I. Course Description
This course addresses the traditional topics of systematic theology as a narrative of salvation history. It is designed to equip students with a comprehensive and coherent theological framework for engaging in life and ministry in light of the present and future reign of God.

II. Student Learning Outcomes
As a result of this course, students will be able to:
1-3. Not assessed in this course.
4a. Demonstrate understanding of basic theological concepts.
4b. Analyze theological claims in light of Scripture, tradition(s), and experience.
4c. Express from their own perspectives how the story of God’s present and future reign should shape Christian life and ministry.
4d. Reflect theologically on a particular issue in a form appropriate to their own calling.
5-6. Not assessed in this course.

III. Course Requirements
A. Textbooks:

B. Attendance
According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

If you miss more than two classes, you will forfeit the percentage of the grade earned for course participation (except in extenuating circumstances that you have discussed with the professor).

A Note About Classroom Etiquette: The ability and willingness to “be fully present” is an important habit and disposition in ministry where we need to “be fully present” to God, parishioners, clients, counselees, friends, family members, tasks, etc. Please see our course as an opportunity to practice being fully present to God and to each other by minimizing distractions and focusing on the tasks at hand. Please bring all of your materials to class. Please turn off cell phones and other devices that connect you with the outside world while
in class. And please resist the temptation to log in, check email, surf the web, and stay online on your devices unless asked to do so for our conversations in class. As my eyes go to and fro throughout the class, I reserve the right to ask you to “disconnect” if it seems that technology has a distracting, distorting or disruptive effect on you and on others.

C. Assignments/Assessment of Student Learning
1. Weekly Reading Reports: Starting with Week 2 through Week 14, please submit a reading report (1–2 pages) by which you will identify theological concepts introduced in the readings, succinctly summarize the readings, and pose relevant questions which we will use for class discussion. The framework for the reading report is attached at the end of the syllabus. Points will be assessed accordingly for the reading reports:
   • Completion and summary of all readings, identification of key terms, and questions posed - √+ (3 points)
   • Completion of most of the readings (under 80%), adequate summary, identification of key terms and questions posted - √ (2 points)
   • Little or poor demonstration of the readings (under 50%) and inadequate summary - √- (1 point)
   • Failure to submit a reading report (note: reading reports submitted after the start of class will not be accepted for credit) – 0 points

2. Course Project - In the final project, you will do constructive theology about a particular question or problem that interests you. You may choose to do a research paper, a doctrinal position paper, a sermon, or a case study pertinent for your ministry context. You will complete the project in three stages:
   • Stage 1: Proposal for the project (Due September 8) – This step will get you started early in the semester by getting on paper a description of which option you are pursuing. Your one-page proposal must include the following:
     ▶ What you will be doing and why
     ▶ The question you are asking that will guide your research
     ▶ How you will go about answering this question: a proposed method reflected in an outline, and sources you will use from Scripture, theology, history, and tradition to address your question
   • Stage 2: Theological reflection (Due November 3) - In this paper you will discuss the results of your investigation under the following headings:
     ▶ Research question and thesis statement (answering the research question)
     ▶ Significance of the research (why is it important and to whom)
     ▶ Engagement with the resources:
       • Biblical resources
       • Theological resources
       • Resources from Christian tradition
       • Resources from experience
       • Conclusions
       • Applications

   For this stage of the project you will be expected to do as much research as necessary to confidently answer your research question. You will summarize your research as well as
your own insights and conclusions. The paper should be clear and grammatical and should follow the outline above. It will not include all of your evidence or develop a sustained argument. **Length: 8-10 pages.**

**Step 3: Final Project (Due December 8)** – Using your work in steps 1 and 2, you are now ready to bring your project to completion in the final form pertinent to the option you selected, with your argument developed throughout the paper for making your theological claims.

**Note:** Please submit written work by email attachment to the professor.

3. “Tell Me the Story of Jesus” (Due November 17)- Christian theology attempts to “tell the story” of God as we understand it from Scripture and in light of the Church’s reflection on and interpretation of this story across history for the purpose of Christian faith, practice and witness. Based on the thinking you have done over the course of the semester, imagine yourself “telling the story of God” to a person (or audience) unfamiliar with this story (and not tuned into our “Christianese” and theological buzzwords). In your own words, write a theological narrative (starting with Week 1 through Week 14) that offers a coherent description of what you believe to be the “story of God” as you now understand it. While this paper must reflect your own thinking and commitments, I assume (and hope!) these have been shaped by the readings and our class discussions. Integrating insights from the readings in your narrative is necessary and appropriate. **This 4-page paper is due by November 17 by email attachment to the professor.**

4. **Important Reminders:** The abilities to organize workloads and schedules, to meet deadlines and fulfill commitments are important competencies and expectations for Christian leadership and ministry. Therefore, please keep in mind the following:

- It is expected and assumed that you will turn in assignments on the due dates listed in the syllabus. **There is a 2-point deduction for each day an assignment is late.**
- Assignments submitted more than one week late will not be accepted for earning credit.
- There will be no extensions or incompletes granted except in extenuating circumstances (such as a death in the family).

D. **Calculation of Grade and Connection of Learning Outcomes**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reading Reports/Course Participation</td>
<td>4a</td>
<td>20%</td>
</tr>
<tr>
<td>Step 1 of final project</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Step 2 of final project</td>
<td>4b</td>
<td>25%</td>
</tr>
<tr>
<td>“Tell Me the Story of Jesus”</td>
<td>4c</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>4d</td>
<td>30%</td>
</tr>
</tbody>
</table>
## IV. Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 25</td>
<td>Thinking About Theology and Thinking Theologically</td>
<td><strong>Readings:</strong> Migliore, chapter 1; Barter Moulaison, Introduction</td>
</tr>
</tbody>
</table>
| 2      | September 1 | Theological Methods: Scripture, Traditions, Reason and Experience             | **Readings:** Migliore, chapter 1 (again); Barter Moulaison, Introduction (again); Wright, chapters 1 and 2  
*Reading report due* |
| 3      | September 8 | Starting points: Scripture or God? God or Scripture?                          | **Readings:** Migliore, chapters 1 and 2; ntwrightpage.com/Wright_Bible_Authoritative.htm  
*Reading report due*  
*Stage 1 of course project due* |
| 4      | September 15| The Reign and Rule of the Trinitarian God                                    | **Readings:** Migliore, chapter 4; Barter Moulaison, chapter 1; Wright, chapters 3 and 4  
*Reading report due* |
| 5      | September 22| God and God’s Good Creation                                                   | **Readings:** Migliore, chapters 5 and 6; Barter Moulaison, chapter 2  
*Reading report due* |
| 6      | September 29| Human Beings                                                                  | **Readings:** Migliore, chapter 7; Barter Moulaison, chapter 3  
*Reading report due* |
| 7      | October 6   | A Broken Creation                                                             | **Readings:** Wright, chapters 5 and 6  
*Reading report due* |
| 8      | October 13  | Jesus Christ                                                                  | **Readings:** Migliore, chapters 8 and 9; Barter Moulaison, chapter 4  
*Reading report due* |
| 9      | October 20  | Salvation                                                                     | **Readings:** Wright, chapter 7-12; Barter Moulaison, chapter 5  
*Reading report due* |
| 10     | October 27  | The Holy Spirit                                                               | **Readings:** Migliore, chapter 10  
*Reading report due* |
| 11     | November 3  | The Church                                                                    | **Readings:** Migliore, chapter 11; Wright, chapter 13  
*Reading report due*  
*Stage 2 of Course Project Due* |
| 12     | November 10 | The Church’s Mission, Worship, Liturgies and Practices                        | **Readings:** Migliore, chapter 12; Wright, chapters 14 and 15  
*Reading report due* |
| 13     | November 17 | Christian faith and practice in a                                             | **Readings:** Migliore, chapter 13  
*Reading report due* |
V. Recommendations for Lifelong Learning

Theological reflection is an important part of Christian leadership and pastoral practice. Establish a regular reading schedule to keep engaged in theological reflection. Create a reading group and invite others to join you. Join a scholarly society, such as the American Academy of Religion or the Wesleyan Theological Society (both have reasonable student rates).

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

B. Academic Support Services

If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities

Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.
D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>Passing but minimal work, marginal achievement of course objectives, performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td></td>
</tr>
</tbody>
</table>

VII. Selected Bibliography of General:


Grenz, Stanley. Theology for the Community of God (Grand Rapids: Eerdmans, 1994).


Weekly Reading Report

Name: ______________________

Week #________________________ Percentage completed________

Basic theological concepts (and their meaning): Please identify at least four

Succinct Summary of readings:

What questions on the readings do you have for class discussion?