



The mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy, and society through graduate-level education, spiritual development, and vocational formation.

I. Faculty Information



Name: Dr. Clement Wen

Office hours: Room 210, M 15:00-16:00 & R 13:00–16:00 or by appointment (Zoom appointments are also available by request)

Email: wenc20@mcmaster.ca

II. Course Description

This lecture and discussion-based course will explore essential topics and conversations in Christian theology spanning the loci of the doctrine of God, theological anthropology, Christology, soteriology, pneumatology, ecclesiology, and eschatology.

III. Course Objectives

With respect to MDC’s transformational paradigm of “Knowing...Being...Doing,” by the end of the course, students will:

Knowing (K)

- Demonstrate a working knowledge of essential figures, themes, concepts, ongoing debates and discussions, and practical life and ministry implications regarding the doctrine of God, Christology, soteriology, theological anthropology, pneumatology, ecclesiology, and eschatology.

Being (B)

- Cultivate further awareness of the limits of one’s own theological positions, so as to be self-aware of the continual need for humility and a pastoral dialogical posture with regard to theological engagement, even while having the courage to maintain theological convictions.
- Appropriate such developing convictions about the “essentials of theology” to oneself so as to “be transformed by the renewing of your mind” (cf. Romans 12:2).

Doing (D)

- Use their own words to explain relevant concepts and their significance concerning essential topics and conversations of theology.

- Engage critically and constructively with the essential discussions and themes which have to do with the aforementioned theological loci.

IV. Course Resources

All required and recommended books for this class are available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours.

While students are strongly encouraged to purchase the required books for the course, I have made every effort to ensure that all the required readings chosen are available full text through McMaster Divinity College's different online databases (or by way of other free resources that are available online). While a select bibliography of recommended resources can be found below, a more complete bibliography for the course will be made available online via the course's [A2L](#) site during the first week of class.

Required Readings (Subject to Change Based on Enrollment Numbers)

Multiple Weeks

McGrath, Alister E. and Matthew J. Thomas. *Christian Theology: An Introduction*. 7th edition. Hoboken, NJ: Wiley-Blackwell, 2025. [[DTL](#)]

Week 1 (Course Introduction)

Grenz, Stanley J. and Roger E. Olson. *Who Needs Theology? An Invitation to the Study of God*. Downers Grove, IL: InterVarsity Press, 1996. Assigned Reading is Chapter 5: "Theology's Tasks & Traditions," pp. 68–86 (19 pages) [[DTL](#)]

Optional: McGrath, chs. 1–4, pp. 1–94 (94 pages) [[DTL](#)]

Week 2 (Theological Method)

McGuire, Seán M. W. *Biblical Hermeneutics in the Metamodern Mood: Understanding the Differences in Interpretation & Theological Integration in Practice*. Eugene, OR: Pickwick, 2024. Assigned Reading is Chapter 3: "Bifurcating the Quadrilateral: Visualizing Metamodern Hermeneutics," pp. 74–105 (32 pages) [[DTL](#)]

Optional: McGrath, chs. 1–5, pp. 97–198 (102 pages) [[DTL](#)]

Week 3 (Doctrine of God)

McGrath, chs. 9 and 13, pp. 201–239 and pp. 351–383 (72 pages) [[DTL](#)]

Pannenberg, Wolfhart. *Systematic Theology*. Vol. 1. Translated by Geoffrey W. Bromiley. Grand Rapids, MI: Eerdmans, 1991. Assigned Reading is Chapter 6, §6: “The Infinity of God,” pp. 397–422 (26 pages) [[DTL](#)]

Week 4 (Theological Anthropology)

McGrath, ch. 14, pp. 384–414 (31 pages) [[DTL](#)]

Murphy, Nancey. *Bodies and Souls, or Spirited Bodies?* Current Issues in Theology. Cambridge: Cambridge University Press, 2006. Assigned Reading is Chapter 1: “Do Christians Need Souls? Theological and Biblical Perspectives on Human Nature,” pp. 1–38 (38 pages) [[DTL](#)]

Week 6 (Christology)

McGrath, ch. 10, pp. 240–287 (48 pages) [[DTL](#)]

Louth, Andrew, ed. *Maximus the Confessor: The Early Church Fathers*. London: Routledge, 1996. Assigned Reading is: “Opusculum 7” and “Opusculum 3,” pp. 179–196 (18 pages) [[DTL](#)]

Week 7 (Soteriology)

McGrath, ch. 11, pp. 288–326 (39 pages) [[DTL](#)]

Tanner, Kathryn. *Jesus, Humanity and the Trinity: A Brief Systematic Theology*. Minneapolis, MN: Fortress Press, 2001. Assigned Reading is Chapter 3: “The Shape of Human Life,” pp. 67–95 (29 pages) [[DTL](#)]

Week 8 (Pneumatology)

McGrath, ch. 12, pp. 327–350 (24 pages) [[DTL](#)]

Kärkkäinen, Veli-Matti. *Pneumatology: The Holy Spirit in Ecumenical, International, and Contextual Perspective*. 2nd ed. Grand Rapids, MI: Baker Academic, 2018. Assigned Reading is Chapter 6: “Contextual and Global Pneumatologies,” pp. 139–156 (18 pages) [[DTL](#)]

Week 9 (Ecclesiology)

McGrath, chs. 15–16, pp. 415–474 (60 pages) [[DTL](#)]

Volf, Miroslav. *After Our Likeness: The Church as the Image of the Trinity*. Sacra Doctrina. Grand Rapids, MI: Eerdmans, 1998. Assigned Reading is Chapter 6: “Structures of the Church,” pp. 221–257 (37 pages) [[DTL](#)]

Week 11 (Eschatology)

McGrath, chs. 17–18, pp. 475–523 (49 pages) [[DTL](#)]

Moltmann, Jürgen. *Theology of Hope for the 21st Century*. Translated by James W. Leitch. 1967; London: SCM Press, 2021. Assigned Reading is: “Introduction: Meditation on Hope,” pp. 1–21 (21 pages) [[DTL](#)]

*At the discretion of the instructor, other shorter journal- or chapter(s)-length readings might be assigned for specific weeks as the semester progresses.

Recommended Resources

- Allen, Diogenes and Eric O. Springsted. *Philosophy for Understanding Theology*. 2nd ed. Louisville: Westminster John Knox Press, 2007.
- Allen, Diogenes and Eric O. Springsted, eds. *Primary Readings in Philosophy for Understanding Theology*. Louisville: Westminster John Knox Press, 1992.
- Barth, Karl. *Church Dogmatics*. 4 vols. 13 parts. Translated by Geoffrey W. Bromiley and T. F. Torrance. Edinburgh: T&T Clark, 1956–1975.
- Bavinck, Herman. *Reformed Dogmatics*. 4 vols. Edited by John Bolt. Translated by John Vriend. Grand Rapids, MI: Baker, 2003-2008.
- Berkhof, Louis. *Systematic Theology*. Grand Rapids, MI: Eerdmans, 1996.
- Bird, Michael F. *Evangelical Theology: A Biblical and Systematic Introduction*. 2nd edition. Grand Rapids, MI: Zondervan, 2020.
- Bloesch, Donald G. *Essentials of Evangelical Theology*. 2 Vols. New York: Harper & Row, 1978-79.
- Boyd, Gregory A. and Paul R. Eddy. *Across the Spectrum: Understanding Issues in Evangelical Theology*. 3rd edition. Grand Rapids, MI: Baker, 2022.
- Calvin, John. *Institutes of the Christian Religion*. 2 vols. Edited by John T. McNeil. Translated by Ford Lewis Battles. Library of Christian Classics. London: SCM Press, 1961.
- Erickson, Millard J. *Christian Theology*. 3rd edition. Grand Rapids, MI: Baker Academic, 2013.
- Finger, Thomas N. *Christian Theology: An Eschatological Approach*. 2 vols. Scottsdale, PA: Herald Press, 1985-1989.
- Gerrish, Brian A. *Christian Faith: Dogmatics in Outline*. Louisville, KY: Westminster John Knox, 2015.
- Grenz, Stanley J. *Theology for the Community of God*. Nashville: Broadman & Holman, 1994; Grand Rapids, MI: Eerdmans, 2000.
- Grenz, Stanley J. and Roger E. Olson. *Who Needs Theology? An Invitation to the Study of God*. Downers Grove, IL: Intervarsity Press, 1996.
- Grenz, Stanley J. with Jay T. Smith. *Created for Community: Connecting Christian Belief with Christian Living*. 3rd edition. Grand Rapids, MI: Baker, 2015.
- Gonzalez, Justo L. *Christian Thought Revisited: Three Types of Theology*. Nashville: Abingdon Press, 1989.
- Grudem, Wayne A. *Systematic Theology: An Introduction to Biblical Doctrine*. 2nd edition. Grand Rapids, MI: Zondervan, 2020.
- Gunton, Colin E., ed. *The Cambridge Companion to Christian Doctrine*. Cambridge: Cambridge University Press, 1997.
- Horton, Michael. *The Christian Faith: A Systematic Theology for Pilgrims on the Way*. Grand Rapids, MI: Zondervan, 2011.

- Jenson, Robert W. *Systematic Theology*. Revised edition. 2 vols. Oxford: Oxford University Press, 2001.
- Kärkkäinen, Veli-Matti. *A Constructive Christian Theology for the Pluralistic World*. 5 vols. Grand Rapids, MI: Eerdmans, 2013-2017.
- McGrath, Alister E., ed. *The Christian Theology Reader*. 25th anniversary 5th edition. Chichester: Wiley-Blackwell, 2017.
- Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*. 4th edition. Grand Rapids, MI: Wm. B. Eerdmans, 2023.
- Morris, Thomas V. *Our Idea of God: An Introduction to Philosophical Theology*. Reprint; Vancouver, BC: Regent College Publishing, 1997.
- Pannenberg, Wolfhart. *Systematic Theology*. 3 vols. Translated by Geoffrey W. Bromiley. Grand Rapids, MI: Eerdmans, 1993–1998.
- Porter, Stanley E. and Steven M. Studebaker. *Evangelical Theological Method: Five Views*. Spectrum Multiview. Downers Grove, IL: IVP Academic, 2018.
- Stackhouse, John G., Jr., ed. *Evangelical Futures: A Conversation on Theological Method*. Grand Rapids, MI: Baker, 2000.
- Tanner, Kathryn. *Jesus, Humanity, and the Trinity: A Brief Systematic Theology*. Minneapolis, MN: Augsburg Fortress, 2001.
- Thielicke, Helmut. *A Little Exercise for Young Theologians*. Translated by Charles L. Taylor. Reprint; Grand Rapids, MI: Eerdmans, 2016.
- Van der Kooi, Cornelius and Gijsbert van den Brink. *Christian Dogmatics: An Introduction*. Translated by Reinder Bruinsma with James D. Bratt. Grand Rapids, MI: Eerdmans, 2017.
- Veeneman, Mary M. *Introducing Theological Method: A Survey of Contemporary Theologians and Approaches*. Grand Rapids, MI: Baker Academic, 2017.

V. Course Grading Scale and Activity/Assignment Weights

Grading Scale

Percent Grade	*Letter Grade	Grade Point (12pt scale)	Grade Point (4pt scale)	Grading Guidelines
90–100	A+	12	4.0	for work displaying mastery of the subject matter, creativity, and individualized integration of insights and their relationship(s)
85–89	A	11	4.0	
80–84	A-	10	3.7	
77–79	B+	9	3.3	for work displaying a good level of competence and comprehension
73–76	B	8	3.0	
70–72	B-	7	2.7	
67–69	C+	6	2.3	for work which meets basic course requirements but demonstrates a low level of comprehension
63–66	C	5	2.0	
60–62	C-	4	1.7	
57–59	D+	3	1.3	for work that falls below minimum standards
53–56	D	2	1.0	
50–52	D-	1	0.7	
0–49	F	0	0	unsatisfactory work and/or failure to meet course requirements

*Note that in order to earn credit for this course, you must pass with a grade higher than a D+ (i.e., C- or better). Please see the appropriate handbook for more information about the grading scale, esp. if you are an Advanced Elective (e.g., DPT) student.

Assignment Category Weights

Category	Weight
Class Attendance and Participation	10%
Reading Log	10%
Reading Presentation and Discussion Facilitation (1)	15%
Reading Presentation and Discussion Facilitation (2) OR Final Reflection Paper (if high course enrollment)*	15%
Oral Presentation of Research	10%
Critical-Constructive Research Paper	40%
	100%

VI. Course Requirements and Expectations

Advanced Elective Students: Students taking this course for Advanced Elective credit (e.g., DPT) will be provided with a syllabus supplement outlining additional requirements that they must meet to receive credit towards their degree program. Advanced Elective students can expect their course requirements to include doctoral levels of reading and research-supported writing, as well as a presentation of their research in a format appropriate to the course. For any questions about what to expect for Advanced Elective requirements in this particular course, please contact the course instructor. **Note:** The syllabus supplement will be made available no sooner than ten days after enrollment in the course. Advanced Elective students are encouraged to register for this course as early as possible so as to ensure that they are made aware of their course requirements well in advance of the course start date.

Expectations and Requirements for ALL STUDENTS Regardless of Program or Specialization

– Class Attendance and Participation (10% of Final Grade)

As graduate-level students, you will be expected to attend all classes in person and actively participate in the interactive portions of the course. By way of in-class lectures and discussion, this component of the course incorporates all three categories of our course objectives as knowledge is built upon (K), the transformational cultivation of both humility and courage of conviction is exemplified in our interactions (B), and as the use of one's own words to express theological ideas and their significance as well as to critically and constructively engage in theological discussion is practiced (D). Due to the give-and-take nature of theological discussions, it is inevitable that there will be differing opinions that are held and expressed. While students (and instructor) are allowed to sincerely express their honest views, it is expected that such will be done respectfully, especially amidst instances of controversy and/or disagreement. As the course instructor, it is my responsibility to manage the classroom environment so that the classroom is a safe place for respectful theological conversation. In instances where an individual is dominating the discussion, I also reserve the right to ask them to take a step back for the purpose of allowing others ample opportunity to participate. Students who violate our classroom guidelines may be dismissed from class.

– Reading Log (10% of Final Grade)

To meet the objective of developing the desired working knowledge of essential figures, themes, concepts, and ongoing debates and discussions regarding theological anthropology (K), students are required to read the “Required Readings” that have been assigned above. On their honor, they will fill out a “Reading Log” form (essentially, a check-list provided by the instructor via the course's [A2L](#) site) prior to **this assignment's deadline (10:00pm on Friday, December 11, 2026)**. The “Reading Log” can be submitted in any desired format (e.g., MS Word .doc or .docx, PDF, JPEG, etc.) using the course's [A2L](#) site.

– Reading Presentation and Discussion Facilitation (1) (15% of Final Grade)

*– Reading Presentation and Discussion Facilitation (2) (15% of Final Grade)**

Due to the intended seminar format of this course, students will take turns leading portions of our in-class group discussion through a brief 10–15-minute summary presentation of the

selected assigned reading material (more on this during the first day of class) followed by facilitation of the ensuing conversation through at least three or four questions for discussion *that are academic in nature (rather than, for example, devotional)*. A one-to-two-page handout which serves as the presentation's outline and in-class discussion guide is also to be prepared for the entire group. The handout should be written single-spaced (font no larger than 10 and margins no smaller than 1cm) on a maximum of two sides of 8.5" x 11" paper and should use parenthetical referencing in the format of (Author Last Name, Page Number) for any assigned readings that are referenced. Outside research beyond the assigned readings is encouraged if such will help students to understand the theological figure or perspective that they are presenting about.

This type of presentation and discussion facilitation fulfills our class objectives of helping students to absorb and consolidate knowledge (K), cultivate a humble theological tone as well as courage of conviction, both of which are transformational in nature (B), and use one's own words to explain theological content and their significance while also critically and constructively engaging that content (D). Assessment will be based upon overall preparedness whose quality of presentation style and theological content, both orally and as written on the class handout/discussion guide, reflects the course objectives of (K), (B), and (D) while staying within allocated time limits.

***Depending on final enrolment numbers, students should expect to play this role twice during the semester, each time counting for 15% of their final grade. Date and theological figure assignments will be allocated during the first or second week of the course. Please note that if class enrollment exceeds ideal conditions for this type of seminar-style of instruction, an adjustment to the syllabus will be made to accommodate a larger class size (e.g., replacing the second turn for this type of assignment with a final reflection paper as described below).**

– *Final Reflection Paper (15% of Final Grade)**

If there are too many students enrolled to have each student lead a Reading Presentation and Discussion Facilitation two times, then each student will only lead once and in place of the second turn: Towards the end of the course, students will write a final reflection paper that seeks to showcase how the readings and in-class discussions have spurred on further critical, constructive, and integrative thought regarding the essentials of theology. The final reflection paper assignment fulfills the course objectives of demonstrating key knowledge (K), allowing transformational opportunity to further cultivate a humble theological posture, yet at the same time maintaining courage of theological convictions (B), and the use of one's own words to explain theological content and its significance while also entering into critical and constructive engagement with that content (D). The paper should be written single-spaced (font no larger than 10 and margins no smaller than 1cm) on a maximum of two sides of 8.5" x 11" paper and should use parenthetical referencing in the format of (Author Last Name, Page Number) for any assigned readings that are referenced. Since the paper should only reference our assigned readings for the course, a bibliography for this assignment is not necessary. **This assignment is due on Friday, December 11, 2026 at 10:00pm via the course's [A2L](#) site.**

- *Oral Presentation of Research (10% of Final Grade)*
- *Critical-Constructive Research Paper (40% of Final Grade)*

A critical-constructive research paper of 3,750-5,750 words which meticulously follows the [MDC style guide](#) can be on anything that is of interest to the student so long as it has something to do with the course content (i.e., a theological loci having to do with essentials in theology) and so long as it clearly argues a main thesis from beginning to end (with a proper “thesis statement” explicitly included in the introduction section of the paper). Unless otherwise approved by the instructor, students should choose one or two main theological figures or perspectives to engage with in this paper regarding their respective theological thought and its implications.

The research paper assignment fulfills the course objectives of demonstrating key knowledge (K), allowing transformational opportunity to further cultivate a humble theological posture, yet at the same time maintaining courage of theological convictions (B), and the use of one’s own words to explain theological content and its significance while also entering into critical and constructive engagement with that content (D).

While a more comprehensive list of suggested topics for this research paper will be provided via [A2L](#), *students who wish to write about something else should ask me for permission prior to writing the paper or its proposal*. Along such lines, research questions should be framed in a way that leads to argumentation (e.g., “How might John Calvin’s dynamically participatory anthropology be more suitable to the contemporary mood than the interpretation of his anthropology as being more static?”) rather than merely description (e.g., “What is John Calvin’s theological anthropology?”).

In terms of program specializations, the following are examples of research topics which can be written about:

- CC: How ought we to think of the church’s relationship to the kingdom of God and what practical implications does this have for the church’s relationship with culture (a.k.a. “the world”)?
- CW: How ought we to think of Scripture’s relationship to revelation and what practical implications this has for a Christian view of theological anthropology?
- PS: How ought we to understand the doctrine of the Trinity’s practical relevance for Christian life and ministry (e.g., preaching)?

For professional masters-level students, a *minimum* of 8-10 academic sources should be consulted (e.g., peer-reviewed books, chapters from edited volumes, journal articles, etc., and not devotional books, blog posts, Wikipedia, etc.) and along with footnotes, a full bibliography

is to be included at the end of the paper which is inclusive of every source cited within the paper while *not including* sources which were not cited in the paper.

A “Research Paper Checklist” will be made available via the course’s [A2L](#) site and more information about this assignment will be given on the first day of class. In the meantime, please keep in mind the following key dates:

- **10:00pm on Friday, October 9, 2026:** a research paper proposal of at least one paragraph that speaks to your proposed research question, tentative thesis statement, and motivation for research is to be submitted via the course’s [A2L](#) site along with a tentative bibliography at the end of the same document.
- **10:00pm on Friday, November 13, 2026:** a full first draft of the research paper is due via the course’s [A2L](#) site so that I have the opportunity to give you formative feedback along with an initial grade for the assignment.
- **Tuesdays during class time on December 1, December 8, and December 15, 2026:** students will be assigned one of these three dates to orally present about their research papers to others in the class. The grade given for the oral presentations will be based upon overall preparedness whose quality of presentation style and theological content reflects the course objectives of (K), (B), and (D) while staying within the allocated time limit.
- **10:00pm on Friday, December 11, 2026:** the final draft of the research paper is due via the course’s [A2L](#) site for those interested in making revisions to their earlier submitted first draft, as per the formative feedback received.

VII. Tentative Course Schedule (subject to change)

Week	Dates	Topic	Readings and Assignments
1	Sep 15, 2026	Course Introduction	Grenz and Olson, pp. 68–86 (Optional: McGrath, chs. 1–4)
2	Sep 22, 2026	Guest Lecture on Theological Method (Dr. Seán McGuire)	McGuire, pp. 74–105 (Optional: McGrath, chs. 5–8)
3	Sep 29, 2026	Doctrine of God	McGrath, chs. 9 and 13 Pannenberg, pp. 397–422
4	Oct 6, 2026	Theological Anthropology	McGrath, ch. 14 Murphy, pp. 1–38 Friday, Oct 9: Research Paper Proposal due
5	Oct 12, 2026	MDC Reading Week 10/12–16 (No Class)	
6	Oct 20, 2026	Christology	McGrath, ch. 10 Louth, pp. 179–196
7	Oct 27, 2026	Soteriology	McGrath, ch. 11 Tanner, pp. 67–95
8	Nov 3, 2026	Pneumatology	McGrath, ch. 12 Käkkäinen, pp. 139–156
9	Nov 10, 2026	Ecclesiology	McGrath, chs. 15–16 Volf, pp. 221–257 Friday, Nov 13: Research Paper First Draft due
10	Nov 17, 2026	ETS/SBL/AAR Annual Meetings (No Class)	
11	Nov 24, 2026	Eschatology	McGrath, chs. 17–18 Moltmann, pp. 1–21
12	Dec 1, 2026	Student Presentations (1)	
13	Dec 8, 2026	Student Presentations (2)	Friday, Dec. 11: Reading Log due; Research Paper Final Draft due; Final Reflection Paper due (if applicable)*
14	Dec 15, 2026	Student Presentations (3) & Course Conclusion	

VIII. Course Policies.

It is the responsibility of the student to consult the student handbook(s)/catalogue for additional institutional policies.

Submission of Assignments – Unless otherwise indicated, all assignments are to be submitted via the [A2L](#) platform in MS Word (.docx) format so that I am more easily able to provide comments and feedback. Assignments submitted in PDF format may receive less comment and feedback. All written assignments will be run through TurnItIn (a plagiarism checking software).

Late Assignments – “Late” is defined as any time after the above stated deadlines (e.g., if the stated deadline is 10:00pm, 10:01pm on the same day counts as “one day late”; 10:01pm on the next day counts as “two days late,” etc.). Assignments will be penalized 5 points per day late.

Style – All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses, <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>. Failure to observe appropriate form will result in points/grade reductions.

Illness Policy – If you need to miss any part of the course due to illness, please contact me as soon as possible so as to ensure that you do not get behind with regard to the course content (and, where applicable, especially when assignments are due).

Inclement Weather – If on a class meeting day MDC closes due to inclement weather, I reserve the right to move the lessons and, where possible, class activities for the week to A2L (asynchronous format). This will help to ensure that we stay on target in the course.

Online Synchronous Course Policy

Attendance & Participation

- This course meets live online at the scheduled times. Attendance and active participation are required.
- Join the session on time; late arrivals disrupt the class and may affect your participation grade.
- Sessions may be recorded for review, but recordings do not replace live attendance.

Technology Requirements

- Ensure you have a reliable internet connection, a device with audio and video capability, and the course platform installed (e.g., Zoom, Teams).
- Test your connection before class.
- Keep your microphone muted unless speaking to reduce background noise.
- Use headphones when possible for better audio quality.

Webcam & Environment

- Unless otherwise instructed, enable your webcam for the duration of the class session.
- Dress in casual but appropriate attire.
- Minimize distractions in your background. Virtual backgrounds are acceptable if professional.

Netiquette

- Be respectful and courteous in all interactions.
- Use the “Raise Hand” feature before speaking; avoid interrupting others.
- Keep chat messages on-topic; avoid ALL CAPS, sarcasm, or humor that could be misinterpreted.
- Stay focused—do not multitask during class.

Communication

- Check your email and the LMS regularly for updates, schedule changes, and supplementary materials.
- Monitor any additional communication channels used for the course.

Accessibility

- This course is committed to providing an inclusive learning environment. If you require accommodations, please follow the instructions in the Student Handbook.
- Live captions and accessible materials are available upon request.

Privacy

- Class sessions may be recorded for educational purposes and shared only with enrolled students. Recordings must not be distributed outside the course.
- Respect the privacy of peers: do not share images, voices, or contributions outside the class environment.

Academic Integrity & AI Usage

- All work submitted must be your own. Use of generative AI tools (e.g., ChatGPT, Copilot, etc.) is prohibited for all assignments, discussions, and assessments unless explicitly authorized by the instructor.
- Violations of this policy will be treated as academic misconduct under institutional guidelines.

Academic Honesty – Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one’s own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student’s dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

A special note about Generative AI: You are expected to do your own thinking and to write your own papers, etc. Generative AI is not to be used to do this work for you. Using AI to produce content for you and then submitting that content as if you produced it is considered plagiarism (i.e., submitting work that is not one’s own as if it is one’s own) and is a violation of the academic honesty policy. Additionally, although there may be value in using an AI tool to correct mistakes in English grammar, usage, and mechanics, Generative AI is not to be used for translating from your native language to English. All degree programs at MDC are

taught in English language. Students are expected to be sufficiently proficient in English to engage fully in academic discourse in these programs.

GuardMe Statement – Students at McMaster Divinity College have access to the GuardMe Student Support Program (GMSSP), which offers free, confidential mental health and wellness support 24/7. Through the program, students can connect with counsellors, access helpful tools and resources, and receive support anytime, from anywhere. Support is available by phone (1-844-451-9700) or visit gmssp.org to download the Student Support App.

AODA – In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), McMaster Divinity College (MDC) is committed to supporting a learning environment that is inclusive and accessible to all students, including those with disabilities. Students who require academic accommodations to participate fully in this course must register with Student Accessibility Services (SAS) (<https://sas.mcmaster.ca/>) of McMaster University. SAS will work directly with the MDC Registrar to ensure reasonably appropriate accommodations are in place. Students with accommodations must use the SAS portal to activate the accommodations relevant to each course at the start of each term they are enrolled in. This will generate a notification to course instructors outlining the activated accommodations for the student in their course. Please note that accommodations must be requested in advance to allow sufficient time for implementation. Accommodations will be implemented once the faculty member has been notified. Accommodations are not retroactive and will not be applied to coursework or activities that have already concluded.

Contact Information:

- Student Accessibility Services General Inquiries: sas@mcmaster.ca
- Roksana Sobota (SAS Representative for MDC): sobotar@mcmaster.ca
- MDC Registrar: mdcreg@mcmaster.ca

Gender Inclusive Language – McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

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