



# On-Campus Course Syllabus

## CRIS 100

### Roots of a Christian Scholar

#### Fall 2023

### Class Information

**Day and Time:** M/W 9:30 to 10:45

**Room Number:** E 208

### Contact Information

Click here to enter text.

Instructors' Names	Dr. Vickie S. Brown	Dr. Christopher Graham
Instructors' Phones	214.818.1341	214.818.1390
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Instructors' Office hours	<a href="https://calendly.com/vbrown-11">https://calendly.com/vbrown-11</a>	<a href="https://calendly.com/criswellvpaa">https://calendly.com/criswellvpaa</a>

### 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 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/>.

Kapic, 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> 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. **Pre-course and Post-course Assessment:** A short survey is administered at the beginning and end of the semester to assist the college in assessing the effectiveness of this course. Though these surveys are not calculated into the course grade, students must complete the first survey before the first day of the course and the second survey by the last day of the course in order to pass the course. These pre-course and post-course assessments are vital to assure the success of the course as our Quality Enhancement Plan (QEP) and to make important improvements in the future, as such it is very important that they are completed without reference to sources of information other than what you have learned in the course.
2. **Class Participation (10 points):** Repeated exposure to the classroom environment and the ongoing input of the instructor and other students in the class is vital to the purpose of the course. Perfect class participation results from perfect attendance. Attendance will be taken each class period and the participation grade will be reduced by 1pt for each unexcused absence.
3. **Collaborative Group Activities (12 points):** Students will work in small groups during class sessions and complete various collaborative activities.
4. **Reading (10 points):** 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 morning (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.
5. **Colossians (32 points):** 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 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 (2pts)**. Preapproved versions include KJV, NKJV, NASB, NIV, HCSB, CSB, ESV, RSV, NRSV. Other translations require the approval of Dr. Graham before the second week of class.
  - At the beginning of the class sessions from weeks four through fourteen, **(2pts each =22 points)** 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, students will write or recite Colossians 1:1–3:17. This will count for four quizzes. **(8 points)**

- 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.

6. **Writing (36 points); cannot pass course without submitting Papers 1, 2, and 3)**: Students will submit a total of three (3) papers:

**Papers 1 and 2 (12 points each =24 total points)** 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?”**

- Place the date, your name, paper #, course #, and word count in the upper right corner of the front page. (The papers do not need a cover sheet.)
- There is no specification 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.
- Submit paper in Canvas.
- 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 #3 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 #3. ***Italicize and bolden all revisions and additions.***
- **Students cannot pass CRIS 100 without submitting Paper 1 and Paper 3.**

**Papers 3 (12 points)** will 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?”**

- It should be 3-5 pages
- Place the date, student’s name, Paper #, course #, and word count in the upper right corner of the front page. (The papers do not need a cover sheet.)
- It should be entitled: **“Overcoming Roadblocks to My Academic Success.”**
- Submit paper in Canvas.
- 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).
- **Students cannot pass CRIS 100 without submitting Paper 2**

## Course/Classroom Policies and Information

**Student Success:** Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, we will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

**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.

### Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. 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. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,

- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## 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.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **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](mailto: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](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

### Course Outline/Calendar

W K	DATE	CLASS CONTENT	READING	COLOSSIANS	WRITING
1	8-21 (M)	Intro to Course			
	8-23 (W)	Intro to Course			
2	8-28 (M)	Theology: Definitions	Ch. 1 College Experience Ch. 4 Taking Notes	Report: 4 translations read aloud; 1 translation chosen for memorization	
	8-30 (W)	Graduate Profile & Note-Taking <b>Student Success Officer</b>	Graphic Organizers		
3	9-04 (M)	Labor Day: No Class			
	9-06 (W)	Organizing Your Time <b>Tutoring Center Field Trip</b>	Ch.2 Organization		
4	9-11 (M)	The Nature and Activity of God (Theology Proper)	Kapic, 1–37	Colossians 1:1–8	Paper 1
	9-13 (W)	Reading to Learn (Dr. Graham) <b>Bring your Packer text to class</b>	Packer, 1–18, 187–208		
5	9-18 (M)	The Persons and Activities of Christ and the Spirit (Christology and Pneumatology)	Kapic, 41–48, 106–121	Colossians 1:9–14	
	9-20 (W)	Collegiate Writing <b>Library Field Trip Bring ID Card</b>	Ch. 8 Writing & Presenting		
6	9-25 (M)	The Persons and Activities of Christ and the Spirit (Christology and Pneumatology)	Packer, 19–47	Colossians 1:15–20	
	9-27 (W)	Remembering & Thinking	Ch. 3 Thinking Ch. 4 Remembering		
7	10-02 (M)	The Written Word and the Spirit (Bibliology and Pneumatology)	Kapic, 49–63	Colossians 1:21–27	
	10-04 (W)	Taking Exams	Ch. 6 Preparing to Test		
8	10-9 (M)	The Written Word and the Spirit (Bibliology and Pneumatology)	Packer, 49–78, 209–219	Colossians 1:28–2:5	



	10-11 (W)	Faculty Student Relationships	Ch. 7 Interacting with Faculty		
10-16 and 10-18 Student Development Week: Catch Up, Get Ahead, Take a Breath					
9	10-23 (M)	Sin, Humanity, and Salvation (Hamartiology, Anthropology, Soteriology)	Packer, 79–137	Colossians 2:6–2:12	
	10-25 (W)	Metacognition	Problem Solving		
	<b>**10-26</b>	<b>**Last Day to Withdraw</b>			
10	10-30 (M)	Sin, Humanity, and Salvation (Hamartiology, Anthropology, Soteriology)	Kapic, 64–92 Bingham, 104–115	Colossians 2:13–2:17	
	11-01 (W)	Stewardship and Money <b>Financial Aid</b>	Ch. 11 Finances		
11	11-06 (M)	The Church (Ecclesiology)	Packer, 139–160	Colossians 2:18–2:23	
	11-08 (W)	Your Future <b>Dr. Seitzler, Dr. Hunter, Dr. Campbell</b>	Ch.12 Future Choices		
12	11-13 (M)	The Church and Salvation (Ecclesiology and Soteriology)	Kapic, 93–105	Colossians 3:1–3:7	
	11-15 (W)	Biblical Wholeness			
	11-20 & 11-22	Thanksgiving Week			
13	11-27 (M)	Eschatology (God Fulfilling His Purposes)	Packer, 161–186	Colossians 3:8–11	
	11-29 (W)	Life Strategies Going Forward			
14	12-04 (M)	Corporate Formation: Legacy	Alumni Panel	Colossians 3: 12–17	<b>Paper 2 Due</b>
	12-06 (W)				
15	12-11 (M)	Focus Group Assessment			<b>Paper 3 Due</b>
	12-13 (W)	<b>Final Colossians Quiz</b>		Colossians 1:1-3:17	<b>Final</b>