



On-Campus Course Syllabus

MIN 426 L1

ISLAM AND CHRISTIAN ENGAGEMENT

SPRING 2025

Class Information

Day and Time: MW 8:00–9:15 AM

Room Number: E205

Contact Information

Instructor Name: J. Scott Bridger, PhD

Instructor Email: sbridger@criswell.edu

Instructor Phone: (O) 214-818-1323

Instructor Office Hours: Please email for an appointment: MW 9:15–10:15 AM; TR 8:30–9:30 AM

Course Description and Prerequisites

A detailed study of Islam, the Qur'an, and Christian-Muslim engagement. Students are required to produce a research paper on a select topic in Islamic studies wherein they engage in textual and theological analysis, comparison, and contrast.

Course Objectives

1. Develop a love and respect for Muslim peoples and their cultures.
2. Demonstrate knowledge of the origins of Islam as a tradition that emerges in conversation with biblical topics and theology.
3. Demonstrate knowledge of the primary sources of authority for Muslims (e.g., the Qur'an, hadith, etc.).
4. Demonstrate knowledge of Muslim arguments against core Christian teachings and biblical responses to those arguments.

Required Textbooks

Qureshi, Nabeel. *Seeking Allah, Finding Jesus: A Devout Muslim Encounters Christianity*. Grand Rapids, Mich.: Zondervan, 2014. ISBN: 9780310515029.

Reynolds, Gabriel Said. *The Emergence of Islam: Classical Traditions in Contemporary Perspective*. Minneapolis: Fortress Press, 2012. ISBN: 9780800698591.

Nickel, Gordon D., ed. *The Quran with Christian Commentary: A Guide to Understanding the Scripture of Islam*. Grand Rapids: Zondervan, 2020. ISBN: 9780310534723.

Course Requirements and Assignments

- A. **PARTICIPATION (10%):** Active participation in discussions, in-class readings, engaging respectfully with guest speakers, etc., is expected and absences will negatively impact your participation grade even if excused (you cannot participate if you are not present). A student must be present for the **entire class** to receive a **full participation grade** for that day. At the discretion of the professor, a participation grade **under 80%** will result in a letter grade reduction; **74% or lower** will result in an “F” for the course.
- B. **SPECIAL TOPIC LECTURE REPORTS (10%):** For each special topic/lecture/guest, students should capture a 400-500 word summary of what was presented/discussed for each lecture and **upload a PDF of the summary to Canvas within one week of the lecture**. This will also serve as the students’ participation grade for those days.
- C. **QUR’AN JOURNAL (20%):** During the designated weeks, students are to read the assigned portions from Nickel’s Qur’an and summarize key findings in a journal (i.e., a Word document). Students should record key themes, teachings, theological topics, descriptions of God, comparisons/contrasts with the Bible, etc. Each reading, date, etc. should be clearly identified in the journal. The Qur’an Journal is to be **uploaded to Canvas in PDF format by midnight 5/14**.
- D. **READING QUIZZES (20%):** During the designated weeks, five quizzes be administered to determine the student’s comprehension and mastery of the **Reynolds and Qureshi books** (see the schedule below). The quizzes are **open book**, but they are timed. The quiz is due at **midnight** before the following class period.
- E. **RESEARCH PAPER (20%):** Students are to select one biblical personality (e.g., David, Abraham, Joseph, Noah, Jesus, etc.) to research from a qur’anic and Islamic perspective and write an 10-12 paged, double-spaced research paper. Below is a suggested breakdown of the paper, though students are free to use their own titles, subtitles, etc. as they prefer:
- Introduction
 - Qur’anic/Islamic Depiction of “_____”
 - Literary Comparison and Contrast between the Qur’an and the Biblical Portrait
 - Theological Analysis/Implications
 - Conclusion
- The paper should be well-researched, well-written, clearly documented, and done in accordance with **Turabian** (title page, footnotes, bibliography, etc.; visit the Writing Center for assistance). Students should use primary sources (e.g., Qur’an, Hadith, Bible) as well as secondary literature (**at least 5 sources**). A **DRAFT** of your research paper with at least one paragraph for each section above with footnotes is due after Spring Break by **midnight 3/23**. Additionally, students will present a synopsis of their findings during one of the final class sessions. The final version of the paper is to be **uploaded to Canvas in PDF format by midnight 5/14**.
- F. **FINAL EXAM (20%):** Students are required to complete a final exam by **midnight 5/14**.

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.

Course Policy on the use of Artificial Intelligence (AI)

(Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.)

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.

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. 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. 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. 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.

Course Outline/Calendar

WEEK	CLASS DATES	ASSIGNMENTS (subject to change) R=Reynolds; Q=Qureshi; N=Nickel (Q#:#-#=sura:verses)	DUE DATE
WEEK 1	Jan 22	Introduction to the Course <ul style="list-style-type: none">Basic Muslim Beliefs	

WEEK 2	Jan 27/29	600-800, Muhammad in Mecca Quiz #1: R (Pt 1 Intro, Ch 1); Q (Pt 1)	Midnight 1/26
WEEK 3	Feb 3/5	N (Intro, Q1, Q2:1-121)	Midnight 2/2
WEEK 4	Feb 10/12	600-800, Muhammad in Medina Quiz #2: R (Chs 2-3, Concl Pt 1); Q (Pt 2)	Midnight 2/9
WEEK 5	Feb 17/19	N (Q2:122-283)	Midnight 2/16
WEEK 6	Feb 24/26	Special Lecture Topics #1, #2	
WEEK 7	Mar 3/5	600-800, The Early Islamic Empire Quiz #3: R (Pt 2 Intro, Chs 4-5); Q (Pts 3-5)	Midnight 3/2
WEEK 8	Mar 10/12	N (Q3)	Midnight 3/9
WEEK 9	Mar 17/19	SPRING BREAK	
WEEK 10	Mar 24/26	Research Paper Draft 800-1100/1100-1500, History of Islam Quiz #4: R (Chs 6-7, Concl Pt 2); Q (Pts 6-8)	Midnight 3/23
WEEK 11	Mar 31/Apr 2	N (Q4)	Midnight 3/30
WEEK 12	Apr 7/9	1500-Present, History of Islam Quiz #5: R (Pt 3 Intro, Ch 8, Conclusion); Q (Pts 9-10)	Midnight 4/6
WEEK 13	Apr 14/16	N (Q5)	Midnight 4/13
WEEK 14	Apr 21/23	Special Lecture Topics #3, #4 N ("Salvation in the Quran," p 180; "Fighting and Killing in the Quran," p 220; "Creation in the Quran," p 224; "Apocryphal Details in Quranic Stories," p 299; "The Death of Jesus in the Quran," 314; "Son of God in the Quran," 352; "Jihad in the Quran," p 368; "Manuscripts of the Quran," p 407; "Allah in the Quran," p 572	Midnight 4/20
WEEK 15	Apr 28/30	Research Paper Presentations	
WEEK 16	May 5/7	Study for Final Exam; Finish Research Paper; Finish Journals	
WEEK 17	May 14	Final Research Paper due Final Exam Journals Due	Midnight 5/14