

# **TCDH 501: INTRODUCTION TO SYSTEMATIC THEOLOGY 1**

## **Fall 2007**

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REGENT UNIVERSITY  
MASTER'S STUDIES PROGRAM  
SCHOOL OF DIVINITY  
**VIRGINIA BEACH RESIDENTIAL**

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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 Systematic Theology! Engaging in systematic theology means to enter on a shared journey toward a fuller understanding of God and the fulfillment of God's purposes in the world. The key questions are "what," "how" and "why." Before you can study the content of theology (the "what"), you have to develop a consistent and viable theological method (the "how"). However, before you can develop a method, you must have the proper attitude (the "why"). This course can provide the content and the method. It is the responsibility of the student to come with the proper attitude.

### **DESCRIPTION AND PURPOSE OF COURSE**

This course, the first of two in systematic theology, endeavors to familiarize students with the doctrines of the Christian faith from a biblical perspective, while engaging the historical tradition of the Church. This first course will address the nature and importance of theology, theological method, the nature and attributes of God, including the Trinity, Christology, soteriology, and introduce the subject of pneumatology. The course introduces the classical theological themes through contemporary ecumenical perspectives.

## COURSE OUTLINE

Week	Date	Topic	Readings to complete before class
1	08/23	Introduction	Erickson, <i>Christian Doctrine</i> , 15-22 Donald Bloesch, <i>A Theology of Word and Spirit</i> , chpts. 1-2
2	08/30	Theological Research	Turabian, <i>A Manual for Writers</i> , 1-281
3	09/06	Theological Method	Donald Bloesch, <i>A Theology of Word and Spirit</i> , chaps. 3-5 Hans Frei, "Five Types of Theology," 28-55.
4	09/13	Theological Language	Erickson, <i>Christian Doctrine</i> , 22-37 Bloesch, <i>A Theology of Word and Spirit</i> , chpt. 7-9 Vondey, "The Symbolic Turn," 223-247
5	09/20	Classical Theology	Kärkkäinen, <i>The Doctrine of God</i> , part 1-2 Erickson, <i>Christian Doctrine</i> , 41-81 Gregory of Nyssa, <i>Great Catechism</i> , prol., chpts. 1-3
6	09/27	Trinity: God is One	Erickson, <i>Christian Doctrine</i> , 85-115 Gregory of Nyssa, <i>Ad Graecos</i> Augustine, <i>On the Trinity</i> , Book 8
7	10/04	Trinity: One God in Three Persons	Boethius, <i>A Treatise against Eutyches and Nestorius</i> Richard of St. Victor, <i>Book Three of the Trinity</i>
8	10/11	Modular Week	No class
9	10/18	Theology Today	Kärkkäinen, <i>The Doctrine of God</i> , part 3-6 <b>Student presentations: Portrait of a Theologian</b>
10	10/25	The Holy Spirit in the Trinity	Erickson, <i>Christian Doctrine</i> , 269-285 Moltmann, <i>Spirit of Life</i> , chapter XII, 269-285.
11	11/01	The Holy Spirit as Person	Heribert Mühlen, "The Person of the Holy Spirit" (suggested: Wolfgang Vondey, <i>Heribert Mühlen</i> , chapter 2) Ralph DelColle, "The Holy Spirit: Presence, Power .."
12	11/08	Spirit-Christology	Erickson, <i>Christian Doctrine</i> , 215-240 John O'Donnell, "In him and over him," Roger Haight, "The Case for Spirit Christology"
13	11/15	Spirit-Christology	Karl Rahner, "On the Theology of the Incarnation" David Coffey, <i>The Theandric Nature of Christ</i>
14	11/29	Salvation	Erickson, <i>Christian Doctrine</i> , 243-265; 289-336 Dillistone, "A Biblical and Historical Appraisal..."
15	12/06	Conclusion	<b>Final Exam</b>

## PREREQUISITES

Prerequisites for this course are the successful participation in BINT 500: Principles of Bible Study I, BOTB 303: Survey of the Old Testament, BNTB 304: Survey of the New Testament.

## COURSE GOALS

1. **Introducing** the student to the nature and method of systematic theology.
2. **Highlighting** major representatives of various confessions and diverse theological traditions.
3. **Examining** the motivating concerns, sources, goals and criteria of judgment for systematic theology.
4. **Distinguishing** the foundational doctrines of the Christian faith.
5. **Fostering** the relationship between theory and praxis in the theological enterprise.
6. **Addressing** concerns about advocacy, ideology, and objectivity in theology.
7. **Exposing** the student to current theological debates.

## COURSE COMPETENCIES AND LEARNING OBJECTIVES

After completion of this course, students should be able to:

1. **Demonstrate** an understanding of how constructive, systematic theology makes use of biblical and historical research in a research paper.
2. **Apply** a viable and contemporary methodology for the study of theology in theological writing and research assignments.
3. **Explain and interpret** briefly classical and contemporary approaches to the fundamental doctrines of the Christian faith as covered during this part of the course in a final exam.
4. **Distinguish** the use of primary and secondary sources in the theological enterprise in a bibliography.
5. **Explain and evaluate** the challenges and opportunities inherent in the relationship of systematic theology and ministerial praxis as evident in the student's personal life in a research paper and spiritual formation journal.
6. **Show** a greater appreciation for the ecumenical nature of doing theology in community by incorporating global ecumenical sources in their own theological thinking in a research paper and writing assignment.
7. **Highlight** the major thinkers in field of Christian theology in a theological portrait and final exam.

## PROGRAM COMPETENCIES

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

1. **Express** a sound theological reasoning on contemporary social issues by cultivating knowledge of historical, critical, biblical and theological themes.
2. Sensitively **respond** to the implications of a biblical and Christian worldview in ways that are consistent with the Church through the ages.
3. **Articulate** major doctrines, historical perspectives and theological issues, including those related to spiritual renewal as these bear on Christian life and mission.
4. **Articulate** contemporary intellectual issues and how the Church at home and abroad can penetrate societies with a Christian worldview.
5. **Apply** spiritual formation practices to one's personal life, professional behavior and the broader context of the Church.
6. **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.
7. **Demonstrate** a commitment to unity within the body of Christ by modeling respectful appreciation of cultural, ethnic, denominational and traditional distinctives.

## 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 in the *Course Material* section of Blackboard.

### Required Materials (Textbooks)

- Millard J. Erickson, *Introducing Christian Doctrine*, edited by L. Arnold Hustad. Second Edition. Grand Rapids: Baker Academic, 2004. (ISBN 0-8010-2250-9).
- Veli-Matti Kärkkäinen, *The Doctrine of God: A Global Introduction. A Biblical, Historical, and Contemporary Survey*. Grand Rapids: Baker Academic, 2004. (ISBN 0-8010-2752-7).
- Donald G. Bloesch, *A Theology of Word and Spirit. Authority & Method in Theology*. Downers Grove: InterVarsity, 2005. (ISBN 083082751X).
- Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th ed. Chicago: University of Chicago Press, 2007. (ISBN: 0-226-82337-7).

### Additional Required Materials

The following articles and essays are available on ATLA where indicated and in the course material section of the Blackboard course.

- 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.
- Wolfgang Vondey, "The Symbolic Turn: A Symbolic Conception of the Liturgy of Pentecostalism," *Wesleyan Theological Journal* 36.2 (2001): 223-247.
- Gregory of Nyssa, "The Great Catechism," *Nicene and Post-Nicene Fathers*, vol. 5, *Gregory of Nyssa: Dogmatic Treatises, etc.*, edited by Philip Schaff and Henry Wace (Second Series; Peabody: Hendrickson, 1994), 473-477.
- Gregory of Nyssa, "Ad Graecos 'How It Is That We Say There Are Three Persons In The Divinity But Do Not Say There Are Three Gods' (To The Greeks: Concerning The Commonality Of Concepts)," by Daniel F. Stramara, Jr. *The Greek Orthodox Theological Review* 41.4 (1996): 375-391.
- Augustine, *The Trinity*, "Book VIII," Vol. I/5, translated by Edmund Hill (Brooklyn: New City Press, 1991), 241-257.
- Boethius. "A Treatise against Eutyches and Nestorius," in *Boethius. The Theological Tractates and The Consolation of Philosophy*, translated by H.F. Steward et al. (Cambridge: Harvard University Press, 1973), 73-129.
- Richard of St. Victor, *Book Three of the Trinity*, translated by Grover Zinn (New York: Paulist Press, 1979), 373-397.
- Jürgen Moltmann. *The Spirit of Life. A Universal Affirmation* (Minneapolis: Fortress Press, 1992), chapter XII, 269-285.
- Heribert Mühlen, "The Person of the Holy Spirit," in *The Holy Spirit and Power. The Catholic Charismatic Renewal*, edited by Kilian McDonnell (New York: Doubleday, 1975), 11-33.
- Wolfgang Vondey. "Mühlen's Trinitarian Theology of the Holy Spirit," in *Heribert Mühlen: His Theology and Praxis. A New Profile of the Church* (Lanham, MD: University Press of America, 2004), 49-98.
- Del Colle, Ralph. "The Holy Spirit: Presence, Power, Person." *Theological Studies* 62.2 (2001): 322-340. ATLA
- John O'Donnell. "In him and over him: The Holy Spirit in the Life of Jesus." *Gregorianum* 70.1 (1989): 25-45.
- Roger Haight. "The Case for Spirit Christology," *Theological Studies* 53 (1992): 257-287. ATLA
- Karl Rahner, "On the Theology of the Incarnation," *Theological Investigations*, vol. 4, *More Recent Writings*, translated by Kevin Smith (Baltimore: Helicon, 1966), 105-120.
- David Coffey. "The Theandric Nature of Christ," *Theological Studies* 60.4 (1999): 405-431. ATLA
- F. W. Dillistone. "A Biblical and Historical Appraisal of Theories of the Atonement." *Theology Today* 10 (July 1953): 185-195. ATLA

### **Suggested Readings (Not Required)**

**As a graduate student, research often depends on access to the right sources. The number of books on theological themes is incredible. Here are a few texts that may be useful as you begin your research on a particular theme.**

- J. Rodman Williams, *Renewal Theology: Systematic Theology from a Charismatic Perspective. Three Volumes in One* (Grand Rapids: Zondervan, 1996).
- Alister E. McGrath, *Christian Theology: An Introduction* (Oxford: Blackwell, 1994).
- Alister E. McGrath, *The Christian Theology Reader*, 2nd ed. (Oxford: Blackwell, 2001).
- David E. Ford, *The Modern Theologians: An Introduction to Christian Theology in the Twentieth Century* (Oxford: Blackwell, 1997).
- Veli-Matti Kärkkäinen, *Christology: A Global Introduction* (Grand Rapids: Baker, 2003).
- Veli-Matti Kärkkäinen, *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective* (Grand Rapids: Baker, 2002).

Bernard Lonergan. *Method in Theology* (Toronto: University of Toronto Press, 1971).

Stanley Burgess (ed.), *The New International Dictionary of Pentecostal and Charismatic Movements* (Grand Rapids: Zondervan, 2002).

Walter A. Elwell (ed.), *Evangelical Dictionary of Theology*, 2nd ed. (Grand Rapids: Baker Academic, 2001).

### **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/general/library/subjects/divinity/> is also an excellent resource as is the document *Recommended Resources for Old and New Testament Studies* available in the *Research and Resources* section on the Divinity web site (<http://www.regent.edu/acad/schdiv/assets/resourcesOTNT.pdf>).

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).

## **METHOD OF EVALUATION**

- All term papers and essays must follow the format outlined by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations* (ISBN 0-226-81627-3) and the School of Divinity's *Writing Supplement Guidelines*, available online at: <http://www.regent.edu/acad/schdiv/students/forms.shtml>.
- The School of Divinity ordinarily limits the number of web-based, non-print resources that can be employed in research papers to 30% of the sources cited, excluding online, full-text journals (see the SOD's *Writing Supplement Guidelines*). This standard may vary from course to course – refer to specific course materials.

## **Assignments:**

### **1. Portrait of a Theologian**

Each student is asked to write and present a short paper (1000-1200 words) introducing a **contemporary** theologian of the 19<sup>th</sup> or 20<sup>th</sup> century who is NOT covered in the textbook by Veli-Matti Kärkkäinen, *The Doctrine of God* (for example, Yves Congar, Hans Urs von Balthasar, Edward Schillebeeckx, Heribert Mühlen, Eberhard Jüngel, Stanley Grenz, Elizabeth Johnson and others). The introduction should include the following aspects.

- Introduction of the person (short biography and context of the person).
- Overview of the person's influence and theological focus (what the person is known for).
- Survey of the person's major texts (books, articles or essays) that made the person significant.
- Consideration of those who are critical of the work of this theologian.
- Select bibliography of the most significant writings of the theologian (at least one page but no more than two pages of the total paper).

All papers are to be **presented** on October 18, 2007. A hardcopy and an electronic copy of the text is to be submitted on that day. Papers are worth 20% of the student's course grade.

## 2. **Research Paper**

Each student should prepare a major research paper (3500-4000 words) on one of the topics discussed in class. The paper can present either a theological doctrine or a particular theologian. In either case, the paper should be narrow in focus, that is, students should not attempt to explain the entire theology of the Trinity or the work of Karl Barth in 10 pages. Instead, the topic should limit the perspective to a particular confession (i.e. an Evangelical view, a Catholic view of ...), a specific time frame (e.g. in the twentieth century), or a specific theological focus (e.g. the category of the person in the doctrine of the Trinity during the twentieth century). The paper should include at least the following aspects:

- Introduction of the topic and its parameters (i.e. the perspective taken for the paper)
- Statement of thesis
- Body of the paper
- A conclusion that interacts with the spiritual formation objectives for this course (see below) by relating the paper topic to the writer's personal life and ministry. Address how interaction with the particular theological issue of the paper has impacted/transformed your Christian thinking and practice.
- Outlook at the future opportunities and/or challenges the topic holds for the theological enterprise.

A one-page proposal of the topic is due on September 20.

All papers are due in class November 29. The research paper is worth 20% of a student's grade.

## 3. **Bibliography Assignment**

Visit the library and compile a short bibliography of 10 entries in a standard bibliographic format (author, title, place of publication, date etc.) as found in Turabian's *A Manual for Writers* or the *Chicago Manual of Style*. In addition, list the Library of Congress call number after the bibliographic entry. Note: You must not use any of the texts discussed in Class 2 "Theological Research."

Provide one entry for each of the following ten items:

1. A bibliography on a theological discipline.
2. A dictionary of theology or a theological discipline.
3. A critical edition of a work by a Greek or Latin patristic writer.
4. A book of theology written by a Post-Nicene patristic writer.
5. A book of theology written by a medieval/scholastic author.
6. A book of theology written by a theologian of the twentieth century.
7. A book of theology written by a Pentecostal/Charismatic author.
8. A book of theology written by a Roman Catholic theologian.
9. An article of theology in an English academic journal of theology.
10. An article of theology in an academic journal of theology in a language other than English.

The bibliography assignment is due October 4. It is worth 20% of the total grade.

## 4. **Final Exam**

A final exam will be taken at the last class of the course. Students will have three hours to complete the exam, which will cover topics discussed throughout the entire course. The exam will be worth 20% of the student's course grade.

## 5. **Readings and Class participation**

Assigned readings in the textbook(s) will be done each week along with any additional materials as indicated in the syllabus. I am interested in classroom *participation*. However, I am much more interested in classroom *contribution*. I value thinking rather than talking. *Participation* indicates involvement, sharing, and simply taking part, all desirable attributes especially for the social dimension of

the course. *Contribution*, on the other hand, indicates not only social but also intellectual involvement. In addition, it also implies the willful intent to assist others in the forging of understanding. Contribution not only includes participation, it goes beyond it because it focuses on the goal of learning and sharing knowledge. The decisive question is: Do your comments and questions contribute to the development of the class and the common understanding of the object under discussion?

Some ways to contribute are (1) pointing to aspects in the readings that help the class to achieve a better understanding; (2) providing summaries or recapitulations of topics under discussion [also in the form of a question, such as, “Do I understand correctly what you are saying is ...?”]; (3) asking questions that lead to revealing discussions; (4) making observations that integrate concepts and discussions; (5) challenging, or even disagreeing with the instructor, so that the difference of opinion serves as a basis for exploring all sides of a concept, issue, or practice.

## GRADING PERCENTAGES

Portrait of a Theologian paper	20%
Bibliography Assignment	20%
Final Exam	20%
Research Paper	20%
Class Participation	20%

## GRADING RUBRICS (weight indicated in parenthesis)

### 20% Portrait of a Theologian

- Person is considered a contemporary theologian (10%)
- Introduction of the person (short biography and context of the person) (10%)
- Overview of the person’s influence and theological focus (what the person is known for) (10%)
- Survey of the person’s major texts (books, articles or essays) that made the person significant. (10%)
- Consideration of those who are critical of the work of this theologian (10%)
- Select bibliography of the most significant writings of the theologian (at least one page but no more than two pages of the total paper) (10%)
- Word limit met (10%)
- On-time submission as assigned in the syllabus (10%)
- Style guidelines met (Turabian format) (10%)
- Correct Punctuation and grammar (10%)

### 20% 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 *Turabian Manual for Writers of Term Papers* (10%)
- spelling, grammar and punctuation corresponds to *Turabian Manual for Writers of Term Papers* (10%)

- clear thesis statement and method as outlined in the syllabus and suggested in the *Turabian Manual for Writers of Term Papers* (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% Final Exam**

- on time submission as assigned in the syllabus (20%)
- all questions addressed and answered as outlined in the exam (20%)
- at least 75% of the answer reflects the content of the lectures (20%)
- format, style and grammar conforms to *Turabian Manual for Writers of Term Papers* (20%)
- answer reflects a coherent essay on a theological topic rather than a compilation of individual parts to answer a question (20%)

**20% Bibliography Assignment**

- List conforms to parameters set in syllabus (20%)
- Entry is correct for each category (20%)
- Bibliography format corresponds to *Turabian Manual* (20%)
- Punctuation and spelling correct (20%)
- Library of congress number provided (20%)

**20% Readings and Class participation**

- student brings all necessary reading material to class (20%)
- student can summarize readings for the day in 2-3 sentences (20%)
- student can answer questions of content of the readings in one sentence (20%)
- student participates in class discussion at least once in each of the four section of each day (20%)
- student asks questions of clarification and makes suggestions or proposals in class discussion (20%)

## **SPIRITUAL FORMATION OBJECTIVES & ASSIGNMENTS**

This course contributes to the spiritual formation of every student. Students are to add to their Spiritual Formation portfolio in every master's course at Regent Divinity School. For many students this material will be a part of the evaluations of **SFRM 502 Spiritual Formation 2 & SFRM 503 Spiritual Formation 3**.

1. Objective: Growth in personal faith.

Assignment: Observe the spiritual, intellectual, emotional and relational aspects of systematic theology in preparation towards fulfilling your vocational calling in a professional context. Examine how the theological disciplines address the basic life and faith questions that impact your life and career choices. Participate in class worship, prayer and group interaction.

2. Objective: Growth in emotional maturity and moral integrity.  
Assignment: Discover in the rich spectrum of theology your own leadership profile, ministerial gifts, strengths and weaknesses in relation to personal needs for growth and maturity. Keep a weekly journal of the issues and experiences during lectures and discussions as well as personal spiritual life and ministerial practice.
3. Objective: Intellectual preparation for ministry.  
Assignment: Familiarize yourself with the challenges and opportunities of a biblically based and historically informed renewal theology in the context of contemporary theological pluralism. Analyze how the study of theology from a systematic perspective allows you to develop a Christ-like character, relational qualities and professional preparedness toward the achievement of a God-directed vision and mission in the world.
4. Objective: Overall development of development of individual, corporate, ecclesial and public capacities for ministry.  
Assignment: All readings, lectures, discussions, small group interaction, short paper and final research assignment increase the student's ability to understand and to incorporate the discipline of systematic theology in the personal practice of faith and ministry in the world today.

## **E-MAIL**

**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.

## **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 would like a reply from you whenever I send you an email, even if it is just to acknowledge receipt of my message.

## **REGENT COMPUTER STANDARDS**

Since the School of Divinity makes use of computer software and the Internet to communicate with students and enhance its courses, all students are required to be "computer literate" — proficient in the use of required computer hardware and software. For hardware, software, internet media software, and ISP requirements, check the following link:

<http://www.regent.edu/acad/schdiv/students/compstandards.shtml>.

## **SUBMISSION OF ASSIGNMENTS & E-MAILING THE PROFESSOR**

The subject line of **all e-mail messages** related to this course should include the course number (e.g., TCDH 500), the location of the course (e.g., DE, VB, DC, and Modular) and the name of the student (For example, SUBJECT: TCDH 500 DC, 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.

All assignments for this course should be submitted via the “Assignment tool” in Blackboard. Instructions on how to use the “Assignment Tool” can be found on <http://www.regent.edu/acad/schdiv/students/tutorials.shtml> or going to the *Before you Begin* section of your Blackboard course. Papers should be in MS Word format (.doc) See the *Assignments* section of Blackboard for further instructions.

## **COURSE PROCEDURES**

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

1. 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 as found in the Course Schedule in the *Syllabus* section of Blackboard (Bb).
2. Be sure you can complete this course in the scheduled semester. Incompletes will only be granted for true emergency situations, not for poor planning.
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.

## **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.shtml>) and work through the Blackboard Tutorial (<http://www.regent.edu/acad/schdiv/students/tutorials.shtml>) 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 context before you make any judgments on their work.
6. Keep up with the Course Schedule!

## **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/students/tutorials.shtml>). 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.**

## ATTENDANCE

In order to receive credit for the course, students must attend a minimum of 70% of courses which have a residency or on-campus requirement. Whether the course is standard, modular or hybrid in type, residency is an essential component of the requirements for these courses. Merely completing the assigned work is not sufficient to receive a grade for courses that have a residency requirement. This applies to masters and doctoral courses in the School of Divinity.

## 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 adhered to. 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. 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 to 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 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).

## **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, 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/assets/incomplete.pdf>) to the Academic Dean at least one week prior to the end of the semester. The Academic Dean will determine an appropriate due date for outstanding assignments and the student and professor will be notified. Failure to turn in course work by the due date will result in an "FX" grade for the course which will count negatively towards the student's GPA.

## **GRADING: PHILOSOPHY, CRITERIA and SYSTEM**

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 graduate work at the highest level. Practical or formational implications of work are included, as appropriate.

### **B+ B B-**

Good 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- (As the minimum GPA for the Academic M.A. is 3.0, students in these degrees who receive a grade below a C (i.e. C-) in any course must repeat that course in order to graduate. As the minimum GPA for M.Div., M.A. in Practical Theology, and M.A. in Missiology is 2.0, students who receive a grade of C- in these degrees need not repeat the course in order to graduate).

**D+ D D-**

Below minimal understanding and ability to handle the subject material of the course, but not requiring the course to be repeated. Practical or formational implications of work are included, as appropriate. The grade will vary from D+ to D- (As the minimum GPA for the Academic M.A. is 3.0, students in these degrees who receive a grade of D+ D D- in any course must repeat that course in order to graduate. As the minimum GPA for M.Div., M.A. in Practical Theology, and M.A. in Missiology is 2.0, students who receive a grade of D+ D D- in these degrees need not repeat the course in order to graduate).

**F**

Not acceptable for graduate 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.

**MASTERS 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	Unsatisfactory M.A. [Academic] must repeat course
D+	67-69	1.33	
D	63-66	1.00	
D-	60-62	.67	
F	0-59	0.00	Failing

**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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