

THEO 301, Theological Foundations for the Christian Life, Syllabus (3 credits)

COURSE DESCRIPTION

Students explore major theological ideas in Scripture with a focus on how they inform Christian thought. Designed to introduce how to think and live theologically, this study offers a solid theological basis for integrating biblical ideals into life, ethics, business and church community.

REQUIRED TEXTS & RESOURCES

- Thielicke, Helmut. *A Little Exercise for Young Theologians*. Grand Rapids: Eerdmans, 1962. (Reprinted 2003) ISBN: 0-8028-1198-1
- Wright, N.T. *Simply Christian*. San Francisco: HarperCollins. 2006. ISBN 978-0-06-192062-2
- Holy Bible. English Standard Version. Wheat: Crossway, 2001. (Students may use any standard translation of Scripture.)

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Getting Started		
	Introduce Yourself Forum	Due Sunday
Week 1		
	Unit 1: Welcome and Course Introduction	
	Learning Activity 1.1: "Why Study Theology? Can't I Just Study the Bible?" (video presentation)	
	Learning Activity 1.2: "Every Christian Is a Theologian" (PowerPoint presentation/voice over)	
	Learning Activity 1.3: Left Behind: What Keeps Us From Being Better Theologians?" (voice over PowerPoint)	
	Learning Activity 1.4 Forum Response to 1.3	yes

	Unit 2: God: Father	
	Learning Activity 1.5: <i>Simply Christian</i> , Chapters 1-4	
	Learning Activity 1.6: Upload response to <i>Simply Christian</i> by answering the question/s posted for the assignment upload.	Yes Due Day 4
	Learning Activity 1.7: God, the Father. (voice over PowerPoint)	
	Learning Activity 1.8: Theological Exercise	Yes
	Learning Activity 1.9: Read Thielicke's <i>A little exercise for young theologians</i> .	
	Learning Activity 1.10: Forum Discussion: "The thing I disagreed with the most in Thielicke's lecture was: "	Yes
Week 2		
	Unit 1: God: Son	
	Learning Activity 2.1: God the Son: Who Is Jesus and What Difference Does He Make? (voice over PowerPoint)	
	Learning Activity 2.2: Forum Response to "What Does It Mean to Say of Jesus "Fully God/Fully Man"?	Yes Initial response Thursday/follow up end of week
	Learning Activity 2.3: Supplementary Reading: John Stott. <i>The Cross of Christ</i> , pages 15-84	
	Learning Activity 2.4: Upload response to Stott by answering the question/s posed for this assignment.	yes
	Unit 2: God: Spirit	
	Learning Activity 2.5: The Holy Spirit is Also God! (voice over PowerPoint presentation)	
	Learning Activity 2.6: What Are They? Do I Have Them?	
	Learning Activity 2.7: Take the Assessment for Giftedness provided and upload your response to the results.	yes
	Learning Activity 2.8: Using Point's electronic access to academic resources, find a standard theology book and research what the author says about "Trinity."	
	Learning Activity 2.9: Write a "theological position" paper on what you have learned is the Bible's understanding of the relationship between Father, Son, and Holy Spirit. (two pages)	yes
	Learning Activity 2.10: Theological Exercise	yes

Week 3		
	Unit 1: Image of God	
	Learning Activity 3.1: <i>Simply Christian</i> , Chapters 5, 6	
	Learning Activity 3.2: Upload response to <i>Simply Christian</i> by answering the question/s posed for this activity.	yes
	Learning Activity 3.3: Personal Bible Review: Close Reading of Genesis 1, 2. (Directions provided in assignment)	Yes
	Learning Activity 3.4: Forum Response: "Does the Bible Really Say <i>HOW</i> God created the world?"	Yes Initial response Thursday/follow up end of week
	Unit 2: Human Nature	
	Learning Activity #3.5: Human Nature (voice over PowerPoint presentation)	
	Learning Activity 3.6: Supplementary Reading: Wright, <i>Surprised by Hope</i> pages 93-108.	
	Learning Activity 3.7: Essay: "Why Does Wright Insist that Christians affirm the <i>bodily</i> resurrection of Jesus?" (two pages)	yes
	Unit 3: Atonement	
	Learning Activity 3.8: Atonement: What Has God Done About the Human Predicament? (voice over PowerPoint)	
	Learning Activity 3.9: video: "Living in the Light of the Cross" N.T. Wright https://www.youtube.com/watch?v=zKt7hyhIWDo	
	Unit 4: Adding Up the Results	
	Learning Activity 3.10: The Basic Questions: How Do the Ideas of Human Nature and Atonement Intersect? (PowerPoint)	
	Learning Activity 3.11: Theological Exercise (based on 3.10)	yes
Week 4		
	Unit 1: Faith: What It Means to Believe	
	Learning Activity 4.1: <i>Simply Christian</i> , Chapters 7 and 8	
	Learning Activity 4.2: Upload response to <i>Simply Christian</i> by answering question/s posed for this assignment.	
	Learning Activity 4.3: The Bible's Understanding of Faith, Belief, Believing, Trusting (voice over PowerPoint)	

	Learning Activity 4.4: Essay: Using Hebrews 11 as your primary source, write a two-page essay on how faith impacts behavior, using at least one of the Hebrews 11 stories as an example.	yes
	Unit 2: Repentance	
	Learning Activity 4.5: Changing How We Think (voice over PowerPoint)	
	Learning Activity 4.6: Personal Study: Using Luke 15:11-32, identify any indicators of repentance you see in the life of the younger son.	
	Learning Activity 4.7 – Forum: “The most important quality of repentance I say in the younger son was . . . “	Yes Initial response Thursday/follow up end of week
	Unit 3: Confession	
	Learning Activity 4.8: Confession: Judicial and Theological (voice over PowerPoint)	
	Learning Activity 4.9: Supplementary Reading 3: Wright, <i>After You Believe</i> , pages 135-180	
	Learning Activity 4.10: Response to 4.9. Upload a response to the reading based on question/s posed in this assignment.	yes
	Learning Activity 4.11: Reflection Essay: Write a one-page reflection on your own memory of your first public confession of Christ.	yes
	Learning Activity 4.12: Theological Exercise	yes
Week 5		
	Unit 1: Thinking Sacramentally	
	Learning Activity 5.1: <i>Simply Christian</i> , Chapters 9, 10	
	Learning Activity 5.2: Response to 5.1 by answering the question/s posed in this assignment.	yes
	Learning Activity 5.3: Sacrament: Is it a biblical concept? (voice over PowerPoint)	
	Unit 2: Baptism	
	Learning Activity 5.4: “Who, How, and Why?” (voice over PowerPoint)	
	Learning Activity 5.5: Supplementary Reading 4: William Robinson. <i>The Biblical Doctrine of the Church</i> , pages 99-144.	

	Learning Activity 5.6: Forum: Why is the phrase “body of Christ” so important a way to describe the church?	Yes Initial response Thursday/follow up end of week
	Unit 3: The Lord’s Supper	
	Learning Activity 5.7: “This is my body, This is my blood” (video lecture with accompanying PowerPoint)	
	Learning Activity 5.8: Survey Says: Identify three people who attend a different faith group than yours and inquire about their practices around the Lord’s Supper. Upload your results.	yes
	Learning Activity 5.9: Theological Exercise	yes
Week 6		
	Unit 1: Community	
	Learning Activity 6.1: “How Communal is Community?” (Read attached pdf)	
	Learning Activity 6.2: Forum Discussion: “The early church was [a] too communal to be practical or [b] modeling what Jesus intended the church to be.	Yes Initial response Thursday/follow up end of week
	Learning Activity 6.3: Textbook Reading: <i>Simply Christian</i> , chapters 11, 12.	
	Learning Activity 6.4: Respond to <i>Simply Christian</i> by answering the question/s posed in this assignment.	yes
	Unit 2: What’s Up With Heaven?	
	Learning Activity 6.5: Read the attached article on “heaven.”	
	Learning Activity 6.6: Compare what you have “grown up believing” about heaven with the point of view of the article. Upload a two page essay.	yes
	Unit 3: Reappearing of Jesus	
	Learning Activity 6.7: Read the attached article: https://richardmiddleton.wordpress.com/2014/06/02/does-tom-wright-believe-in-the-second-coming/	
	Learning Activity 6.8: Using a standard academic resource, find the meaning of the terms pre-millennial, post-millennial, and a- millennial.	

	Learning Activity 6.9: Textbook reading: <i>Simply Christian</i> , chapter 13,14	
	Learning Activity 6.10: Respond to <i>Simply Christian</i> by answering the question/s posed in this assignment.	yes
	Learning Activity 6.11: Theological Exercise	yes
Week 7		
	Unit 1: Theology Impacts Life	
	Learning Activity 7.1: Supplementary Reading 5: Stearns, <i>The Hole in Our Gospel</i> , pages 1-51.	
	Learning Activity 7.2 Forum: "The most important thing I learned from Richard Stearns' testimony was . . ."	Yes Initial response Thursday/follow up end of week
	Unit 2: New Creation	
	Learning Activity 7.3: Textbook Reading, <i>Simply Christian</i> , chapter 15, 16	
	Learning Activity 7.4: Respond to the <i>Simply Christian</i> by answering the question/s posed in this assignment.	Yes
	Unit 3: Kingdom Outposts	
	Learning Activity 7.5 Lecture: Creating Kingdom Outposts in Every Community	
	Learning Activity 7.6: Theological Exercise	Yes
	Unit 4: Thinking Theologically	
	Learning Activity 7.7: PowerPoint Presentation of Seminal Biblical Texts in Shaping Theological Understanding	
	Learning Activity 7.8: Statement of Faith	yes
	Unit 5: Theology in Life Project	
	Learning Activity 7.9: Using the instructions for this assignment link, complete the Theology in Life Project.	yes

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Classroom Engagement (7 @ 10 points)	70
Reading Textbook (7 @ 35 points) Supplementary (4 @ 25)	245 100
Forums (7 @ 10)	70
Writing/Essays (8 @ 30)	240
Theological Exercises (7 @ 20)	140
Theology in Life Project	80
Statement of Faith	80
Total Points:	1025

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

Goal 1: Students will demonstrate their understanding of the connection between faith and behavior.		Program Objective(s)
	Objective 1.1: Students will model the impact of recognizing that what one believes must impact his/her behavior and express that understanding in completing class assignments.	The Biblical Studies Minor equips students with a biblical and theological foundation for spiritual formation, a Christian worldview, and faith integration
	Objective 1.2: Students will develop understanding of learning theological concepts in the context of life, not the vacuum of an academic classroom.	
	Objective 1.3: Students will identify a variety of hindrances to good theological thinking.	
	Objective 1.4: Students will develop skills in which they can identify seminal biblical texts that tie together the general theological message of Scripture.	
Goal 2: Students will understand the revelation God has given to His people, expressed most fully in the person and work of Jesus Christ.		

	Objective 2.1: Students will recognize the importance of both general revelation and special revelation in developing theological concepts about God.	in their chosen vocation.
	Objective 2.2: Students will examine biblical testimony about who God is, Father, Son, and Holy Spirit.	
	Objective 2.3: Students will recognize and understand important vocabulary important in the discipline of theological reflection.	
	Objective 2.4: Students will analyze the importance of biblical testimony as compared to cultural and religious ideas about the role of Father, Son, and Holy Spirit in the world.	
Goal 3: Students will develop an awareness of major theological themes found in the meta-narrative of Scripture.		
	Objective 3.1: Students will analyze biblical testimony about important theological ideas, including not only God as Father, Son, and Holy Spirit, but what it means to be a human being created in the image of God.	
	Objective 3.2: Students will apply the basic testimony about who God is and who humans are in the context of discussing theological ideas like sin, atonement, faith, repentance, confession, baptism, and living the Christian life.	
	Objective 3.3: Students will further their understanding of theological concepts about Eucharist (the Lord's Supper) and what it means to be "a people of the table."	
Goal 4: Students will develop skills to apply biblical texts in a way that is consistent with the message of Scripture.		
	Objective 4.1: Students will develop their theological thinking in the context of Scripture, not culture or religious experiences.	
	Objective 4.2: Students will experience the importance of synthesis in biblical studies and the development of theological ideas.	
	Objective 4.3: Students will demonstrate theological thinking in a way that reflects "tracing out ideas" in the broad context of Scripture's meta-narrative.	
	Objective 4.4: Students will demonstrate understanding of how authentic biblical theology must intersect with life experiences.	

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website (<http://point.edu/disclosures>) and the "Student Services" section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term's total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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