



## T101 Introduction to Theology

3 credits. Prerequisites: none.

 Online Video

April 27 – July 31, 2026  
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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 & MCS's Missions

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)  
[DTL](#)

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

\*\*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.

### Course Assignments and Activities

#### 1. *Lecture Videos & Responses* – Pass/Fail

In order to pass the course, students will watch and respond to all lecture videos. By the due dates below, submit a 2-3 minute video response to Padlet in which you:

- 1) affirm that you watched the required lecture videos by the due date,
- 2) **reflect on or interact with** one thing you learned that will help you reach the course learning outcomes,
- 3) **share a question or something you became curious about** after watching the lectures.

Additionally, students are encouraged to interact with at least one other student's video response each week.

This assignment will be marked as complete or incomplete. You are required to complete this assignment in order to pass the course.

Links to the lecture videos and Padlet can be found on the Syllabus tab on Populi. Padlet Instructions can be found on the Lessons tab on Populi.

- **Assignment length:** 29 hours total
- **Due dates:**
  - Days 1 & 2 Lecture Videos & Response – May 2.
  - Days 3 & 4 Lecture Videos & Response – May 16.
  - Day 5 Lecture Videos & Response – May 27.
  - Day 6 Lecture Videos & Response – June 3.
    - Include a brief report on your Value of Theology interviews in your June 3 Padlet response (see Assignment #4: *Value of Theology Reflection*).
  - Days 7 & 8 Lecture Videos & Response – June 20.
  - Day 9 Lecture Videos & Response – July 11.

#### 2. *Reading Theology: Orientating 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 critical

questions that will help you analyze the logic and meaning of theological writing. 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.

Answers should be submitted in point form and single-spaced. Follow the formatting of the example assignments that will be provided on Populi. Indicate page numbers (in parenthesis) where evidence is found. No bibliography necessary.

- Related learning outcome: 1.
- **Assignment length:** 1-2 pages for each chapter.
- **Due dates:** May 2, 9, 23; June 10, 27.

### 3. *Theology Tests – 50%*

Students will complete three closed-book tests on Populi. To prepare for each of the three tests, students will read and analyze the textbook (see assignment 1). In *all tests* you will explain and justify historic Christian doctrines. In addition, on the *third test* you also will write out the Apostles' Creed, explain or identify key theological terms, 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:** May 30; June 13; July 17.

### 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 call [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 briefly report on your findings from your interview in your June 3 Padlet response. 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. 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. 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 save space, introduce and conclude your assignment with only a sentence rather than whole paragraphs. Follow the Horizon & MCS Format Guide (double spaced, 12 pt, Times New Roman font, etc.).

- 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:** June 3 (Padlet interview report), June 30 (reflection due).

### 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 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? 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, draw on and cite (via footnotes) both the textbook and class discussion. Include at least 5 footnotes (total). No bibliography is necessary. Include a statement on the title page affirming that you interviewed at least 3 people who were not Christians and when the interviews happened. Follow the Horizon & MCS Format Guide. 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 notes in an outline that includes footnotes.
- **Due date:** July 8.

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

1. Lecture Videos & Responses	27hrs	May 2, 16; 27; Jun 3, 20; Jul 11	<b>Assignment Weighting</b> 25%
2. Reading Theology Orienting Analysis Content Analysis	30hrs	May 2 May 9, 23; Jun 10, 27	
3. Theology Tests	16hrs	May 30; Jun 13; Jul 17	50%
4. Value of Theology Reflection	6hrs	Jun 3 (Padlet interview report) Jun 30 (reflection)	10%
5. Belief Response	10hrs	Jul 8	15%
TOTAL =		89hrs	

All assignments are due at 11:59pm **SK time** unless otherwise indicated.

**Assessment Rubrics**

Assignment rubrics can be found on Populi under each assignment.

**Class & Reading Schedule**

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

Week	Reading and Assignments	Due Date
Week 1	Days 1 & 2 Lecture Videos & Response Read Ch 1-3 Orienting Analysis	May 2 May 2 May 2
Week 2	Ch 4 Content Analysis	May 9
Week 3	Days 3 & 4 Lecture Videos & Response	May 16
Week 4	Ch 5-9 Content Analysis	May 23
Week 5	Day 5 Lecture Video & Response Test 1	May 27 May 30
Week 6	Day 6 Lecture Videos & Response o Include brief report on your Value of Theology interviews	June 3 June 3
Week 7	Ch 10-11 Content Analysis Test 2	June 10 June 13
Week 8	Days 7 & 8 Lecture Videos & Response	June 20
Week 9	Ch 12-14 Content Analysis	June 27
Week 10	Value of Theology Reflection	June 30
Week 11	Belief Response Day 9 Lecture Videos & Response	July 8 July 11
Week 12	Test 3	July 17
Weeks 13-14	Revisions as necessary	

- Since this is an Online Video course, your instructor will request assignment revisions throughout the course.
- No assignments will be accepted after July 31.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### **Extensions**

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments**

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

### **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 and MCS's 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. Assignments that do not meet competency will receive a 0. 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 and MCS 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
		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> 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 Horizon and MCS. 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> 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 <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 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you

submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### **Artificial Intelligence (AI) Usage**

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### **Accessible Learning Services Information**

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### **Class Attendance (On Campus or Livestreaming)**

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

Horizon and MCS encourage 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

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