


“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

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| Course | INTRODUCTION TO PENTECOSTALISM PENT 0501 (1A) |
| Date, Time, and Delivery Format | JANUARY 8 – APRIL 8, 2024 ASYNCHRONOUS ONLINE |
| Instructor  Master's Pentecostal Seminary @ Tyndale Seminary | DR. VAN JOHNSON Dean, Master's Pentecostal Seminary Adjunct NT, Tyndale Seminary Office: C308 Tyndale phone: 416-226-6620, ext. 2137 Email: vjohnson@tyndale.ca ; vjohnson@mpseminary.com Office Hours: Please contact me to arrange a Zoom meeting TA: Samantha Jagan, M.T.S. Email: sjagan@mpseminary.com |
| Class Information | The course is web-based asynchronous (online) with no fixed class time. |
| Course Material | Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. |

I. COURSE DESCRIPTION

Analyze the nature and the impact of the Pentecostal/Charismatic movement. The lectures, while including a section on the Pentecostal Assemblies of Canada (and other Canadian Pentecostal denominations), examine the global impact of this worldwide movement. The movement is traced as to its scope and variety in both Pentecostal and non-Pentecostal circles and analyzed in terms of the factors related to its widespread acceptance.

Two primary objectives underlie this course: first, to combat widespread ignorance of the origins and nature of Pentecostalism, train students to understand Pentecostalism well enough to be able to explain it clearly to others. Second, engage the learner in a process that fosters openness to the work of the Spirit—whatever one’s denominational background—toward an expanded participation in the Spirit’s work in the kingdom of God. For the Pentecostal student, there is a third objective: encourage renewal through a consideration of the roots of the tradition and a reconsideration about what the tradition says about life and ministry in the Spirit.

For Winter 2024, there will be a particular emphasis on Canadian beginnings of Pentecostalism, which is facilitated by newly published primary source material on the pre-denominational phase.

FORMAT: ASYNCHRONOUS ONLINE

Along with the regular features of an asynchronous online course, with weekly assignments and forum discussions, this ten-week course will include pre-recorded video content. The structure is five 2-week blocks: in each block, during week 1, students do readings and interact with each other about them, and during week 2, they interact with video content.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify in discussions and written work the central figures and catalytic events involved in the emergence and spread of the Pentecostal movement.
2. Characterize the Pentecostal movement as a cluster of beliefs and practices—with an eschatological core and a missional praxis—by summarizing early Pentecostal newsletters.
3. Demonstrate knowledge of early Pentecostalism and its implications for renewal and revival in the global church by preparing a set of teaching notes.
4. Assess in discussion sessions the possibilities for renewal for both the Pentecostal tradition as well as the global church if renewed attention is given to the Spirit’s role in the Kingdom.

III. COURSE REQUIREMENTS

A. REQUIRED READING

A1. Required Books (3)

1. Mittelstadt, Martin, and Caleb Courtney. *Canadian Pentecostal Reader: The First Generation of Pentecostal Voices in Canada (1907-1925)*. Cleveland, TN: CPT Press, 2021. **(Kindle version available, which is searchable.)**
2. **One** of the following on Pentecostal denominational history:

N.B. For Pentecostal students: The student should select the book that coincides with the student's denominational background. Suggestions are listed below. (If the student has done a previous course in Pentecostalism that required reading a denominational history, please see 1.2 below.)

2.1 For PAOC one of two options:

Option 1: Sociological/Cultural Analysis:

Wilkinson, Michael, and Linda Ambrose. [*After the Revival: Pentecostalism and the Making of a Canadian Church*](#). Montreal & Kingston: McGill-Queen's University Press, 2020.

Option 2: History of the PAOC:

Miller, T. Edited by W. Griffin. *Canadian Pentecostals - A History of the Pentecostal Assemblies of Canada*. Toronto, ON: Full Gospel Publishing House, 1994. ISBN: 189516835X **This book may be ordered from Wordcom (PAOC).**
<https://wordcom.paoc.org/>

PAONL:

Janes, B. *The Lady Who Came*. St. John's, NF: Good Tidings Press, 1982.
_____. *The Lady Who Stayed*. St. John's, NF: Good Tidings Press, 1982.

COG/Cleveland:

C.W. Conn. *Like a Mighty Army, Moves the Church of God, 1886-1955*. Cleveland, TN: Church of God Publishing House, 1977 (revised edition).

COGIC:

Clemmons, Ithiel. C. Bishop. *C.H. Mason and the Roots of the Church of God in Christ*. Bakersfield, CA: Pneuma Life Publishing, 1996.

2.2 For non-Pentecostal students [or those who have read a denominational history]:
Select one from the following:

Option 1: Theology and history of Spirit Baptism

McGee, Gary. *Initial Evidence: Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Eugene, OR: Wipf and Stock, 2007. ISBN: 13: 9781556357350

Option 2: History of global Pentecostalism

Anderson, A. [*An Introduction to Pentecostalism: Global Charismatic Christianity*](#). Cambridge, UK: Cambridge University Press, 2004. ISBN: 0521532809.

Option 3: Sociological/cultural analysis

Wilkinson, Michael, and Linda Ambrose. [*After the Revival: Pentecostalism and the Making of a Canadian Church*](#). Montreal & Kingston: McGill-Queen's University Press, 2020.

3. Wilkinson, M., and P. Althouse. [*Catch The Fire: Soaking Prayer and Charismatic Renewal*](#). DeKalb, IL: Northern Illinois University Press, 2014. 9780875807058 (**available on Kindle as e-book [not currently in print]**)

A2. Required Articles / Chapters (5)

1. Sloos, William. "The Story of James and Ellen Hebden: The First Family of Pentecost in Canada." *Pneuma* 32 (2010), 181-202. (posted on class page)
2. Wilkinson, M. "Charles W. Chawner and the Missionary Impulse of the Hebden Mission." In M. Wilkinson and P. Althouse, eds. *Winds from the North: Canadian Contributions to the Pentecostal Movement*. Leiden, Netherlands: Brill Academic Publishers, 2010. Pgs. 39-54 (**e-book** <https://tyndale.on.worldcat.org/oclc/667293234>)
3. Robeck, C. and Yong, A., eds, [*The Cambridge Companion to Pentecostalism*](#). New York: Cambridge University Press, 2014. Chapters 4-8 (global histories) (**e-book** <https://tyndale.on.worldcat.org/oclc/886532357>)
4. Robeck, C. and Yong, A., eds, *The Cambridge Companion to Pentecostalism*, New York: Cambridge University Press, 2014. Chapters 12 (Spirituality), and 15 (Mission) (**e-book** <https://tyndale.on.worldcat.org/oclc/886532357>)
5. Robeck, C. and Yong, A., eds, [*The Cambridge Companion to Pentecostalism*](#), New York: Cambridge University Press, 2014. Chapters 1 (Origins), Chapter 2 (Charismatic Renewal) (**e-book** <https://tyndale.on.worldcat.org/oclc/886532357>)

A3. Recommended Readings

Anderson, A. *An Introduction to Pentecostalism: Global Charismatic Christianity*. Cambridge, UK: Cambridge University Press, 2004. ISBN: 0521532809.

- Constantineanu, C. and C. Scobie, eds. [*Pentecostals in the 21st Century: Identity, Beliefs, Praxis*](#). Eugene, OR: Cascade Books, 2018.
- Cox, H. [*Fire from Heaven: The Rise of Pentecostal Spirituality and the Reshaping of Religion in the Twenty-first Century*](#). Boston, MA: Da Capo Press, 2001.
- McClymond, M. "Charismatic Renewal and Neo-Pentecostalism: From North American Origins to Global Permutations." In Robeck, C. and Yong, A., eds. [*The Cambridge Companion to Pentecostalism*](#). New York: Cambridge University Press, 2014. Pgs. 31-51.
- McGee, G. *Initial Evidence: Historical and Biblical Perspectives on the Pentecostal Doctrine of Spirit Baptism*. Eugene, OR: Wipf and Stock, 2007.
- Miller, D., and T. Yamamori. [*Global Pentecostalism: The New Face of Christian Social Engagement*](#). Berkeley, CA: University of California Press, 2007.
- Mittelstadt, M. "Scripture in the Pentecostal Tradition: A Contemporary View of Luke Acts." In Wilkinson, M., ed. [*Canadian Pentecostalism: Transition and Transformation*](#). Montreal, PQ: McGill-Queen's University Press, 2009, p. 123-141.
- Robeck, C.M. *The Azusa Street Mission and Revival: The Birth of the Global Pentecostal Movement*. Nashville, TN: Thomas Nelson, 2006.
- Smith, K.A. *Thinking in Tongues: Pentecostal Contributions to Christian Philosophy*. Grand Rapids, MI: Eerdmans, 2010.
- Wacker, G. [*Heaven Below: Early Pentecostals and American Culture*](#). Cambridge, MA: Harvard University Press, 2001.
- Wilkinson, M., ed. [*Canadian Pentecostalism: Transition and Transformation*](#). Montreal, PQ: McGill-Queen's University Press, 2009.
- _____, and P. Althouse, eds. [*Winds from the North: Canadian Contributions to the Pentecostal Movement*](#). Leiden, Netherlands: Brill Academic Publishers, 2010.

B. SUPPLEMENTARY / RECOMMENDED TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

Note on [Tyndale Library](#) e-books. E-books can be accessed through the Tyndale library system. Viewing an e-book allows multiple users to access the book at the same time. If you choose to “download” and “check out” the book, then in some cases others have to wait for you to “return” the book before they can access it. Best practice is to use “view” the e-book when you need it, which allows as many users as possible to access materials.

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. ASSIGNMENTS AND GRADING

Note: please refer to rubrics in the appendices

All assignments are to be submitted by uploading through the course page for the appropriate week. If you need help submitting assignments on the class page, please contact Samantha at sjagan@mpseminary.com

D1. FORUMS

IN GENERAL: In the Forums, the student interacts with other students in the online section and with the video content. Consequently, there are two types of forum discussions: Forum A, online interaction; Forum B, video interaction.

Typically, on odd weeks (1, 3, 5, etc.) post blog for discussion with other on-liners in Forum A.

And on even weeks (2, 4, 6, etc.), watch video and post reactions in Forum B.

Participation in forums

Rules of engagement:

1. Forums are collegial rather than competitive – together we are learning and growing together.
2. A critique of your opinions is what you are paying for, since you already know what you think; you are paying for interaction to expand your thinking.
3. The due date for all initial forum postings in Forum A is **Tuesday at 9pm**. Please respond to other members in your group by **Thursday at 9pm**.

4. The due date for postings in Forum B is **Thursday 9pm** as well.

IN SPECIFIC

1. Forums overview (25 + 10% = 35%)

Participation in class forums is a central element of the course, and the 35% awarded for effective participation in the forums is indicative of its importance. Unlike traditional assignments in a classroom-oriented course, where the student has anywhere from a few weeks to a few months to complete an assignment, the forums demand concentrated effort in a short span of time.

2. Forum A: interaction with online students (25%)

The topics for the individual forums will be assigned the week before they are to be discussed. Each week that a forum is called the student will submit a response to the forum topic, and then within two days write a reply to every initial posting from the others in your group. The initial posting must be posted by 9pm on the **Tuesday** of the week a forum topic is assigned. The response to all postings in your group is due by 9pm **Thursday**. Of course, the discussion may continue beyond two postings each, but the grader is evaluating the first two. There is no particular advantage in writing at length. A precise, carefully worded post is appreciated by everyone, especially the one who grades. **Note: the best 5/6 forums will count toward the student's grade (5 x 5 points). = 25%.**

2.1 Re. length of postings

Initial posting: when I ask for a paragraph, I mean 100-150 words. A lot can be said in a paragraph of that length.

Responses: the response to another's initial posting, or a response to someone else's response, should be in the 50-100 word range, but no more than a 100 words please.

3. Forum B: interaction with video content (10%)

The student will be expected to watch the biweekly video content, and then respond with a two-part post in Forum B on designated Thursday nights. Part 1: what comment do you want to make about the lecture or discussion? (I.e., what would you have said if you were in the room?). Part 2: what question do you want to ask about what you heard? Grading here is simple: for part 1, make a thoughtful comment that shows you were listening, and receive 1 point; for part 2, ask a question that shows you were listening, and receive 1 point (**5x2 points = 10%**).

3.1 Re. length of postings

For part 1: same as above, about 100 – 150 words.

For part 2: one sentence

4. Grading

1. Judgment: Lateness in posting affects the quality of the forum discussion, so any late posts are penalized quite strictly:

“Late posts” will be noted by the instructor, and the penalty is one mark deduction for every hour late. A late submission in the first hour, for instance, means that the student will be graded out of 2 instead of 3. That doesn’t mean that the student receives 2/3, but that 2 becomes the highest grade available.

If there is no post before 11:59 pm on the due day, the student will receive a “zero” for that forum. If there are specific reasons for late posts that you think might merit consideration by the professor, please bear in mind the following: 1) only 5/6 posts are graded, so one late post may be absorbed without penalty to the final grade, 2) there is a “Late Papers and Extension Policy” in Seminary Academic Calendar to be considered, 3) I will **not** consider any appeal that falls under the category of “busyness,” and 4) only after prayer and fasting, you may email the instructor directly.

NB: generally speaking, this assignment does not fall under the provisions of Learning Accommodations, because no extra reading is required, and the writing is minimal.

2. Mercy: There are 6 graded forums in total; the best 5 grades will be counted.

(See Appendix 1: “Forum Discussion Evaluation Rubric”)

D2. Two short book reports (10 points each, 20%)

For each, write a 5-6 page (double-spaced) report.

Book Report 1: on a denominational history

(Upload to course page **due Feb 15**, Thursday, before midnight)

Book Report 2: Catch the Fire

(Upload to course page **due Mar 14**, Thursday, before midnight)

To demonstrate you have read thoughtfully, write a report in two parts. **In part 1**, summarize the content in 1.5-2 pages (including a short biography of the author). Include what the author has attempted to do and how he/she went about it. The description should be written with someone unfamiliar with the book in mind. **In part 2** (2-3 pages), describe some aspects of the work you find particularly engaging, and whether you find the arguments and evidence convincing, and/or how the reading is applicable to your present/future ministry.

Late penalty: Each reading report is worth **10** marks, but only *out of 7* if the reading report is late, but handed in within a two week period after the due date. After two weeks late, the maximum grade will be set to 5%.

(See Appendix 2: “Book Review Evaluation Rubric”)

D3. Analysis: early Pentecostal newsletters (10%)

Newsletter Reports are due Feb 2 (*Apostolic Faith*, Vol.1, No.1; & *The Promise*, No.1)

Read and write a summary of 2 early Pentecostal newsletters (available electronically on class site during the third week of class)

Read 1) *The Apostolic Faith* Vol.1, No. 1 (the periodical of the Azusa Street Mission), available online: type “Azusa Street Papers” or go to:
<http://www.azusabooks.com/links.shtml#paper>
2) *The Promise*, No.1 – available on the class page.

Write a 3-page response, *in point form, single-spaced*:

Page 1: summary of content and layout of *The Apostolic Faith*, Vol.1, No.1;

Page 2: summary of content and layout of *The Promise*, No.1;

Page 3: comparison of the two newsletters.

Analyze the newsletters by categorizing their content. The 3 primary categories are: 1) News, 2) Testimony, and 3) Teaching. You are welcome to expand these 3 categories or add others. How much space is given to each category (one indicator of significance), and what are the topics in each category? Placement (where do different types of material appear?) and space allocation (how much space is allotted to a category?) tends to indicate what was particularly significant for the editor(s). What appears on the masthead, in other words, what does the top section of the newsletter tell you about how the editors understood their movement? Are certain Scriptural texts given prominence, whether in the masthead and in the rest of the newsletter?

Other observations about the newsletters are encouraged.

Evaluation based on a) clarity of content, b) amount of detail given, and c) the perceptivity of the student’s comparison of the newsletters.

Late Penalty: see F below for standard late policy

D4. Teaching Notes (35%) on earliest Pentecostal voices in Canada

This is a newsletter-based assignment to analyze the earliest Pentecostal voices in Canada.

The assignment is to prepare a lecture that would be given in an adult Sunday school class. *Lecture notes are to be submitted in point form*, but with full footnotes and bibliography (7-10 pages, double-spaced). The primary source is *Canadian Pentecostal Reader*; other secondary sources may be used. All sources to be cited in Turabian/Chicago style.

The recently published *Canadian Pentecostal Reader* covers all known Pentecostal newsletters/periodicals published between 1906-1925. The Kindle version is searchable, which will facilitate research into how certain biblical texts or theological words were used. The student is to choose a subject and then select the number of newsletters to be analyzed, with a minimum of 5 newsletters. In your lecture notes state clearly the newsletters chosen including the city of publication, dates, and title.

Due Apr 8 before midnight in pdf form.

Late? Between Apr 9-15, 2/3 letter grade penalty. After Apr 15, a further extension must be pursued with the Registrar's Office.

Sample topics:

1. Baptism of the Holy Spirit
2. Women
3. Comparison of Trinitarian and Oneness newsletters
4. Use of Scripture to express beliefs and behaviours
5. Healing
6. Testimony: its form and function
7. Eschatology: their beliefs and practices
8. Spirituality: beliefs and practices evident from the newsletters
9. Comparison of newsletters from early Canadian centers: Toronto, Winnipeg and Ottawa
10. Missions and Missionaries

(See Appendix 3: "Teaching Outline Preparation Rubric")

All assignments are to be submitted by uploading through the course page for the appropriate week. If you need help submitting assignments on the class page, please contact Samantha at sjagan@mpseminary.com

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

| | |
|--|-------|
| Two short book reports (2 x 10 points) | 20% |
| Forum A Participation (5 x 5 points) | 35% |
| Forum B Participation (5 x 2 point) | |
| Analysis of early Pentecostal journals | 10% |
| Teaching Outline | 35 % |
| Total Grade | 100 % |

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless otherwise specified in the syllabus, grades for papers submitted late without an approved extension will be lowered by two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”). Faculty **may not grant an extension beyond the last day of exams** (Dec 18) for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form, available at tyndale.ca/registrar. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension. A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works 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 a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. 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. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE: CONTENT AND READING SCHEDULE

Pre-course week: January 8-14

Forum: Introductions

Video: *About this course*

Block One: Matrix of Pentecostalism

Week 1: Jan 15-21

Forum A: Read W. Sloos article, and respond to question in **Forum A. Initial Post** due Tuesday Jan 16 at 9pm and **Responses** due Thurs Jan 18 at 9pm.

Week 2: Jan 22-28

Watch Class Video Block 1—

Prologue

1. Matrix of C20th Pentecostal Movement: part 1

- A. Post-NT era: The Charismata through the Centuries
- B. Evangelical Movement and the Great Awakening
- C. C19th Holiness Movement
- D. Black Spirituality and Pentecostalism
- E. Irvingites: Proto-Pentecostalism in the 1830's

Forum B: response to video content. **Post** due Thursday Jan 25 at 9pm.

Block Two: Beginnings of Pentecostalism

Week 3: Jan 29-Feb 4

Forum A: Read M. Wilkinson article and respond to question in Forum A. **Initial Post** due Tuesday Jan 30 at 9pm and **Responses** due Thurs Feb 1 at 9pm.

Newsletter Reports are due on **Feb 2** (*Apostolic Faith*, Vol.1, No.1; & *The Promise*, No.1)

Week 4: Feb 5-11

Watch Class Video Block 2—

2. Beginnings of Pentecostalism in Canada and U.S.: Tale of 4 cities

2.1 Origins debate; glocalization; Charles Parham

2.2 Pentecostalism as urban phenomenon

- A. Los Angeles
- B. Toronto
- C. Chicago
- D. Winnipeg

Forum B: response to video content. Post due Thursday February 8 at 9pm.

Block Three: Characteristics of Pentecostalism

Week 5: Feb 12-18

Forum A: Read Robeck and Yong, Chapters 4-8 (regional histories) and respond to question in Forum A. **Initial Post** due Tuesday Feb 13 at 9pm and **Responses** due Thurs Feb 15 at 9pm.

Book Report #1: Denominational History, due **Feb 15**

Reading Week (Feb 19-25)

Week 6: Feb 26-Mar 3

Watch Class Video Block 3—

3. Characteristics of the Early Pentecostal Movement: "The Wheel"

- A. Oral culture
- B. Description and Integration of early Pentecostal characteristics

4. From Movement to Denomination

- A. United States

B. Canada

Forum B: response to video content. **Post** due Thursday Feb 29 at 9pm.

Optional Video: *Pentecostal Wheel*, Dr. Van Johnson @ Braeside Camp, sermon version

Block Four: Disciplinary Approach to Pentecostalism

Week 7: Mar 4-10

Forum A: Read Robeck and Yong, Chapters 12 (Spirituality) and 15 (Mission) and respond to question in Forum A. **Initial Post** due Tuesday March 5 at 9pm and **Responses** due Thurs March 7 at 9pm.

Week 8: Mar 11-17

Watch Class Video Block 4—

5. A disciplinary approach to Pentecostalism

A. Theology: Discerning

B. Ecclesiology: Worshipping

C. Spirituality: Living

Forum B: response to video content. **Post** due Thursday March 14 at 9pm.

Book Report #2: *Catch the Fire*, due Mar 14

Block Five: Variations within Pentecostalism

Week 9: Mar 18-24

Forum A: Read Robeck and Yong, Chapter 1 (Origins), Chapter 2 (Charismatic Renewal) and answer the question in Forum A. **Initial Post** due Tuesday March 19 at 9pm and **Responses** due Thurs March 21 at 9pm.

Week 10: Mar 25-31

Watch Class Video Section 5—

6. The Charismatic Renewal & Third Wave

A. Pentecostal Influences on Charismatic Renewal

B. Charismatic Renewal--The Second Wave

C. The Third Wave--Vineyard Movement

7. Assessment of Pentecostal Influence

Forum B: response to video content. **Post** due Thursday March 28 at 9pm.

Post-course Wrap-up: Apr 1-7

Forum A: final questions; final comments. . **Initial Post** due Tuesday April 2 at 9pm and

Responses due Thurs April 4 at 9pm.

Optional audio: Dr. Van Johnson @ Braeside Camp on *Pentecostal Spirituality*

Teaching notes: **Due Monday Apr 8**

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Selected Bibliography will be released during the first week of class.

APPENDIX

| Forum Question Grading Rubric | | | | | |
|---|---|---|---|---|-------|
| Category | D/1 | C/2 | B/3 | A/4 | SCORE |
| Completeness | addresses none of the questions presented; far too short; nearly all are incomplete | addresses less than all of the questions; shorter in length; several answers are incomplete | addresses all parts of the questions; respectable length; somewhat complete | completely addresses all parts of the questions; respectable length; complete response | |
| Promptness and Initiative | initial posting after Tuesday; does not respond to most postings; rarely participates freely | initial posting on or before Tuesday; responds to most postings several days after initial discussion; limited initiative | initial posting on or before Tuesday; responds to most postings within a timely manner; requires occasional prompting to post | initial posting on or before Tuesday; consistently responds to postings in a timely manner; demonstrates good self-initiative | |
| Presentation | utilizes poor spelling and grammar in most posts; posts appear "hasty" | errors in spelling and grammar evidenced in several posts | few grammatical or spelling errors are noted in posts | consistently uses grammatically correct posts with rare misspellings | |
| Relevance | posts topics which do not relate to the discussion content; makes short or irrelevant remarks | occasionally posts off topic; most posts are short in length and offer no further insight into the topic | frequently posts topics that are related to discussion content; post prompts further discussion of topic | consistently posts topics related to discussion topic; cites additional references, post prompts further discussion | |
| Quality of Argument [Clarity and Effectiveness] | does not express opinions or ideas clearly; no connection to topic | unclear connection to topic evidenced in minimal expression of opinions or ideas; mostly unsubstantiated opinions | opinions and ideas are occasionally substantiated; stated clearly with occasional lack of connection to topic | expresses substantiated opinions and ideas in a clear and concise manner with obvious connection to topic | |

Appendix 2: "Book Review Evaluation Rubric"

| Areas of Evaluation/ Demonstrated Level | D | C | B | A |
|--|---|---|--|--|
| 1. Reading Comprehension | Writing shows little to no understanding of the main purpose and ideas of the text. | Writing shows vague understanding of the main purpose and ideas of the text. | Writing shows some understanding of the main purpose and ideas of the text. | Writing shows very strong understanding of the main purpose and ideas of the text. |
| 2. Critical Analysis | Writing demonstrates little to no knowledge and application of critical reading strategies: fails | Writing demonstrates weak knowledge and application of critical reading strategies: | Writing demonstrates some knowledge and application of critical reading strategies: some | Writing demonstrates strong knowledge and application of critical reading strategies, by |

| | | | | |
|-------------------------|---|---|---|---|
| | to analyze the methodology/content/ applicability of the text and to use textual examples to illustrate analysis. | analysis of the methodology/content/ applicability of the text is vague and there is little to no textual example to illustrate analysis. | analysis of the methodology/content/ applicability of the text but too few textual examples to illustrate analysis. | effectively analyzing methodology/content/ applicability of the text and using textual examples to illustrate analysis. |
| 3. Unity & Organization | Writing is not unified through organized sentences & focus on the goal of this assignment (critical analysis of the methodology/content/ applicability) is missing. | Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment (critical analysis of the methodology/content/ applicability of the text) is weak. | Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: critical analysis of the methodology/content/ applicability of the text. | Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: critical analysis of the methodology/content/ applicability of the text. |
| 4. Grammar and Style | Content rendered unclear and often incomprehensible because of numerous and reoccurring technical/grammatical issues. | Writing lacks clarity and reoccurring technical/grammatical issues greatly impede clarity. | Writing style is somewhat clear though there are reoccurring technical/grammatical issues that impede clarity. | Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity. |

Appendix 3: "Teaching Outline Preparation Rubric"

| | A | B | C | D |
|-------------------|---|--|---|---|
| Content/Structure | Teaching outline demonstrates an excellent grasp of the subject and presents material effectively in a reasonable order. | Teaching outline demonstrates a good grasp of subject matter and presents material in a reasonable order. | Teaching outline demonstrates a fair grasp of subject matter and presents material in a somewhat reasonable order. | Teaching outline shows little comprehension of subject and presents material in a haphazard fashion. |
| Clarity | All primary terms are defined clearly; statements are well crafted; and there is a minimum of spelling and grammatical issues. | Most primary terms are defined; statements are clear; there are some spelling and grammatical issues. | Some primary terms are defined; statements sometimes lack clarity; spelling and grammatical issues somewhat affect clarity. | Terms undefined; many statements are unclear; and spelling and grammatical issues make meaning unclear. |
| Resources | Demonstrates superior choice and use of resources necessary to create a quality teaching outline (mix of dictionary articles and monographs, 10-15 sources used and cited). | Demonstrates good choice and use of resources to create a quality teaching outline (mix of dictionary articles and monographs, 7-10 sources used and cited). | Demonstrates limited selection of sources and ineffective use of some of them (4-6 sources used and cited). | Demonstrates little research and ineffective use of sources. |
| Context | Insightful presentation of the larger context of the subject material so that comprehension of the lecture is enhanced. | Good presentation of the larger context of the subject material so that comprehension of the lecture is enhanced. | Little presentation of the larger context of the subject material. | No presentation of the larger context of the subject material. |