



T311 Holy Spirit and the Church

3 credits. Prerequisites: Theology I & II

Saskatoon Campus Livestream Video on Demand

September 16 – December 20, 2024

Fall 2024

Mondays 5:30pm-8:30pm SK time

(7:30pm-10:30pm ET; time changes to 6:30pm mid-semester)

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Course Goals

Course Description

An in-depth study of the person and work of the Holy Spirit, with particular attention to a Pentecostal interpretation and its emphasis on missional empowerment. Topics include the gifts of the Spirit, Spirit baptism, and the doctrine of divine healing. Students construct and critically evaluate arguments and practices related to pneumatology.

**Note: This course can fulfill one of Horizon's [Pentecostal Studies degree concentration requirements](#).*

Relationship to MCS-Horizon's Missions

This course will help students grow in theological literacy and spiritual maturity as they study pneumatology and its impact on the Christian life.

Core Competencies and Learning Outcomes



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

1. Create a personal statement of faith regarding the doctrine of the Holy Spirit.
 - Assessment: Statement of Faith
2. Describe and evaluate a classical Pentecostal understanding of Spirit baptism.
 - Assessment: Baptism in the Holy Spirit Interview.
3. Construct a sustained and in-depth theological argument regarding an aspect of pneumatology.
 - Assessment: Research Paper.



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

4. Discern the Holy Spirit at work in their personal lives, the Church, and the world at large.
 - Assessment: Discerning the Spirit assignment.
5. Describe their spiritual gifts and evaluate their use of them.
 - Assessment: Discerning the Spirit assignment.

Course Work

Required Readings

* *Students will read select chapters from each book (not the entire books). See the reading schedule on p. 6 for more details.*

Cole, Graham A. *He Who Gives Life: The Doctrine of the Holy Spirit*. Foundations of Evangelical Theology. Wheaton, IL: Crossway, 2007. (ISBN: 9781581347920)
DTL: <https://thedtl.on.worldcat.org/oclc/697684374>

Gabriel, Andrew K. *Simply Spirit-Filled: Experiencing God in the Presence and Power of the Holy Spirit*. Nashville, TN: Emanate, 2019. (ISBN: 9780785223610)
DTL: <https://thedtl.on.worldcat.org/oclc/1054225142>

**For those in Saskatoon, a copy can be purchased from your professor for \$10.*

The Holy Spirit Reader (available on Populi in the lesson called “The Holy Spirit Reader”).

Wells, David, and Van Johnson, ed. *Authentically Pentecostal: Here’s What We See—A Conversation*. Mississauga, ON: The Pentecostal Assemblies of Canada, 2010. (ISBN: 9781894325332) **This can be ordered directly from the PAOC head office.*
DTL: <https://thedtl.on.worldcat.org/oclc/1230154663>

Recommended Resource

McKim, Donald K. *The Westminster Dictionary of Theological Terms*. 2nd edition. Louisville, KY: Westminster John Knox, 2014. (ISBN: 978-0664238353)
DTL: <https://thedtl.on.worldcat.org/oclc/880878468>

**While students have the benefit of accessing most 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.

Course Activities and Assignments

1. *Research Paper* – 30%

Construct a sustained and in-depth theological argument regarding an aspect of pneumatology. This assignment should be characterized by critical theological reflection and not just a matter of reporting what others have said. Hence, in your thesis statement you will take a position regarding the topic that you are researching, and the remainder of your paper you should aim to support your thesis statement, sometimes by responding to theologians who would disagree with your arguments. You may write on any topic that relates to the content that is covered in this class, as long as it takes the methodological approach of systematic theology (that is, this is *not* a biblical exegesis or historical theology paper). For example, you might discuss the Holy Spirit in relation to healing, the Trinity, the divine attributes, creation, Christology, ecclesiology, eschatology, or theology of religions. As you write your paper:

- Follow the MCS-Horizon Format Guide.
- Note the lesson on Populi called “Notes Regarding Your Research Paper.”

- Aim for **2500 words** (min 2300, max 2700 words = about 8 pages), not including your **footnotes and bibliography** (include both of these with your paper).
- Record the **word count** for your paper after your conclusion.
- Draw on research from at least 8 [scholarly¹ sources](#) (dictionary definitions do not count as sources). You are welcome to use your textbooks as sources. Your 8 sources should include at least two journal² articles.

Any required revisions for this assignment will take place in the middle of the semester, rather than during revision week.

- Related learning outcome: 3.
- **Assignment length:** 2500 words (about 8 pages).
- **Due date:** November 15.

2. *Discerning the Spirit* – 30%

Based upon your general understanding of the work of the Holy Spirit, you will describe how you see the Holy Spirit at work in your personal life, the Church, and the world at large. To prepare for this assignment you will first complete the **Discerning Spiritual Gifts lesson** on Populi. This involves taking an online spiritual gifts inventory and discussing the results with at least two people you trust (***due Mon, Nov 25**). Once you have adequately prepared, you will complete this assignment by either *writing a paper or preparing a video* on “Discerning the Spirit” (***due Fri, Dec 6**). For your assignment:

- Follow the MCS-Horizon Format Guide.
- If written, aim for **1900 words** (min 1700, max 2100 words = about 6 pages) not including your **footnotes and bibliography** (include both of these with your paper). Record the **word count** for your paper after your conclusion.
- If a video, aim for **15 minutes**. You will also submit your **bibliography and your point-form research notes** (indicate your sources) that must be structured according to the outline below.
- For research, you only need to draw on the class material, but you must draw on and cite class lectures and your reading from Gabriel and Cole.
- Include headings and subheadings for the following sections of your paper or research notes. Explain (**about 5 pages**) the *ways* you believe and *why* you believe the Spirit works and is working in:
 - Section 1: individual people and in you in particular. As one part of this, you will comment on your *spiritual gifts*.
 - Section 2: the Church and in your church in particular.
 - Section 3: the world at large (e.g., nature, culture, politics), that is, outside of Christians.

In each of the above sections, be sure to explain the *theological reasons* for your

¹ “Scholarly” sources generally include articles published in academic journals and academic books (a book is often not ‘academic’ if it does not have footnotes or endnotes). You are welcome to use magazine articles and [web pages](#), but these will usually not count as scholarly sources.

² There are a number of excellent databases available on the [Digital Theological Library](#) (DTL) for searching the contents of many journals at one time. To access content on the DTL, simply select "Horizon College & Saskatoon Theological Union" from the dropdown menu and enter your library barcode (not student ID). Contact Richelle at library@horizon.edu with any questions. An internet search can help you as well (although this would not be as helpful).

conclusions and also to give *specific examples* to illustrate how you discern the Spirit has been or is working in these three spheres.

- Section 4: (**about 1 page**) In light of the above content, describe multiple specific ways that you believe *you need to respond to the Spirit* as a result of what you have said in the paper. This should include both how you should *continue* (e.g., praying for the salvation of loved ones) and how you should *change* (e.g., celebrate how the Spirit is working in a particular way that you hadn't realized before). As a part of this section of your paper, you will comment on your use of *spiritual gifts* in ministry to others.
- Related learning outcomes: 4 and 5.
- **Assignment length:** 1900 words (about 6 pages) or 15 minutes with research notes.
- **Due dates:** Nov 25 and Dec 6.

3. *Statement of Faith* – 15%

To add to the statement of faith (SOF) you likely already completed in Theology 1 and 2, you will write a statement about what you believe regarding the Holy Spirit. You should address what you read about in the textbook as well as issues discussed in the lectures. To some extent, you can condense much of what you write in your Discerning the Spirit assignment. For your SOF:

- You will write about 1/3 page, to a maximum of 1/2 page.
- It should be written in paragraph form (*not* point form).
- 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.
- 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).
- Follow the MCS-Horizon Format Guide.
 - Related learning outcome: 1.
 - **Assignment length:** 1/3 page.
 - **Due date:** December 11.

4. *Baptism in the Holy Spirit Interview* – 25%

You will describe and evaluate a classical Pentecostal understanding of Spirit baptism, thereby formulating your own understanding of Spirit baptism. To prepare for this assignment you will first read and discuss in class various views regarding baptism in the Holy Spirit. You will then complete this assignment by meeting with the professor for an interview. You are allowed to use your personal notes to assist you during the interview, but you should not be overly reliant on them. In other words, you should be able to talk at length without having to read your notes the whole time. At this meeting you will:

- Explain John Wyckoff's classical Pentecostal view of Spirit baptism, including why he holds to his view (even if you don't agree with him).
- Offer your evaluation of Wyckoff's view of Spirit baptism.
- Explain your own understanding of Spirit baptism and the reasons for your conclusion.
- Respond to questions that the professor may have of you during your discussion.

As you read Wyckoff, watch carefully for places where he is describing someone else's view versus when he is describing his own view. His own view is what he calls "the Pentecostal" view

(but not the *Oneness* Pentecostal view). As you prepare for the interview, think about both how *Wyckoff* would answer these questions and how *you personally* would answer these questions:

- Is every believer baptized in the Holy Spirit?
- When is a person baptized in the Holy Spirit?
- How would you answer someone who asked you, “Why should I be baptized in the Holy Spirit?”
- Would you ever say that a believer is not baptized in the Holy Spirit? If no, why not? If yes, under what conditions?
- How can people know if they have been baptized in the Holy Spirit?
- What do you see in the Bible that supports your answers to each of the above questions? What do you see in those passages that leads you to your conclusions?
 - Related learning outcome: 2.
 - **Assignment length:** 20 min interview.
 - **Due date:** Dec 10-13.

Video-on-Demand (VOD) Student Requirements

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

- For this course, VOD students have the same due dates as all other students.
- Each week, VOD students are required to watch and engage with all of the recording from that week’s classes.
- By Saturday at 11:59pm each week, VOD students will submit a 2-3 minute video report where 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. These videos may be shared with students in class.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate Time of Investment (individual time investments will vary)

Classroom time	n/a	27hrs	n/a
Reading	As per the schedule below	27hrs	n/a
1. Research Paper	Nov 15	24hrs	30%
2. Discerning the Spirit		12hrs	
Discerning Spiritual Gifts Lesson	Nov 25		
Assignment Submitted	Dec 6		30%
3. Statement of Faith	Dec 11	2hrs	15%
4. Baptism in the Holy Spirit Interview	Dec 10-13	2hrs	25%
	TOTAL	94 hours	

Assessment Rubrics

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

Class and Reading Schedule (Complete the reading *before* class)

Date	Lecture Topic(s)	Reading	Assignments
Mon, Sept 16	<ul style="list-style-type: none"> Intro to the Course The Holy Spirit in Scripture Plan library info day 	Gabriel ch 1; Cole 79-83 [1hr]	
Mon, Sept 23	<ul style="list-style-type: none"> cont'd, Holy Spirit in Scripture 	Gabriel ch 7; HSR 1b [1hr]	
Mon, Sept 30	<ul style="list-style-type: none"> The Spirit and the Trinity 	Cole 72-78 [0.5hrs]	
Mon, Oct 7	<ul style="list-style-type: none"> The Spirit and the Church The Spirit and the World 	Cole 209-248 [4hrs]	
Mon, Oct 14	<i>No Class: Thanksgiving</i>		
Mon, Oct 21	<ul style="list-style-type: none"> cont'd, Spirit and the World Discuss research paper 	Cole ch 4 [2hrs]	
Mon, Oct 28	<i>No Class: Reading Week</i>		
Mon, Nov 4	<i>No Class: Module B</i>		
Mon, Nov 11	<i>No Class: Remembrance Day</i>		
<i>Fri, Nov 15</i>			Research Paper
Mon, Nov 18	<ul style="list-style-type: none"> Gifts of the Spirit 	Gabriel ch 6; Cole 248-258 [2hrs]	
Mon, Nov 25	<ul style="list-style-type: none"> Healing Unclean spirits (demons) Discuss Discerning assignment 	AP ch 5-6; HSR 1a,d; Gabriel ch 5; HSR5 [4.5hrs]	Discerning Spiritual Gifts Lesson
Mon, Dec 2	<ul style="list-style-type: none"> Baptism in the Holy Spirit 	Cole ch 8 + 243-245; HSR 2-4; AP ch5 [9.5hrs]	
Fri, Dec 6			Discerning Assignment
Mon, Dec 9	<ul style="list-style-type: none"> cont'd, Baptism in the Holy Spirit Prayer and Other Experiences of the Spirit Course evaluations Discuss SOF 	Cole 84-87, HSR 1c Gabriel ch 2-4 [2.5hrs]	
<i>Tues, Dec 10- Fri, Dec 13</i>			BHS Interviews
<i>Wed, Dec 11</i>			Statement of Faith

- First submissions of assignments will not be accepted after Friday, December 13.
- Revision week is Dec 16-20.
- No resubmission of assignments will be accepted after Friday, December 20.

Academic Policies

General Assignment Guidelines

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

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 Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

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.

MCS-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.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all 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 MCS-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 beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress 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 Integrity

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

MCS-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. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of

Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@horizon.edu).

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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

MCS-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 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

[Assemblies of God Position Papers](#) (papers on apostles and prophets, Baptism in the Holy Spirit, demon possession, healing and other topics)

[PAOC Position Papers](#) (papers on apostles, prophecy, miracles and healing, and other topics)

Selected Theological Journals

[Canadian Journal of Pentecostal-Charismatic Christianity](#) (full-text available online)

International Journal of Systematic Theology

Journal of the Evangelical Theological Society

Journal of Pentecostal Theology

Pneuma: The Journal for the Society of Pentecostal Studies

Scottish Journal of Theology

Theology Today

Toronto Journal of Theology

Books

*Note: You might also find helpful sections on the Holy Spirit in the systematic theology books listed in [the bibliography of the Theology I course syllabus](#).

Badcock, Gary D. *Light of Truth and Fire of Love: A Theology of the Holy Spirit*. Grand Rapids, MI: Eerdmans, 1997.

Berkhof, Hendrikus. *The Doctrine of the Holy Spirit: The Annie Kinkead Warfield Lectures, 1963–1964*. Richmond, VI: John Knox, 1964.

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Brand, Chad Owen, ed. *Perspectives on Spirit Baptism: Five Views*. Nashville, TN: Broadman & Holman, 2004.

Bulgakov, Sergius. *The Comforter*. Translated by Boris Jakim. Grand Rapids, MI: Eerdmans, 2004.

Burgess, Stanley M., ed. *Encyclopedia of Pentecostal and Charismatic Christianity*. New York: Routledge, 2006.

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Burke, Trevor J., and Keith Warrington, eds. *A Biblical Theology of the Holy Spirit*. Eugene, OR: Cascade, 2014.

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- Edwards, Denis. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis, 2004.
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- Green, Gene L., Stephen T. Pardue, and K. K. Yeo, eds. *The Spirit over the Earth: Pneumatology in the Majority World*. Grand Rapids, MI: Eerdmans, 2016.
- Habets, Myk, ed. *Third Article Theology: A Pneumatological Dogmatics*. Minneapolis, MN: Fortress, 2016.
- Hamilton, James M, Jr. *God's Indwelling Presence: The Holy Spirit in the Old and New Testaments*. NAC Studies in Bible and Theology. Nashville, TN: B&H Academic, 2006.
- Johnson, Elizabeth A. *Women, Earth, and Creator Spirit*. New York, NY: Paulist, 1993.
- Jones, Beth Felker. *God the Spirit: Introducing Pneumatology in Wesleyan and Ecumenical Perspective*. Wesleyan Doctrine Series, 5. Eugene, OR: Cascade, 2014.
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- _____. *Spirit and Salvation*. A Constructive Christian Theology for the Pluralistic World, 4. Grand Rapids, MI: Eerdmans, 2016.
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- Levering, Matthew. *Engaging the Doctrine of the Holy Spirit: Love and Gift in the Trinity and the Church*. Grand Rapids, MI: Baker Academic, 2016.
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