

# THEO 510, The Emerging Kingship of God, Syllabus (3 credits)

## COURSE DESCRIPTION

The Emerging Kingship of God (THEO-510) is an overview of the biblical metanarrative, with focus given to the emerging Kingship of God (realized eschatology) and the Missio Dei (mission of God). Students will be exposed to the historical, apostolic, orthodox elements of Christianity in order to think biblically about God's redemptive movement throughout the world.

## REQUIRED TEXTS & RESOURCES

- Hammond, Kim and Darren Cronshaw. *Sentness: Six Postures of Missional Christians*. Downers Grove, IVP Books, 2014. ISBN: 978-0-8308-4418-0
- Hirsch, Alan. *The Forgotten Ways: Reactivating the Missional Church*. Grand Rapids: Brazos Press, 2006. ISBN: 978-1-58743-164-7
- Wright, N.T. *How God Became King: The Forgotten Story of the Gospels*. New York: HarperOne, 2016. ISBN: 0061730602

## 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
<b>Getting Started</b>	Introduce Yourself Forum	Due Sunday
<b>Week 1</b>	Unit 1: The Story of Scripture	
	Threaded Discussion #1	Due Week 1, Day 5
	Threaded Discussion #2	Due Week 1, Day 5
<b>Week 2</b>	Unit 2: The Kingdom and the Cross	
	Threaded Discussion #1	Due Week 2, Day 5
	Threaded Discussion #2	Due Week 2, Day 5
	Reflection Paper 1 (N.T. Wright)	Due Week 2, Day 7
<b>Week 3</b>	Unit 3: Mission & Incarnation	
	Threaded Discussion #1	Due Week 3, Day 5
	Threaded Discussion #2	Due Week 3, Day 5
<b>Week 4</b>	Unit 4: Missional Communities	
	Threaded Discussion #1	Due Week 4, Day 5
	Threaded Discussion #2	Due Week 4, Day 5
	Reflection Paper 2 (Alan Hirsch)	Due Week 4, Day 7

<b>Week 5</b>	Unit 5: Mission and Culture	
	Threaded Discussion #1	Due Week 5, Day 5
	Threaded Discussion #2	Due Week 5, Day 5
	Research Paper Proposal	Due Week 5, Day 7
<b>Week 6</b>	Unit 6: Missional Models of Ministry	
	Threaded Discussion #1	Due Week 6, Day 5
	Threaded Discussion #2	Due Week 6, Day 5
	Reflection Paper 3 (Kim Hammond)	Due Week 6, Day 7
<b>Week 7</b>	Unit 7: A Personal Mission	
	Threaded Discussion #1	Due Week 7, Day 5
	Threaded Discussion #2	Due Week 7, Day 5
	Research Paper	Due Week 7, Day 7

## 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
Introduce Yourself Forum	5
Threaded Discussions (14)	350
Reflection Papers (3)	300
Research Paper	350
<b>Total Points:</b>	<b>1005</b>

### 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

<b>Goal 1:</b> The student will define the metanarrative of the Bible from Old to New Testaments.	1.1, 1.2, 1.5
<b>Objective 1.1:</b> Students will identify historical Christianity's impediments to	

	properly understanding the biblical metanarrative.	
	<b>Objective 1.2:</b> Students will discuss the manner in which the contours of Jesus' life reflect the overall biblical metanarrative.	
<b>Goal 2:</b> The student will articulate a perspective on Christian life and ministry that is rooted in the Kingdom of God.		1.1, 1.2, 1.3, 1.5, 3.4
	<b>Objective 2.1:</b> Students will chart out the history of the term, "Kingdom of God," and how it came to be the centerpieces of Jesus' teaching.	
	<b>Objective 2.2:</b> Students will contrast the relevance of the Kingdom of God for Christian life and ministry today with competing ministry models.	
<b>Goal 3:</b> The student will analyze the biblical trajectory of the <i>Missio Dei</i> (mission of God).		1.1, 1.2, 1.3, 1.5, 3.3, 3.4
	<b>Objective 3.1:</b> Students will distinguish between ministry models rooted in consumerism vs. sentness.	
	<b>Objective 3.2:</b> Students will reflect upon the way in which historic Christendom incorporates impediments to missional living.	
<b>Goal 4:</b> The student will highlight models of Christian community that coincide with the Kingdom and mission of God.		3.1, 3.4, 4.2
	<b>Objective 4.1:</b> Students will identify models of church life that are missional vs. non-missional.	
	<b>Objective 4.2:</b> Students will reflect on the relationship between God, Church, and culture.	
<b>Goal 5:</b> The student will explain contemporary systems of holistic ministry that qualify as missional.		1.4, 3.4
	<b>Objective 5.1:</b> Students will experience case studies of missional, holistic ministry, both from a congregational and parachurch perspective.	
	<b>Objective 5.2:</b> Students will articulate their own history of ministry in missional and non-missional contexts.	
<b>Goal 6:</b> The student will evaluate models of Christian discipleship from a missional perspective.		4.1, 4.2, 4.4a
	<b>Objective 6.1:</b> Students will study of models of church replication.	
	<b>Objective 6.2:</b> Students will comprehend the church as an organic social movement rather than a staid institution.	
<b>Goal 7:</b> The student will determine preferred futures for Christian ministry.		1.4, 3.3, 4.1, 5.2
	<b>Objective 7.1:</b> Students will articulate a personal philosophy of ministry rooted in the incarnation and the <i>Missio Dei</i> (mission of God).	
	<b>Objective 7.2:</b> Students will apply specific ministry approaches to particular cultural contexts.	

<b>Goal 8:</b> The student will develop a research paper utilizing current scholarly sources.		5.1
	<b>Objective 8.1:</b> Students will collect quality research data from scholarly sources.	
	<b>Objective 8.2:</b> Students will utilize the APA citation method.	

## **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](mailto: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](mailto: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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