



# On-Campus Course Syllabus

## THS 504 L00.A

### Spiritual Foundations

### Fall 2018

#### Class Information

**Day and Time:** Thursday, 1:30-4:00

**Room Number:** E208

#### Contact Information

**Instructor Name:** Christopher Graham

**Instructor Email:** cgraham@criswell.edu

**Instructor Phone:** 214-818-1390

**Instructor Office Hours:** Mondays and Thursdays, 4:00–5:00 and 6:00–7:00

#### Course Description and Prerequisites

An advanced study of the basic convictions and disciplines of the life of the Christian, showing the relationship between beliefs and practice, with special attention given to the Christian family and to principles of importance for Christian leaders.

#### Course Objectives

At the end of this course, the student should be able to . . .

1. recognize and articulate how biblically-based, theological convictions influence the development of his or her relationship with the triune God.
2. value and utilize disciplines that assist him or her in maintaining devotion to the triune God.
3. articulate and incorporate biblically-based, theological thinking into his or her own leadership.
4. lead more effectively through written communication.
5. *critically interact with a scholarly, biblical commentary.*
6. *critically engage a historical Christian articulation regarding leadership.*<sup>1</sup>

#### Required Textbooks

- Adler, Mortimer. *How To Read a Book*. Revised ed. New York: Touchstone, 1972 (ISBN: 9780671212094).
- Bingham, D. Jeffrey. "The Practice of Prayer in Early and Medieval Monasticism." *Bibliotheca sacra* 158 (January–March 2001): 104–15.
- Kopic, Kelly M. *A Little Book for New Theologians: Why and How to Study Theology*. Downer's Grove, IL: IVP Academic, 2012. (ISBN: 9780830839759)
- Packer, J. I. *Keep in Step with the Spirit*. 2<sup>nd</sup> edition Grand Rapids: Baker Books, 2005. (ISBN: 9780801065583)
- *Criswell College Manual of Style*, 3rd ed. Dallas: Criswell College, 2010. (Available on-line at [http://www.criswell.edu/academics/resources-support/.](http://www.criswell.edu/academics/resources-support/))
- Herbert, George. *The Country Parson, The Temple*. Edited by John N. Wall. New York, Paulist, 1981. (ISBN: 9780809122981)
- Seitz, Christopher R. *Colossians*. Grand Rapids: Brazos Press, 2014. (ISBN: 9781587433016)

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<sup>1</sup> Italics indicate differences between graduate course and undergraduate course.

## Course Requirements and Assignments

1. Reading (10%): Reading must be completed prior to the class session as indicated on the schedule below. The percentage of the assigned reading completed will be reported at the beginning of the class session in which it is due. If a student is going to be absent, he or she must e-mail the percentage of reading completed to the professor **before the beginning of class** in order to receive credit. There is no credit for reading that is not completed and reported by the beginning of the class in which it is due. (*Reading for the Seitz text will not be reported weekly. This will be reported at the end of the semester.*)
2. Colossians (50%): Students will interact with the book of Colossians throughout the semester. This interaction will be reported weekly.

### Weekly (40%)

- In the second class session, **August 30<sup>th</sup>**, students will report whether they have read aloud the book of Colossians in four different translations and will indicate the translation they have chosen for memorization. This will count as one quiz score. Preapproved versions include: KJV, NKJV, NASB, NIV, HCSB, ESV, RSV, NRSV. Any other translations require the approval of the professor before the second class session.
- At the beginning of the third through thirteenth class sessions, students will be given a written quiz. They will have fifteen (15) minutes to complete the quiz. On each quiz they will:
  - ... indicate whether they have read aloud the whole book of Colossians at least once in that week
  - ... indicate whether they have read aloud daily the chapter from Colossians from which the memory verses are taken that week.
  - ... write the verses from Colossians from memory as listed on the schedule below.
  - ... define common words found in the memorized section.
- On the final day of the course, **December 13<sup>th</sup>**, students will write or recite Colossians 1–3. This will count for four quizzes.
- Quizzes may not be made up after the class session in which they are administered to the class. Students who know in advance that they will be missing a specific class session may arrange to take that quiz prior to the period in which that quiz will be administered. The lowest quiz grade (not including the cumulative test) of the semester will be dropped.

### Commentary Interaction (10%)

*Each student will submit an eight to ten (8–10) page paper at the end of the semester in which he or she critically interacts with Seitz’s treatment of five to ten (5–10) passages or topics within the book of Colossians. These interactions may be favorable or challenging. The student may consult other sources, but should cite other texts sparingly since the interaction should be primarily with Seitz’s text and the text of Colossians itself.*

*The Criswell College Manual of Style (3rd ed) must be consulted for proper footnote and bibliographic forms. Spelling, grammar, and punctuation will also be included in the grading.*

*This paper is due **December 13<sup>th</sup>**. A student receives an automatic penalty of 15 points for a paper that is not submitted on time with an additional 10-point deduction for every day thereafter. Late papers should be e-mailed to the professor. A response will be provided within 24 hours indicating receipt of the paper. If the student does not receive a receipt message from the professor, it is up to the student to contact the professor to arrange for delivery.*

3. Writing (40%): Students will submit a total of six (6) Position Papers:

Position Papers 1 and 6 will answer this question:

“What do you currently believe about the Bible, God, Jesus Christ, the Holy Spirit, human nature, sin, salvation, the Church, and eschatology?”

- There are no specifications for the length. It may be helpful to imagine that you are answering this question in response to a job application for a teaching position in a church or school.
- You are free to consult any sources with which you are already familiar in formulating this response; however, this should be your statement of belief. Cite other sources sparingly.
- Draw from and refer to specific individuals, biblical and non-biblical texts, and historical events that provide warrant for your beliefs.
- Pay attention to formal aspects such as syntax, grammar, capitalization, and punctuation.
- Use technical (i.e., biblical and theological) language where appropriate, but give a short definitional explanation for technical language.
- Do not simply leave a section blank if you do not have or are unable to articulate your beliefs on any of the particular topics. Simply indicate that in your paper.
- Papers will be graded on substantial clarity, logical coherency, as well as very basic formal attributes (e.g., grammar, syntax, capitalization, spelling, punctuation, typed, double-spaced, in 12-point font).
- You are encouraged to revise Paper #1 as the basis for Paper #6. Paper #6 should display a development in your belief on one or more of these topics.

Position Papers 2 through 5 will use the following three sentences as prompts:

1. My understanding of 1 has been augmented/changed/challenged this semester based on my exposure to 2.
2. This will affect the way that I lead as a 3.
3. The discipline that I can use to best put this into practice is 4.  
1: God, Jesus Christ, the Holy Spirit, human nature, sin, salvation, the Church, or eschatology.  
2: Any required text in any course enrolled in this semester and/or a passage from Colossians. *At least two papers will make a substantial reference to Herbert's The Country Parson.*  
3: A specific role in which you currently serve as a leader or the area in which you are preparing to serve. For example, “parent in the home,” “third grade teacher in a public school,” “manager of a Chick-Fil-a,” “youth pastor at Bethany Baptist Church,” “marriage counselor in private practice,” “mayor of Prosper, Texas.”  
4: Bible reading, prayer, confession, fasting

- The paper does not need a cover sheet; the date, student’s name, Position Paper #, course #, and word count should be put in the upper right corner of the front page.
- Each paper will be 850–950 words (the word count will be listed on the top of the paper).
- The paper will contain these three sentences and the remaining paper will give equal space to explaining these three sentences.
- The paper will be brought to class on the due dates listed on the course calendar. Several papers will be chosen at random to be read aloud by the author. The class will assist in critiquing and refining the paper both substantially and formally.
- Papers will be graded on how well the paper communicates the points being made in terms of substantial clarity and logical coherency, as well as formal attributes (use of paragraphs, grammar, syntax, capitalization, spelling, punctuation, and adherence to CCMS [i.e., typed, double-spaced, in 12-point font].)

#### 4. Extra Credit

Extra credit is available for students who attempt and then track their grades in the course without the use of Canvas.

- .5 point: added to a student's final grade if he or she indicates by the second week of the semester that he or she intends to not use Canvas for tracking grades.
- 2 points: added to a student's final grade if he or she completes the semester without utilizing Canvas to access their grades.
- .5 point: added to a student's final grade if he or she completes a short survey at the end of the semester regarding the experience tracking grades either with or without Canvas.

Rationale for this extra credit: More and more institutions and professors are using Learning Management Systems such as Canvas as a depository for student grades. I believe this is an unhelpful trend and counterproductive for student success. First, it encourages the student to obsess about the number grade on any given assignment rather than the content that resulted in that grade. Second, Canvas does not provide tools for the student to project their grades. Third, it discourages students from staying in contact with the course professor or grader.

I believe that my approach for providing grades is better for your success in this course. I grade your work myself and return that work to you through the semester with the intention that you use that work to learn and grow further. I encourage you to contact me directly at any point (or points) through the semester regarding grades. I will provide you with your current grades and, more importantly, I will help you project your grades through the end of the semester given a number of scenarios.

### **Course/Classroom Policies and Information**

**Recording:** Students may not record class sessions in any media. If a student desires to record a class session, written permission must be obtained in advance of the recording. Please submit a written request explaining the purpose of recording and the extent of use of the recording. Under no conditions may recordings be duplicated, given, or lent to anyone who has not been granted permission by the professor.

**Textbooks:** The selection of textbooks should not be interpreted as implying the professor's endorsement of any of the views of the authors. Textbooks are selected for their perceived value in helping to meet the course goals and objectives.

### **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

**Attendance does not directly affect course grades in THS 101/THS 504. Attendance records will be used as a diagnostic tool to assist students in meeting course objectives. The names of students who are absent more than two consecutive classes may be forwarded to appropriate personnel in the student services office for follow-up.**

## Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Support**

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at [bstifle@criswell.edu](mailto:bstifle@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at [jcampbell@criswell.edu](mailto:jcampbell@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

**Study Discipline/Library Time: Every Monday, Tuesday, Thursday, and Friday, from 7:30 a.m.–8:00 a.m. I will lead a time in Wallace Library (3<sup>rd</sup> floor) to help students in disciplining their academic time. We will read through Colossians aloud and pray as a group. Students are then encouraged to take advantage of the library's space and resources for working on assignments in this or other courses being taken this semester.**

## Course Outline/Calendar Original-August 23, 2018

(This course schedule is subject to revision during the semester. Any revisions made to the course schedule will be announced in class and a revised schedule will be distributed.)

DATE	CONTENT	READING	COLOSSIANS	WRITING
8-23	Intro to course			
8-30	Definitions	Kapic, 1–37, Adler, 3–20, 31–44 Herbert, 53–81	Report: 4 translations read aloud; 1 translation chosen for memorization	
9-6				Position Paper 1
9-13	Word & Spirit	Adler, 45–95 Herbert, 82–115 <b>Bring Packer &amp; Adler to class</b>	Colossians 1:1–7	
9-20	Word & Spirit	Packer, 1–18, 187–208 <i>Seitz, 9–56</i> <b>Bring Packer &amp; Adler to class</b>	Colossians 1:8–14	
9-27	Scripture	Kapic, 41–48, 106–121 <i>Seitz, 57–71</i>	Colossians 1:15–20	Position Paper 2
10-4	Scripture	Adler, 96–113 Packer, 19–47	Colossians 1:21–26	
10-11	Reason&Experience	Kapic, 49–63 <i>Seitz, 72–101</i>	Colossians 1:26–2:3	
10-18	Reason&Experience	Adler, 114–136 Packer, 49–78, 209–219	Colossians 2:4–2:10	Position Paper 3
10-25	Prayer	Kapic, 64–92 Bingham, 104–115 <i>Seitz, 102–118</i>	Colossians 2:11–2:17	
10-26	Last Day to Withdraw			
11-1	Prayer	Adler, 137–151 Packer, 79–137 <i>Seitz, 119–143</i>	Colossians 2:18–2:23	
11-8	Corporate Formation	Kapic, 93–105 <i>Seitz, 144–168</i>	Colossians 3:1–3:6	Position Paper 4
11-15	Corporate Formation	Adler, 152–167 Packer, 139–160 <i>Seitz, 169–192</i>	Colossians 3:6–11	
11-22	Fall Break-No class		Colossians 3: 18–25	(extra credit)
11-29	Leading	Packer, 161–186	Colossians 3: 12–17	Position Paper 5
12-6	Leading	Adler, 168–188		
TBA	Course Evaluation Open		Course Evaluation Open	
12-13			<b>Colossians 1:1–3:17</b>	<b>Position Paper 6</b>