



Advancing God's Kingdom by Preparing Competent Christian Leaders for
Spirit-Empowered Life and Ministry

T101 Introduction to Theology

3 credits. Prerequisites: none.

Sept 14 – Oct 23, 2020

Term A, Mon-Thurs, 9:00-10:30am

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Course Content and Goals

Course Description

This foundational course introduces students to the study of God, also known as theology. Students will learn the value of theology, survey and understand the biblical basis for traditional Christian beliefs as outlined in the Apostles' Creed, and develop basic skills in reading theology.

Relationship to Horizon's Mission

As part of Horizon's mission to prepare competent Christian leaders, this course will help students gain a foundational understanding of historic Christian belief as well as its significance for Christian life and ministry.

Core Competencies and Learning Outcomes

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

- 1) Analyze and interpret first-year-level theological texts.
 - Assessment: Reading Theology
- 2) Identify and define key theological terms.
 - Assessment: Theology Tests
- 3) Explain the historical doctrinal consensus of the Christian Church and its theological basis.
 - Assessment: Theology Tests
- 4) Compare and contrast historic Christian belief with other beliefs in Canadian society, including the major world religions.
 - Assessment: Belief Response, Theology Tests

To demonstrate competency in *Spiritual Maturity* students will:

- 5) Explain the importance of theology for ministry and Christian life.
 - Assessment: Value of Theology Reflection
- 6) Assess how they have matured by studying theology.
 - Assessment: Theology Tests

Course Work

Required Resources

Bird, Michael F. *What Christians Ought to Believe: An Introduction to Christian Doctrine Through the Apostles Creed*. Grand Rapids: Zondervan, 2016. (ISBN: 9780310520924)

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

**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 Components: *Value of Theology Reflection*. This assignment must be edited and submitted to the Spiritual Maturity e-Project in your Portfolio on Portfolium. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

1. Reading Theology

Throughout the course you will develop your skills in reading theology as you read through your textbook, *What Christians Ought to Believe*. The professor will provide you with critical questions that will help you analyze theological writing. Answers should be submitted in point form. Each submission will be about 1-2 pages single-spaced. This assignment has two aspects:

- 1) Orienting analysis. This will be completed near the beginning of the course.
- 2) Content analysis. Throughout the course you will analyze the content of chapters 4-14 in your textbook. This analysis will help you become more familiar with the historical doctrinal consensus of the church. They will also help you gain the knowledge you need for the theology tests.

In order to ensure you are ready for the Theology Tests, resubmissions for these assignments will take place immediately, rather than during revision week.

- Related learning outcome: 1
- **Assignment Length:** 1-2 pages for each chapter.
- **Due dates:** Sept 16, 21, 25; Oct 2

2. Theology Tests

To prepare for each of the three tests, students will read and analyze the textbook (see assignment 1). In all tests you will explain or identify key theological terms and explain and justify historic Christian doctrines. In addition, on the third test you will write out or say the Apostles' Creed, compare and contrast the beliefs of major world religions with Christian belief, and reflect on how you have matured in your theology during this course. The professor will provide you with a study guide in a lesson on Populi. Resubmissions for Test 1 & 2 will take place in the middle of the term, rather than during revision week.

- Related learning outcomes: 2, 3, 4, 6
- **Assignment Length:** 4 hours.
- **Due dates:** Sept 29; Oct 5, 16

3. *Value of Theology Reflection*

In this reflection assignment, you will articulate why theology is valuable. To prepare for this assignment you will first interview (in person, phone, or video messenger [no emails]) at least two pastors, and ask them about why theology is valuable for

- the health of the church
- their personal life
- their ministry/vocation
- Christian service in and for the world.

Next you will engage in an in-class discussion regarding the topic. Then, you have two options for completing this assignment: either write a 500-700 word reflection paper (about 2 pages) or submit a 5-6 minute video reflection (submit a link to wherever you upload the video). For the video option, you will still hand in at least one page of notes formatted into an outline that will guide your presentation. Regardless of which option you choose, on your title page of your paper or notes you will indicate who you interviewed in preparation for this assignment—please indicate 1) the name of people interviewed, 2) their designation, 3) the name of their Church. In your assignment submission you can draw on your interviews, class discussion, and your own personal experience (for this assignment only, no citations are necessary unless you are quoting something). Your assignment should *not* be a report of your interviews. Instead, you will describe at least five reasons that you think theology is valuable along with five examples that illustrate these reasons. To save space, introduce and conclude your assignment with only a sentence rather than whole paragraphs.

- Related learning outcome: 5.
- **Assignment Length:** 500-700 words or a 5-6 minute video with 1+ page of notes in an outline.
- **Due date:** Oct 6

4. *Belief Response*

This assignment is meant to help you understand and appreciate how Christian belief differs from other beliefs in Canadian society and how belief affects values, goals, attitudes, and behaviors. Using a survey prepared by the professor, each student will interview three people of their choice who do not consider themselves Christians in order to discover what the interviewees believe about matters of ultimate importance and why and how these beliefs affect their daily life. Normally I would recommend a trip to the UofS, but in our current context you might consider a trip to the mall, interviewing non-Christian friends or family, calling a religious place of worship, visiting some social media groups and posing your questions there, posting your questions as a status on a social media account. Take careful notes at, or soon after, each interview. You have two options for completing this assignment: either write a paper (1200-1500 words = about 4 pages) or submit a 10-12 minute video response (submit a link to wherever you upload the video). For the video option, you will still hand in at least two pages of notes formatted into an outline that will guide your presentation. Regardless of which option you choose, your response has two parts, which should each be half of your response:

- 1) Summarize your findings and your reactions. What data from the interviews stands out to you and why? Are there common themes that emerge from the responses? Are there exceptions among the responses? Or do the responses contain different answers? Are beliefs worked out in practical ways? If so, how? What surprised you?
- 2) Compare (points of agreement) and contrast (differences) historic Christian belief with the beliefs that you encountered during your surveys. You should also explain the

theological basis for historic Christian belief and how this belief does and should affect your life in practical ways (e.g., What does this mean for how you live? Interact with others? Interact with creation? Make decisions? Spend your money?, etc.).

In your notes or paper, you will draw on and cite (via footnotes) both the textbook and class discussion. The title page of your notes or paper should include a statement affirming that you interviewed at least 3 people who were not Christians.

- Related learning outcome: 4.
- **Assignment Length:** 1200-1500 words (about 4 pages) or a 10-12 minute video with 2+ pages of notes in an outline that includes footnotes.
- **Due date:** Oct 13

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *some different assignment due dates* from in-class students.
 - Reading Theology: Orienting Analysis, Monday, Sept 21
 - Test 1: Monday, October 5
 - Test 3: Monday, October 19
 - All remaining assignments do *not* have adjusted due dates and are due on the dates indicated below.
- Each week, VOD students are required to watch and engage with all of the recording from that week's classes.
- By Monday at 11:59pm each week, VOD students will either meet with the professor or submit a report. In either case, they will 1) affirm they have watched the required recording for the last seven days, 2) summarize one thing they learned that week that will help them reach the course learning outcomes, and 3) explain at least one question they had after watching the class recording. To submit their report:
 - VOD students can plan to meet with the professor live on Zoom each Friday or Monday at a consistent, designated time. Students who are going to take this option should plan a time with the professor as soon as the course begins.
 - Alternatively, each week VOD students will submit their report to the Class Discussion board (300 written words or 2-3 minutes of audio or video).
- In order to pass the course, VOD students must submit all of their VOD weekly reports. These submissions are subject to the late assignment policy and are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the class material.

Estimate of Time Investment (individual time investments may vary)

Classroom time	29 hours	n/a
1. Reading Theology Orienting Analysis Content Analysis	30 hours	Sept 16 Sept 21, 25; Oct 2
2. Theology Tests	16 hours	Sept 29; Oct 5, 16
3. Value of Theology Reflection	6 hours	Oct 6
4. Belief Response	10 hours	Oct 13
TOTAL =	91 hours	

Assessment Rubrics

Assessment rubrics are on the Populi course page, in the lesson called “Intro to Theology Assessment Rubrics.”

Tentative Class Schedule

☒**Note:** Reading Theology Content Analysis is due with each reading from chapters 4-14.

Date	Class Topics	Reading and Assignments Due
Mon 14 Sept	Intro to the Course (& write due dates in calendar)	
Tues 15 Sept	Reading Theology Well	
Wed 16 Sept	Invitation to Theology	<i>Ch 1-3 & Orienting Analysis</i>
Thurs 17 Sept	Reading Theology Well (part 2) (& discuss survey questions)	
Mon 21 Sept	Invitation to Theology (part 2)	<i>Ch 4</i> ☒
Tues 22 Sept	Content analysis of Ch 4	
Wed 23 Sept	“...In God the Father...Jesus Christ...the Holy Spirit” (Trinity)	
Thurs 24 Sept	“God the Father Almighty...”	(Fri) <i>Ch 5-9</i> ☒
Mon 28 Sept	“Creator of Heaven and Earth” & Test 1 review	
Tues 29 Sept	“In Jesus Christ”	Test 1
Wed 30 Sept	“Crucified, died, and was buried”	
Thurs 1 Oct	Pastoral Interview Discussions (Value of Theology) & Test 2 review	(Fri) <i>Ch 10-14</i> ☒
Mon 5 Oct	“He rose again”	Test 2
Tues 6 Oct	“Seated at the right hand of the Father”	Value of Theology Reflection
Wed 7 Oct	“I believe in the Holy Spirit”	
Thurs 8 Oct	“The holy catholic Church”	<i>Revisions for Tests 1-2 (as necessary)</i>
Mon 12 Oct	—No Classes – Thanksgiving—	
Tues 13 Oct	“The forgiveness of sins & the life everlasting”	Belief Response
Wed 14 Oct	Christianity Compared to Other World Religions	
Thurs 15 Oct	Test 3 review & Course Evaluation	(Fri) Test 3

- First submissions of assignments will not be accepted after October 16.

Revision Week

Mon 19 Oct *Resubmission of Value of Theology Reflection (as necessary)*
Tues 20 Oct *Resubmissions of Belief Response (as necessary)*
Wed 21 Oct *Resubmissions for Tests (as necessary)*
Thurs 22 Oct *Additional Resubmissions (as necessary)*
Fri 23 Oct *Additional Resubmissions (as necessary)*

- No resubmission of assignments will be accepted after October 23.

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 on [Populi](#) 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 Adjunct Faculty Advisor 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 Friday 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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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 through 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

Internet

-Be sure you check out the [Christian Theology Virtual Reading Room](#).

-You can also search for books on the [Google books](#) webpage, which often provides access of up to 75% of a book's content.

Books

Barth, Karl. *Dogmatics in Outline*. trans. G. T. Thomson. London: SCM, 1949.

Bloesch, Donald. *Essentials of Evangelical Theology*. 2 vols. San Francisco: Harper and Row, 1978.

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