



On-Campus Course Syllabus

CRIS 100 L2

The Roots of a Christian Scholar

Fall 2020

Class Information

Day and Time: Tuesdays and Thursdays, 3:15-4:30

Room Number: e211

Contact Information

Instructors' Names	Jeffery Campbell	Christopher Graham
Instructors' Phones	214-818-1307	214-818-1390
Instructors' E-mails	jcampbell@criswell.edu	cgraham@criswell.edu
Instructors' Office hours	T: 1:00-3:00 and Th: 2:00-4:00	M and W: 12:00-1:00; T and Th: 4:30-5:00

Instructors will be available during their office hours by phone. Please call and, if necessary, they will begin a Zoom video-conference with you. If you would like to see one of the instructors in person, please contact him to schedule an appointment.

Course Description and Prerequisites

An introduction to the Holy Spirit's role in the life of the Christian and to the basic disciplines necessary for the development of the Christian disciple as a student and a leader.

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.

Required Textbooks

- Bingham, D. Jeffrey. "The Practice of Prayer in Early and Medieval Monasticism." *Bibliotheca sacra* 158 (January–March 2001): 104–15.
- *College Success*. University of Minnesota Libraries, 2010. (ISBN: 9781946135063). Available online at <https://open.lib.umn.edu/collegesuccess/>. We suggest that you print the pdf download for accurate pagination.
- 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)

Recommended Reading

Adler, Mortimer. *How To Read a Book*. Revised ed. New York: Touchstone, 1972 (ISBN: 9780671212094).

Course Requirements and Assignments

1. **Class Participation (10%):** Repeated exposure to the classroom environment and the ongoing input of the professor and other students in the class is vital to the purpose of the course. Perfect class participation results from perfect attendance.
2. **Collaborative Group Activities (10%):** Students will break into small groups during class sessions and complete a short collaborative activity.
3. **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 Tuesday and Thursday afternoons (3:15 pm) preceding the class sessions in which it is due. There is no credit for reading that is not completed and reported by the deadline.
4. **Colossians (35%):** Students will interact with the book of Colossians throughout the semester. This interaction will be reported weekly in class.
 - In the second week of class (**August 25th**) 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. Other translations require the approval of Dr. Graham before the second week of class.
 - 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 10th**, 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.
5. **Writing (35%):** Students will submit a total of six (6) Papers:

Papers 1 and 6 will answer the 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. ***Italicize and embolden all revisions and additions.***
- **Paper #6 will also answer the questions: “What are the top three to five challenges to your academic success that you identified this semester? What resources did you learn about in this course to help you succeed in light of these specific challenges?”**

Papers 2 through 4 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 ____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.

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.
- 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].)

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 instructor.

Textbooks: The selection of textbooks should not be interpreted as implying the instructor’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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors 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 instructors 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 close of the term or semester in which the grade was awarded, 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 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 redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

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 contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar (Original-August 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	8-18 (T)	Intro to Course			
	8-20 (Th)	Intro to Course			
2	8-25 (T)	Theology: Definitions		Report: 4 translations read aloud; 1 translation chosen for memorization	
	8-27 (Th)	Intro to Graduate Profile	<i>College Success (CS)</i> Ch. 1		
3	9-1 (T)	Theology: Definitions	Kapic, 1–37	Colossians 1:1–7	Paper 1
	9-3 (Th)	Organizing Your Time	CS Ch. 2		
4	9-8 (T)	Word & Spirit			
	9-10 (Th)	Reading to Learn Library Orientation	CS Ch. 5		
5	9-15 (T)	Word & Spirit Bring your Packer text to class	Packer, 1–18, 187–208	Colossians 1:8–14	
	9-17 (Th)	Collegiate Writing	CS Ch. 8		
6	9-22 (T)	Word & Spirit	Kapic, 41–48, 106–121	Colossians 1:15–20	Paper 2
	9-24 (Th)	Taking Notes	CS Ch. 4		
7	9-29 (T)	Word & Spirit	Packer, 19–47	Colossians 1:21–26	
	10-1 (Th)	Taking Exams	CS Ch. 7		
8	10-6 (T)	Scripture	Kapic, 49–63	Colossians 1:26–2:3	
	10-8 (Th)	<i>Interacting with Academic Affairs: Profs, Staff, Registrar.</i>	CS Ch. 6		
9	10-13 (T)	Scripture		Colossians 2:4–2:10	Paper 3
	10-15 (Th)	<i>Thought: Library Research</i>	CS Ch. 3		

10	10-20 (T)	Reason & Experience	Packer, 49–78, 209–219	Colossians 2:11–2:17	
	10-22 (Th)	<i>Stewardship and Money Financial Aid</i>	CS Ch. 11		
	10-23	Last Day to Withdraw			
11	10-27 (T)	Reason & Experience	Kapic, 64–92 Bingham, 104–115	Colossians 2:18–2:23	
	10-29 (Th)	Your Future	CS Ch. 12		
12	11-3 (T)	Prayer	Packer, 79–137	Colossians 3:1–3:6	Paper 4
	11-5 (Th)	Wholeness (Tradition and Self-Care)			
13	11-10 (T)	Corporate Formation	Kapic, 93–105	Colossians 3:6–11	
	11-12 (Th)	The Social World <i>Student Services</i>	CS Ch. 9		
14	11-17 (T)	Corporate Formation	Packer, 139–160	Colossians 3: 12–17	Paper 5
	11-19 (Th)				
	TBA	Thanksgiving Break – Extra Credit - Colossians 3: 18–25 (extra credit)			
15	12-1 (T)	Corporate Formation	Packer, 161–186		
	12-3 (Th)				
16	12-8 (T)				
	12-10 (Th)			Colossians 1:1–3:17	



On-Campus Course Syllabus

ADDENDUM FOR FA-20

CRIS 100

The Roots of a Christian Scholar

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

Course Requirements and Assignments

- 1. Class Participation (10%):** *No change, except that we will use the Zoom in Canvas to conduct class.*
Repeated exposure to the classroom environment and the ongoing input of the professor and other students in the class is vital to the purpose of the course. Perfect class participation results from perfect attendance.
- 2. Collaborative Group Activities (10%):** *No change, except that we will use the Zoom in Canvas to break into groups.* Students will break into small groups during class sessions and complete a short collaborative activity.
- 3. Reading (10%):** *No change in this requirement.* 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 Monday and Wednesday mornings (9:30 am) preceding the class sessions in which it is due. There is no credit for reading that is not completed and reported by the deadline.
- 4. Colossians (35%):** Students will interact with the book of Colossians throughout the semester. This interaction will be reported weekly *in Canvas in class.*
 - In the second week of class (**August 25th**) 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. Other translations require the approval of Dr. Graham before the second week of class.
 - Before the beginning of each class session in Canvas, students will: 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 *with another person* at least once in that week.

... indicate whether they have read aloud with another person daily the chapter from Colossians from which the memory verses are taken that week.

- *Students will not be required to write the verses from Colossians from memory each week; however, students who would like the discipline of memorizing each week may follow the schedule and submit verses written/typed from memory directly to the course grader by the time class begins. The grader will mark the quizzes and return them directly to the student. ~~write the verses from Colossians from memory as listed on the schedule below.~~*

~~... define common words found in the memorized section.~~

- *Over the course of finals week, December 9–12, On the final day of the course, December 9th, 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.*

Writing (35%): Students will submit a total of six (6) Papers: Papers 1 and 6 will answer the 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. ***Italicize and embolden all revisions and additions.***
- **Paper #6 will also answer the questions: “What are the top three to five challenges to your academic success that you identified this semester? What resources did you learn about in this course to help you succeed in light of these specific challenges?”**

Papers 2 through 4 will use the following three sentences as prompts:

4. My understanding of ____1____ has been augmented/changed/challenged this semester based on my exposure to ____2____.
5. This will affect the way that I lead as a ____3____ in my role as a ____4____.
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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.
- The paper will be e-mailed to Dr. Graham 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].)

Class Attendance

There is no change in the course requirements for attendance and participation as noted above. Class sessions will be held at the same times through Zoom in Canvas. Students should evaluate their options and resources available to attend through Zoom early in the semester in order to be prepared if this happens.

Remote Class Sessions: Identity and Participation Verification

As essential to a student’s presence is a student’s participation during class sessions. In order to ensure that they are participating, students should keep their cameras on and remain engaged during the class period, just as if they were sitting in a classroom. If a student finds herself or himself in a situation that makes camera usage impossible, please speak with one of the instructors. Instructors will work with individual students to find a solution.