Course Syllabus

**FALL/SPRING
2018
THEOLOGY I: INTRODUCTION
THEO IS06 / CHTH 552**

JANUARY 8 TO APRIL 11, 2018

INSTRUCTOR: Rev. Ray Aldred, ThD (cand)
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To access your course material, please go to http://academics.naiits.com**.**

Course emails will be sent to the institutional email address provided when you enrolled at the partner school for your NAIITS program (i.e. xxx@MyTyndale.ca ; xxx@georgefox.edu). If you wish to have your emails forwarded automatically to your personal email, please consult the instructions for doing so on the respective institutional partner's IT page. Alternately, if you wish to have your emails sent directly to your personal email address, it is your responsibility to notify the instructor ASAP at the start of the course.

ALL courses whether taught F2F or online will have a course site built on the NAIITS Moodle platform for the purpose of communication and placement of materials for student access, in addition to student course evaluations.

I. COURSE DESCRIPTION

The purpose of this course is to introduce students to the tasks and tools of Christian theology, including the development of a common theological vocabulary, so as to understand the nature of Christian faith and acquire the capacity to converse with others in shared terms. An introduction to Indigenous theological terminology will be introduced in the latter part of the course as a bridge to Theology II: Theology and Ethic of the Land.

The Christian tradition has been handed down over time and adapted to different settings and peoples in that long history. This course introduces the student to the history, thinking and worship of the Christian church, to the key developments in the work and witness of the church over the centuries, and to the particular denominational traditions that have shaped the faith of the student's congregation.

II. LEARNING OUTCOMES

At the end of the course, students should be able to:
- Develop and articulate a working definition of theology.
- Explain the connections between Christian theology and Indigenous context.
- Name and define the major Christian doctrines.
- Explain how these doctrines are expressed historically and in the student's cultural context.

- Engage doctrines of the human Being and Creation and God and the World to demonstrate a basic comprehension and expression of them.
- Construct and articulate a personal statement of belief which employs doctrinal language and demonstrates an ability to function as a faith community's professional theological guide and mentor.

III. COURSE REQUIREMENTS

A. REQUIRED READING:

Charleston, Steven (Ed). Coming full circle : constructing Native Christian theology. Minneapolis, Fortress Press, 2015.

Jenson, Robert W. *A Theology in Outline: Can these bones life?* New York: Oxford University Press, 2016.

Treat, James. Native and Christian : Indigenous Voices on Religious Identity in the United States and Canada. New York: Routledge, 1996.

Williams, Rowan. *Tokens of Trust*. Kentucky, HarperCollins, John Knox Press, 2007.

B. SUPPLEMENTARY / RECOMMENDED READING:

Grenz, Stanley J. Theology for the Community of God. Grand Rapids: Wm. B. Eerdmans, 2000.

Grenz, Stanley and Roger Olson. *Who Needs Theology?* Downers Grove: InterVarsity, 1996

Migliore, Daniel L. Faith Feeking Understanding: An Introduction to Christian Theology. Grand Rapids: Eerdmans, 1991.

C. ASSIGNMENTS AND GRADING

Class Participation & Class Discussion:

Students are required to be actively engaged in the online class.   A student who misses up to 30% of the online class sessions, regardless of the reasons, automatically works on a B+ maximum for the course.

The Students are required to attend the live sessions that are included in this class. If the student is not able to be online at the required time, them they must view the recorded class session within the following week.

Students are required to read all of the required texts. Each student is expected to actively participate in class discussion created on moodle. You are encouraged to engage in a dialogue about the reading assigned for each class. To facilitate this discussion, for each week one or two students will be required to upload one or two "awesome" questions arising from the reading. These will be posted to a corresponding discussion forum. All other students will then post at least 2 post of no fewer than 200 words each. One post will be in response to the "awesome" question. The second post will be to another student's initial response to the "awesome" question.

Book Reflection Project: Due: Journal due Feb 28. Creed due first draft March 7; final draft due end of term.

Each learner will read *The Apostle's Creed* as well as *Native and Christian* in its entirety. As you read each essay reflect on how three things, first, what is the primarily theological concept being described? Second, are these concepts identifiable by both the essay and the Christian tradition reflected in the Apostle's Creed? Third, what did you learn about your own theology around this concept from each essay. Record these reflections in a journal (It must be legible and able to be scanned, or if you are recording your oral journal, it must be of good enough quality that I can understand what you are saying.)

From this journal and using the Apostle's Creed as a template construct your own credo (I believe) in a way that those in the essays could resonate with what you are doing. The Creed was a way to bring together different cultures around their affirmation of the gospel. In the journal I am expecting a short paragraph for each essay. For the your Creed I am expecting about 1500-2000 typed words. Don't stress out over this assignment, I am looking for you to dialogue with the text.

Research Project: Due Date: Draft March 15 Final project End of Term

Each student is required to complete one research topic if a paper it needs to be about 4,000 words (about 12 double-space pages)**.** This assignment will have three sections.

In section one the student will outline the popular history of a local Indigenous Congregation. If you can't find one, pick a particular Christian Indigenous theologian or Indigenous Church expression. (I can help you identify one if you like.)

Section two will outline the local Indigenous understanding for God, law, land, sin, salvation or concepts. These will be contrasted and compared with the concepts in Christian faith.

Section three will pick one concept and compare and contrast it with that concept in Christian theology in a way that could be used to bring hope to the Church.

The instructor will discuss with each student not only the choice of an appropriate topic, but also the bibliography, the thesis statement and the project outline. The goal is for each student to produce a piece of work that is of a lasting value. A good research project takes the student beyond class lectures, which are generally of a broad nature and designed to offer the big picture. The instructor must approve the topic for the research project.

D. TEACHING and LEARNING TOGETHER

Faculty Commitment to Student Engagement

Seminary faculty promise to initiate with students regular, and substantive interaction, online or in person, synchronously or asynchronously, as follows:

● **Regular** Faculty promise to interact with students in a predefined, consistent, frequent, and timely basis as follows: [faculty input details]

● <u>Substantive</u> Faculty promise to be the primary (though not exclusive) person to lead class conversations around the course subject and provide feedback on coursework so as to allow students the opportunity to adjust their performance.

- **Interactive** Faculty promise to engage students in a prompt and reciprocal manner, both individually and as a group, class, or cohort.

- **M****eans of interaction** Regular, effective faculty-student contact may occur through a variety of means, online or in-person, synchronously or asynchronously, including [List specific activities utilized in the course such as...group or individual meetings, chats, audio/video conferencing, orientation and review sessions, threaded discussion forums, moderated peer-to-peer interaction, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, instructor announcements,] or other activities.

Course Workload

Hours of work / credit hour: The total number of work hours including class time for a 3-credit course can range between 125-135 hours over the course of a semester. However, because people work at different rates, the actual number of hours per individual may vary.

Student Commitment to Learning

Assignment Due Dates: You are required to meet all deadlines for assignments and activities as outlined in the schedule. Late work will automatically lose points following the submission deadline and for each weekday it is delinquent beyond the due date. You will need to contact the professor, preferably in advance, for consideration due to extenuating circumstances.

Learning Community Engagement: Class attendance and regular online participation is required in order to create a robust community-learning environment. Therefore, if you are unable to engage online or in class for more than 3 weeks throughout the course, you will receive at least a letter grade reduction. In addition, hybrid courses require full participation at intensive F2F sessions. If you miss more than 3 hours of F2F in a hybrid course, you cannot pass the class.

Inclusive Language

Use inclusive language, images, and metaphors for humans in classroom dialogue, in-class presentations, online interactions, and all writing assignments.

Academic Integrity and Honesty

It is assumed that students in NAIITS programs of study will endeavor to be honest and of high integrity in all matters. Cheating, fabricating, plagiarizing, and the disruption of classes evidence a lack of respect and integrity. Cheating is defined as 'intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.' It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is 'intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.' Plagiarism is 'intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.' One who facilitates any of the above is equally responsible with the primary violator. Penalties will reflect those indicated by the respective partner institutions and available on their websites.

E. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

For proper citation style, consult the Chicago-Style
Quick Guide **or the full edition of the** Chicago Manual of Style Online**, especially** Ch. 14**. For citing scripture texts, refer to sections** 10.46 to 10.51 **and** 14.253 to 14.254**.**

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments [*Sample*]

Required Reading and Class Participation	30%
Critical Book Review	30 %
Final Paper	40 %
Total Grade	100 %

Student Participation

Focal Criteria	Excellent	Competent	Improvement	Unacceptable	Grade
In-Class				**Total Grade**	**_/100pts**
Listening	Actively and respectfully listens to peers and instructor(s)	At times display lack of interest in comments of others	Dismissive of comments that disagree with their own	Projects lack of interest and demonstrates disrespect for others	_/20pts
Preparation	Arrives fully prepared with all assignments/readings finished complete with notes, questions framed.	Arrives fully prepared with all assignments/readings finished.	Sometimes arrives unprepared or with only superficial preparation.	Exhibits little evidence of having read or thought about the assigned readings.	_/20pts
Quality of Contribution	Comments are relevant to the discussions in class and reflect understanding of assigned readings, class discussions and personal insights	Comments are relevant to the discussions in class and reflect understanding of assigned readings.	Comments are sometimes irrelevant, demonstrate lack of preparation, or indicate lack of attention to class discussion.	Comments reflect little understanding of either the assignment or class discussion.	_/20pts
Impact on Discussions	Comments almost always advance the class discussions.	Comments frequently advance the class discussions	Comments at times advance the discussions but at times do little to move it forward.	Comments do little to advance the discussions; at times are actively harmful to it.	_/20pts
Frequency of Participation	Actively participates at appropriate times.	Active participation, but sometimes with inappropriate timing.	Participates at times but at others is "tuned out."	Seldom participates and generally not engaged.	_/20pts

Online					
Timeliness and Frequency	At least on posting for every assignment posted when the thread is still alive. Multiple Postings.	Most contributions are made when the thread is still alive and flowing so the majority of students can profit from the information	Typically one of the last to respond to an active thread. Generally only one posting per assignment	Posting is done after most students have finished participating in the thread. One or fewer postings per assignment.	_/20pts
Collaborative	Positive responses to the work of others with pertinent and original insights. No effort to dominate.	Responds to the work of others. Comments are usually informative and/or original.	Appears unaware of or disinterested in responding to others without being prompted. May dominate conversation.	Offers inadequate responses to the comments of others; short or without new ideas.	_/20pts
Significant	Multiple postings contribute to the flow of conversation and also to class learning.	Multiple postings that contribute to the flow of the conversation.	May denigrate others' point of view.	Posting does not advance the substance of the conversation.	_/20pts
Scholarly and Experiential	Includes analysis and/or synthesis of course readings, personal experience and postings from others with a high academic and experiential quality. Pertinent to the discussions.	Often includes analysis and/or synthesis of course readings, personal experience and postings from others representing original thought.	Significant elements of postings are from course readings or outside sources without adequate synthesis and little original thought.	No appreciable evidence of processing of the course readings or analysis of personal experience with them. Postings not relevant to the discussion/topic	_/20pts
Clarity, Grammar, Spelling	No errors. Postings are always comprehensible	A few errors on occasion but does not impeded understanding.	Errors more frequent with some that impede understanding	Multiple errors that impede understanding.	_/20pts
				Total Grade	**_/100pts**

Written Work

Focal Criteria	Excellent	Competent	Improvement	Unacceptable	Grade
Content					
Synthesis	Excellent synthesis of research.	Adequate synthesis of research.	Superficial synthesis of research.	Little synthesis of research.	_/10pts
Engagement with subject	Interacts with topic of study in insightful manner.	Demonstrates substantial interaction with	Superficial interaction with topic of study.	Fails to engage topic of study.	_/10pts

matter		topic of study.			
Investigation					
Argumentation	Truthfully interprets evidence and offers sensible conclusions.	Reasonably interprets evidence and offers sensible conclusions.	Misinterprets evidence and/or offers unwarranted or fallacious conclusions.	Abuses evidence, arguing using irrelevant reasoning and does not justify claims.	_/10pts
Internal Coherence	Sustains a well-focused thesis throughout the essay in a well-organized and logical manner.	Sustains an acceptable thesis throughout the essay.	Thesis is unfocused and/or inconsistently threaded into essay.	Thesis is convoluted and/or essay is incoherent and rambling.	_/10pts
Consideration of alternative ideas	Identifies and insightfully engages major alternative points of view.	Identifies and adequately engages alternative points of view.	Identifies, but superficially engages alternative points of view.	Fails to identify or hastily dismisses alternative points of view.	_/10pts
Selection of sources	Uses a variety of scholarly books, peer-reviewed articles	Adequate use of scholarly resources.	Utilizes a limited selection of scholarly resources.	Fails to utilize scholarly resources.	_/10pts
Application*					
Applicability to Context	Insightfully applies conclusions to a specific context in a nuanced and detailed manner.	Adequately applies conclusions to a particular context.	Applies conclusions without sophistication or nuance.	Applies conclusions in a generalizing, trite, or unrealistic manner.	_/10pts
Grammar/Style					
Footnotes & Bibliography	Less than one citation error according to Turabian.	2-3 citation errors according to Turabian.	4-7 citation errors according to Turabian.	More than 8 citation errors according to Turabian.	_/10pts
Spelling & Grammar	Vocabulary and sentence structure adequate for the topic, discipline, and intended audience. Fewer	Vocabulary and sentence structure adequate for the topic, discipline, and intended audience. Includes	Vocabulary and sentence structure less than adequate for the topic, discipline, and intended	Simplistic word choice limits description and/or expression. Greater than 10 spelling, grammatical, and	_/10pts

	than 3 spelling, grammatical, and punctuation errors.	4-6 spelling, grammatical, and punctuation errors.	audience. Includes 7-9 spelling, grammatical, and punctuation errors.	punctuation errors.	
Tone	The writing is consistently academic in its tone.	The writing is generally academic in its tone.	The writing is sometimes academic in its tone.	The writing is largely sermonic and non-academic in its tone.	_/5 pts
Length	Meets requirements.	Within 250 words of length requirements.	Within 500 words of length requirements.	Deviate more than 500 words from requirements.	_/5 pts
				Total Essay Grade	**_/100pts**

G. COURSE EVALUATION

NAIITS and its partner schools value quality in the courses offered to their students. End-of-course evaluations provide valuable student feedback and are one of the ways that we work towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive an email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed.

H. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

UNIT #	UNIT THEME	Week of
1	Introduction to Christian Theology and Indigenous Spirituality	Jan 8-15
2,3	Christian View of Revelation and Indigenous ways of knowing	Jan 22-29
4,5	Christian View of God and the Great Mystery	Feb 5-12
6,7	Christian View of Creation and Creation stories	Feb 26 Mar 5
8,9	Christian View of Fall and Redemption and an Indigenous understanding of harmony	March 12, 19

| 10,11 | Christian View of the Church of the Church and its Future and the Indigenous view of the Church and history | March 26 April 11 |

I. SELECTED BIBLIOGRAPHY

- *Consult with the Instructor*

J. INSTIUTUTIONAL SPECIFICS

NOTE: NAIITS will do its best to notify students of any specific policies or expectations of the institutional partner through which their degree is being earned. However, the responsibility is ultimately the students. Please, therefore, be sure you are familiar with academic policies and procedures related to the NAIITS partner through which you are studying.

Portland Only
If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs can be appropriately met. For more information, go to ds.georgefox.edu or contact Rick Muthiah, Director of Learning Support Services (503-554-2314 or rmuthiah@georgefox.edu).