

## THEO 5110-11 DRAFT SYLLABUS

Fall 2021, Online, 3 Credit Hours

(Syllabus subject to change)

### I. INSTRUCTOR INFORMATION

Armida Belmonte Stephens, Theology Teaching Fellow

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Office phone: 773-244-5228

Office hours: Mondays (10:30 AM to 12 noon; 3:30 to 5:00 PM CST) and Fridays (9:00 to 10:30 AM CST); by appointment

### II. COURSE DESCRIPTION

An introduction to the doctrines, methods, and tasks of Christian theology, seeking active appropriation of Christian faith in the context of the church and in engagement with the world (from Catalog).

### III. COURSE OBJECTIVES

The successful student will:

1. Identify and describe basic Christian doctrines and significant theologians in terms of their historical contexts and/or their contributions to the Christian theological tradition (KNOWLEDGE).
2. Explain important theological themes, concepts and vocabulary, based on lectures and reading materials (COMPREHENSION).
3. Connect the personal and pastoral relevance of Christian doctrine to contemporary life in various social contexts (ANALYSIS).
4. In light of the significance of civil and collegial discourse, employ charity in dialogue with those who hold differing theological views from you (APPLICATION).
5. Defend a theological argument in academic writing by engaging, evaluating, and integrating various theological texts on a theme (SYNTHESIS, EVALUATION).

### IV. REQUIRED COURSE READING MATERIAL

- The Bible
- Alister McGrath, *Christian Theology*, 6<sup>th</sup> edition (Wiley Blackwell, 2017). ISBN 978-1118869574
- Augustine, *On Christian Teaching* (Oxford University Press, 2008) ISBN 978-0199540631
- Weekly readings provided on Canvas

#### CHOOSE ONE BELOW:

- Beth Allison Barr, *The Making of Biblical Womanhood* (Brazos Press, 2021) ISBN: 978-1587435348
- Dominique Gilliard, *Subversive Witness: Scripture's Call to Leverage Privilege* (Zondervan, 2021) ISBN: 978-0310124030
- Grace Ji-Sun Kim and Graham Hill, *Healing Our Broken Humanity: Practices for Revitalizing the Church and Renewing the World* (IVP, 2018) ISBN: 978-0830845415
- Kristin Kobes Du Mez, *Jesus and John Wayne: How White Evangelicals Corrupted a Faith and Fractured a Nation* (Liveright Press, 2020) ISBN: 978-1631495731

**V. ASSESSMENTS**

**A. Weekly Participation: Reading, Lectures, Posts/Responses (20%) (CO 1, 2, 4)**

Students will be assigned to small discussion groups to share their written reflections and to respond to those of others. On most weeks, weekly participation will include 1) assigned reading and a video lecture (by the instructor or from someone else), 2) a post written by you based on a prompt, and 3) at least two responses to members of your discussion group. Unless otherwise indicated in the course schedule, your posts are due Wednesdays by 11:59 PM (your time zone) and responses to fellow students by Friday at noon (your time zone). See the “Weekly Discussion Forum Guidelines” document on Canvas for more information.

**B. Textual Analysis Essays (30%) (CO 2, 3, 4)**

Students will have the opportunity to write two short essays (~1200 words each). The first will be in response to a prompt, with the second essay being more flexible. The purpose of these essays is theological analysis rather than research, so outside research is not required. See the “Essay Assignments” document on Canvas for more information. The essays are due by **12 noon on Friday, September 17 and Wednesday, November 24.**

**C. Exam (20%) (CO 1, 2)**

A final exam covering important concepts, terms, figures, and events from the course readings and lectures will be given at the end of the semester on **Monday, December 6.** Exams are due by 11:59 PM CST. Late submissions will not be accepted. Please note that *you must pass the final exam in order to pass the course.* A study guide will be provided the week before the exam.

**D. Final Research Paper (30%) (CO 1, 2, 3, 4, 5)**

Students will write a 3000-word paper on a topic/question from the list provided in the “Final Paper Guidelines” document on Canvas. If a student has an interest outside of the list provided, the topic may be chosen by the student in consultation with the instructor. A brief proposal should be emailed to the instructor for approval with the topic, a list of potential resources, and a working thesis statement. See the “Final Paper Guidelines” document on Canvas for more information. Final papers are due by **12 noon on Thursday, December 16.**

**VI. GRADING**

**Weight Given to Course Requirements for Grading**

Reading and Weekly Posts/Responses	20%
Textual Interaction Essays	30%
Exam	20%
Final Paper	30%

\*Grade percentages operate as follows: A (93+), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), and so on.

## VII. ADDITIONAL COURSE GUIDELINES

- University email and Canvas will be used for notifications and updates. It is your responsibility to check your email or have it forwarded to your preferred email address.
- A rule of thumb is that for every hour of graduate-level coursework, you will spend another three hours of time working on assignments. So, a three-hour course will result in about nine hours per week on assignments.
- Once the course opens, students will have access to all the reading materials, but modules will not be opened more than one week in advance.
- Any materials and lectures provided are for personal use only; they may not be circulated, posted on social media or the internet.
- Rubrics for each of the assessments can be found on Canvas.
- Late work for weekly posts and/or responses will not receive any points. Final exams submitted past the deadline will not be accepted. For all other assignments, late work beyond the dates noted in the course schedule will be deducted one-third of a letter grade for each day late.
- Extension Requests: Assignment extension requests will be granted only for adverse or mitigating circumstances, *but must be arranged prior to the assignment due date*. See the policy below for extensions beyond the scope of the semester.
- Please feel free to email with any questions. Barring holidays or school breaks, you can expect to hear back from me with at least an initial response within a day or so, Monday through Friday. University email and Canvas will be used for notifications and updates. It is your responsibility to check your email or have it forwarded to your preferred email address.
- How to address your professor? I don't have a preference for how to be addressed and you are welcome to call me by my first name. If, however, it is customary or you expect titles to be used in your own context of service (e.g. Pastor Z, Chaplain Y), then, I ask you to extend the same courtesy to me.

## VIII. INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates she will be unable to complete course work within the allotted time, that student may submit a formal petition for a grade of incomplete before the last week of class clearly stating the reason(s) for this request. Overscheduling and/or lack of self-discipline are not considered extenuating circumstances. For the full policy, see page 15 of the Seminary Academic Catalog.

## IX. ACADEMIC INTEGRITY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on a quiz or exam.

3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

For additional information, see the [Seminary Academic Catalog](#), p. 25–27.

## **X. STUDENT RESOURCES**

I am here to help you. If at any point you need clarification *beyond what is already stated in the syllabus* or want to discuss the reading, lectures, discussions, or assignments, please ask. I am happy to meet with you.

### **ACCOMMODATIONS**

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please [email the Disability Access Specialist](#) or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

### **TITLE IX**

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services. As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns.

Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park's [Safe Community site](#) for contact information and further details.

## **XI. COURSE SCHEDULE: AVAILABLE ON CANVAS**