

God, Jesus, and the Holy Spirit
TH 3XH3/5XH5/6XH6
CC/CW/PS

McMaster Divinity College
Fall 2020
Hybrid
Office: 216

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I. Description:

This course introduces and explores fundamental doctrines of Christian theology—the doctrines of God/theology proper, Christology, and pneumatology. It considers ways these doctrines shape Christian thought, life, and ministry. To do so, it resources biblical theology and the historical development of these doctrines in the history of the church. It also investigates the emergence of new theological movements and issues in the contemporary period—e.g., the Pentecostal movement and the theology of the cross/the suffering God.

- A. Specializations:
Church and Culture
Christian Worldview
Pastoral Studies
- B. MA and PhD:
See Appendix 1 for Research Degree Requirements (pp. 14–19)
- C. Doctor of Practical Theology:
See Appendix 2 for DPT Requirements (pp. 20–24)

II. Course Objectives:

- A. Knowing:
 - 1. Know a variety of biblical, historical, and contemporary ways Christians have understood the Trinity, Jesus Christ, and the Holy Spirit.
 - 2. Know the distinct historical-cultural contexts of Christian theology and the way they shaped and/or provided a challenging context for confession and development of Christian faith.
 - 3. Consider contemporary issues related to the doctrine of God, Christ, and the Holy Spirit.
- B. Being:

1. Appreciate that theology is a dynamic and contextual effort to discern appropriate ways to embody the redemption revealed in Jesus Christ.
 2. Embrace a deeper sense of your Christian identity vis-à-vis classical and contemporary theologies of the Trinity, Christ, and the Holy Spirit.
 3. Develop a deeper appreciation of the trinitarian God for your spiritual life.
- C. Doing:
1. Consider the way your faith tradition shapes your understanding of God.
 2. Develop the skill to interact with a distinct theological perspective.
 3. Cultivate skills in critical and creative theological reflection.

III. Required Texts:

1. Gene L. Green, Stephen T. Pardue, and K. K. Yeo, *The Trinity Among the Nations: The Doctrine of God in the Majority World* (Grand Rapids: Eerdmans, 2015).
2. Veli-Matti Kärkkäinen, *Christology: A Global Introduction*, 2nd ed. (Grand Rapids: Baker Academic, 2016).
3. Additional readings may be assigned (e.g., articles, chapter selections within books).

IV. Course Assignments Outline:

<u>Assignment</u>	<u>Percent</u>	<u>Due</u>
A. Traditioned Christianity	10%	Day of Zoom presentation
B. Textbook Blog	15%	
1) Post textbook blog on Padlet		Oct 14
2) Post collaboration		Oct 16
C. Humanity of Christ and Letters to Rick	10%	Nov 4
D. Paper/Project:	60%	
1) Presentation	20%	Nov 25, Dec 2
2) Capstone Collaboration	5%	Nov 27, Dec 4
3) Paper	35%	1 week after presentation

D. Reading: 5% Dec 11

E. Participation: $\frac{X}{\text{Total: 100\%}}$

V. Course Outline:

Note: Live Zoom session dates and times will be scheduled with an effort to accommodate all class members. The live sessions will be recorded so that content is available in case you are unable to join a live session.

Part One: Online			
Week	Date	Topic	Due Dates & Reminders
1	Sept 14	<ul style="list-style-type: none"> • Live Zoom session for Personal Introductions and Course Overview (45 min) • Review syllabus overview (video) I. Introduction to theology <ul style="list-style-type: none"> A. Why study theology? (video lecture) 	
2	Sept 21	<ul style="list-style-type: none"> B. What is theology? (video lecture) C. Traditioned Christianity (video lecture) • Live Zoom session (45 min) discussion of Traditioned Christianity 	
3	Sept 28	<ul style="list-style-type: none"> II. Trinitarian theology <ul style="list-style-type: none"> A. Key concepts (video lecture) • Live DPT session (30 min. Zoom session TBD): for DPT seminar/blog series 	
4	Oct 5	<ul style="list-style-type: none"> B. Early church development and councils (video lecture) 	
5	Oct 12	<ul style="list-style-type: none"> * Monday (Oct 12) is Thanksgiving C. Relational God (video lecture) 	<ul style="list-style-type: none"> • Post textbook blog Oct 14 • Post collaboration Oct 16

		<ul style="list-style-type: none"> • Live DPT session (30 min. Zoom session TBD): for DPT paper discussion 	
6	Oct 19	<p>D. Classical questions of God (video lecture)</p> <ul style="list-style-type: none"> • Live Zoom Q & A on Trinity lecture (30 min) 	
Part Two: Campus Session			
7 Day 1 Oct 29	9:30-Noon	<p>III. Christology</p> <p>A. God with and for us</p>	<ul style="list-style-type: none"> • We will take regular breaks during these time blocs
	Noon-12:30	Lunch provided	
	12:30-4:00	<ul style="list-style-type: none"> • Humanity of Christ & Letters to Rick Discussion <p>B. Christ's humanity</p>	
Day 2 Oct 30	9:30-1:00	C. Christ's divinity	<ul style="list-style-type: none"> • We will take regular breaks during these time blocs
Part Three: Online			
8	Nov 2	<p>IV. The Holy Spirit</p> <p>A. The renaissance of pneumatology (video lecture)</p>	<ul style="list-style-type: none"> • Humanity of Christ & Letters to Rick due Nov 4
9	Nov 9	B. The Spirit of creation and redemption (video lecture)	
10	Nov 16	<p>C. The Holy Spirit and mission (video lecture)</p> <ul style="list-style-type: none"> • Live Zoom Q & A on Holy Spirit lecture (30 min) 	

11	Nov 23	Paper Presentation (post on Padlet) & Collaboration: <i>Week one</i>	<ul style="list-style-type: none"> • Post video presentation Nov 25 • Post collaboration Nov 27 • PhD paper presentations & interactions 															
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12	Nov 30	Paper Presentation (post on Padlet) & Collaboration: <i>Week two</i>	<ul style="list-style-type: none"> • Post video presentation Dec 2 • Post collaboration Dec 4 • Week one papers due • PhD paper presentations & interactions 															
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13	Dec 11	Conclusion and Assessment	<ul style="list-style-type: none"> • Week two papers due 															

VI. Assignment Descriptions:

General Guidelines:

- Submit your final assignments in the relevant folder on Avenue to Learn.
- Papers and assignments may be submitted early for feedback from the professor and resubmitted on the due date for grading.
- All assignments marked according to the Grading Criteria Form (available on A2L)
- All papers and assignments should conform to the MDC’s Style Guide

A. Traditioned Christianity

This assignment has three parts

1. Review the video on Traditioned Christianity
2. Write a 2–3 page short essay that:

- a. Identifies the various Christian traditions that inform your Christian faith.
 - Please differentiate between the levels of influence the traditions represent and describe any changes in relative influence. For example, you might narrate that you grew up in a conservative Lutheran church, became friends with a Pentecostal and attended her youth group in high school, but when you went to university you had a conversion experience with a college Christian group. After college, you started attending a Charismatic non-denominational church.
 - Note any paradigm shifts in your understanding of the Gospel/Christianity over the course of your life.
 - b. Describes one major way your faith background shapes your current understanding of the Christian faith—e.g., the essence of your understanding of the Gospel/Christianity.
3. Share your faith background in the live Zoom session during the second week of class (approx. 5 minutes).

B. Textbook Blog

1. Write a blog based on one of the chapters in the textbook by Gene L. Green, Stephen T. Pardue, and K. K. Yeo, *The Trinity Among the Nations: The Doctrine of God in the Majority World*.
2. Blog content:
 - Describe the content of the chapter
 - Reflect on its significance/implications for your Christian life and ministry
 - 500 words
3. Post blog on the Textbook Blog Padlet on Avenue to Learn
4. Interact with your course colleague blogs using text, audio, or video function in Padlet.

C. The humanity of Jesus Christ and letters to Rick

1. Begin by reading the Kärkkäinen *Christology* textbook, reviewing the lecture on Christology, and the letters to Rick on Christ's suffering and ours.
2. Write a reflection that discusses the theological importance of the humanity and deity of Christ in terms of your experience of redemption and relationship with God. You can interact with the letters to Rick and/or draw on your own experiences in the reflection. The purpose of this assignment is to consider the significance of the humanity and deity

of Christ for Christian formation and life. Often, we see these as issues of apologetics—that is, we must rationally defend the humanity and especially the deity of Christ. Although apologetic strategies have their place, we can easily forget that in Scripture and the early Church the divinity and humanity of Christ were important because of their significance for the redemption offered to us by Christ.

3. Length: 3–4 pages.

D. Project/Paper:

General guidelines:

This assignment constitutes the “major paper” and presentation of the course. The purpose of the paper/project is vocational development. It should advance your vocational trajectory.

Selecting whether to prepare a project or a paper is an important step in the process. If you anticipate further graduate work or writing a thesis as part of your MTS or MDiv, then an academic research-thesis paper is an excellent option. A research-thesis paper provides skill development in conducting the concentrated study on a particular research topic necessary for advanced academic work.

If your vocational track is ministry or an alternative professional field, then a project may be an effective option. Completing a project provides skill development in contextualizing and applying the fruit of theological research and reflection.

If you have an idea for a paper or creative project that does not fit neatly into the parameters of your specialization’s assignment description, please discuss your idea with me. I am open to papers/projects that cohere with the essence of the course and are suited to your research field and interests.

Specialization focus: CC/CW/PS

◆ Please consult the assignment description for your degree specialization ◆

Church and Culture

This specialization focuses on the intersection of the church and its cultural setting. Developing the ability to interact with contemporary issues *and* to specify an appropriate Christian response and interaction with it is the purpose of this assignment. Discerning appropriate ways to embody the Gospel of Jesus Christ in terms of our specific cultural location is an essential aspect of Christian discipleship and ministry and this assignment seeks to facilitate this process. The paper/project analyzes a contemporary issue or movement from a Christian perspective. Careful and accurate description of the issue, as well as thoughtful assessment and response from a Christian perspective is essential.

This specialization develops the following skills:

- Assess and articulate what is happening in contemporary culture.
- Address cultural issues from a distinctively Christian point of view.
- Be familiar with tools and methods that identify and analyze cultural distinctives.
- Be equipped to interface with a variety of cultures and within a multi-cultural context.

Your paper/project may not be able to employ all of those skills, but you should craft it with them in mind.

Possible topics:

- Incarnation and embodi(less)ment in digital world
- Pentecost and prosperity
- Christ, the cross, and solidarity with the suffering

Christian History and Worldview

This specialization relates to the intellectual environment—historical, contemporary, and global—of contemporary Christianity. Engage a theological topic of the course and highlight its importance/significance for a Christian worldview. The paper/project should be constructive and not only descriptive. The heart of this assignment is your creative contribution to what a Christian worldview offers to an issue in contemporary theology.

This specialization develops the following skills:

- Develop a comprehensive knowledge of key figures and movements in Christian history and theology.
- Demonstrate sensitivity to issues in evangelical thought, history, and practice.

Possible topics:

- Consider ways that philosophy influenced the development early Christian theology, trinitarian theology, Christology, and pneumatology
- Select a key figure, such as Augustine or Basil of Caesarea, and explore their trinitarian theology, Christology, and pneumatology (a contemporary figure works too)
- Explore a movement such as Pentecostalism

Pastoral Studies

This specialization focuses on vocational ministry. Prepare a sermon/message/curriculum appropriate for a given ministry audience drawing on subject matter related to the course. You can draw on biblical, historical, and/or systematic approaches to theology. The content of the sermon draws from theological resources, but expresses the yield of that theology in language and terms that are appropriate for a ministry audience. Alternatively, if you have an idea for contextualizing theology for ministry other than in a sermon, please talk

with me so we can design a project that enables you to maximize your work in the class for your ministry context and meets the goals of the specialization in Pastoral Studies.

This specialization develops the following skills:

- Formulate and implement appropriate leadership strategies for pastoral ministry.
- Make practical and ethical decisions on the basis of a coherent Christian worldview.
- Foster spiritual skills and competencies on the part of others.
- Identify and nurture a range of spiritual temperaments.
- Communicate Christian principles, values, and worldview.
- Apply the lessons of Christian history and theological perspective to contemporary life, thought, and ministry.
- Develop a cognitive framework for reflectively engaging with all aspects of creation and culture.
- Engage and dialogue with other worldviews (hermeneutical, global, religious, creedal, ethnic).
- Have an increased awareness of how church history and tradition are formative in the development of one's worldview.

Your paper/project may not be able to employ all of those skills, but you should craft it with them in mind.

Possible topics:

- The Trinity as the theological foundation for church community
- The Trinity and the *Missio Dei* for community ministry
- Incarnation as paradigm for hospitality
- The Holy Spirit and spiritual gifts in the church

1. Paper/project Presentation (post video on Padlet)

a. Purpose:

- Presenting your paper gives you the opportunity to share your major paper/project with your class colleagues.
- Your presentation may not reflect the completed paper/project. Indeed, the gap between the presentation and final due date provides you the opportunity to incorporate feedback from your class colleagues (see below for Paper/Project Collaboration).

b. Guidelines:

a. Create a video presentation that shares your paper/project's . . .

- Topic

- Why you chose your topic
 - Content areas and development
 - Key resources
- b. Video length: 10 to 15 minutes.
- c. Post on Paper Presentation Padlet in Avenue to Learn
2. Paper/project collaboration
- a. Purpose:
Provides experience in responding to and contributing to your class colleagues' projects. It also provides the opportunity to develop professional skills in online presentations.
- b. Description:
Each student prepares a critical evaluation of the integrative papers presented by their class colleagues. Evaluations can be written, audio, or audio-visual.
- 1) The critique:
- a) Remember to be charitable.
- b) Critical (includes highlighting and discussing problems *and* strengths):
- The critique should explore the following sorts of issues:
- Does the paper have a thesis?
 - Does the content develop and support the thesis?
 - Does it use appropriate sources?
 - Does it address a significant topic and develop it?
 - For projects, does it seem like an effective approach to a particular issue, topic, and does it seem effective given its target audience?
- 2) Post your critical evaluation (text, audio, video) for each student in the Paper/Project Padlet.
3. Paper/project written submissions
- a. Paper:
- 1) Content and argument:
- Detail a clear thesis (the view that your paper supports).

Example of a thesis statement: Stanley Hauerwas' ecclesiocentric vision of Christian identity does/does not provide an effective paradigm for Christian activity in a modern nation state.

- Describe your topic under consideration.
- Write an essay that coherently demonstrates your view.
- Detail major alternatives and/or criticisms of the position and interact with them vis-à-vis your view (where appropriate and in so far as space allows).

2) Presentation:

- Write a stylistically clean and academic paper—e.g., avoid colloquialisms (academic is different than conversational voice), passive voice (use active). Research-thesis papers must have a thesis statement (stated in the introduction), introduction, content, and conclusion sections of the paper.
- Use and document a *minimum* of ten scholarly resources.
- Accurately document sources according to the College's Style Guide.
- Paper length: 10–12 pages.
- Provide a bibliography (list only the books cited in the footnotes of the paper).
- The final written paper/project is due one week after the video presentation (see course outline for final submission dates).

b. Projects:

- 1) Annotated bibliography of research sources: An annotation is a paragraph or two that describes the content of the book, essay, or article and how it relates to your research project.
- 2) Sermon: Submit a manuscript (does not need to be a verbatim manuscript; a detailed and annotated outline works) of your sermon/message that includes footnotes, which detail where and how you applied and adapted your theological research in the area of theology.
- 3) Double-spaced pages, 12 point Times New Roman font.

- 4) Use and document at least 10 scholarly resources (e.g., scholarly monographs, journal articles, and essays).
- 5) Document sources with footnotes and follow the MacDiv Style Guide.

D. Reading:

- The professor may at times assign supplementary readings.
- Submit a reading report on Avenue to Learn that states the percentage of reading completed for each assigned reading.

VII. Policies:

A. Textbook Purchase:

All required textbooks are available from MDC's book service, READ On, located in the new Hurlburt Family Bookstore, located beside the Chapel entrance, opposite Cullen Hall at McMaster Divinity College. It will be opening September 8, 2020, **by appointment only**, due to COVID-19 safety measures. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3 by phone 416.620.2934, fax 416.622.2308, or email books@readon.ca. Other book services may also carry the texts.

B. Academic Honesty:

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty <https://www.mcmasterdivinity.ca/programs/rules-regulations>.

C. 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 the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

D. 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/sites/default/files/documents/mdcstyleguide.pdf>

Failure to observe appropriate form will result in grade reductions.

- E. Disclaimer:
This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

VIII. Late-Assignment and Exam Policy:

- A. Assignments are due at the beginning of class on the date specified in the syllabus.
- B. Students take exams on the date and at the time scheduled in the syllabus.
- C. Late assignments are reduced five percentage points for each day late (e.g., if the grade is 90 and it is one day late, the grade will be reduced to 85).
- D. Assignments and exams will be accepted without penalty after the specified date in the syllabus **only** in the case of an excused absence. If a student misses an exam or assignment submission due to a reason that he/she believes is excusable, then he/she must notify the instructor and schedule an exam date and/or late-assignment submission date within twenty-four hours of the beginning of the missed class session.
- E. Assignments and exams will not be accepted late on the basis of the student's involvement with school-approved activities. If you are not able to be in class for an exam or assignment submission, then you must pre-arrange with the instructor to take the exam and/or submit the assignment before the scheduled date in the syllabus.

Appendix 1: Research Degree Requirements

Overview of Assignments

Assignment		Percent	Due
A.	Primary Text Paper	15%	Oct 16
B.	Lecture and Syllabus:	30%	
	1. Class lecture	15%	Campus session
	2. Syllabus	10%	Nov 4
	3. Annotated Bibliography:	5%	Nov 4
C.	Paper/Project:	55%	
	1. Presentation	15%	TBD
	2. Interaction	10%	TBD
	3. Paper	30%	One week after presentation
		Total:	100%

Assignment Descriptions

I. Primary Text Analysis:

The assignment sharpens your skills in the close reading and interpretation of primary texts.

- A. Select a significant primary text (several shorter selections are also acceptable).
- B. Write an analysis of the text that identifies the thesis, logic, arguments, key Scriptures, philosophical assumptions, etc. and discusses significant secondary scholarship on the piece.

A sample outline is:

1. Theological and historical context of and influences on the writing
 2. Thesis
 3. Outline of the content
 4. Critical analysis—does the content support the thesis, is the content consistent, advance a new perspective, etc.?
 5. Statement of the text's contribution to the doctrine of the Trinity and your research
- C. Written submission: 2–3 page outline that includes:

- Brief summary of the content and analysis of the text
- Bibliography with critical edition(s), scholarly translations (where appropriate), and key secondary literature on the writing(s) and figure.

D. Examples sources:

- Augustine, *The Trinity* books 4, 5, and 15
- Gregory of Nyssa, *On "Not Three Gods," On the Holy Spirit*
(Good background reading: Lewis Ayres, *Nicaea and Its Legacy* and *Augustine and the Trinity*)
- Richard of St. Victor, *The Trinity*, book three
- Aquinas, *Summa Theologiae* 1a.27-30, 34-38, and 43
- Friedrich Schleiermacher
- Karl Barth
- Karl Rahner
- John Zizioulas (Eastern Orthodox)
- Catherine Mowry LaCugna
- Jürgen Moltmann
- Wolfhart Pannenberg
- David Coffey

II. Lecture, Syllabus, and Annotated Bibliography:

A. Purpose:

This assignment provides experience *preparing* a syllabus and *delivering* a lecture for teaching in an undergraduate setting. The preparation of the syllabus also helps fulfill one of the requirements of the Mastery Checklist.

B. Description:

You will prepare a syllabus on a topic related to theology (determined in consultation with the professor). You may use this assignment to investigate an area that will promote your research program (e.g., prepare for doctoral comprehensive exams and MA thesis/PhD dissertation topics). You should, however, gear the syllabus and the lecture toward an undergraduate audience.

* Although this class is on the God, Jesus, and the Holy Spirit, the syllabus and lecture can address broader topics.

C. Guidelines:

1. Research:

- a. Research for the lecture will account for the supplemental reading for research degree students (approximately 5,000-6,000 pages)

- b. Documentation of reading:
Please provide an annotated bibliography of the reading consulted in the preparation of the lecture (the annotations for the texts should be about one paragraph—identify the key thesis and contributions of the text).

2. Lecture:

- a. The lecture should present and discuss the primary content points of the topic (or sub-topic)
- b. Lecture handouts/outlines and PowerPoint/Prezi are helpful, but not required.
- c. Length:
The lecture and discussion will take approximately a fifty-minute period of the course. You will present the lecture during one of the campus class days.

Note: If COVID-19 requires the conversion of this class to all online delivery, you will post a video presentation of your lecture and will have the opportunity to provide feedback to your class colleagues in an online venue.

3. Syllabus:

Be sure to craft the syllabus with a target class in mind—e.g., undergraduate or graduate.

The syllabus should contain the essential features of a class syllabus:

- Course title
- Course description
- Course objectives
- Texts (required and supplemental)
- Assignments
- Course outline

D. Evaluation:

Grading of the lecture and discussion session will be based on the following . . .

1. Please submit to the professor a copy (electronic or hard copy) of your lecture notes and annotated bibliography used to develop the lecture.
2. Does the lecture accurately present and discuss the topic?
3. Does the lecture engage in critical evaluation/discussion of the content?
4. Does the lecture highlight the transcendent value of the material—e.g., does it have value for contemporary Christian thought, life, and ministry?

5. Does the lecture facilitate student discussion?

III. Paper, Presentation, and Interaction:

A. Description:

Research degree students will write an academic thesis paper or prepare a cultural engagement project. If you have an idea for a paper or creative project, please come and discuss your idea with me. I am open to papers/projects that cohere with the essence of the course and are suited to your research field and interests.

B. Purpose:

This assignment gives you experience writing article, essay, and chapter length theological papers and presenting research in an oral form similar to that performed at academic conferences.

C. Guidelines for the Paper:

The paper should include (description categories below correspond to those of the grading rubric) . . .

1. Content and argument:

a. Detail a clear thesis (the view that your paper supports).

- Example of a thesis statement: the Emergent church movement is an authentic Christian way of being the church in a postmodern and post-Christian culture.

b. Describe your topic.

c. Write an essay that coherently demonstrates your view.

d. Detail major alternatives and/or criticisms and interact with them vis-à-vis your view.

2. Style and format:

a. Write a stylistically clean and academic paper—e.g., you should avoid excessive first person discourse, colloquialisms (academic is different than conversational voice), passive voice (use active).

b. Use and document a *minimum* of fifteen scholarly resources.

c. Accurately document sources according to the College's Style Guide ([link](#)).

- d. Paper length: 20–25 pages. Not to exceed 7,000 words.
- e. Provide a bibliography (list only the books cited in the footnotes of the paper).
- f. Use footnotes.

D. Guidelines for the Class Presentation (live Zoom presentation):

1. Time: 30-35 minutes

Each presentation includes two parts:

- a. The paper presentation (15–20 minutes)
- b. The response and facilitation, which is led by another student (10–15 minutes), see below for more details on the response and facilitation).

2. Presentation content:

You should articulate the paper’s thesis, topic, and argument. You can use PowerPoint, etc. if you wish. The purpose of this assignment is to give you experience with presenting papers as might at an academic conference. You should prepare and present your paper for that type of venue. I encourage you to consider presenting your paper for this class at a conference and/or the Theological Research Seminar of the Divinity College.

E. Guidelines for the Interaction (live Zoom interaction):

1. Purpose:

Provides experience in responding to and moderating academic presentations and discussions, such as one might do at an academic society meeting.

2. Description:

Each student *prepares a critique* and *facilitates a discussion* of a thesis paper presentation.

- a. The critique:

- 1) Remember to be charitable; not only Christian, but since academia is a small guild, it is self-preservation.
- 2) Critical (includes highlighting and discussing problems *and* strengths):

The critique should explore the following sorts of issues:

- Does the paper have a thesis?
- Does the content develop and support the thesis?
- Does it use appropriate sources?

- Does it interact with the relevant secondary literature?
- b. The discussion:
You should keep the presentation to time limit and effectively manage student discussion (do not let one person dominate the interaction; move on to a new issue if discussion begins to go off on tangents and run down rabbit trails). Be sure to elicit comments from all people present. You might want to have some prepared questions and discussion prompts to facilitate the initial discussion.
- C. Format:
1. Each student paper presentation will take approximately 30–35.
 2. The presentation and discussion typically includes the following items:
 - a. Paper presentation.
 - b. Response: approximately 10–15 minutes.
You can go through point by point as a monologue or start by raising and offering your thoughts on the paper’s primary contributions and arguments and invite discussion based on your remarks and interaction with the paper and then so forth through the rest of the points you have identified.
 3. A written submission/outline is not required but is encouraged as it may be beneficial to other students in the course.

Appendix 2: DPT Requirements

- * Note: Depending on final course size, some live sessions may be as separate breakout sessions with DPT students.

I. Assignment Overview

Assignment	Percent	Due Date
A. Seminar or Blog Series	50%	
a. Presentation/post interaction	10%	Oct 29 (day 1 campus session)
b. Annotated bibliography	15%	Nov 4
c. Seminar or blog series	25%	Nov 4
B. Paper, Presentation, & Interaction	50%	
a. Post video presentation (Padlet)	10%	Dec 2
b. Post interaction (Padlet)	10%	Dec 4
c. Submit final paper (A2L folder)	30%	Dec 11
Total: 100%		

II. Assignment Descriptions

A. Annotated bibliography and Seminar OR Blog series

- ◆ This assignment has three parts
 - Annotated bibliography
 - Seminar OR blog series
 - Class presentation/online post and interaction on Padlet (TBD based on final format of class due to COVID-19 restrictions)

- ◆ The purpose of this assignment is to develop skills in . . .
 - Researching and reviewing academic resources
 - Creatively applying that research to your PLR topic or other areas of ministry

- 1. Annotated bibliography
Develop an annotated bibliography of approximately 15-20 resources (4000 pages) related to *the topic of the course* and your research project. Write a 100–150 word annotation for each text. The required texts for the course can be included as part of the book list.

- 2. Seminar OR blog series

* Note: If you have an alternative idea to a seminar or blog series, such as a sermon, please consult with me. The goal is for you to complete an assignment that is beneficial to your research and vocational context.

a. Description:

This assignment provides experience *preparing a seminar OR 4 part blog series* based on the research resources of the annotated bibliography.

The seminar/blog series should be geared to address either a church lay leadership or professional ministry leadership group. The content and its development should reflect the target audience. You can also use this assignment to investigate an area that will promote your research program. Consequently, the seminar/blog series can address the practice led topic that is the focus of your DPT studies. Thus, this assignment can provide the opportunity to investigate an area of theology and to apply it to your area of practice led research.

- Zoom discussion of seminar/blog series (week 3, TBD)

b. Guidelines

1) Seminar

- The seminar material should present and describe the primary content points of the topic (or sub-topic). It does not need to be a verbatim text, but a detailed and annotated outline of the seminar content (approximately 2,000 words).
- Handouts/outlines and PowerPoint/Prezi are helpful, but not required.
- Length: Develop the seminar content for a thirty- to forty-minute presentation.

2) Blog series

- Write a 4 part blog series. The blog content should derive from the research resources reviewed in the annotated bibliography.
- Length of each blog is 450–500 words.

3) The final written seminar/blog series is due Nov 4.

3. Class presentation or online post and interaction

a. Description

- If we are able to have the campus session in October, you will present a summary of your seminar or blog series during the morning of the first day of class (post by Oct 28).
- If COVID-19 requires an all online format for the class, you will post a video presentation of your seminar/blog series on Padlet in A2L (Oct 29) and post a one paragraph interaction with your class colleagues. You can post directly on Padlet using audio, audio-visual or text (post by Oct 30).

b. Guidelines

- 1) The presentation or online vide post should introduce the . . .
 - Target audience,
 - Topic,
 - Why you chose it, and . . .
 - Outline the topic's development in the seminar. You do not need to present the entire seminar. The video presentation is an overview of the seminar.
- 2) Length of presentation is approx. 10 minutes.

B. Major paper, presentation, and interaction

- ◆ This assignment gives you experience writing and presenting article, essay, and chapter length papers. It also affords the opportunity to contribute to and receive feedback from your course colleagues.
- ◆ You are encouraged to use this assignment as an opportunity to work on papers to . . .
 - Present at academic and/or professional society meetings and/or submit to journals for publication
 - Develop material for presentation to and/or application in your professional world
 - Pursue dissertation research.

* Zoom workshop discussion of paper topics & approaches (week 5, TBD)

1. Paper

You will *write* and *present* a thesis paper on a topic related to course content and your area of DPT practice led research. I encourage you to investigate the issue from the perspective of your discipline and area(s) of research interest.

a. Guidelines for the Paper:

The paper should include (description categories below correspond to those of the grading rubric) . . .

1) Content and argument

a) Detail a clear thesis (the view that your paper supports).

- Example of a thesis statement: The missional church movement, especially its emphasis on incarnational ministry, provides valuable insight for Christian leadership in a postmodern and post-Christian culture.

Note: The DPT PLR topic in this thesis statement is “Christian leadership in a postmodern and post-Christian culture.”

b) Describe your topic.

c) Write an essay that coherently demonstrates your view.

d) Detail major alternatives and/or criticisms and interact with them vis-à-vis your view, where and when appropriate.

2) Form and Style:

a) Write a stylistically clean and academic paper—e.g., avoid excessive first-person discourse, colloquialisms (academic differs from conversational voice), and passive voice (use active).

b) Use and document a *minimum* of fifteen scholarly resources. Given the limitations on accessing libraries, you may need to rely more on journal articles than other normal circumstances.

c) Accurately document sources according to the [MDC Style Guide](#).

d) Paper length: 20–25 pages. Not to exceed 8,000 words.

e) Provide a bibliography (list only the books cited in the footnotes of the paper).

f) Use footnotes.

c. Due Date: Dec 11.

2. Presentation

Depending on course numbers, you will present your paper to the class in a Zoom live meeting or post a video of your presentation on the Paper Padlet. Determination of mode of presentation will be based on schedules and internet connectivity of students in the class. I prefer live presentation but will make a decision based on what works best for everyone in the class.

- The presentation of your paper (live or video) should be approx. 15 minutes.
- If we are not able to do the papers in a live format (e.g., using Zoom), then you can either post a video presentation of your paper OR a written draft of the paper to the paper Padlet.
- Due Dec 2 (Live or Padlet TBD).

3. Interaction

- a. Purpose:
Provides experience in responding to and contributing to your class colleagues' projects. It provides the opportunity to develop professional skills in academic interaction that takes places at professional and academic conferences.
- b. Description:
Each student prepares a critical evaluation of the papers presented by their class colleagues.
 - 1) The critique:
 - a) Remember to be charitable; not only Christian, but since academia is a small guild, it is self-preservation.
 - b) Critical (includes highlighting and discussing problems *and* strengths):

The critique should explore the following sorts of issues:
 - Does the paper have a thesis?
 - Does the content develop and support the thesis?
 - Does it use appropriate sources?
 - Does it interact with the relevant secondary literature?
 - Does it bring the PLR topic into conversation with an area of theology?
 - 2) Post your critical evaluation for each student in the Paper Padlet—see A2L outline, Paper Padlet. Evaluations can be written, audio, or audio-visual.
 - Post collaboration by Dec 4.