

TCDH 501: INTRODUCTION TO SYSTEMATIC THEOLOGY 1

Spring 2007

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

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:

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PERSONAL GREETING FROM THE PROFESSOR

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.

PREREQUISITES

Prerequisites for this course are the successful participation in 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.
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.
4. **Distinguish** the use of primary and secondary sources in the theological enterprise.
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.
6. **Show** a greater appreciation for the ecumenical nature of doing theology in community by incorporating global ecumenical sources in their own theological thinking.

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

- Donald G. Bloesch, *A Theology of Word and Spirit. Authority & Method in Theology*. Downers Grove: InterVarsity, 1992. (ISBN 0-8308-1411-6).
- 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).
- Millard J. Erickson, *Introducing Christian Doctrine*, edited by L. Arnold Hustad. Second Edition. Grand Rapids: Baker Academic, 2004. (ISBN 0-8010-2250-9).

Additional Materials

The following articles and essays are available on library reserve/electronic reserve and 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.

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.
- 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

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 on the Divinity website (<http://www.regent.edu/divinity>) under Current Students > Academic Forms.

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

COURSE SCHEDULE

This modular course has a residency component on campus, a pre-residency period, and a post-residency period. Follow the Weekly Course Schedule (see the *Syllabus* section of Bb) and the *Assignments* section of this syllabus below throughout the semester for all assignments. 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 week is over, as the rest of the class will have moved on to the next topic.

Modular Week (March 5 – March 9, 2007)

Day	Topic	What to read for discussion in class ...
Mo	Theological Method	Donald Bloesch, <i>A Theology of Word and Spirit</i> , chaps. 1-4 Hans Frei, "Five Types of Theology," 28-55 Vonhey, "The Symbolic Turn," 223-247 Erickson, <i>Christian Doctrine</i> , 15-37
Tues	Classical Theism & Theology Today	Bloesch, <i>A Theology of Word and Spirit</i> , chapters 5, 7 and 9 Gregory of Nyssa, <i>Great Catechism</i> , prologue, chpts. 1-3 Kärkkäinen, <i>The Doctrine of God</i> , part 1-4 Erickson, <i>Christian Doctrine</i> , 41-81
Wed	Trinity: God is One & One God in Three Persons	Gregory of Nyssa, <i>Ad Graecos</i> Augustine, <i>On the Trinity</i> , Book 8 Boethius, <i>A Treatise against Eutyches and Nestorius</i> Richard of St. Victor, <i>Book Three of the Trinity</i> Erickson, <i>Christian Doctrine</i> , 85-115
Thur	The Holy Spirit in the Trinity	Moltmann, <i>Spirit of Life</i> , chapter XII, 269-285. Heribert Mühlen, "The Person of the Holy Spirit" Ralph DelColle, "The Holy Spirit: Presence, Power .." Erickson, <i>Christian Doctrine</i> , 269-285
Fri	Spirit-Christ-Salvation	John O'Donnell, "In him and over him," Roger Haight, "The Case for Spirit Christology" Karl Rahner, "On the Theology of the Incarnation" David Coffey, <i>The Theandric Nature of Christ</i> Erickson, <i>Christian Doctrine</i> , 215-265, 289-336

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 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 *Manual of Style*, available online at:
<http://www.regent.edu/acad/schdiv/currentstudents/academicforms.htm>
- 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 *Manual of Style*).

Assignments

PRE-RESIDENCY PERIOD (January 8 – March 4, 2007)

1. Online Dialogue

The residency period covers five major areas of systematic theology (see below). In the weeks preceding modular week on campus, the instructor will post a statement on each of the topics in the online Discussion Board section of Blackboard. You will have to read the texts indicated in the modular week outline above for each topic in order to adequately address the issues.

Respond to each question of your professor and post a comment to at least two of your classmates. You should have a total of at least 15 posts in the pre-residency period, three posts on each topic. Your post to the instructor should be 150-200 words and include references to theological sources (books, articles, essays) to substantiate your argument. Your response to other students should be 100-150 words and does not have to include sources. There are two deadlines for each of the five posts. The first deadline is for the response to the professor; the second deadline is for your response to other students:

1. **Theological Method:** January 11 (to professor); January 14 (to students)
2. **Classical Theism & Theology Today:** January 18 (to professor); January 21 (to students)
3. **Trinity:** January 25 (to professor); January 28 (to students)
4. **The Holy Spirit in the Trinity:** February 1 (to professor); February 4 (to students)
5. **Christ-Spirit-Salvation:** February 8 (to professor); February 11 (to students)

For more information and grading details see the section on Grading Rubrics in this syllabus. Posts are due by the day stated above for each of the assigned topics and cannot be made up once the assigned deadline has passed.

2. Research Paper Proposal

Submit a formal proposal for a research paper (250-300 words) that outlines your choice of topic. The proposal should explain what you want to write about followed by a clear, concise thesis statement (see below). The statement should be followed by a short outline of the procedure/method you wish to employ in order to prove your thesis. Be specific! (Don't say: To prove my thesis I will look at the Bible and modern theologians). The proposal should end with an indication of what conclusion you might reach in the research paper. Attach a tentative bibliography to the proposal of 5-10 sources (not included in the word count).

The thesis statement should be no longer than one or two sentences. It is not a description of what you want to do but a proposal of what you suggest. The thesis must have clearly defined boundaries that allow you to demonstrate and confirm your proposal within the limited space of the term paper. For example, it is impossible to suggest that God is eternal on less than twelve pages. Hence, to say, "In this paper I wish to show that God is eternal" is not a thesis statement but an observation of a fact noted in the New Testament and treated by various theologians. However, you could propose that "a **certain** person at a **certain** time in **particular** circumstances described God as **what has been called** eternal **with specific consequences** for an understanding of the nature of God." You would therefore state: In this paper I suggest that Gregory of Nyssa in the fourth century described God before the Nicene Creed as eternal in a way that later entered into the formulation of the Creed and has today become generally accepted doctrine.

You can then proceed to prove that thesis within the confines of those boundaries.

The proposal should be printed, double-spaced, 12 point, with one-inch margins and 250-300 words. It is worth 10% of the total course grade. **All paper proposals are due by Sunday, February 25, 2007.** Proposals are the basis for your research paper, and opportunity will be provided during residency on campus to discuss your proposal.

RESIDENCY PERIOD: Modular Week (March 5 – March 9, 2007)

1. Readings and Class participation

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. For more information see the section on Grading Rubrics in this syllabus. Contribution is worth 20% of the overall grade for the course.

POST-RESIDENCY PERIOD (March 10 – April 30, 2007)

1. Final Exam

A final take-home exam will be provided at the last class of the course. Instructions will be provided at that time. Students will be given the opportunity to complete the written exam within one week of the classroom lectures. **The exam is due on March 16, 2007**, and is worth 20% of the student's course grade. See the Grading Rubrics below for more information on the final exam.

2. Research Paper

Each student should prepare a 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). If the student chooses to write a paper on a theological doctrine, it must examine directly the nature of God and cannot be on other disciplines of theology such as the Church, the end times, mission, ethics or similar issues.

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 thinking and practice.
- Outlook at the future opportunities and/or challenges the topic holds for the theological enterprise.

All papers are due on April 20, 2007. The research paper is worth 30% of a student's grade.

GRADING PERCENTAGES

Research Proposal	10%
Research Paper	30%
Online Discussion and Posts	20%
Final Exam	20%
Class Participation	20%

GRADING RUBRICS (weight indicated in parenthesis)

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%)

30% 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% Online Discussion and Posts

- 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%)

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% 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 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 research paper on the challenges and opportunities you discovered during the course and in meditation on the nature of God. Consider how the systematic approach to the God, the Trinity, Christ, the Holy Spirit, and salvation related to your personal life and faith in light of the topic of your research paper.
2. Objective: Growth in emotional maturity and moral integrity.
Assignment: Keep a weekly journal of the issues and experiences during lectures and discussions as well as personal spiritual life and ministerial practice. 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. Keep this journal for your spiritual formation assessment.
3. Objective: Growth in ministry.
Assignment: Add to your Spiritual Formation portfolio as part of the evaluations for SFRM 502 Spiritual Formation 2 & SFRM 503 Spiritual Formation 3. Analyze how the study of systematic theology 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. Add your course paper to the portfolio.

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/newstudents/compstandards.htm>.

SUBMISSION OF ASSIGNMENTS & E-MAILING THE PROFESSOR

The subject line of **all e-mail messages** related to this course should include the course number (TCDH 501), the location of the course (e.g., DE, VB, DC, Modular) and the name of the student (For example, SUBJECT: TCDH 501 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.

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.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 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/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.

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 or one's own work without proper citation, giving the impression that it is the genuine work of the student. 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. All written and submitted material will be submitted to a plagiarism detection software. More information on plagiarism and how to prevent it can be found online at <http://www.plagiarism.org>.

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.

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.

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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