



Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry

T221 – CB/DE Theology II

3 credits. Prerequisites: Theology I

June 15-July 31, 2020

Term F

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Course Content and Goals

Course Description

A study of the Christian doctrines of Christ, salvation, the church, and eschatology. Students will think critically about areas of theological diversity and consensus, read primary sources, and continue to form their own statement of faith.

Relationship to Horizon's Mission

As part of our mission to prepare leaders, this course will help students grow in the following competency needed for Christian life and ministry:

- **Biblically and Theologically Literate:** Demonstrated by skilled interpretation of scripture and evaluation of theological issues in order to articulate how to think, live, and minister in light of who God is, who God's people are, and God's purposes for the world.

Core Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy*, students will:

- 1) Create and discuss a personal statement of faith regarding the Christian doctrines of Christ, salvation, the church, the sacraments, and eschatology.
 - *Assessment:* Statement of Faith
- 2) Identify the areas of historical consensus and key areas of debate regarding the Christian doctrines of Christ, salvation, the church, and eschatology.
 - *Assessment:* Theology Tests, Theological Identifications, Supplementary Reading Questions
- 3) Theologically evaluate the church they attend.
 - *Assessment:* Church Theological Assessment Paper

In addition, my hope is that you will appreciate the particularity of the evangelical theological tradition as well as your own denomination and that you will become more aware of Christian theological traditions other than your own.

Course Work

Required Readings

Hart, Larry D. *Truth Aflame: Theology for the Church in Renewal*. Revised edition. Grand Rapids, MI: Zondervan, 2005. (ISBN-10: 0310259894 or ISBN-13: 978-0310259893)

McKim, Donald K. *The Westminster Dictionary of Theological Terms*. 2nd edition. Louisville, KY: Westminster John Knox, 2014. (ISBN: 978-0664238353)

Theology II Reading Pack (available in a lesson on Populi).

Your denomination's statement of faith.

The [Evangelical Fellowship of Canada's statements of faith](#).

You should also have *at least* one more in-depth systematic theology in your personal library. I recommend those by [Grenz](#), Erickson, Lewis and Demarest, or [Migliore](#) (see the bibliography). Horton's is also fairly helpful if you are looking for something from a Pentecostal perspective.

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Component:

- *Statement of Faith*. This assignment must be edited and submitted to the Statements of Belief *e-Project* in your Portfolio on *Portfolium*.
- *Church Theological Assessment*. This assignment must be edited and submitted to the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

1. Lecture Attendance and Interaction

In order to pass this course, you are required to "attend" and engage with all of the lectures in the "lesson" discussions on Populi ([see an example here](#)). There will be times when the class read a handout, read something from the textbook, or watched an online video. In order to say that you have "attended" the lectures, you are required to complete this work as well. By the due dates, you will submit a one-sentence statement to the professor indicating that you have "attended" all of the following lectures online.

- Lessons 1-2 by June 18 →Lessons 5-6 by July 5
- Lessons 3-4 by June 28 →Lesson 7 by July 12

For an *average lesson* aim to post ***at least three thoughts*** of about 100 words each (although lessons vary in length). For your posts:

- a) Whenever I ask a question to the class in the lecture, you should pause the lecture and think about how you would answer it and post your thoughts on the lesson's discussion (similarly, if you were in class you would also stop and think about how you would answer my questions). There may be times where you think the same thing as what another student has said. Try to add something, however, even if you just say, "I agree with such and such a point, *because....*"

- b) In addition, act as though you were actually in class and then post whatever you would have said if you raised your hand in class or were asked to share in class and were to have contributed that way. You might note things that you find inspiring or that you are learning throughout the lectures that will help you minister more effectively.
- c) Interact with the posts of other students by responding to some of the other students' posts.

This assignment will be marked complete or incomplete.

Accessing Online Lesson Discussions

-Within a lesson, click on the discussion on the right side of the page ([see an example here](#)).

-If you are submitting *a new post*, scroll to the bottom of the discussion and enter your post in the dialogue box. Click on “Leave a comment” to post your thoughts.

-If you are submitting *a response to someone else*, please click on “reply” at the bottom of their post. This will open a new box that will allow your reply to appear underneath their post.

- Related learning outcomes: all.
- **Assignment Length:** 3+ posts per lesson, about 100 words each post .
- **Due dates:** June 18, 28; July 5, 12.

**NOTE: Activities/Assignments 1-5 are completed throughout the lecture phase for this course. In other words, the due dates for these activities/assignments overlap with and alternate between each other.*

2. Supplementary Reading Questions

The Supplementary Reading Questions will help you prepare for writing your statement of faith and for your theology tests. You will need to demonstrate your familiarity with the material covered in the supplementary reading before you will be assessed in the course assignments.

The *Theology II – Reading Pack* includes readings on four different topics. In the lessons on Populi, I indicate for you when you should do these readings. After completing the reading in the pack, you will respond to a number of questions (found in the [Populi](#) lesson called “Theology II Reading Pack”) in about one page per topic. No footnotes are needed—instead, note the author and page number in parenthesis. The primary point of the learning activity is to assist you in developing your competencies that will be assessed in the other assignments. Therefore, when answering the questions, you should be answering them from the perspective of the authors that you have read (*not* from your own perspective, unless asked for your perspective). You will find some video files in the course lessons where I discuss the reading questions. Please listen to these only *after* you have answered the questions. Please indicate if/where you correct or change your answers after listening to the audio file by either using a different font/color for your changes, or by using the “track changes” feature in MSWord. Given that you will self-assess your answers as you listen to the lecture videos, as indicated on the assignment rubric, this assignment will be considered complete or incomplete.

- Related learning outcomes: 2.
- **Assignment Length:** ~1 page each, single spaced (point form is fine).
- **Due dates:** with each reading (as indicated on Populi within the lessons).

3. *Theology Identification*

In the lessons on Populi, you will see that I have divided the four chapters you will read for this course into five different readings:

7A= pp. 279-333, **7B**= pp. 333-367, **8B**= pp. 404-459, **10**= all, **9**= all.

After you complete each reading, you will write about one page double-spaced (sometimes more) where you will:

- Include a 3-4 sentence statement indicating the consensus of the church regarding the topic you have read about. Sometimes the chapters summarize the consensus (e.g. p. 222-3 on humanity).
- Define and summarize the various theological concepts described in each chapter. Note page numbers in brackets (no footnotes needed). Do not quote the textbook. Rather, describe the idea in your own words in order to illustrate how well you have understood the ideas being described. Look especially for the italicized words in each section that are relevant to the specific section you are reading.
- Locate each belief as aberrant (including heresy), diversity, or consensus.

You can find an example theology identification paper in a lesson on Populi. This learning activity will be **self-assessed**, meaning that after you make a *completed* theological identification submission, I will return my answer key to you for that chapter so that you can compare what you wrote to the answer key. Thoroughly engaging your textbook is essential in developing your competencies which will be assessed in the other assignments. Therefore, you will need to demonstrate your familiarity with the material covered in the textbook before you will be assessed in the course assignments. These assignments will be considered complete or incomplete.

- Related learning outcome: 2.
- **Assignment Length:** 1-2 pages each.
- **Due dates:** with each reading (as indicated on Populi within the lessons).

4. *Statement of Faith*

Over the course of Theology I & II, as well as in T311 Holy Spirit and the Church, you will develop your own statement of faith (SOF). The assignment is meant to guide you to think through your own position on each of the key theological topics. You should work on this *after you have completed each section of reading from Truth Aflame* and revise your statement after you complete each lesson. Include a section for each of the following **six headings**:

- 1) The Person of Jesus Christ (Ch 7A)
- 2) The Saving Work of Christ (Ch 7B)
- 3) Receiving Salvation (Ch 8B)
- 4) Ecclesiology (Ch 10)
- 5) Sacraments/Ordinances (part of Ch 10)
- 6) Eschatology (Ch 9)

You should address what you read about in the textbook, as well as issues discussed in the lectures (e.g., theology of religions). For the written part of the assignment (only!) you will not explain why you believe what you believe, but you will be asked about it in the interview.

- You will write 1/3 - 1/2 page on each of the six topics. Do not exceed 3 pages total.
- Please do not include quotations from Scripture in the body of your SOF. You may include Scripture references in parenthesis. For example: Jesus came to save (John 3:16).

- To sufficiently demonstrate competency, your SOF should employ theological vocabulary, explain beliefs with some detail, and address both historical consensus issues in the church as well as areas where evangelical Christians display diversity of belief.

Even though it will be hard to make up your mind regarding some theological issues, please still include a statement regarding what you believe at the moment, even if it isn't a strong belief. For your SOF, you are *not* going to be graded on what you believe, so it is fine if you disagree with me or your own denomination.

You will submit your SOF twice during the course. I will give you feedback after your first submission and again after your interview. After your second submission of your SOF, you will sit in a 15-20 minute (no longer) interview with the professor who will ask you questions about your SOF. Questions may:

- ask you to clarify or explain certain points in your SOF.
- ask you about issues that you may have neglected to address in your SOF.
- ask you to explain why you believe what you believe.

Your assessment for this assignment will be based on both the completed written SOF and your interview.

- Related learning outcome: 1.
- **Assignment Length:** 2-3 pages .
- **Due date:** June 29 (1st submission, partial), July 13 (2nd submission, completed), by July 15 (Interview).

5. Theology Tests

You will need to demonstrate your familiarity with the material in the learning activities before you can take each of the two tests (on [Populi](#)). To prepare for the tests you should review your lecture notes, your notes from the supplementary reading discussions, as well as your theological identification work (which you should have reviewed in light of the answer keys). When you determine you are sufficiently prepared, you may request to take a test. *Please send me an e-mail* at least one business day before you intend to take each test explaining what you did to prepare and, if I agree that you have sufficiently prepared, I will make the test available for you on Populi. Plan to *finish your tests before 11:59pm* (SK Time) on their due dates. You will *not* be allowed to use any notes nor the textbook—the tests are closed book. The tests will ask you to:

- Part 1: briefly explain (2-4 sentences) the historical consensus of the church regarding the beliefs studied in this course.
- Part 2: classify (as aberrant, historical consensus, or issue of diversity) and identify various beliefs studied in this course.

Before you take your tests, please see the lesson called “Notes Regarding Your Theology Tests.”

- Related learning outcome: 2.
- **Assignment Length:** 1 hour each. **Due dates:** June 30 & July 14.

6. Church Theological Assessment

This assignment is an extensive theological assessment of the church you attend (or your home church). The *purpose* of this assignment is to demonstrate theological literacy by articulating and applying your understanding of ecclesiology to your own church. Preparation for this paper involves the following elements:

- i. Completing the course lessons and textbook reading.

- ii. Attending a Protestant (Anglican or Lutheran) liturgical church service during this course. Probably plan for July 5 or 12. Aside from participating in worship, the aim of your visit is to pay attention to the theology that is expressed, both explicitly and implicitly, through the service.
- iii. At least one interview with a pastor from the church being assessed (in person or by phone or video conferencing—not email).

The paper has five parts:

- a) A brief **introduction** (short paragraph), identifying:
 - which church you are assessing (i.e., name, location, denomination), and
 - when and where you attended a Protestant liturgical church service to prepare for this paper.
- b) Evaluate your church theologically in relation to the **nature of the Church** (~2.5 pages). This part of your paper should address how your church expresses its identity, *both* explicitly (e.g., in worship, prayer, formal statements) *and* implicitly (what is implied by an action or statement, or by silence or absence), in relation to some or all of the following:
 - The Lordship of Christ, the promised power of the Spirit, the unity of the Church, the global Church, the “world”/non-Christians, etc.
 - How does your church think of itself as a “body”, “community”, “fellowship”, etc.?
 - Are those in the church thought of as “saints”, “disciples”, “members”, etc.?
 - Does your church have a vision and/or mission? How does this relate to the mission of the whole Church? the mission of God?
- c) Evaluate your church theologically in relation to the **practices of the Church** (~2.5 pages). What takes place in a church service? outside of a worship service? Why is it done? What theology is behind it? This part of your paper may address some or all of the following:
 - What various actions in the service (e.g., reading of scripture, worship, prayer, sacraments) express theologically, whether explicitly or implicitly.
 - What various activities outside of a service (e.g., food bank, weddings, Bible studies) expresses theologically, whether explicitly or implicitly.
- d) At least two **suggestions** (~1/2 a page), with theological reasoning, regarding how your church could be more faithful to its Lord in its practice, along with an explanation of how and why your suggestions would strengthen your church. Be humble, yet bold.
- e) **Conclusion** (<1/2 page). Summarize your assessment of your church, briefly restating its nature and practice, how it compares to a Protestant liturgical service, and your suggestions.

For this assignment you should *explicitly* draw on the following sources (include footnotes):

- Your reading from *Truth Aflame* (esp. Ch 10).
- Material from the lessons on Populi (esp. Lesson 5).
- Your own observations at your church.
- At least one interview with a pastor from your church (in person or by phone or video conferencing—not email).
- At least two theological comparisons between your church and your participation in a Protestant liturgical church service during this course.

Your paper should be 1700-2000 words (about 6 pages), excluding your footnotes.

- Related learning outcome(s): 3.
- **Assignment Length:** 1600-2000 words (about 6 pages). **Due date:** July 22.

Estimate of Time Investment (individual time investments may vary)

| | | |
|---------------------------------------|-----------------|--|
| 1. Lecture Attendance and Interaction | 23 hours | June 18, 28; July 5, 12 |
| 2. Supplementary Reading Questions | 8 hours | With each reading, as indicated in the lessons on Populi |
| 3. Theology Identification | 30 hours | With each reading, as indicated in the lessons on Populi |
| 4. Statement of Faith | 7 hours | June 29; July 13, 15 |
| 5. Theology Tests | 6 hours | June 30, July 14 |
| 6. Church Theological Assessment | 16 hours | July 22 |
| TOTAL | 90 hours | |

Assessment Rubrics

For this course, please find assessment rubrics on the Populi course page, in the lesson called “Theology 2 Assessment Rubrics.”

Course Timeline

Bold = due for submission

SOF = Statement of Faith

Ch = Chapter in *Truth Aflame*

TI = Theology Identification

*Reading **7A**= pp. 279-333, **7B**= pp. 333-367, **8B**= pp. 404-459, **10**= all, **9A**= all.

* **Due with each reading:** Supplementary Reading Questions and Theology Identification

Please complete your assignments in the following order. The Lessons on Populi will indicate when to complete each of the reading assignments.

Any required revisions will take place throughout the course since there is no “revision week” for DE courses.

Week 1 Lesson 1 + **Ch 7A TI** + Lesson 2
Due June 18 Lesson 1-2 Attendance and Interaction (submit statement)

Week 2 **Ch 7B TI** + Lesson 3 + **Sup Read Topic 1: Atonement**
Ch 8B TI + Lesson 4 + **Sup Read Topic 2: Theology of Religions**
Due June 28 Lesson 3-4 Attendance and Interaction (submit statement)

Week 3 **Due June 29 Statement of Faith submission 1**
Due June 30 Theology Test 1
Ch 10 TI + Lesson 5 + Lesson 6 + **Sup Read Topic 3: Baptism**
Due July 5 Lesson 5-6 Attendance and Interaction (submit statement)

After completing lesson 5, attend a Protestant (Anglican or Lutheran) worship service (probably plan for July 5 or 12).

You should also plan to interview a pastor from the church you are assessing for your Church Theological Assessment assignment.

- Week 4 **Ch 9 TI + Lesson 7 + Sup Read Topic 4: Hell**
Due July 12 Lesson 7 Attendance and Interaction (submit statement)
- Week 5 **Due July 13 Statement of Faith submission 2**
By July 14 Theology Test 2
By July 15 Statement of Faith Interview
- Week 6 **Due July 22 Church Theological Assessment**
- Week 7 Finish revisions as necessary

Assignments are due @11:59pm according to the *Saskatchewan time zone*. If you are east of SK, this may show up as 12:59am (or later) the next day.

- First submissions of assignments will not be accepted after July 22, 2020.
- July 27-** First submissions of revisions due as necessary.
- No resubmission of assignments will be accepted after July 31, 2020.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines. In addition, please note: I will accept submissions in either **MSWord format** (doc or docx is fine) or as **PDF files** (*no otd files please*).

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource

employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

| Horizon CBE Scale | | Descriptor | Letter Grade | Grade Point | U of S Equivalency |
|-------------------|-----------|--|--------------|-------------|--------------------|
| E | Exceeding | Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes. | A+ | 4.0 | 90-100 |
| | | | A | 4.0 | 85-89 |
| | | | A- | 3.7 | 80-84 |
| M | Meeting | Student met competency requirements for all learning outcomes and may have exceeded in one. | B+ | 3.3 | 77-79 |
| | | | B | 3.0 | 73-76 |
| | | | B- | 2.7 | 70-72 |

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

| | | | | | |
|-----|-------------------|---|----|-----|-------|
| BTM | Beginning to meet | Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes. | C+ | 2.3 | 67-69 |
| | | | C | 2.0 | 63-66 |
| | | | C- | 1.7 | 60-62 |
| NYM | Not yet meeting | Student was not yet meeting competency requirements for one or more learning outcomes. | D+ | 1.3 | 57-59 |
| | | | D | 1.0 | 53-56 |
| | | | D- | 0.7 | 50-52 |
| | | | F | 0.0 | 0-49 |

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are

drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor’s teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography: See the Theology I syllabus