

**RTCH 715**  
**Systematic Theology from a Pneumatological Perspective**  
**Summer 2008**

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REGENT UNIVERSITY  
DOCTOR OF PHILOSOPHY PROGRAM  
SCHOOL OF DIVINITY

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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.**

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**PERSONAL GREETING FROM THE PROFESSOR**

Welcome to an approach to theology from the perspective of the doctrine of the Holy Spirit. **This class is cast in the imaginary framework of an academic conference, “The Holy Spirit in Systematic Theology.” 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**

This course focuses on a pneumatological approach to traditional theological loci such as the Trinity, creation, Christ, soteriology, pneumatology, and ecclesiology. Focus will be on gaining familiarity with the biblical, historical, and contemporary issues and debates concerning doctrines related to the Spirit and to the task of pneumatological theology in order to see the interconnectedness of Christian theology from a renewal perspective and to begin to develop a personal theological method in dialogue with a pneumatological starting point.

## **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.
2. **Integrate** the study 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.
4. **Develop** a contemporary issue of pneumatology 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.

## **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. These questions may be adapted or revised for the examination, as hinted at by the authors added in the [brackets].

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. What was Neo-Platonism? Describe the effects of Neo-Platonism on the formation of Christian doctrine with specific reference to two Christian theologians from the Patristic period (make sure you select a theologian not written on elsewhere in your examinations). What should our response be today to Neo-Platonism?
5. Compare and contrast the revivals of the eras of Edwards, Whitefield, and Finney, with special reference to their Calvinist and Arminian explanations of these events. Did one provide a better theological rationale for these revivals? Why or why not?
6. Compare & contrast the views of Locke, Wesley, and Edwards on the nature of religious knowledge. Whose or what ideas were they reacting, and what has been their reception by later modern thinkers seeking to identify the possible warrants for theological assertions? What are the implications of these issues for Renewal epistemology and Renewal theology?
7. 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 18<sup>th</sup> and the other from the 19<sup>th</sup> century (be sure to choose figures that are not discussed elsewhere in this examination). How might Renewal theology respond to these issues?
8. Compare and contrast two of Daly, McFague, and Ruether [Johnson] with regard to their response to what they all agree is the patriarchal character of Christian doctrine, language,

- and practice. What have other women's voices added to feminist theological reflection? Present your own view on these matters from biblical, historical, philosophical, theological, and Renewal perspectives.
9. 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 [Johnson] respond to this issue? Delineate the main issues involved and argue for your own position.
  10. What is at stake in the way the relation between theology and the natural sciences is conceived (refer to at least two thinkers) [Loder]? 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?
  11. Compare and contrast at least two types of liberation theologies (e.g., ecological, feminist) drawing from at least three different theologians [e.g., Bergmann]. What is the importance of liberationist approaches to the theological endeavor? Are Renewal perspectives complementary to or at odds with liberation theologies? In your estimation, what does the future hold for theologies of liberation?
  12. 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) [Mühlen]. What are the opportunities and challenges present to Renewal thinkers who seek to contribute to and advance these conversations?
  13. 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) [Cantalamessa; Yong], and how did or should it relate to the development of Renewal theology in the 21<sup>st</sup> century?
  14. Describe the Oneness Pentecostal doctrine of God, doctrine of salvation, and doctrine of holiness, drawing from at least two Oneness theologians. How does the intra-Pentecostal Oneness-trinitarian debate bring into sharp relief assumptions in theological method? Is an ecumenical agreement desirable? Possible? Why or why not?
  15. 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 [Macchia]. 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 SYSTEMATIC THEOLOGY**

### **PRE-RESIDENCY (May 12 – June 15, 2008) \* CONFERENCE PREPARATION**

1. **Sign up** for one slot to discuss one of the course texts during the residency period (see schedule and guidelines below). To sign up, email the instructor ([wvondey@regent.edu](mailto:wvondey@regent.edu)) **between May 12 and May 16** indicating the top three choices of books you wish to discuss. You will be assigned a book based on your preference and availability.
2. **Post a brief bio** of yourself (100-150 words) on blackboard in the Forum section **by May 23**. 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. Follow the format used by academic societies (AAR, SPS, etc.). For more information, see the grading criteria in this syllabus.
3. **Post a synopsis** or abstract of your conference paper (200-250 words) on blackboard in the Forum section **by May 31**. The abstract should inform the reader about the content of your 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. **Write a manuscript** for presentation in the discussion (2000-2500 words) and email the paper to the instructor ([wvondey@regent.edu](mailto:wvondey@regent.edu)) **by June 6**. The paper should follow standard academic style requirements as outlined below in this syllabus. Footnotes should not be counted in the word limit. Anticipate that the paper will be distributed to the conference participants (i.e. the class). Follow the format expected by academic societies. For more information on the paper and its presentation see the residency outline below and the grading criteria in this syllabus. This assignment should be included in your Ph.D. portfolio.
5. **Submit a proposal** (250-300 words) for your final research paper **during the first week of residency, but no later than June 20**. The proposal should have a working title and indicate the choice of topic 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 does not have to engage the conference paper. It 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.

**RESIDENCY OUTLINE (June 16-June 27) \* CONFERENCE SCHEDULE**

Date	Topic	What will be discussed in class ...
6/16	<b>Introduction: Systematic Theology from a Pneumatological Perspective</b>	<ul style="list-style-type: none"><li>• Thor Hall, “Does Systematic Theology Have a Future?”</li><li>• Hans Frei, “Five Types of Christian Theology”</li></ul>
6/17	<b>Traditional Categories</b>	<ul style="list-style-type: none"><li>• Vondey, <i>Heribert Mühlen: His Theology and Praxis</i></li></ul> <p><i>Student Presentation of Mühlen</i></p>
6/18	<b>Challenges of Spirit Christology</b>	<ul style="list-style-type: none"><li>• Del Colle, <i>Christ and the Spirit</i></li></ul> <p><i>Student Presentation of Del Colle</i></p>
6/19	<b>Challenges of Charismatic Renewal</b>	<ul style="list-style-type: none"><li>• Cantalamessa, <i>Come, Creator Spirit</i></li></ul> <p><i>Presentation of Cantalamessa</i></p>
6/20	<b>Challenges of Feminist Theology</b>	<ul style="list-style-type: none"><li>• Johnson, <i>She Who Is</i></li></ul> <p><i>Presentation of Johnson</i></p>
6/23	<b>Challenges of Environmental Theology</b>	<ul style="list-style-type: none"><li>• Bergmann, <i>Creation Set Free</i></li></ul> <p><i>Presentation of Bergmann</i></p>
6/24	<b>Challenges of Science</b>	<ul style="list-style-type: none"><li>• Loder, <i>The Knight’s Move</i></li></ul> <p><i>Presentation of Loder</i></p>
6/25	<b>Challenges of Pentecostal Theology</b>	<ul style="list-style-type: none"><li>• Yong, <i>The Spirit Poured Out on All Flesh</i></li></ul> <p><i>Presentation of Yong</i></p>
6/26	<b>Challenges of Pentecostal Praxis</b>	<ul style="list-style-type: none"><li>• Macchia, <i>Baptized in the Spirit</i></li></ul> <p><i>Presentation of Macchia</i></p>
6/27	<b>Conclusion: Future Challenges</b>	<ul style="list-style-type: none"><li>• Coffey, <i>Have You Received the Holy Spirit</i></li></ul>

***Presentation Guidelines:***

The presenter, or group of presenters, is expected to lead class discussion on one of the course texts during one of the above time periods for approximately 90 minutes. If more than one person is assigned to the same text, each presenter should have an equal amount of time for presentation. For example, in a panel of three students, each student should present for about 30 minutes.

All presenters should present their perspectives (based on the pre-residency manuscript) for the first part of the presentation and leave room for questions and discussion afterwards. This procedure is repeated by each panelist. The specific time frame will be communicated once the number of participants has been determined.

The panelists should NOT read their papers. Instead, you may assume that the audience has read the book and is only interested in your perspective. 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. This should be reflected in the title of your presentation and in the synopsis of your presentation posted prior to the conference (pre-residency period).

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 panel presentations, time is allowed for a concluding discussion of the text. This discussion should be led by the panelists. 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

**POST-RESIDENCY (June 28-August 9) \* CONFERENCE CONCLUSION**

- **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 200-300 words and to at least two statements made by other students (100-200 words). You cannot start a new discussion thread. The discussion board will be available **after the residency period until August 9.**

Your response to the professor's statement and that of your classmates can include any or all of the following areas:

- affirmation or critical response to the statement
  - critical analysis or summary of the text in light of the statement
  - connections with other texts (commentaries in other books/essays, reviews, etc.)
  - relevance to renewal theology
  - questions emerging from the text
  - engagement of comprehensive examination questions
2. **Write a research paper** of 4000-5000 words (excluding notes and/or references) on the topic outlined in your research proposal topic related to this course upon approval by your professor. This paper could be a "stand alone" paper intended for publication, related to the student's anticipated dissertation, or directed toward the comprehensive examination. This paper should be included in your Ph.D. portfolio. **Due date: August 1**

## **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**

- Sigurd Bergmann, *Creation Set Free: The Spirit as Liberator of Nature* (Grand Rapids: Eerdmans, 2005), ISBN 080282224X.
- Raniero Cantalamessa, *Come Creator Spirit: Meditations on the Veni Creator* (Collegeville: Liturgical Press, 2003), ISBN 0814626866.
- David Coffey, "Did You Receive the Holy Spirit When You Believed": *Some Basic Questions for Pneumatology*, The Père Marquette Lecture in Theology 2005 (Milwaukee: Marquette University Press, 2005). ISBN 0874625858.
- Ralph Del Colle, *Christ and the Spirit: Spirit-Christology in Trinitarian Perspective* (New York: Oxford University Press, 1994). ISBN 0195077768.
- Elizabeth Johnson, *She Who Is: The Mystery of God in Feminist Theological Discourse*, 10<sup>th</sup> Anniversary ed. (New York: Crossroad, 2003), ISBN 0824519256.

- James E. Loder and W. Jim Neidhardt, *The Knight's Move: The Relational Logic of the Spirit in Theology and Science* (Colorado Springs: Helmers & Howard, 1992). ISBN 0939443252.
- Frank D. Macchia, *Baptized in the Spirit. A Global Pentecostal Theology* (Grand Rapids: Zondervan, 2006), ISBN 0310252369.
- Wolfgang Vondey, *Heribert Mühlen: His Theology and Praxis. A New Profile of the Church* (Lanham, MD: University Press of America, 2004), ISBN 0761828176.
- Amos Yong, *The Spirit Poured Out on All Flesh: Pentecostalism and the Possibility of Global Theology* (Grand Rapids: Baker Academic, 2005), ISBN 0801027705.

### **Additional Required Materials**

The following articles and essays can be obtained from the Blackboard Course Material section or on ATLA (where indicated).

Frei, Hans. "Five Types of Theology," *Types of Christian Theology*, edited by George Hunsinger and W. C. Placher (New Haven: Yale University Press, 1992), 28-55.

Hall, Thor. "Does Systematic Theology Have a Future?" *Christian Century* 93.9 (1976): 253-256. (also ATLA)

### **Optional:**

#### **Suggested reviews of each major text**

Students are encouraged to read reviews of the textbooks in academic journals. The following is a list of more detailed reviews where available.

John R. Sachs. Review of Wolfgang Vondey, *Heribert Mühlen: His Theology and Praxis*. In *Theological Studies* 66.2 (June 2005): 464-466.

Robin D. Young. Review of Elizabeth Johnson, *She Who Is*. In *The Thomist* 58.2 (April 1994): 323-333.

Wolfgang Vondey. Review of Raniero Cantalamessa, *Come, Creator Spirit. Meditations on the Veni Creator*. In: *PNEUMA. Journal of the Society for Pentecostal Studies* 26.2 (Fall 2004): 398-400.

Wolfgang Vondey. "Pentecostalism and the Possibility of Global Theology. Implications of the Theology of Amos Yong." *PNEUMA. Journal of the Society for Pentecostal Studies* 28.2 (2006): 289-312.

Wolfgang Vondey. Review of Sigurd Bergmann. *Creation Set Free. The Spirit as Liberator of Nature*. In: *Pneuma. Journal of the Society for Pentecostal Studies* 28.2 (2006): 367-370.

Colin E. Gunton, Review of Ralph Del Colle, *Christ and the Spirit*. In *Modern Theology* 11, no. 4 (1995): 471-472.

Richard Carlson, Review of James E. Loder, *The Knight's Move*. In *Zygon* 31, no. 4 (1996): 731-735.

Donald L. Gelpi, Review of David Coffey, "Did You Receive the Holy Spirit When You Believed?" In *Pneuma: The Journal of the Society for Pentecostal Studies* 28, no. 2 (2006): 322-34; and David Coffey, "Vive la Différence—A Response to Donald Gelpi," *Pneuma* 29, no. 1 (2007): 113-30.

### **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 [robosiv@regent.edu](mailto:robosiv@regent.edu) (phone: 226-4184) or the Reference Desk at [refer@regent.edu](mailto:refer@regent.edu).

## **SPIRITUAL FORMATION OBJECTIVES & ASSIGNMENTS**

This course contributes to the spiritual formation of the participants. Theology in itself is a formative experience that challenges and transforms the learner. Theology is not just the study about God, it is also the study with God. Systematic theology, in particular, invites the learner to reflect on the work of God in life and in the world. The concrete spiritual formation objectives/assignments for this course are as follows:

1. Objective: Growth in personal faith.  
Assignment: Reflect in your class presentation on the challenges and opportunities you discovered during the readings and pre-residency period. Consider how an approach to systematic theology from the perspective of the Holy Spirit has related to your personal life and faith in light of the topic of your presentation.
2. Objective: Growth in emotional maturity and moral integrity.  
Assignment: Keep a weekly journal of the issues and experiences from your personal spiritual life and ministerial practice during discussions and residency. Seek to discover in the rich spectrum of pneumatology an enriched understanding of the Christian life, spiritual gifts, as well as strengths and weaknesses in relation to personal needs for growth and maturity.
3. Objective: Growth in ministry.  
Assignment: Analyze how the study of systematic theology from a pneumatological perspective allows you to develop a Christ-like character, relational and pastoral qualities toward the achievement of a God-directed vision and mission in the world. Reflect on these aspects in your final research paper.

## **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	45%
Class Presentation and Paper	20%
Forum Postings (Pre-residency)	15%
Discussion Board Postings (Post-residency)	10%
Research Paper Proposal	10%

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

- 45% 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 or interact with 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%)
- 20% Class Presentation and Manuscript
- format and presentation as assigned in the syllabus (10%)
  - on time submission as assigned in the syllabus (10%)
  - manuscript 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%)
- 15% 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%)
- 10% 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%)
- 10% 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 715), and the name of the student (For example: SUBJECT: RTCH 715, 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](mailto: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**

Students are on their honor to complete assignments with integrity. This means that all written assignments are to reflect the student's own work and to be submitted for credit only in this course. Where other secondary sources are used, appropriate dependence with the proper use of footnotes must be applied.

Relative to the entire course of study, it must be assumed that cheating and plagiarism are sins contrary to God's laws and the mission of Regent University. Plagiarism is using the intellectual property of others without proper citation, giving the impression that it is the student's own work. 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. 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 will be added to the student's portfolio:

1. Initial Blackboard posts on nine required course texts;
2. One-page presentation handout;
3. Interview reflections;
4. Personal formation reflections;
5. Final research paper (after corrections are made per instructor suggestions).

## **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](mailto: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.*

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