

Azusa Pacific University

Division of Religion and Philosophy Department of Practical Theology Course Instruction Plan Fall 2009

Course Information

Course Name and Call #: Christian Life, Faith, and Ministry – CMIN 108(2)

Units: 3 Units

Prerequisites: There are no prerequisites for this course.

Course Meeting Times: Monday/Wednesday/Friday – 10:40 a.m. – 11:35 a.m.

Course Location: Duke 127

Professor: Matt Elofson, Ph.D.

Office: Duke 259

Email: melofson@apu.edu (Email is the best way to reach me and get a quick response!)

Telephone: Office – (626) 815-6000 x. 5619; Home – (626) 335-9955

Administrative Assistant: Pat Losie, (626) 815-5452, plosie@apu.edu

Course Information: Each student will need to consult their Azusa Pacific University eCompanion site to obtain necessary information and materials as well as participate in various online discussions for the successful completion of this course. Each student can access this information at:

<http://online.apu.edu/>

Office Hours: Tuesdays – 1:30 p.m. – 2:30 p.m.

Thursdays – 1:00 p.m. – 3:00 p.m.

I have set aside these hours to answer questions, review assignments or class materials, or for us just to get to know each other. Please do not hesitate to take advantage of these hours that I have set aside for you.

In addition, if you are unable to meet with me at these times, please feel free to make an appointment with me in class or by email.

APU Mission Statement

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Division of Religion and Philosophy

The Division of Religion and Philosophy exists by the grace of God to equip and encourage men and women as they advance towards their educational and professional goals of service to the church and society in the name of Jesus Christ. Motivated by a vision of God's love consistent with the Wesleyan heritage of evangelical Christianity, we pursue this mission through coordinated courses of study appropriate to our various degree programs, and through opportunities for Christian scholarship and ministry.

Department of Practical Theology Mission Statement

The Department of Practical Theology equips undergraduate students majoring in Youth Ministry and Christian Ministries for professional ministry tasks and relationships in a transformational Christian community through multidisciplinary education and ministerial experiences that promote theological reflection, faith integration, and spiritual formation.

Course Description

The theological, educational and social bases for ministry and service are examined. An analysis of the church’s responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. *Meets general studies requirement in Ministry and core requirement in God’s Word and the Christian Response.*

Student Learning Outcomes

Student Learning Outcome	Applicable Assignments
1. Students should be able to use Scripture, Tradition, reason, and experience (the Wesleyan Quadrilateral) to evaluate and shape their theological understanding and practice of Christian life, faith, and ministry.	<ul style="list-style-type: none"> • Attendance and Participation • Course Readings • Critical Reading Reflections • Current Events Theological Presentation and Discussion • Local/Global Need and Response Presentation • Exams
2. Students should begin to cultivate a globally informed Christian worldview.	<ul style="list-style-type: none"> • Attendance and Participation • Course Readings • Critical Reading Reflections • Current Events Theological Presentation and Discussion • Local/Global Need and Response Presentation
3. Students should be able to identify and demonstrate various means of integrating their faith into their lives.	<ul style="list-style-type: none"> • Attendance and Participation • Course Readings • Critical Reading Reflections • Current Events Theological Presentation and Discussion • Local/Global Need and Response Presentation
4. Students should be able to explain and apply a practical theology method to assess various contemporary issues.	<ul style="list-style-type: none"> • Current Events Theological Presentation and Discussion • Local/Global Need and Response Presentation
5. Students should be able to demonstrate university level written and oral presentation skills.	<ul style="list-style-type: none"> • Critical Reading Reflections • Current Events Theological Presentation and Discussion • Local/Global Need and Response Presentation

Required Texts

Each student is **required** to read all the readings included in the Christian Life, Faith, & Ministry Course Pack for the 2009 Fall Semester that is available in the bookstore and be familiar with any additional materials posted on the course website.

Additional Recommended Texts

- Banks, Robert. *Redeeming the Routines: Bringing Theology to Life*. Wheaton, IL: Victor Books, 1993.
- Bell, Rob. *Velvet Elvis: Repainting the Christian Faith*. Grand Rapids, MI: Zondervan, 2005.
- Boyd, Gregory A. *The Myth of a Christian Nation*. Grand Rapids, MI: Zondervan, 2005.
- Bruyneel, Sally and Alan G. Padgett, *Introducing Christianity*. Maryknoll, NY: Orbis.
- Crouch, Andy. *Culture Making: Recovering Our Creative Calling*. Downers Grove, IL: InterVarsity Press, 2008.
- Frost, Michael. *Exiles: Living Missionally in a Post-Christian Culture*. Peabody, MA: Hendrickson Publishers, 2006.
- Frost, Michael and Alan Hirsch. *The Shaping of Things to Come: Innovation and Mission for the 21st Century Church*. Peabody, MA: Hendrickson Publishers, 2003.
- Gibbs, Eddie. *ChurchNext: Quantum Changes in How We Do Ministry*. Downers Grove, IL: InterVarsity Press, 2000.
- Kraybill, Donald B. *The Upside-Down Kingdom*. Scottsdale, PA: Herald Press, 1978.
- Lewis, C.S. *Mere Christianity*. New York, NY: Simon & Schuster, 1996.
- Ortberg, John. *The Life You've Always Wanted*. Grand Rapids: Zondervan, 2002.
- Rollins, Peter. *How (Not) to Speak of God*. Brewster, MA: Paraclete Press, 2006.
- Sider, Ronald J. *Good News and Good Works: A Theology for the Whole Gospel*. Grand Rapids, MI: Baker Books, 1993.
- Sweet, Leonard. *Out of the Question... Into the Mystery: Getting Lost in the Godlife Relationship*. Colorado Springs, CO: WaterBrook Press, 2004.
- Wilkins, Steve, Paul Shrier, and Ralph P. Martin, eds. *Christian College, Christian Calling: Higher Education in the Service of the Church*. Lanham, MD: AltaMira Press, 2005.
- Wright, N. T. *Simply Christian: Why Christianity Makes Sense*. New York, NY: HarperCollins Publishers, 2006.

Course Assignments

1. Attendance and Participation (60 points)

a. Attendance (30 points)

Students are expected to attend class regularly, be on time, and stay for the entirety of the class. Attendance will be taken and occasional in class assignments will be collected and assessed that cannot be made up unless one's absence was excused. For every **unexcused absence over three, there will be a three (3) point deduction from one's semester point total.** Any student who misses **nine classes** as a result of **any combination of excused or unexcused absences will not have successfully completed the requirements to pass the course.**

An excused absence must meet the following two criteria:

- 1. You must inform me in advance (either by email or voice mail message).**

2. I must agree that your excuse is legitimate (class trip, athletic travel, illness, wedding, funeral, etc.).

Students who come into class late are responsible for making sure they are not marked absent. If they do not make the instructor or their learning team members aware of their tardiness, they will be considered absent for the entire period without any later recourse. In addition, any student who leaves the classroom any time during the allotted class time without making prior arrangements with the instructor will be credited with a partial absence for that day. Every three occurrences of a student being tardy or choosing to leave the classroom during class time for any reason will result in the student being assessed an unexcused absence.

Once learning teams are formed, each learning team will be required to submit a completed and signed attendance sheet at the end of each week. If any Learning Team does not submit their attendance form on any given week, all members of the Learning Team will not receive credit for their attendance during that specific week. Any attempt to misrepresent any member's attendance or punctuality will result in each member of the learning team forfeiting all of their available attendance points for the entire semester.

b. Participation (30 points)

The nature of this course requires students to actively contribute to the overall learning environment and the intellectual and spiritual development of everyone involved in the class. Students are expected to ask questions, articulate their own perspectives, and thoughtfully participate in activities and discussions. You will have two venues in which to contribute to the intellectual and spiritual development of everyone involved in this course. First, regular discussions will occur in class concerning various contemporary issues, theological ideas, and their relevance to Christian life, faith, and ministry that were either addressed in your reading or identified by your professor. A student's participation in these discussions should be consistent throughout the semester and be informed by the student's knowledge of the preliminary readings.

In addition, students who are uncomfortable sharing their thoughts and perspectives in class for any reason will have the opportunity to contribute to various threaded discussions posted on the Christian Life, Faith, and Ministry eCompanion site for this course. The professor will regularly initiate discussions regarding the reading and in class material. Each member of the class will also be able to initiate discussions regarding topics of interest that have arisen from their engagement with course material.

A student's **regular, thoughtful, and respectful contribution** to the discussions occurring in these two venues will determine your overall participation grade for the semester.

2. Course Readings (250 points)

a. Reading Quizzes (100 points)

There will be **five** quizzes given throughout the semester that assess the student's familiarity with the assigned reading material and its theological and practical significance for Christian life, faith, and ministry. These quizzes will be given at the

beginning of class and cannot be made up if a student is late or absent from class on the day it is given. For assistance on these quizzes, each student will be allowed to prepare **one 4 x 6 index card** with general notes concerning the pertinent material prior to arriving in class. Students will not be allowed to consult the reading material directly. Each quiz will be worth a total of **25 points**. A student's **top four quiz grades** will be counted towards a student's final semester grade.

Each student is responsible for bringing a small scantron (15 questions) and pencil to every class for these occasional quizzes.

On days when reading quizzes are not given, the instructor will randomly choose students to summarize and/or critically engage the required reading due for that day. **A student's ability to demonstrate their familiarity with the material and critical engagement with it will result in their final grade on their reading quizzes for the semester being increased or decreased by up to 10 points.**

b. Critical Reading Reflections (120 points)

Each student will submit **four** of a possible **eight** critical reading reflections that require you to address specific questions about the reading. These questions will be posted on the eCompanion site throughout the semester. **Although everyone is not required to complete each assignment, each student is responsible for reading and comprehending the material covered in each reflection paper by the assigned date.** In order to receive full credit for an assignment, the student's writing must demonstrate a clear comprehension of the author's perspective and a serious attempt to interact critically with it.

Each of these assignments must be turned in electronically through the Dropbox on the eCompanion site by the end of class on the date they are due. Each critical reading reflection must be properly formatted and cannot exceed a maximum of one page, single-spaced. (Please be advised that each Critical Reading Reflection not adhering to these stated expectations and guidelines will receive an automatic 10% deduction). No late critical reading reflections will be accepted. Each of these assignments will be worth 30 points.

3. Christian Life, Faith, and Ministry Learning Teams (170 points)

Each member of the class will participate in a Learning Team. These experiences are intended to expose students to the dynamics of cooperative learning and enhance their ability to dialogue regarding important issues that require theological reflection.

Each Learning Team will ideally consist of five students. Each team will develop **two presentations** for Christian Life, Faith, & Ministry. At the end of the semester, Learning Team members will evaluate one another regarding cooperation, participation, and preparedness for learning team sessions and preparation and finalization of the presentations. These grades will be confidential.

a. Current Events Theological Presentation and Discussion (85 points)

Each Learning Team will be required to develop a **twenty-five minute presentation and discussion regarding a significant contemporary situation.** The instructor will

direct each Learning Team to a specific recent newspaper or Internet article three weeks prior to their presentation date in order to assure the contemporary nature and relevance of the event or issue. The Learning Team will then use the Wesleyan Quadrilateral to explore the issue and develop a Christian perspective regarding it. Each Learning Team will present their findings and perspectives to the class and lead a discussion about the situation.

i. Pre-Presentation Learning Team Meeting (25 points)

Each Learning Team will be **required** to meet with the instructor to discuss the article **seven to ten days prior to their scheduled presentation**. At the time of this meeting, the Learning Team should be familiar with the content of the article and display some attempt to begin to reflect upon the issue theologically and practically. **Every member of the Learning Team must be present during this meeting. If a Learning Team member is not present at this meeting, they will not receive any of the available points. If any Learning Team fails to schedule this meeting within the required time period, all members of the Learning Team will forfeit the available points.**

ii. Contemporary Events Theological Presentation and Discussion (60 points)

Each Learning Team will develop a fifteen minute presentation and facilitate a ten minute discussion for the class regarding their particular issue. Each presentation should include a brief summary of the matter, an identification of the core issues involved, and a discussion of a Christian perspective that is informed by each of the elements of the Wesleyan Quadrilateral. Each Learning Team’s final presentation and discussion will be evaluated as follows:

Thoughtful Summary and Discussion of the Contemporary Issue	5 points
Thorough Discussion of Core Issues Informing One’s Perspective	10 points
Use of the Wesleyan Quadrilateral in Developing a Christian Perspective	20 points
Preparedness to Facilitate Class Discussion	20 points
Creativity of Presentation	5 points
Total Points	60 points
*A Learning Team will lose 6 points for every minute that the presentation portion of this assignment exceeds 17 minutes.	

b. Local/Global Need and Response Presentation (60 points)

Each Learning Team will also be required to develop a **fifteen minute presentation** that identifies a significant local or global need in contemporary society and outlines an **innovative** means by which Azusa Pacific University students might immediately begin to address this need in a practical manner. **(Each Learning Team will address a different need, so it would benefit you to propose the particular need your Learning Team wants to address to the instructor as soon as possible.)** Each

Learning Team must submit in writing the specific need they want to address by **Friday, October 9, 2009**. **If a Learning Team fails to submit their topic by this date, they will receive an automatic 20 point deduction from their final presentation grade.** Each presentation should thoroughly discuss the causes of the need and its actual prevalence in our world, the theological rationale for why we should be concerned with it, and a practical and feasible means by which Azusa Pacific University students might begin making a difference regarding it immediately. Although you might borrow ideas from existing ministries or service projects, the instructor expects each group to come up with an innovative means by which Azusa Pacific students might begin to address the particular need immediately. Each Learning Team's presentation will be graded as follows:

Accurate and Well-Informed Description of Cause and Prevalence of Particular Contemporary Need	15 points
Rationale for Why Christians Should be Concerned about Addressing the Particular Need	10 points
Integration of the Various Elements of the Wesleyan Quadrilateral in the Explanation of Why Christians Should be Concerned about Addressing the Particular Need	10 points
Development of an Innovative Means by which APU Students Can Begin to Address the Particular Need Immediately	20 points
Creativity of Presentation	5 points
Total Points	60 points
*A Learning Team will lose 6 points for every minute that their presentation exceeds 17 minutes.	

At the end of each presentation, each member of the class will evaluate the perceived practicality, innovativeness, and effectiveness of the proposed means by which Azusa Pacific University students might begin to address the particular need. **(A student will not assess their own Learning Team's presentation.)** Each member of the Learning Team whose presentation is judged to have met the need in the most practical, innovative, and effective manner will receive **15 extra credit points**.

c. Learning Team Participation (40 points)

Each student is expected to significantly enhance the learning experience of all the members of their Learning Team, as well as each member of the class. Consequently, each student will evaluate the other members of their Learning Team concerning preparedness, contribution, and overall attitudes towards their Learning Team experience at the end of the semester. Each Learning Team member must submit an evaluation of every other member of their Learning Team by **Wednesday, December 9, 2009**. **If anyone fails to turn in an evaluation of every other member of their group by the end of class on this date, they will not receive any of the points they have earned as a result of their peers' evaluation concerning their participation.**

4. Exams (135 points)

Two exams will be given during the course of the semester. A midterm exam worth **45 points** will be given on **Monday, October 19, 2009**. Additionally, a **cumulative** final exam worth **90 points** will be given on **Wednesday, December 16, 2009 from 9:45 a.m. to 11:45 a.m.**

All exams will consist of multiple choice, short answer, and essay questions regarding your assigned reading and the material covered in class. You are responsible for bringing appropriate materials including a scantron, writing paper, and writing utensils to each of these exams. A study guide will be provided for both of these exams.

Class Policies

1. Written Assignments

All assignments are due by the end of class on the day they are due. You need to make any necessary arrangements to insure I receive an electronic copy of your assignment before the end of class on the due date. **I will not accept late assignments**, unless it involves a medical emergency or something that is **completely out of your control**.

With the exception of written assignments completed during class or **unless otherwise assigned**, all papers and written assignments are to be completed on a word processor or typed using **black ink**. Each written assignment should have **one-inch margins on all four sides** and, utilize a standard **12-point word processing font**. **Your name, name of the course, assignment title, and due date** should appear in the upper right-hand corner of the page. All sources must be documented using the ***Turabian/Chicago Manual of Style***. If you have any questions about this method of documentation, please consult <http://www.dianahacker.com/resdoc/>. **Any paper that does not follow proper formatting guidelines will automatically receive a 10% deduction.**

In addition, it is very important that you know that spelling, punctuation, grammar, as well as sentence, paragraph, and paper structure counts! Before turning in any assignment, make sure to read it over carefully to make sure that the paper is formatted correctly and written properly. **A minimum loss of one grade and a maximum penalty of an "F" will be applied to assignments that are formatted improperly or written poorly.** You should use inclusive language and metaphors in both written and verbal communication.

2. Exams

Exams must be taken on the scheduled day unless the student **pre-arranges** with the professor to take it at a different time. If you will be participating in a school activity or will be absent from an exam for any reason, you must make arrangements with the professor **before the time of the scheduled exam**.

There will be no final exams given early. According to APU policy, "No final examination shall be given to individual students BEFORE the regularly scheduled time. No exception can be made to this rule without the written approval of the instructor, the department chair,

and the Dean of the School of Theology.” If you anticipate the need to take the final exam early, please initiate this procedure now.

3. Participation

This class endeavors to engage the student in a cooperative learning experience in which all involved will benefit from the dialogue. Consequently, it is important that you realize there is more to this class than showing up and being on time. You will be graded on your participation throughout the semester.

In addition, the professor reserves the right to dismiss any student from a particular day's class, if they are participating in behaviors determined to be detrimental to the learning environment or displaying a lack of commitment to the enrichment of their peers' educational experience. This includes such activities as choosing to use your laptop or cell phone for surfing the web, chatting, e-mailing, instant messaging, text messaging, or playing games during class. If a student is asked to leave a class, they will be credited with an unexcused absence for that day's class.

4. Laptop Usage

Students are welcome to bring laptops to class for the purpose of taking notes during lectures by the instructor. However, the instructor has established a laptop free zone in the classroom. If you desire to bring your laptop and use it for class purposes, you must sit in one of the first five seats on either side of the center aisle in the first four rows of the classroom. In addition, the student's laptop must remain on the desk and open at all times during the class. Any students choosing to sit outside this area or not adhere to these guidelines will not be allowed to utilize their laptops in class. If at any time during a class it becomes obvious to the instructor that a student is using their laptop for surfing the web, e-mailing, instant messaging, or some purpose other than participating in class, the student will automatically be marked absent for that class period and will lose the **privilege** of utilizing a laptop in future classes. **No laptops are permitted in class during student-led presentations.**

5. Academic Integrity

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

It is expected that you will copy and adapt concepts from other sources, but when you do please footnote it. Any assignment submitted that attempts to pass off somebody else's work as one's own will be considered plagiarism and will result in the automatic forfeiture of all points for the assignment in question. Additionally, plagiarism or any other attempt to cheat or deceive the instructor in any way represents sufficient grounds for failure of an

assignment, the course, and possible dismissal from the university. Students found guilty of plagiarism or any other form of cheating will be reported to the Provost, and a memorandum of the event will be placed in the student's permanent file in the Provost's office.

All standards and explanations of appropriate conduct in regards to class work in the 2009/2010 Student Handbook are expected and enforced. Failure in any area regarding academic integrity will result in the loss of all points on an assignment and may result in the failure of the course.

6. Special Resources

Some students may have extra challenges to overcome in order to be successful in this course. Disabilities or having a first language other than English may present certain difficulties. Azusa Pacific University provides special assistance to all students through the Learning Enrichment Center.

Students with any disability that may prevent them from fully demonstrating his or her abilities are urged to advise the instructor of their needs and meet with an advisor in the Learning Enrichment Center as soon as possible. The use of services provided in the Learning Enrichment Center will help ensure full participation in the successful completion of the course requirements.

Students are also encouraged to make use of the resources available at the University Writing Center located in the Marshburn Library on East Campus. The Writing Center is available to help students with all aspects of their writing projects.

7. University Policies

All university and department policies affecting student work, appeals, and grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

Grading

The instructor will make every attempt to be impartial and objective when grading a student's work and involvement in the course. However, grading is most often subjective and so the instructor (due to his age, education, and experience) may evaluate a student's work, attitude, and overall performance differently than the student does. From time to time, a student may disagree with or question a grade. **When disagreements or questions arise concerning a grade on an assignment, please consult the instructor for clarification as soon as possible.** Do not wait until the end of the semester or after the semester is over to raise questions and/or discuss assignments and evaluations.

The grading scale is as follows:

- A Outstanding mastery of the subject: excellence evident in preparation for and attendance in class sessions, curious and retentive mind, unusual ability to analyze and synthesize material, with a positive attitude making productive contributions to the learning community in the classroom. Superior thinking with information relevant to application, critique, and relationship to other information.
- B Above average in terms of attendance, preparation, time management. More than adequate knowledge regarding technical terms, distinctions, and ability to use information. Mostly consistent in test taking and attitude.
- C Average. Basic knowledge needed to function and carry on learning regarding major principles and central terms.
- D Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information, and below average attendance.
- F Absence of knowledge, incapable of carrying on a conversation about the subject, misunderstands most concepts, confuses all categories.

Individual Assignment Possible Points and Total Possible Points

Class Attendance and Participation			60
	Class Attendance	30	
	Class Participation	30	
Course Readings			220
	Reading Quizzes (4 x 25 points)	100	
	Critical Reading Reflections (4 x 30 points)	120	
Christian Life, Faith, & Ministry Learning Teams			185
	Pre-Presentation Learning Team Meeting	25	
	Contemporary Events Theological Presentation and Discussion	60	
	Local/Global Need and Response Presentation	60	
	Learning Team Peer Evaluations	40	
Exams			135
	Mid-Term Exam	45	
	Final Exam	90	
	Total Possible Points		600

Overall Grading Scale

A	561-600 points	C	438-461
A-	537-560	C-	417-437
B+	522-536	D+	402-416
B	498-521	D	378-401
B-	477-497	D-	357-377
C+	462-476	F	0-356

**CHRISTIAN LIFE, FAITH, & MINISTRY
FALL, 2009 SCHEDULE**

September 9	Course and Personal Introductions
September 11	Personal Introductions and Syllabus Review
September 14	Why do we need to think about faith? Reading Due: Grenz and Olson, "Not All Theologies are Equal" (22-35)
September 16	Why do some people object to thinking too much about their faith? Reading Due: "Wilkens, "The Not-So-Great Divide" and Wilkens and Jacober, "Bridging Past and Future," (1-12, 153-163)
September 18	Is theology practical? Reading Due: Banks, "The Credibility Gap" (43-66) Assignment Due: Critical Reading Reflection #1
September 21	Learning Team Introductions and Orientation
September 23	What is the Wesleyan Quadrilateral? Reading Due: Grenz and Olson, "The Theologian's Tools" (87-102)
September 25	How can we use the Wesleyan Quadrilateral? Reading Due: Chalke and Watkis, "Honest Church" (63-78) Assignment Due: Critical Reading Reflection #2
September 28	Developing Your Learning Team Presentations
September 30	What is critical thinking? Should we think critically about our faith? Reading Due: Bell, "Jump" (18-36)
October 2	What is critical thinking? Should we think critically about our faith? Reading Due: Campolo & McLaren, "Truth" (257-271) Assignment Due: Critical Reading Reflection #3
October 5	What is a worldview? How do they influence our thinking about life and faith? Reading Due: Strobel, "Our Need: A New Way of Seeing" (19-32) and Van Biema, "Her Agony" (36-43)
October 7	How has your culture shaped your understanding of your life and faith? Reading Due: Rah, "Individualism" (27-45) and Rah, "Consumerism and Materialism" (46-63)
October 9	What is the Bible? How was it formed? Reading Due: Olson, "The Bible Has All the Answers: So What about Cloning?" (75-89) Assignment Due: Critical Reading Reflection #4 Learning Team Proposals for Local/Global Need Presentations
October 12	What is the Bible? How was it formed? Reading Due: Wilson, "Hermeneutics: Why do we have to interpret scripture anyway?" (39-53)

October 14	No Class – All School Study Day
October 16	<u>Current Events Theological Discussion</u>
October 19	Midterm Exam
October 21	How should we read the Bible? Reading Due: De La Torre, “Reading the Bible from the Center,” (36-54)
October 23	<u>Current Events Theological Discussion</u> Assignment Due: Critical Reading Reflection #5
October 26	Who is Jesus? What do we learn from his life? Reading Due: Thurman, “Jesus – An Interpretation,” (11-35)
October 28	What is a Christian’s vocation? Why is it important? Reading Due: Frost, “Working for the Host Empire,” (177-200)
October 30	<u>Current Events Theological Discussion</u>
November 2	What is a Christian’s vocation? Why is it important? Reading Due: Olson, “God has a Perfect Plan for Your Life: So What if You Miss It?” (91-104)
November 4	<u>Current Events Theological Discussion</u> Assignment Due: Critical Reading Reflection #6
November 6	Learning Team Meetings
November 9	Learning Team Meetings
November 11	How do we experience spiritual transformation? Reading Due: Ortberg, “Training vs. Trying” (41-58)
November 13	<u>Current Events Theological Discussion</u>
November 16	How can we distinguish between right and wrong? Reading Due: Olson, “All Sins are Equal: So is Reusing a Stamp as Bad as Murder?” (139-152)
November 18	How can we distinguish between right and wrong? Reading Due: Speak, “Being Good: An Invitation to Ethical Thinking” (13-23)
November 20	<u>Current Events Theological Discussion</u> Assignment Due: Critical Reading Reflection #7
November 23	How should our faith influence our interactions with others? Reading Due: Strobel, “Community” (109-134)
November 25	<u>Current Events Theological Discussion</u> Assignment Due: Critical Reading Reflection #8
November 27	No Class – Thanksgiving Break
November 30	<u>Local/Global Need and Response Presentations</u>

December 2	<u>Local/Global Need and Response Presentations</u>
December 4	<u>Local/Global Need and Response Presentations</u>
December 7	<u>Local/Global Need and Response Presentations</u>
December 9	<u>Local/Global Need and Response Presentations</u> Assignment Due: Learning Team Peer Evaluations
December 11	Final Exam Study Session (You <u>must</u> have study guide completed to attend.)
December 16	<u>Final Exam (9:45 a.m. – 11:45 a.m.)</u>

*****This schedule is subject to change at the instructor's discretion.*****

***** Please understand it is each student's responsibility to read and adhere to all of the class policies outlined in this syllabus.*****