 6:00-6:50 am 11/11

Week 12 (Monday - Sunday, 11/15/21 - 11/21/21)
Focus: Eco-theologies.
Required readings: Migliore, ch. 5.
Recommended Science Resources:
Intergovernmental Panel on Climate Change report (see especially their "summary," most recent available at https://www.ipcc.ch/report/ar6/wg1/#SPM)
National Climate Assessment (most recent, fourth national climate assessment available at https://nca2018.globalchange.gov/)
Zoom Session: 6:00-6:50 am, 11/18

Week 13 (Monday - Sunday, 11/22/21 - 11/28/21)
HAPPY THANKSGIVING!
Zoom Session: 6:00-6:50 am, 11/24 (Wednesday)

Week 14 (Monday - Sunday, 11/29/21 - 12/05/21)
Focus: **Christian Theology, Religious Pluralism and Secular Cultures.**
Required readings: McGrath, pp. 70-80 and pp. 99-103. TBD
Assignments: Online Forum # 5

Week 15 (Monday – Sunday, 12/06/21 - 12/12/21)
Work on the final project; no additional assignments.

Week 16 (Monday – Sunday, **12/13/21 - 12/17/21**)
Final Project is due by midnight on Monday, December 13.

Allotment of Course Hours

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Assignment Name	hrs
Online Forum	20
Zoom Sessions	6
Required Reading	45-50
Midterm and Final Projects	40-45
Bridge Week F2F	14
Total	125-135 hrs

Because people work at different rates, the actual number of hours per individual may vary.

Grading Values of Each Assignment

Assignment Name	xx%
Bridge Week Presentation	3
Zoom Attendance	12
Online Forum	25
Midterm Project	30
Final Project	30
Total	100%

Grade Scale

GPA	Percentage	Letter Grade
4.0	100-93	A
3.7	92.99-90	A-
3.3	89.99-87	B+

3.0	86.99-83	B
2.7	82.99-80	B-
2.3	79.99-77	C+
2.0	76.99-73	C
1.7	72.99-70	C-
1.3	69.99-67	D+
1.0	66.99-60	D
0	59.99-0	F

Course Evaluations

Course evaluations are very important to the effectiveness of our learning community. The Dean and faculty routinely review course evaluations. Full time faculty and adjuncts are reviewed regularly through course evaluations. Course improvements are made because of these reviews. Our accrediting bodies, ATS and NWCCU, require regular evaluation so that the seminary is in a constant feedback loop to improve the learning experience for students and to accomplish program goals. Therefore, part of a course's requirements is the completion of the evaluation. Most evaluations happen at the end of a course with a survey taken online. Course evaluations are confidential.

Partial feedback from a few in a class is rarely helpful. Help us improve your learning experience by completing course evaluations.

D. COVID-Related Information

Wearing facial coverings in classrooms is required.

To help mitigate the transmission of COVID-19, it is required that all students wear masks or other face coverings in classrooms, laboratories and other similar spaces where in-person instruction occurs. The masks/face coverings must cover both nose and mouth, and be worn for the duration of class, inside all university buildings, and outside whenever you are or are likely to come within 6 feet of another person. Face masks are not required to join classes via Zoom. For any faculty, staff or students who have a medical condition that prevents safely wearing a covering directly over the nose and mouth, a clear face shield may be worn instead. If you have any questions about appropriate face coverings, please contact Gaby Viesca at gviesca@georgefox.edu.

COVID-19 Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending local classes if you are ill. You are encouraged to seek appropriate medical attention for treatment of illness. In the event of contagious illness, please do not come to face-to-face classes or to campus to turn in

work. For online courses, you have the freedom to determine if you are not able to join a Zoom session due to illness. If that is the case, please notify me by email about your absence as soon as practical, so that accommodations can be made. Please note that documentation (a Doctor's note) for medical excuses is NOT required.

E. Course Learning Standards

Course Workload:
Hours of work / credit hour:
The total number of work hours including class time for a 3-credit course is 115-120 hours over the course of the Fall 2020 semester. A 2-credit course is 75-80 hours over the course of the Fall 2020 semester. A 1-credit course has 35-40 hours of work including class time over the course of the Fall 2020 semester. Because people work at different rates, the actual number of hours per individual may vary.

Student Commitment to Learning:
Assignment Due Dates: You are required to meet all deadlines for assignments and activities as outlined in the schedule. Late work will automatically lose one letter grade following the submission deadline and a further grade for each week day it is delinquent beyond the due date. You will need to contact the professor, preferably in advance, for consideration due to extenuating circumstances.

Learning Community Engagement: Class attendance and regular online participation is required in order to create a robust community learning environment. Therefore, if you are unable to engage online or in class for more than 3 weeks throughout the course, you will receive at least a letter grade reduction. If you miss 4 or more weeks throughout the course, you will not pass the class. In addition, hybrid courses require full participation at intensive F2F sessions. If you miss more than 3 hours of F2F in a hybrid course, you cannot pass the class.

General writing parameters
In addition to demonstrating your understanding of the subject, your writing also reflects the level of investment you make in your work. Please take care to use proper English grammar. (See such helps as the Chicago Style Guide - http://www.chicagomanualofstyle.org/tools_citationguide.html - or Purdue's Online Writing Lab - https://owl.english.purdue.edu/owl/section/1/5/.) Use inclusive language in your writing per the Association of Theological School's (ATS) guidelines. Always give credit to other peoples' work and respect copyright guidelines. See Module 8 "Writing Resources" of the Seminary Student Information course site in FoxTALE for more information on these issues. You will also find writing examples of book responses and reflection papers.

Written assignments should use a common font such as Times Roman in 12-point, double-spaced, using 1-inch margins. We recommend you submit your document as a Word (.doc) file. This reduces compatibility problems and will allow for more options in making comments on your work. Portland Seminary requires the use of Turabian for formatting of submitted work (footnotes, endnotes, bibliography, etc.). Be sure to consult the latest edition of the Kate L. Turabian Manual. To help us identify your work, please use the following naming convention to

name your files: CourseName_Lastname_Assignmentname (e.g.MLDR530_Smith_Summary Paper).

Inclusive Language

Portland Seminary endeavors always to treat the members of its community with respect and communicate with civility. We honor one another's differences, be they religious, cultural, gender-related, or political. Our belief that every person is created in God's image extends to how we treat one another.

We wish to challenge patterns of language that may be doing harm even when harm is inflicted unconsciously and without intention. We expect every member of our community, both inside and outside the classroom, to avoid dehumanizing or exclusive language in conversations with one another. "Dehumanizing" means any language that diminishes another's humanity; it includes not only insulting discourse, but also the refusal to pronounce someone's name correctly, imposing nicknames on others without their consent, speaking of people using non-human terminology, failure to extend grace when one's weaknesses become apparent, stereotyping and the presumption of attributes and roles based on race and/or gender, etc.

With regard to human beings, inclusive language, images, and metaphors are to be used in both written and verbal communication, which extends to in-class presentations and the Bible translations we use.

Intellectual Property

The teacher's entire classroom content—whether written or spoken, in lectures, discussions, PowerPoints, or handouts—is the intellectual property of the teacher. It cannot be cited, quoted, or propagated in any way, other than in the classroom or on the course's FoxTale website, without the permission of the teacher. If you want to record a class lecture or quote from classroom content, please obtain the teacher's permission via email beforehand.

In addition, the comments of other students should likewise be held in confidence. The purpose of this policy is to create a safe environment in which everyone can take risks in learning without fear of reprisal.

Academic Honesty

It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all university matters. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, and the disruption of classes. Cheating is defined as 'intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.' It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is 'intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.' Plagiarism is 'intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.' One who facilitates any of the above is equally responsible with the primary violator. Penalties may include restitution, an F on an individual paper or exam, loss of campus position or employment, an F on a course, disciplinary probation and suspension.

Online Community Netiquette

You will be joining colleagues in an online community. You'll be working on a weekly schedule that establishes a community rhythm of communication. There will be times that you'll be assigned to work in a small group. Please honor your colleagues by giving them your full participation. Here are some netiquette tips you may find helpful:

- Don't use ALL CAPS. IT TRANSLATES AS SHOUTING!
- Unless your instructor has given specific word counts for discussions, it's best to limit a posting to no more than a paragraph or two (i.e. no more than 100-150 words). You can always come back and add more to the group discussion. This gives everyone an opportunity to make a contribution, rather than have one person 'cover all the ideas' or control the conversation.
- Be sure to make contributions! Even if you feel everything has been said, you need to contribute more than "I agree" or "I think we've really covered it." Your presence is important to your colleagues. If you don't make postings, it will have a negative impact on your community.
- Be careful to stay on subject. If you want to pursue something off topic, you can move that discussion to the Conversations in the Commons.
- Treat all communication as confidential unless you've received permission to share outside of your learning group.
- Before communicating with your instructor privately (e.g. via email or phone) ask yourself, "Would my colleagues benefit by being included in this discussion?" Try to share questions and concerns in view of colleagues, since they may have the same question or concern in mind. Post your question in the appropriate forum and invite the instructor to respond (see Instructor Availability).
- Always give credit to the originator of a thought you are sharing.
- You'll be challenged by divergent viewpoints. Try to use "I" statements when pursuing a constructive debate:
    - What I hear you saying is...
    - Here is what I've experienced...

- ○ It would help me to know how you hear what I'm saying because I'm not sure I'm being understood.
    - ○ I understand that your view is different from mine. Here's what I'm hearing...
  - If you are angry, don't respond immediately. You might want to write a draft to organize your thoughts and come back to it later to make revisions and determine if it should be sent.
  - Make an effort to demonstrate to your colleagues that you can objectively consider opposing views.
  - Avoid criticizing and/or attacking opposing views. Be respectful of people whose views differ from your own.
  - Seize every opportunity to genuinely affirm a colleague.

In the process, we hope your community will be able to share learning discoveries.

University Services

Disability Services Information
Portland Seminary is committed to providing equality of opportunity and meaningful access for qualified students with physical, psychological, attentional or learning-based disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student with a disability at George Fox University is someone who, with reasonable or no accommodations, is capable of meeting George Fox's academic standards." (https://www.georgefox.edu/offices/ disabservices/ policies.html)

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to the Disability Services Office. For more information, go to https://www.georgefox.edu/offices/dso/index.html or contact Rick Muthiah, Associate Director of Learning Support Services(503-554-2314 or rmuthiah@georgefox.edu).

Help the Portland Writing Center (PWC)

What we do:
The Portland Writing Center offers one-on-one writing assistance free of charge for GFU students. Our mission is to empower you to become a better writer, not simply to craft a better paper. We offer assistance in many areas, including the following:
  - Gathering your thoughts and beginning the writing process
  - Organization and overall clarity
  - Grammar, word choice, and academic writing style
  - Following the rules of APA, MLA, and Turabian formats

Consultations:
Consultations are scheduled for 60 minutes and can be face-to-face, e-mail, or via Zoom video conference. You can access our user-friendly Google calendar scheduling system here: https://goo.gl/7lrf96. Once you have selected an appointment time, please email our Writing Center consultants with your desired medium (face-to-face, email, or Zoom).

<u>Portland Writing Center Director:</u>

Dr. Jennie A. Harrop, jharrop@georgefox.edu.

Inclement weather

George Fox University closure policy: https://www.georgefox.edu/news/closures/