




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

**September 11 – December 15, 2023**

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### **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 many of 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**

#### *1. Video Lesson Discussions.*

In order to pass the course, students are required to "attend" all video lectures and to discuss them in the format specified below. This assignment will be marked as complete or incomplete.

Soul Sanctuary interns will participate in Zoom calls with the professor where they will discuss questions that they had from the videos and readings. The dates of these calls are to be determined.

Other students, including those from Calvary Temple, will discuss the lessons online via Flip. You can find instructions on how to access and post to Flip in the "Flip Instructions" lesson on Populi. 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.

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 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:** TBD (as each lesson is completed)

## 2. Reading Theology: Orienting Analysis and Content Analysis—25%.

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. This assignment has two aspects:

- 1) Orienting analysis. You will explain the context and aims of the textbook.
  - 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.
- To complete this assignment, students will follow these guidelines:
    - Answer all questions provided in the assignment templates.
    - Answers should be submitted in point form and single-spaced.
    - Indicate page numbers (in parenthesis) where evidence was found. No bibliography is necessary.
    - Follow the formatting of the example assignments that will be provided on Populi.
  - Related learning outcome: 1
  - **Assignment Length:** 1-2 pages for each chapter.
  - **Due dates:** Sept 20, 27; Oct 13, 27

## 3. Theology Tests—50%

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.

- To complete this assignment, students will follow these guidelines:
  - Complete the closed-book tests on Populi.
- Related learning outcomes: 2, 3, 4, 6
- **Assignment Length:** 4 hours.
- **Due dates:** Oct 20, Nov 3, Dec 1

#### 4. *Value of Theology Reflection—10%*

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, you will discuss the findings from your interviews with other students you are taking the class with. 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 and five examples that illustrate these reasons. For each reason, briefly indicate how the course helped you to come to these conclusions (e.g., something specific from the class discussion, from the interviews, etc.).

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon Format Guide (double spaced, 12 pt, Times New Roman font, etc.
  - To save space, introduce and conclude your assignment with only a sentence rather than whole paragraphs.
  - 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.
  - If written, include a word count after your conclusion.
  - Regardless of which option you choose, on your title page of your paper or notes you will indicate 1) the date of the interviews, 2) the names of the 2+ people interviewed, 3) their designations (job titles), 4) the name of their churches.
- 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:** Nov 17.

#### 5. *Belief Response—15%*

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 a local university or college, go to the mall, interview non-Christian friends or family, call a religious place of worship, etc. Take careful notes 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.).
- To complete this assignment, students will follow these guidelines:
    - Follow the Horizon Format Guide
    - Include a statement on the title page affirming that you interviewed at least 3 people who were not Christians and when the interviews happened.
    - In your notes or paper, draw on and cite (via footnotes) both the textbook and class discussion. Include at least 5 footnotes (total). No bibliography is necessary.
    - Includes 2 parts: The first half summarizes your findings and reactions, and the second half discusses historic Christian belief in relation to your findings.
    - If written, include the word count after the conclusion.
  - Related learning outcome: 4.
  - **Assignment Length:** 1200-1500 words (about 4 pages) or a 10-12 minute video with 2+ pages of point-form notes in an outline that includes footnotes.
  - **Due date:** Dec 8

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

			Assignment Weighting
1. Video Lesson Discussions	30 hrs	TBD (with each lesson)	n/a
2. Reading Theology Orienting Analysis Content Analysis	30 hrs	Sept 10 Sept 27; Oct 13, 27	25%
3. Theology Tests	16 hrs	Oct 20, Nov 3, Dec 1	50%
4. Value of Theology Reflection	6 hrs	Nov 17	10%
5. Belief Response	10 hrs	Dec 8	15%
TOTAL =	92 hours		

## Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

## Class Schedule

*Note: The Video Lesson Discussions are due as each lesson is completed.*

Week 1	Lesson 1 and start lesson 2 Start reading chapters 1-3
Week 2	<b>Orienting Analysis, due Sept 20</b> Finish reading chapters 1-3 Start Lesson 3 Finish Lesson 2 (there is no Flip Discussion for lessons 1-2)
Week 3	Read chapter 4 <b>Ch 4 Content Analysis, due Sept 27</b> Finish Lesson 3 Start reading chapters 5-9
Week 4	Lesson 4-5 Continue reading chapters 5-9
Week 5	Lesson 6 <b>Ch 5-9 Content Analysis, due Oct 13</b>
Week 6	Lesson 7 Start reading chapters 10-14 <b>Test 1, due Oct 20</b>
Week 7	Lesson 8 Pastoral Interview Discussions (for <b>Value of Theology</b> ) <b>Ch 10-14 Content Analysis, due Oct 27</b>
Week 8	Lesson 9 <b>Test 2, due Nov 3</b>
Week 9	Lesson 10-11
Week 10	Lesson 12 <b>Value of Theology Reflection, due Nov 17</b>
Week 11	Lesson 13-14
Week 12	<b>Test 3, due Dec 1</b>

Week 13      **Belief Response assignment, due Dec 8**

Week 14      Finish any remaining revisions as necessary.

- First submissions of assignments will not be accepted after December 8, 2023.
- Resubmissions of assignments will not be accepted after December 15, 2023.

## **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 on Populi](#) 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 unless approval is granted by the Dean of the College.

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.

### **Assignment Completion**

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### **Assignment 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 their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for

that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

BTM	Beginning to meet expectations	Student was <b>beginning to meet</b> learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Honesty

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

### Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a



conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at [library@horizon.edu](mailto:library@horizon.edu).

### **Live-Streaming Etiquette**

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. 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 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.

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Grenz, Stanley J., and Roger E. Olson. [Who Needs Theology? An Invitation to the Study of God](#). Downers Grove: InterVarsity, 1996.

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