COURSE DESCRIPTION: The purpose of this course is to introduce students to the beliefs, practices, and history of Islam, and evaluate strategies for effective Christian witness among Muslims.

COURSE OBJECTIVES:

1. Demonstrate knowledge of basic Muslim beliefs as derived from their primary sources of authority (e.g., the Qur’an, hadith, etc.).
2. Demonstrate knowledge of the history of Christian-Muslim dialogue, debate, conflict, and interaction.
3. Show awareness of Islamic arguments against key Christian teachings and biblical responses to those arguments.
4. Explore and critique critical issues involved in evangelizing, church planting, and contextualizing the gospel among Muslim people groups.

REQUIRED BOOKS:


** Graduate Students will select one additional book in consultation with the professor for a critical book review and presentation to be given to the class.

COURSE REQUIREMENTS:

A. **Attendance and Class Participation (5%)**: Punctual and regular attendance is required, including a **mosque visit** to be scheduled during the course of the semester. Active participation by everyone is expected in class discussions, in-class readings, etc. Absences will result in a grade reduction.

B. **Quizzes (25%)**: A quiz will be administered via BlackBoard each week to determine the student’s comprehension and mastery of the required reading assignments (see schedule below). All quizzes will be open so that you can work ahead; however, you must complete the assigned reading and corresponding quiz **one hour** prior to coming to class. It is recommended that you take notes on your reading assignments. However, the quizzes are **closed book**; no materials may be used during the quizzes. There will be **no** make up quizzes, but your **three** lowest grades will be dropped.
C. **Discussion Boards (25%)**: During the designated weeks in the schedule, the professor will pose Forum Questions in the Discussion Board in BlackBoard over select topics from your reading. Students are to submit 300-500 word responses within the time allotted to each Forum Question. Additionally, students are to comment on at least 2 of their classmates’ posts with 100-200 word responses within the time allotted.

D. **Critical Book Review (15%)**: Graduate students are required to select one additional book in consultation with the professor and write a critical book review and give a presentation on the book to the class. The book review should conform to the *Criswell Manual of Style* and should be uploaded to BlackBoard in PDF format by the date in the schedule. Students are to consult with the professor regarding their book selection and the time/date for the class presentation and discussion.

E. **Mid-Term Exam (15%)**: Students are required to complete a mid-term exam covering the first half of the course during the scheduled time. See BlackBoard for details.

F. **Final Exam (15%)**: Students are required to complete a final exam covering the second half of the course during the scheduled time. See BlackBoard for details.

**NOTE**: All written assignments must be uploaded to BlackBoard in **PDF format only**. No other formats will be accepted.

**ATTENDANCE POLICIES**: 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**:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A 97-100</td>
<td>4.0 grade points per semester hour</td>
</tr>
<tr>
<td>A- 93-96</td>
<td>3.7 grade points per semester hour</td>
</tr>
<tr>
<td>B+ 91-92</td>
<td>3.3 grade points per semester hour</td>
</tr>
<tr>
<td>B 88-90</td>
<td>3.0 grade points per semester hour</td>
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<tr>
<td>B- 86-87</td>
<td>2.7 grade points per semester hour</td>
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<tr>
<td>C+ 83-85</td>
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<td>C 80-82</td>
<td>2.0 grade points per semester hour</td>
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<tr>
<td>C- 78-79</td>
<td>1.7 grade points per semester hour</td>
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<tr>
<td>D+ 75-77</td>
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<tr>
<td>D 72-74</td>
<td>1.0 grade point per semester hour</td>
</tr>
<tr>
<td>D- 70-71</td>
<td>0.7 grade points per semester hour</td>
</tr>
<tr>
<td>F 0-69</td>
<td>0.0 grade points per semester hour</td>
</tr>
</tbody>
</table>

**INCOMPLETE GRADES**: Students requesting a grade of Incomplete (I) must understand that incomplete grades maybe 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.”

**INSTITUTIONAL POLICIES**:

**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.

**Learning Disabilities:** In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the instructor at the beginning of the course or if a student has a learning disability, please inform the professor so assistance can be provided.

**Auditing and Sit-in Students:** Any on-campus course may be audited if there is space available in the classroom. Audit students do not receive grades from professors. A student’s permanent transcript will reflect which courses have been completed as audits.

Sit-in status is offered only if space is available in the classroom and when approval is given by the Registrar’s Office. Sit-in students are not given grades by professors and their transcripts will not reflect enrollment in the course. Taking tests and participation in course activities are at the discretion of the professor.

**DISTANCE EDUCATION:**
(One requirement in your distance education course should include a more specific assignment or task which will involve the student’s use of Wallace Library’s resources in a way that can be evaluated.)

**General:** Students participating in courses through Distance Education, whether with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore credit for Distance Education courses is the same as credit for courses taken on campus.

**Library:** Distance education students can access information about Criswell College’s Wallace Library at [http://www.criswell.edu/current_students/library/](http://www.criswell.edu/current_students/library/). The Wallace Library manual is available at [http://www.criswell.edu/current_students/library/library_handbook/](http://www.criswell.edu/current_students/library/library_handbook/).

**Student Life:** Students needing educational support or services should contact the Student Services at 214-818-1332 or studentservices@criswell.edu.

**Video and Other 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.

**COURSE OUTLINE & SCHEDULE**

TBD
CONTENT GUIDELINES FOR YOUR BOOK REVIEWS:
(with thanks to Dr. Kenneth Keathley and Fred Grissom)

The book reviews should be styled after the reviews found in scholarly journals. Each review should contain the following elements. Page numbers refer to double-spaced typed pages. The total length of a review should be 5-7 pages.

(1) Bibliographic entry. At the beginning of the review, you should specifically identify the book being reviewed. The most efficient way to do this is by including a bibliographic entry for the book.

(2) Biographical sketch. You should include a brief, not more than 1/2 page, biographical sketch of the author. The purpose of this is to demonstrate the author's competence or incompetence for writing the book. You should include information about where he was educated, where he teaches, what other books he has written, and anything else about him, which is relevant to a critical judgment of the book. Sometimes church affiliation is relevant because it can be an indicator of possible bias on the part of an author. Our library has a number of sources of biographical information about authors. Biographical information is just like any other kind of information. If you get it from a source, including the book jacket, you must identify it by a parenthetical notation. If you quote from the material, put quotation marks around it.

(3) Summary. This section should be relatively brief, 2 or 3 pages and should concentrate on describing the contents of the book. A frequent problem with book reviews is that students make the summary much too long, making the review seem like a friend's account of a movie he went to the night before. Do not try to include all the details. Concentrate on giving a clear indication of the principal concerns of the book and the major conclusions of the author. Use specific details only to illustrate your general comments. Caution: What I am asking for is a summary of the book and the author's conclusions, not a précis of the subject matter the book contains. For example, if you review Lightner’s, The Death Christ Died, you are not just reviewing a certain theology of the atonement, but a book about that particular viewpoint. The focus of the summary should be the book itself and the author's conclusions. It is not necessary to write “Wells says,” or “Erickson argues,” or some similar phrase in every sentence, but your summary should indicate throughout that what you are reviewing is a book and an author's conclusions. Beware of the trap of treating an author's arguments as facts. One of the reasons for doing book reviews is to sharpen critical skills.

(4) Critical Evaluation. The critique is by far the most important part of the review. It should be at least half the length of the entire review. Just as students often make the summary too long, they make the evaluation too short. Sometimes they are not only short, but very shallow: “This is a good book. It was easy to read . . .” Your evaluation should reflect some serious thought about the strengths and weaknesses of the book, what the book did or didn't do for you, and whether or not what it did was what it intended to do. Students often complain that they cannot evaluate a book because they do not know as much about the subject as the author. Although that is true, all students can describe their reactions to a book, and can assess its value for them. The contents of the evaluation will, of course, vary with the book being reviewed, but often some or all of the following areas should be treated:

  a) **Purpose.** Attempt to assess the degree to which the author fulfilled his purpose. Sometimes this assessment may also involve describing some apparent purpose that is different from the stated purpose.

  b) **Value.** Saying a book is “good,” or “bad,” is very vague. Try to be specific about what the book's value is. Not all good books are good for the same reasons, or for the same purpose. Precision about its value will help potential readers of the book make an intelligent decision about whether it would be worth their time to read it.

  c) **Strengths and weaknesses.** Strengths and weaknesses are, of course, relevant factors in assessing value. Sometimes, however, there are particular elements, which should be highlighted.

  d) **Bias.** Every book is written from a particular perspective. That perspective is the author's “bias.” When that bias leads to a distortion of facts, a slanted approach to an issue, or an unwillingness to deal with some relevant aspects, the book is said to be “biased.” When reading a book always be
aware of the powerful influence of perspective, and make some assessment of the author's bias.
(Note: Remember that readers also have a bias and can be misled by that perspective into making
biased judgments of a book.)

c) **Audience.** Not all books are intended for the same audience. Some are more popular than others;
some are intended only for serious scholars. Delineating the audience that might profit from reading
the book is a valuable service a reviewer can perform.

d) **Extrapolations.** Often a book will stimulate new ideas or cause a reader to make connections that
he had not thought of before. A discussion of such connections and ideas, even though they may be
somewhat tangential, is in order in a critical evaluation. Be careful though, and do not go too far
afield. The fact that a book is bound in a red cover does not warrant a discussion of the dangers of
totalitarian communism or the virtues of Anselm’s views of the atonement.

g) **Miscellaneous.** Do not be limited by this brief list in deciding what to include in your evaluation.
There are other items that might be included. Use your imagination and creativity.

(5) **General Remarks:**

a) **Other Reviews.** It is permissible, sometimes even advisable, to consult other reviews of a book. Our
library has several periodicals that contain reviews of books in theology. Feel free to consult them. If
you get an idea from them that you use in your evaluation, be sure to credit the source. More than
likely your professor has read that review, also, and will detect plagiarism! This should be done in a
parenthetical note. Too much dependence on other reviews is not good; it robs you of the
opportunity of evaluating the book using your own resources.

b) **Examples.** If you need to see what a good book review looks like, read some of the ones in the
*Journal of the Evangelical Theological Society* or the *Evangelical Quarterly*. Remember, however, that often
these reviews are much shorter than yours will be. Also, not all of them are equally good.

(6) **Style.** Reviews should be written in clear, grammatical English prose. I had much rather read a well
written five-page review than a verbose and obtuse seven-page review.

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