

Last Updated 9/16/2008

RTCH 746
PNEUMATOLOGY: THE DOCTRINE OF THE HOLY SPIRIT
Fall 2008

REGENT UNIVERSITY
DOCTOR OF PHILOSOPHY PROGRAM
SCHOOL OF DIVINITY

The School of Divinity is committed to providing biblical and theological education and training from a renewal perspective for the spiritual equipping of men and women who will contribute to the renewal of the Church and the evangelization of the world.

YOUR PROFESSOR FOR THIS COURSE:

Wolfgang Vondey, Ph.D.

Telephone: (800) 723-6162
Local Phone: (757) 226-4967
FAX: (757) 226-4597
E-mail: wvondey@regent.edu
Office Hours: Tues. 9:00-11:00 am;
Wed. & Fri. 1:00-3:00 pm
Office Number RH334



PERSONAL GREETING FROM THE PROFESSOR

Welcome to one of the central elements of the contemporary renewal movement: an understanding of the person and work of the Holy Spirit. **This class is cast in the imaginary framework of an academic conference on “The Holy Spirit in the World of the Twenty-First Century.” Please read the syllabus carefully to assure proper understanding of the conference procedures.** Participating at academic conferences is an essential part of theology. There you interact with other scholars, learn about new ideas, engage critically with other thinkers, refine your perspective, and remain grounded in the contemporary discussion. This course should be a good training ground for your participation at professional meetings, presenting and responding to papers or, as in this exercise, working together on a panel presentation.

DESCRIPTION AND PURPOSE OF COURSE

Pneumatology offers a systematic presentation and analytical discussion of the Christian doctrine of the Holy Spirit, the divinity of the Spirit, the role of the Spirit in the Trinity (including the relation of the Spirit to the Father and to the Son) and discussion of the personhood of the Spirit. The course examines current approaches to the operation of the Spirit in Catholic theology, the mission of the Spirit in Protestant theology, and the anointing of the Spirit in the renewal movements. Further consideration is given to the study of the function of the Spirit in the world and in history and the relation to spirituality.

COURSE COMPETENCIES AND LEARNING OBJECTIVES

After completion of this course, students should be able to accomplish the following measurable goals:

1. **Explain** the motivating concerns, goals and criteria of the presentation of the Holy Spirit in the texts of the contemporary theological discussion based on the required course texts.
2. **Describe** the objectives of pneumatology in the larger framework of theological method in light of twentieth century typologies of the theological discipline.
3. **Interact** with other students of theology on the interrelationship of theological literature on the Holy Spirit in the context of other non-theological disciplines in the discussion boards.
4. **Develop** a contemporary issue of pneumatology from the perspective of renewal theology in the form of a research paper.
5. **Articulate** the significance of a contemporary theology of the Holy Spirit for the spiritual formation of the Christian life in a spiritual journal.
6. **Integrate** global ecumenical sources in pneumatology in at least one third of the theological research and writing.
7. **Display** the use and integration of ecumenical sources (Roman Catholic, Lutheran, Methodist, Pentecostal etc.) in at least half of the items of a research bibliography.

PROGRAM COMPETENCIES

This course contributes to the fulfillment of the following Program Competencies:

1. **Articulate** major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.
2. **Interpret** and **articulate** doctrines, history and traditions of the Church and ethical issues in a compelling way, including those relative to the spiritual renewal as these bear on the Christian life and mission.
3. **Apply** spiritual formation practices to one's personal life, professional behavior and the broader context of the Church.
4. Sensitively **respond** to the implications of a biblical and Christian worldview in ways that are consistent with the Church through the ages.
5. **Articulate** contemporary intellectual issues and how the Church at home and abroad can penetrate societies with a Christian worldview.

6. **Demonstrate** a commitment to unity within the body of Christ by modeling respectful appreciation of cultural, ethnic, denominational and traditional distinctives.

CORE VALUES

The School of Divinity is committed to the following core values:

1. Sound biblical, theological and hermeneutical competence that prioritizes the authority of the Bible as the inspired Word of God and results in “rightly dividing” biblical text and sound theology.
2. The renewal movement that recognizes and encourages the expression of the gifts of the Holy Spirit in personal experience, ministry and missions today.
3. World evangelization that, as a primary biblical mandate, is at the very core of the Christian mission.
4. Students' spiritual formation, which acknowledges that the student’s character and personal integrity formulate the primary building block of all Christian ministry and service.
5. Providing quality delivery systems that optimize the theological education experience through both on-campus and online formats.
6. Preparing students to be future leaders in the various roles to which they are called.

COURSE PROCEDURES

There are several key elements you will need to fully understand prior to enrolling in this course.

1. This course requires extensive online interaction and the completion of assignments according to the assignments schedule during the pre-residential and post-residential periods. Thus, keeping up with the course schedule is required for your success as a doctoral student. Your personal schedule must allow you to keep up with the due dates for the readings and other assignments as found in the Course Schedule in the *Syllabus* and *Assignments* sections of Blackboard (Bb).
2. All courses require completion of assignments according to a weekly schedule. Thus, keeping up with the schedule is essential to your success. Your personal schedule must allow you to keep up with the due dates for the readings and other assignments.
3. You must have continuous access to a working and dependable Internet provider as well as reliable e-mail that can send and receive attachments. You must also have access to Microsoft Word or Word Perfect for writing assignments.

4. All assignments are due on the date stated in the syllabus at the end of the class period. Any assignment submitted after the class period is considered late and may result in a reduction of the course grade.
5. All assignments are to be submitted in electronic format with the name of the author and name of the course in the subject line as indicated section on submission guidelines below.
6. Be sure you can complete this course in the scheduled semester. Incompletes will only be granted for true emergency situations, not for poor planning.

COMPREHENSIVE EXAMINATION CONNECTIONS

This course connects with the comprehensive examinations for the doctoral program in renewal studies. The readings and class discussions intersect with several questions from the Guide to the Comprehensive Exams. While this course may touch on only part or some of the questions below, other courses in the PhD program will touch on other parts of these same questions, and it is the responsibility of the student to ensure that the proper connections are established.

Note: Students should *not* assume that material from this course will appear only on comprehensive examination questions listed below.

1. Identify four Christian thinkers (ancient and medieval) who added to the church's understanding of the Holy Spirit. In each case what was new in these understandings, and how might they have arisen?
2. Discuss the development of the doctrine of the Holy Spirit (pneumatology) as represented in the thinking of at least two patristic theologians (one of whom must be a Cappadocian), one medieval theologian, and one Reformation theologian. Evaluate the legacies which these thinkers left from the standpoint of the recent renaissance in pneumatological theology.
3. Briefly trace the development of the doctrine of the Trinity and summarize the achievement of the Councils of Nicea and Constantinople in theological, philosophical, and sociological (i.e., institutional) terms. In what sense, if at all, should current theological reflection within and without Renewal circles consider the formulations of these councils normative?
4. Describe the overall contours of the Eastern Christian view of deification by drawing from the ideas of at least three of her main theologians from the 5th through the 14th centuries. Evaluate the cogency of the *theosis* idea by comparing and contrasting it with the biblical motifs which have played dominant roles in medieval Latin, Reformation, and Renewal soteriologies.
5. Describe Deism as it emerged during the wider Enlightenment context. How did deistic and Enlightenment ideas influence later debates regarding the relationship between faith and reason? Illustrate your response with reference to at least two theologians, one from the 18th and the other from the 19th century (be sure to choose figures that are not discussed elsewhere in this examination). How might Renewal theology respond to these issues?
6. Compare two of Troeltsch, H. R. Niebuhr, Rahner, Bloesch, Lindbeck, on the topic of revelation and religious language. How would a contemporary pneumatological theologian

like Clark Pinnock respond to this issue? Delineate the main issues involved and argue for your own position.

7. What is at stake in the way the relation between theology and the natural sciences is conceived (refer to at least two thinkers)? How is the theology-and-science dialogue similar to or different from other/previous attempts to develop and defend natural theologies? Does Renewal theology have a place at this conversation table – why or why not?
8. Describe the recent renaissance in pneumatological theology (in dialogue with at least two theologians) and indicate what relationship that has had, if any, with the recent renaissance in trinitarian theology (again, in dialogue with at least two theologians). What are the opportunities and challenges present to Renewal thinkers who seek to contribute to and advance these conversations?
9. What is Neopentecostalism or the charismatic Renewal (be sure to describe at least two of its streams)? What are the strengths and weaknesses of its various theological contributions (be sure to develop your response in dialogue with at least two theologians of the Renewal), and how did or should it relate to the development of Renewal theology in the 21st century?
10. How is the doctrine of the baptism of the Holy Spirit articulated across the spectrum of classical Pentecostal, charismatic, and Renewal theological traditions? Evaluate these expressions in dialogue with at least mainline Protestant, Roman Catholic, and classical Pentecostal perspectives. What is at stake in this doctrine for theology in general and for pneumatological theology more specifically?

COURSE SCHEDULE

Follow the Course Schedule by paying special attention to the documents outlining the pre-residential, residential, and post-residential periods. Be sure to follow the due dates closely as late assignments may receive a grade reduction or may not be accepted at all. *Discussion Board* postings are required as assigned and cannot be made up once the assigned discussion times are over, as the class will have moved on to the next assignment. A general outline of the course schedule follows in the order of sequence.

Course Outline

The entire course is cast in the format of an imaginary academic conference entitled, “The Holy Spirit in the World of the Twenty-First Century.” The fictional conference will be held during the residency period and consists of eight panel discussions on the textbooks. The pre-residency period serves as a preparation and contains tasks normally performed prior to academic conferences. The post residency period serves as a conclusion of the discussion and the preparation of papers for publication as a result of the conference.

THE HOLY SPIRIT IN THE WORLD OF THE TWENTY-FIRST CENTURY

*** CONFERENCE PREPARATION**

PRE-RESIDENCY (August 25 – October 19, 2008)

1. **Post a brief bio** of yourself (100-150 words) on blackboard in the Forum section **by September 1**. The bio should focus on what a professional audience might be interested to know about you. Inform the audience about your qualifications for discussing the subject. For more information, see the grading criteria in this syllabus. **Respond** to the post of at least two classmates and point out possible similarities and shared characteristics (or differences), basically engaging the introduction of the other persons.
2. **Sign up** for one slot to present a paper during the residency period (see schedule below). To sign up, email the instructor (wvondy@regent.edu) **between August 25 and September 1** indicating two choices of books you wish to discuss in your presentation. Acceptance of your proposal will determine the focus text for your research paper. See details following.
3. **Submit a proposal** (250-300 words) for a research paper that will be presented during residency. The paper must engage the argument of one of the required text books, although it does not need to engage the text exclusively (as a book review would). The emphasis should be placed on the argument made by the author and its general implications for pneumatology. From there you can expand your own argument, as long as it engages the proposals of the chosen text in some form. Note that Vondy's text is a secondary source, and the presentation should engage the Mühlen's thought—not Vondy's. The proposal should have a working title followed by a clear, concise thesis statement. The statement should be followed by a short explanation of the procedure/method you wish to employ in order to demonstrate your thesis. The proposal should end with an indication of your conclusion in the research paper. Attach a tentative bibliography of 5-10 sources to the proposal (not included in the word count). The research paper should anticipate publication in the conference proceedings and fit under the overall title of the conference, "The Holy Spirit in the World of the Twenty-First Century." For more information, see the grading criteria in this syllabus. A sample proposal is available in the Course Material section on Blackboard. The proposal is due **by September 15, 2006**.
3. **Post a synopsis** or abstract of your conference paper (200-250 words) on blackboard in the Forum section **by October 6**. The abstract should inform the reader about the content of your panel presentation, the title, your thesis, your argument, and anything necessary to let the audience understand what they will gain from attending your session. For more information, see the grading criteria in this syllabus.
4. **Submit a paper** for presentation in the panel discussion (3000-3500 words) based on your paper proposal. The paper should follow standard academic style requirements as outlined below in this syllabus. Footnotes should be counted in the word limit. The paper will be distributed to the conference participants (i.e. the class) before residency. For more information on the paper and its presentation see the residency outline below and the grading criteria in this syllabus. **Due date: October 16**.

*** CONFERENCE SCHEDULE**

RESIDENCY PERIOD (October 20-24, 2008)

All course texts for the conference should be read before the residency period.

Date	Topic	What will be discussed ...
10/20	A Typology of Spirit: Putting the “Spirit” in Pneumatology	<ul style="list-style-type: none">• Frei, “Five Types of Christian Theology”• Yong, “Toward a Typology of ‘Spirit’”• Lecture on Types of Pneumatology
10/21	Understanding the Spirit: Pneumatology & Hermeneutics	<ul style="list-style-type: none">• Pinnock, <i>The Scripture Principle</i>• <i>Presentation on Pinnock</i>• Lecture on the History of Exegesis
10/22	The Spirit as Person	<ul style="list-style-type: none">• Vondey, <i>Heribert Mühlen</i>• <i>Presentation on Mühlen</i>• Lecture on the Holy Spirit as Person
10/23	The Spirit and the Trinity	<ul style="list-style-type: none">• Coffey: <i>Deus Trinitas</i>• <i>Presentation on Coffey</i>• Lecture on Property & Economy of the Spirit
10/24	The Spirit and the World	<ul style="list-style-type: none">• Welker: <i>God the Spirit</i>• <i>Presentation on Welker</i>• Lecture on Power & Presence of the Spirit

Panel Discussion/Presentation Guidelines:

A group of panelists is expected to lead class discussion on one of the course texts during one of the above time periods for approximately 60 minutes. Groups will contain two or three presenters. Consequently, time should be divided as follows: For two presenters, 20 minutes each for presentation (40 minutes total) followed by 20 minutes of questions & answers; for three presenters, 15 minutes each for presentation (45 minutes total) followed by 15 minutes of questions & answers.

The presenters have two options for their presentation following the standard procedures at academic conferences:

- **Option A. Presentation and Response:** One student offers the main presentation first. The remaining presentations respond to that presentation. In this scenario, the group should select the main presenter early. The presentation should then be submitted early to the other presenters who critique the presentation (positively and negatively) and offer their own presentation of the main ideas.
- **Option B. Panel Discussion:** All presenters are panelists on the same topic. In this model, the group should decide early on a common theme that the presenters must clearly address in their presentation. The theme should have a good focus and not be too broad. It could relate to one particular idea or chapter presented in the book of the day. One panelist will act as moderator and introduce the theme. Each presenter can then offer an individual perspective.

In both options, the presenters should NOT read their papers. Instead, you may assume that the audience has read the book and is only interested in your perspective as you take the argument further. Present your ideas freely (notes are allowed) or with the help of technology (overhead, PowerPoint, audiovisual presentations).

The paper and the presentation should NOT present the book and its content. Do NOT summarize the argument. Instead, use the book as a dialogue partner. Your presentation should engage the thesis or topic(s) of the book from a different perspective, taking the argument further and showing its implications for an understanding of the Holy Spirit.

For example, assume you discuss the book “The Trinity” by Karl Rahner. You could take the central statement of the book, that the economic trinity is the immanent trinity and vice versa, and argue a different point of view. Your presentation could be entitled, “A Rejection of Rahner’s Trinitarian Paradigm from a Pentecostal Perspective.” Or you could choose to elucidate the paradigm and show how his statement could be applied in praxis. Your presentation could be entitled, “Evidence for Rahner’s Trinitarian Paradigm from a Pastoral Perspective.” Or you could take a different approach more akin to the twenty-first century and approach the book from a postmodern or scientific perspective. Your presentation could be entitled, “Rahner’s Trinitarian Paradigm in the Light of the Natural Sciences.” Another option would be to discuss the paper from an ecumenical perspective and present on the possibilities of integrating Rahner’s argument into the theology of East and West. Your presentation could be entitled, “Rahner’s Trinitarian Paradigm as a Solution to the Filioque Controversy.”

Following the presentations, time should be allowed for a concluding discussion of the text and the argument of the paper. This discussion should be led by the presenters. The discussion with the class could include any or all of the following:

- clarification of the content of text from the presented perspectives
- critical analysis or questioning of text in relationship to this course
- contribution of the text to renewal theology
- connections to the Ph.D. comprehensive exams, as appropriate
- connections to a/your dissertation topic

*** CONFERENCE CONCLUSION**

POST-RESIDENCY (October 25-December 12, 2007)

1. Read the remaining course texts by Bulgakov, Moltmann, and Congar. Each of these texts constitutes a classic proposal for an understanding of the Holy Spirit from three confessional perspectives (Eastern Orthodox, Evangelical, Roman Catholic). Consider the impact of the arguments made for the further development of pneumatology. The readings of these texts form the basis for post-residency dialogues. **Make one posting** on each book and explain in 350-400 words the particular contribution of each author. Be specific to the texts and support your claim with references. Avoid direct quotes.

Then respond to at least two other students' posts with a critique. Be specific in your references to each work.

Finally, post your own response to at least two of the remarks made by other students on your initial post. Defend your initial post or revise it as necessary.

2. Respond to the professor's statement on the conference posted on the Discussion Board section of Blackboard. Respond to the initial statement of the professor in 400-500 words, utilizing the three classic texts of the post-residency period. Then respond to at least two statements made by other students (100-200 words). Conclude your posting with a summary post (200-250 words) on the future direction of pneumatology. The post-residency discussion board will be available **between November 1 and December 12**.

3. Submit a reflection journal on how the intellectual discipline of pneumatology impacts your ministry and what you take with you personally from this course (500-700 words). Due **December 12**.

RESOURCES

Students are expected to have all required materials by the first day of the semester.

The Regent University Bookstore web site is <http://www.regentbookstore.net>. Additional materials (e.g., articles, etc.) may be found on electronic reserve and in the *Course Material* section of Blackboard as well as on ATLA where indicated.

Required Materials: Text Books

- Welker, Michael. *God the Spirit*. (Minneapolis: Fortress Press, 1994), **ISBN-10:** 0800627660, **ISBN-13:** 978-0800627669.
- Coffey, David. *Deus Trinitas: The Doctrine of the Triune God* (Oxford: Oxford University Press, 1999), **ISBN-10:** 0195124723 **ISBN-13:** 978-0195124729.
- Pinnock, Clark H. *The Scripture Principle: Reclaiming the Full Authority of the Bible*. 2nd ed. (Grand Rapids: Baker, 2006), **ISBN-10:** 0801031559 **ISBN-13:** 978-0801031557
- Vondey, Wolfgang. *Heribert Mühlen: His Theology and Praxis. A New Profile of the Church* (Lanham, MD: University Press of America, 2004), **ISBN-10:** 0761828176 **ISBN-13:** 978-0761828174.
- Bulgakov, Sergei Nikolaevich. *The Comforter* (Grand Rapids: Eerdmans, 2004), **ISBN-10:** 080282112X, **ISBN-13:** 978-0802821126.
- Moltmann, Jürgen. *The Source of Life: The Holy Spirit and the Theology of Life* (Augsburg Fortress Publishers, 1997), **ISBN-10:** 0800630998 **ISBN-13:** 978-0800630997.
- Congar, Yves. *I Believe in the Holy Spirit* (New York: Herder & Herder, 1997), **ISBN-10:** 0824516966, **ISBN-13:** 978-0824516963.

Additional Required Materials: Essays and Articles

The following articles and essays will be discussed on the first and last days of Ph.D. residency as indicated in the outline above.

- Amos Yong, "Toward a Typology of 'Spirit' in the Religion and Science Dialogue," *Metanexus Journal* (online).
Available on Blackboard.
- Hans Frei, "Five Types of Theology," *Types of Christian Theology*, edited by George Hunsinger and W. C. Placher (New Haven: Yale University Press, 1992), 28-55.
Available in Blackboard.

University Library

Students are expected to make use of the wide variety of services and resources provided by the Regent University Library as they conduct research for written assignments and other projects assigned in this course. Students can search the Library Catalog for texts at <http://library.regent.edu>. Note that the library cannot loan out books that are currently on reserve for courses. The *Religion Resources* page at <http://www.regent.edu/lib/theo/theo.html> is also an excellent resource as is the document *Recommended Resources for Old and New Testament*

Studies available in the *Resources* section on the Divinity web site (<http://www.regent.edu/divinity>).

For assistance, students may contact Bob Sivigny, Divinity Librarian, at robessiv@regent.edu (phone: 226-4184) or the Reference Desk at refer@regent.edu.

METHOD OF EVALUATION

- **All term papers and essays are academic assignments and not opinion papers or sermons. Papers should dialogue with the academic community unless otherwise stated. This dialogue should be evident in the use of primary and secondary sources, footnotes, and bibliographies.**
- **All written assignments must follow the format outlined in the latest edition of *The Chicago Manual of Style*.**

- **Grade Distribution**

Research Paper	30%
Panel Presentation and Discussion	20%
Forum Postings (Pre-residency)	20%
Discussion Board Postings (Post-residency)	15%
Research Paper Proposal	10%
Reflection Journal	5%

- **Grading Criteria (weight of total grade is indicated in parenthesis)**

Research paper

- on time submission as assigned in the syllabus (10%)
- length of paper conforms to requirements in syllabus (10%)
- exercise in systematic theology not a purely historical or biblical approach (10%)
- bibliographic/citation style and form correspond to Chicago Manual of Style(10%)
- spelling, grammar and punctuation corresponds to Chicago Manual of Style (10%)
- clear thesis statement and method as outlined in the syllabus and suggested in the Chicago Manual of Style (10%)
- use of primary and secondary sources to substantiate the argument (10%)
- use of 15-20 sources that contribute to the argument of the paper (10%)
- body of the paper corresponds to introduction, thesis and procedure outline (10%)
- conclusion elevates the argument to a new level and is not a summary (10%)

Panel Presentation and Discussion

- format and presentation as assigned in the syllabus (10%)
- on time submission as assigned in the syllabus (10%)
- paper's style, grammar and form correspond to Chicago Manual of Style (10%)
- clear thesis statement and method as outlined in the syllabus and suggested in the Chicago Manual of Style (10%)

- use of primary and secondary sources to substantiate the argument (10%)
- use of 8-15 sources that contribute to or interact with the argument of the paper (10%)
- conclusion elevates the argument to a new level and is not a summary (10%)
- panelists prepared together and interact with each other: a panel formed by a team not a panel formed by individual scholars (10%)
- presentation conformed to time requirements (10%)
- panelists allowed for questions and directed the discussion (10%)

Forum Postings (Pre-residency bio and abstract)

- on time submission as assigned in the syllabus (20%)
- word limits met (20%)
- synopsis and bio correspond in style, grammar, punctuation to Chicago Manual of Style (20%)
- bio contains information relevant to an academic conference (20%)
- synopsis/abstract of the presentation contains a title, a short form of the argument, a thesis statement, and overview of the central elements of the presentation (20%)

Discussion Board Postings (Post-residency discussion)

- response and dialogue according to syllabus standards (20%)
- word limits met (20%)
- number of postings met (20%)
- format of postings conform to syllabus requirements (20%)
- response to professor and other students refers to the text and other sources that substantiate the argument (20%)

Research Paper Proposal

- on time submission as assigned in the syllabus (20%)
- clear thesis statement in one or two sentences stating what the paper proposes and the consequences of the proposal (20%)
- one paragraph description of the procedure taken in paper (methodology) (20%)
- one paragraph overview of the topic that places the presentation in a larger context (20%)
- one paragraph on the anticipated conclusion or implications of the paper (20%)

SUBMISSION OF ASSIGNMENTS & E-MAILING THE PROFESSOR

All official Regent correspondence is issued ONLY via the student's Regent e-mail address. Non-Regent e-mail addresses are not utilized by the University. There are procedures available on the Regent e-mail system for forwarding individual e-mail received on the Regent account to another non-Regent e-mail address. However, this forwarding procedure can be unreliable. Thus it is recommended that the student regularly (i.e. daily) check the Regent e-mail account.

The subject line of **all e-mail messages** related to this course should include the subject of the message, the course number (RTCH 746), and the name of the student (For example: SUBJECT:

RTCH 746, John Smith). Further, **each attached document/assignment** should also contain the student's name and course information.

Following these directions enables the professor to quickly identify the student and course and to keep track of assignments, facilitating a timely response. **Students should always include their first and last name at the end of all e-mail messages.** Thank you.

EMAIL ETIQUETTE

Email may be your primary means of communication with the professor. Please see your email as an expression of your professional character. Your email should always have a subject field (appropriate to the message). In the text of your email, you should always first address the recipient (Dear) and not simply begin with the content of your message. At the end of your message, you should add your full name. As a rule of thumb, I will always respond to your email as soon as possible. I expect you to do the same, and I would like a reply from you whenever I send you an email, even if it is just to acknowledge receipt of my message.

BLACKBOARD INFORMATION

Blackboard (Bb) has two primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor and (2) to promote thoughtful interaction between the professor and students and among students themselves as they work through course materials.

For instructions on how to access and use Blackboard, please work through the *Blackboard Tutorial*, which is in the *Resources* section of the Divinity web site (<http://www.regent.edu/acad/schdiv/resources/tutorials/home.cfm>). Students are expected to be proficient at using the various areas of Bb, including the Discussion Board, Chat Tool, and downloading and viewing documents in Adobe (.pdf), PowerPoint (.ppt), Windows Media and Real Audio.

Students complete their weekly assignments as posted in the *Course Schedule* on Bb. They should also post to the *Discussion Board* on weeks when it is assigned, and check the *Announcements* section **each week** beginning the **first week** of the semester. Students are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

After working through the [Blackboard Tutorial](#), if you have problems and/or are not able to login, send an e-mail to bbdiv@regent.edu, describe the problem in detail and include your full name, your Blackboard User Name, Password, Regent e-mail address, and telephone number(s).

Regent University Information Technology (IT) will enroll you in the Blackboard portion of the course a few business days after you register for the course. Note that in order to be enrolled in the Blackboard course you *must first register for the course through GENISYS*. This is required for all courses. If you are having problems registering through GENISYS please contact the University Registrar (757) 226-4047 for registration questions and the Information Technology Helpdesk (757) 226-4076 for technical questions.

STUDY SUGGESTIONS

1. Begin with prayer that the Holy Spirit will guide your study.
2. Refer to the Computer Standards (<http://www.regent.edu/acad/schdiv/students/compstandards.cfm>) and work through the Blackboard Tutorial (<http://www.regent.edu/acad/schdiv/resources/tutorials/home.cfm>) on the Divinity web site (<http://www.regent.edu/divinity>) to ensure that you meet the Computer Standards and can use Blackboard proficiently.
3. Familiarize yourself with your textbooks (e.g., table of contents, footnotes, and index).
4. Read texts for meaning before you read for details. Learn to see the forest before you attempt to identify the trees.
5. See the various theologians, writers and thinkers in their respective contexts before you make any judgments on their work.
6. Keep up with the Course Schedule!

ATTENDANCE

Residency is an essential component of the requirements for PhD courses. In order to receive credit for this course, students must attend the entire scheduled residency, as mandated by the Association of Theological Schools (ATS). Merely completing the assigned work is not sufficient to receive a grade for courses which have a residency requirement.

ACADEMIC HONESTY

The Regent University community of teachers and scholars affirms that the biblical principles of truth and honesty are absolutely essential. Indeed, the Bible contains numerous admonitions against false witness, dishonesty and cheating. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students.

Conduct that violates academic integrity includes, but is not limited to:

1. Dishonesty is lack of integrity exhibited through lying, cheating, defrauding or deceiving. Examples of dishonesty include: copying from the examination paper of another, allowing one's own examination paper to be copied, reading without the instructor's consent a copy of the examination prior to the date it is given, giving or receiving unpermitted aid on a take-home examination, class assignment, project and other papers; use of unauthorized aids; submitting the same work product in more than one course without the express permission of the instructor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.

2. Plagiarism is using the intellectual property of others without proper citation, giving the impression that it is the student's own work. Note that any time you download text from the Internet or any electronic document you risk committing plagiarism. Follow the following guidelines to avoid the possibility of plagiarism:

- Do not simply cut and paste blocks of downloaded text into your paper; summarize or paraphrase this material first (although either way requires citation).
- If you do record the exact words of your source, enclose them in quotation marks.

- Always cite both the text that is quoted verbatim, as well as the thoughts and ideas of others which you paraphrase.
- Whether your information is from e-mails, online discussion groups, listservs, or World Wide Web sites, give proper credit by providing appropriate documentation.

Failure to follow at least these simple guidelines, results in plagiarism. If materials are used, especially verbatim, without being attributed to their source, it is plagiarism. Plagiarism is a spiritual matter of character and integrity. Be aware that if assignments are discovered to contain plagiarized materials the assignment will be failed and ordinarily the course as well. This can affect your academic status which may result in dismissal from the School of Divinity. Do not let the pressures of completing assigned work to jeopardize your academic career and the preparations for the ministry to which God has called you.

Instructions concerning "take-home" and "closed-book" exams are to be honored.

STUDENT PORTFOLIOS

Each semester, students will have specific writing assignments as outlined by the instructor that must be included in their final portfolio. Before proceeding to comprehensive examinations, all specified assignments from the coursework phase of the program must be included in the student's portfolio. The following assignments for this course should be added to the student's portfolio:

1. Initial Blackboard posts
2. Reading Log
3. Reflection Journal
4. Final research paper (after corrections).

READING LOG

All students will keep an ongoing Reading Log beginning at the point of their matriculation into the PhD program. This Log will be included in student portfolios. Readings covered in this course should be added to your log.

STUDENT COURSE EVALUATION

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the semester, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Students will receive an e-mail reminder from the University when it is time to complete these evaluations. Please take time to provide this input. Students can access the online evaluation system at: <http://eval.regent.edu/regent/survey/students.cfm>. If you have questions about the online evaluation please contact evaluation@regent.edu.

GRADING: PHILOSOPHY AND CRITERIA

The following evaluation rubric is based on Regent University's Catalog and is in keeping with grading policies at most U.S. graduate schools.

A A-

Work of superior quality in all areas. Work displays an outstanding mastering of the facts, a creative and critical use of the data, and an analysis or evaluation of facts, research, and trends, that shows real scholarship and talent for graduation work at the highest level. Practical or formational implications of work are included, as appropriate.

B+ B B-

Adequate grasp of facts, creativity and analysis, showing good comprehension of the subject. Practical or formational implications of work are included, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

C+ C C-

The student has shown a minimal grasp of the facts of the course, and does not demonstrate the desired level of creativity, analytical performance, or comprehension. Practical or formational implications of work are included, as appropriate. The grade will vary from C+-C-

F

Not acceptable for doctoral level study. The student's work indicated major deficiencies both in routine learning and in use of data. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

PHD GRADING SYSTEM

GRADE	PERCENTAGE	QUALITY POINTS	MEANING OF GRADE
A	94-100	4.00	Superior
A-	90-93	3.67	
B+	87-89	3.33	Very Good
B	83-86	3.00	Good
B-	80-82	2.67	
C+	77-79	2.33	
C	73-76	2.00	Minimal
C-	70-72	1.67	
F	0-69	0.00	Failing

INCOMPLETE GRADES

Incomplete Grade Policy: An incomplete grade ("I") will only be given in a regular course for legitimate deficiencies due to serious illness, emergencies or other extraordinary reasons

acceptable to the instructor and the Academic Dean, including university equipment problems or shortages, and not because of neglect on the student's part. To request an Incomplete, the student must submit an *Incomplete Request Form*

(<http://www.regent.edu/acad/schdiv/students/academicforms.cfm>) to the instructor prior to the end of the semester. If approved, the instructor will give a regular grade if all requirements for the course are submitted by the end of the following semester. If all work is not submitted by the end of the following semester, a grade of "Fx" will be posted automatically unless the instructor and the Dean officially approve an extension. The student must request an extension by submitting an *Incomplete Request Form* to the Dean's Office and checking the appropriate box to indicate that it is an extension of an existing incomplete.

ADDITIONAL COURSE DOCUMENTS

Additional course documents, including Course Schedule and Bibliography, are available on Bb. Students are responsible for reading the information found in these documents.

This syllabus is provided to students and participants for their general guidance only. It does not constitute a contract, either express or implied, and is subject to change without notice.

Regent University, School of Divinity
1000 Regent University Drive, Virginia Beach, VA, 23464
Phone (800) 723-6162
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