



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

## **T101 DE Introduction to Theology**

3 credits. Prerequisites: none.

 Online Video

**May 2 – August 5, 2022**

Summer 2022 Semester

David Kentie, Ph.D. (Cand.)

[david.d.kentie@gmail.com](mailto:david.d.kentie@gmail.com)

Course Design by Andrew Gabriel, Ph.D.

### **Course 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)

\*\*While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. 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. Video Lesson Discussions*

In order to pass the course, students are required to "attend" all video lectures and to discuss them via FlipGrid. For lessons 3-14, students will respond to the videos that they watched as they 1) confirm they have watched the required lectures for that time period, 2) summarize one thing they learned that will help them reach the course learning outcomes, and 3) explain at least one question they had after watching the class videos. Students are welcome to add an additional comment or two. Students are also expected to respond to at least one student in every discussion. This assignment will be marked as complete or incomplete.

You can find instructions on how to access and post to FlipGrid in the "FlipGrid Instructions" lesson on Populi.

Lecture video recordings are housed on Horizon's Video Centre. The link and password will be placed on Populi, under the "Syllabus" tab, under the list of "Links," in the right column. The image below shows an example of where you can find the link within the course on Populi.

The screenshot shows the course page for T311 - CB/DE: Holy Spirit and the Church. The left sidebar contains a navigation menu with 'Syllabus' highlighted. The main content area includes course details, faculty (Andrew Gabriel, Alyssa Andrews, Vi Petkau), and a reading list. A red arrow points to the 'Syllabus' link in the sidebar, and another red arrow points to the 'Video on Demand (VOD) Orientation' link in the 'Links' section.

- **Assignment Length:** 30 hours total.
- **Due dates:** May 18, 21, 24; June 11, 15; July 4, 13, 16

## 2. Reading Theology: Orienting Analysis and Content Analysis

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 questions that will help you analyze the logic and meaning of 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. It will also help you gain the knowledge you need for the theology tests.
- Related learning outcome: 1
  - **Assignment Length:** 1-2 pages for each chapter.
  - **Due dates:** May 5, 13; June 8, 29

## 3. Theology Tests

To prepare for each of the three tests, students will read and analyze the textbook (see assignment 2). In *all tests* you will explain and justify historic Christian doctrines. In addition, on the *third test* you also will explain or identify key theological terms, write out 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.

- Related learning outcomes: 2, 3, 4, 6
- **Assignment Length:** 4 hours.
- **Due dates:** May 27, June 18, July 22

#### 4. *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/ no texting]) 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.

I have not written out a specific list of questions. Instead, use the list above to guide your interviews. After the interviews, on-campus students reported on their findings from their interviews during an in-class discussion of the topic. You might like to do this with a student who is taking the course at the same time as you (check the roster on Populi). After the interviews, 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 date of the interviews, 2) the names of the people interviewed, 3) their designations (job titles), 4) the name of their churches. 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 on or summary of your interviews. Instead, in your reflection 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:** July 7

#### 5. *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 (found on Populi), you will interview three people of your 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. You might make a trip to the UofS, consider a trip to the mall, interviewing non-Christian friends or family, calling a religious place of worship, etc. 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 and when those interviews happened.

- 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:** July 27

**Estimate of Time Investment** (individual time investments may vary)

1. Video Lesson Discussions (on FlipGrid)	30 hours	May 18, 21, 24; June 11, 15; July 4, 13, 16
2. Reading Theology Orienting Analysis Content Analysis	30 hours	May 5 May 13; June 8, 29
3. Theology Tests	16 hours	May 27, June 18, July 22
4. Value of Theology Reflection	6 hours	July 7
5. Belief Response	10 hours	July 29
TOTAL =	92 hours	

**Assessment Rubrics**

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

**Class Schedule**

**Note:** Since this is a DE course, revisions will be requested throughout the semester. Watch your rubrics for due dates for revisions.

- Week 1-2      Lesson 1 and start lesson 2  
                  **Orienting Analysis, due May 5**  
                  Chapters 1-3  
                  Start Lesson 3  
                  Finish Lesson 2  
                  **Ch 4 Content Analysis, due May 13**
- Week 3        Finish Lesson 3  
                  **Lesson 3 Video Lesson Discussion, due May 18**  
                  Lesson 4-5  
                  **Lessons 4-5 Video Lesson Discussion, due May 21**

Week 4	Lesson 6 <b>Lesson 6 Video Lesson Discussion, due May 24</b> <b>Test 1, due May 27</b>
Week 5-6	Chapters 5-9 <b>Ch 5-9 Content Analysis, due June 8</b> Lesson 7 <b>Lesson 7 Video Lesson Discussion, due June 11</b>
Week 7	Lesson 8 <b>Lesson 8 Video Lesson Discussion, due June 15</b> <b>Test 2, due June 18</b>
Week 8-9	Chapters 10-14 <b>Ch 10-14 Content Analysis, due June 29</b> Lesson 9-10 <b>Lessons 9-10 Video Lesson Discussion, due July 4</b>
Week 10	<b>Value of Theology Reflection, due July 7</b>
Week 11	Lesson 11-12 <b>Lessons 11-12 Video Lesson Discussion, due July 13</b> Lesson 13-14 <b>Lessons 13-14 Video Lesson Discussion, due July 16</b>
Week 12	<b>Test 3, due July 22</b>
Week 13	<b>Belief Response assignment, due July 29</b>
Week 14	Finish any remaining revisions as necessary. <i>By Aug 1</i> Submit the Value of Theology Reflection to Portfolio.

- No resubmission of assignments will be accepted after August 5, 2022.

## **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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### 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 <b>exceeded competency requirements for more than 40%</b> of the 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 <b>met competency requirements for all</b> learning outcomes and may have exceeded in 40% or less.	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 <b>beginning to meet competency requirements for any one or more</b> 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 <b>not yet meeting competency requirements for one or more</b> 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](mailto:bwilliamson@horizon.edu); Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@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 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.

*Catechism of the Catholic Church*. rev. ed. London: Geoffrey Chapman, 1999.

Elwell, Walter A., ed., *Evangelical Dictionary of Theology*. 2nd ed. Grand Rapids: Baker Academic, 2001. [full text of 1<sup>st</sup> ed, published 1996]

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- Warrington, Keith. *Pentecostal Theology: A Theology of Encounter*. London: T & T Clark, 2008.
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