



On-Campus Course Syllabus
THS 504 L00.A
Spiritual Foundations
Spring 2020

Class Information

Day and Time: Thursday; 7:00-9:30 pm **Room Number:** E201

Contact Information

Instructor's Name	Christopher Graham
Instructor's Phone	214-818-1390
Instructor's E-mail	cgraham@criswell.edu
Instructors' Office hours	By appointment only

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. appreciate the way in which biblically-based, theological convictions influence one's relationship with the triune God, especially convictions about the work of the Word and Spirit.
2. incorporate biblically-based, theological thinking into her or his own leadership as described in the Criswell Graduate Profile.
3. recognize various ways in which Christian theology is drawn from Scripture and articulate the central Christian doctrines.
4. identify academic success strategies in order to overcome roadblocks to their collegiate success.
5. *critically interact with a scholarly, biblical commentary.*¹

Required Textbooks

- Bingham, D. Jeffrey. "The Practice of Prayer in Early and Medieval Monasticism." *Bibliotheca sacra* 158 (January–March 2001): 104–15.
- Herbert, George. *The Country Parson, The Temple*. Edited by John N. Wall. New York, Paulist, 1981. (ISBN: 9780809122981)
- 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*. 2nd ed. Grand Rapids: Baker Books, 2005. (ISBN: 9780801065583)
- Seitz, Christopher R. *Colossians*. Grand Rapids: Brazos Press, 2014. (ISBN: 9781587433016)
- *Criswell College Manual of Style*, 3rd ed. Dallas: Criswell College, 2010. (Available on-line at <http://criswell.edu/Current Students/Student Life/Student Resources>.)

¹ Italics indicate differences between graduate course and undergraduate course.

Recommended Reading

- Adler, Mortimer. *How To Read a Book*. Revised ed. New York: Touchstone, 1972 (ISBN: 9780671212094).
- MaGee, Gregory S. *Portrait of an Apostle: A Case for Paul's Authorship of Colossians and Ephesians*. Eugene, OR: Wipf & Stock, 2013 (ISBN 9781620327487).

Course Requirements and Assignments

1. **Reading (10%)**: Reading must be completed and reported prior to the class sessions as indicated on the Course Calendar in this syllabus. The percent of the assigned reading for the week that has been completed will be reported on Canvas by the beginning of class (Thursday, 7:00 pm) in which it is due. There is no credit for reading that is not completed and reported by the deadline.

2. **Colossians (50%)**: Students will interact with the book of Colossians throughout the semester. This interaction will be reported weekly in class.

Weekly (40%)

- In the second week of class (**January 30th**) 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 King James Version, New King James Version, New American Standard Bible, New International Version, Holman Christian Standard Bible, Christian Standard Bible, English Standard Version, Revised Standard Version, New Revised Standard Version. Other translations require the approval of the professor before the second week of class.
- At the beginning of the third through thirteenth class sessions with Dr. Graham, 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, **May 14th**, students will write or recite Colossians 1:1–3:17. 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 **May 14th**. 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) Papers:

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. 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).
- Paper #6 should display a development in your belief on one or more of these topics. You are encouraged to revise Paper #1 as the basis for Paper #6. **Paper #6 should also answer the question “How does your belief about the Bible, God, Jesus Christ, the Holy Spirit, human nature, sin, salvation, the Church, and eschatology influence your life as a student? *Italicize and embolden all revisions and additions.***
- **No late work is accepted.**

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____ in my role as a ____4____.
3. The discipline that I can use to best put this into practice is ____5____.

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.

3: ambassador, cultivator, peacemaker, problem-solver, professional

4: A specific role in which you currently serve as a leader or the area in which you are preparing to serve. For example, “third grade teacher in a public school,” “manager at Wendy’s,” “youth pastor at the Crossing,” “marriage counselor,” “mayor of Prosper, Texas,” “mother of a sixteen year old.”

5: 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.

Commented [GC1]: I want you to write papers that people want to read. Helpful, provocative, insightful, specific.

- 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, typed, double-spaced, in 12-point font).
- **No late work is accepted.**

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.

Institutional Assessment: Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor will redact the work to remove anything that identifies the student (e.g., title pages, identifying references within the work itself).

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.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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 SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@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.

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 or calling 214.818.1373.

Study Discipline/Library Time: Dr. Graham will lead a time in Wallace Library 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. Days/Times TBD.

Course Outline/Calendar: (Original-23 January 2020)

(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.)

W K	DATE	CLASS CONTENT	READING	COLOSSIANS	WRITING
1	1-23 (Th)	Intro to Course The Syllabus			
2	1-30 (Th)	Intro to Graduate Profile Theology: Definitions	<i>Seitz, 9–56</i>	Report: 4 translations read aloud; 1 translation chosen for memorization	
3	2-6 (Th)	Theology: Definitions (continued) Organizing Your Time	Kapic, 1–37 <i>Seitz, 57–71</i>	Colossians 1:1–7	Paper 1
4	2-13 (Th)	Word & Spirit Reading to Learn Bring Packer text to class	<i>Seitz, 72–101</i>	Colossians 1:8–14	
5	2-20 (Th)	Word & Spirit Collegiate Writing	Packer, 1–18, 187–208 <i>Seitz, 102–118</i>	Colossians 1:15–20	
6	2-27 (Th)	Scripture Taking Notes	Kapic, 41–48, 106–121 <i>Seitz, 119–143</i>	Colossians 1:21–26	Paper 2
7	3-5 (Th)	Scripture Taking Exams	Packer, 19–47 <i>Seitz, 144–168</i>	Colossians 1:26–2:3	
8	3-12 (Th)	Scripture (Graham) Interacting with Academic Affairs: Profes, Staff, Registrar	Kapic, 49–63 <i>Seitz, 169–192</i>	Colossians 2:4–2:10	
	3-19	Spring Break – Extra Credit- Colossians 3: 18–25 (extra credit)			

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9	3-26 (Th)	Reason & Experience		Colossians 2:11–2:17	Paper 3
		Thought: Library Research			
10	4-2 (T)	Reason & Experience	Packer, 49–78, 209–219	Colossians 2:18–2:23	
		Stewardship and Money			
	4-3 (F)	Last Day to Withdraw from courses			
11	4-9 (Th)	Prayer	Kapic, 64–92 Bingham, 104–115	Colossians 3:1–3:6	
		Your Future			
12	4-16 (Th)	Corporate Formation	Packer, 79–137	Colossians 3:6–11	Paper 4
		Staying Healthy			
13	4-23 (Th)	Corporate Formation	Kapic, 93–105	Colossians 3: 12–17	
		The Social World			
14	4-30 (Th)	Corporate Formation	Packer, 139–160		Paper 5
15	5-7 (Th)	Corporate Formation	Packer, 161–186		
16	5-14 (Th)			Colossians 1:1–3:17	Paper 6

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Commented [GC5]: PROGRAM DIRECTORS PREPPING FOR NEXT WEEK; col tie-in Prayer for discernment)

Commented [GC6]: (Hunter; col tie-in col 3?)