

Christian Faith and Life
 THEO 1513
 Tue/Thu 1:30 p.m.

Howard Culbertson, Professor
 Office: Rel. 207, Ph. 491-6693; Home 721-1915

<p>What we try to do in Christian Faith and Life</p>	<p>Outcome: Students can clearly articulate what a Christian perspective means for personal identity</p> <p>Main Inquiry: What is the Christian faith and how do Christians live?</p> <p>Sub-inquiry 1: What are the sources of Christian thought about what it means to be a Christian and live Christianly?</p> <p>Sub-inquiry 2: How do we understand and make relevant the concepts and examples drawn from the scriptures in our contemporary context?</p> <p>Sub-inquiry 3: How do we think about this for ourselves? How does an interpretative tool, like the Wesleyan Quadrilateral, help us think and live in a Christian manner in daily life?</p>
---	---

To do that, we will . . .

1. Lay an informational base for a life of fruitful ministry and evangelistic relationships and encounters.
2. Help you identify and cultivate your spiritual gifts
3. Look at the importance of the Reformation, the Methodist revival and the significance of P.F. Bresee in the Church of the Nazarene
4. Use some case studies, to help you make assessments, synthesize, analyze, reason logically for discernment, solve problems even learn to live with some ambiguity
5. Seek to foster lifelong ministry habits through weekly involvement and reflection plus an individualized hands-on ministry project. Such involvement will help you conceive and articulate purpose, mission, vision and to be involved in developing strategic plans for local churches
6. Try to enhance your ability to write clearly and in a grammatically correct manner through a variety of writing assignments

<p>Textbooks</p>	<p>Kimball, Dan. <i>The Emerging Church</i> McKenna, David L. <i>What a Time to Be Wesleyan!</i> Staples, Rob. <i>Words of Faith</i> Gospel of Mark</p>
-------------------------	--

Projected Due Dates for Assignments

<p>Jan. 15</p>	<ol style="list-style-type: none"> 1. Report on reading in Staples, "Theology" to "Trinity" (pick from reporting choices in syllabus description) 2. Pick one of two options: <ol style="list-style-type: none"> (a) Report on two online survey regarding gifts (half page or more of reflection) (b) Recount your own faith journey in either story form or with a "map" you create
<p>17</p>	<ol style="list-style-type: none"> 1. Report on reading in Staples, "Creation" to "Adam" 2. First days' thoughts about class on Moodle

22	1. Report on reading in Staples, "Woman" to "Resurrection" 2. Lab report 1 (Moodle)
24	Report on reading in Staples, "Grace" to "Regeneration"
29	Report on reading in Staples, "Adoption" to "Temptation"
31	1. Report on reading in Staples, "Mystery" to "Sacraments" 2. Ministry Hours Project Proposal due
Feb. 5	1. Report on reading in Staples, "Baptism" to "Laity" 2. Lab report 2 (Moodle)
7	Report on reading in Staples, "Neighbor" to "Death"
12	Report on reading in Staples, "Judgment" to "Glorification"
14	1. Exam 2. Interview options (a) Interview of 2 pastors (b) Interview of a lay volunteer
19	1. Entire Gospel of Mark (preferably read or listened to in one sitting) 2. Lab Report 3
21	McKenna, chap. 1
26	McKenna, chap. 2
28	1. McKenna, chap. 3 2. Lab Report 4
March 5	McKenna, chap. 4
7	McKenna, chap. 5
12	McKenna, chap. 6
14	1. McKenna, chap. 7 2. Lab report 5 (Moodle) 3. Project checkup report
26	McKenna, chap. 8
28	1. McKenna, chap. 9 2. Lab Report 6 (Moodle)
April 2	1. McKenna, chap. 10 2. Interviews of 2 believers
4	Exam
9	1. Kimball, chapters 1-3 2. Final project report due 3. Lab Report 7 (Moodle)
11	Kimball, chapters 4-6
16	Kimball, chapters 7-9
18	Kimball, chapters 10-12

23	Kimball, chapters 13-15
25	Kimball, chapters 16-18
30	Kimball, chapters 19-20
May 2	
6	1 p.m. Final Exam (Monday)

“How do I pass this course?”

1. Be there and do stuff. Attendance and class participation count! Everything we do in class is important to the course design.

2. Hand in stuff

a. Options for January 15. Select ONE of these two options:

(1) Take any TWO of the following online surveys:

http://www.umc.org/site/c.lwL4KnN1LtH/b.1355371/k.9501/Spiritual_Gifts.htm

<http://www.gifttest.org/survey.html>

<http://mintools.com/spiritual-gifts-test.htm>

<http://www.churchgrowth.org/cgi-cg/gifts.cgi?intro=1>

Submit to Moodle at least 150 word of reflection on the results of these TWO surveys. If you do this option, keep the results of these two evaluations in mind as you select your personal ministry project.

Based on your answers to a list of questions, these evaluations will suggest which spiritual gifts may be the most operative in your life as well as what you see as priorities in your Christian walk.

(2) Describe your own faith journey in either paragraph form or by creating a “map” of your journey.

b. Week One Moodle posting: By class time on Wednesday, post a short message with the following two items: (1) Something about yourself, (2) A reaction to something in opening of class and (3) something about the church you think about as your “home church.”

c. A Burning Question. Using the paper form provided (also available as a PDF file in Moodle), turn in a question early in the semester. These questions will be answered in class (although the questioners’ names will not be used.)

d. Textbook written assignments

i. Report on reading in Staples’ book.

(1) Be creative:

(a) Write a poem about one word.

(b) Submit a graphic you find or design one that illustrates one of the words.

(c) Find and submit an illustrative photo.

- (d) Create an acrostic of one of the words
- (2) On the internet, find a definition or usage for each of the day's words that is different, even opposite from the definition in Staples' book
- ii. **McKenna's book:** Select what you feel is the most significant paragraph in the particular chapter and explain why you feel that is the most significant one.
- iii. **Kimball's book:** On the due dates listed, post in Moodle a written response to the two of the end-of-the-chapter questions in that day's reading (just two questions, not two from each chapter). Give the questions from the book as well as your one-paragraph response to each of them.
- e. **Reading entire Gospel of Mark.** Meet with the professor individually or in pairs (your choice) to talk about the experience of reading through an entire Bible book (preferably in one sitting).
- f. **Bi-weekly "laboratory" reports.** By class time of every second Tuesday, post in Moodle a summary/reflection report from your participation during the previous two weeks in the worship/evangelistic services and/or ministries of a local congregation. Reflect, if possible, on how the textbook or classroom lectures/discussion related to what you saw and experienced. I am not looking for summaries of the pastor's sermon. I want you to reflect on that particular community of faith as it seeks to be an authentic Body of Christ. For more info, go to: <http://home.snu.edu/~hculbert/lab.htm>
- g. **Interviews**
 - i. Feb. 14. Select only ONE of these two options:
 - (1) **Interviews of two pastors.** Get a definition of "the church" from two pastors. Also ask them about the "best" and "worst" things about the church. Submit at least 250 words. In your report, include the pastors' names as well as the churches they serve.
 - (2) **Interview of lay volunteer.** Interview a local church volunteer worker. Ask about what they do, how they got involved, what brings them the greatest joy and satisfaction . . . Submit at least 250 words. Be sure to identify the person as well as the church in which they serve.
 - ii. **Interview of 2 believers.** Interview two Christians. Find out how they came to Christ. What finally motivated them to accept the Lordship of Jesus Christ. Submit at least 250 words. Be sure to identify the people by name as well as the churches in which they are involved.
- h. **Project: 4 hours of ministry** During this semester you must give 4 hours of volunteer service to a church or compassionate ministry organization. Your reporting of that will include two Moodle submissions (a proposal and a mid-term check-up report) and a final written paper:
 - i. **A 200-350 word Ministry Project Proposal.** This proposal for doing your ministry service hours must clearly include:
 - (1) A statement of purpose including your reasons for choosing this avenue of ministry.

- (2) An indication of which of your spiritual gifts will be used (based on the results of the two personal evaluations you have done).
- (3) The tasks you expect to be involved in.
- (4) The name of your supervisor in the church or organization and his/her phone number.

The Ministry Project may involve something you are already doing such as teaching a Sunday School class, singing in a choir, or being a greeter at church. The project could be the little “push” you need to get you started doing something in a local church. Or it may be serving on a two- or three-time basis at places like Love Link, Reaching Our City, the City Rescue Mission, or Northwinds (See the end of the syllabus for names and telephone numbers of contact people for these).

ii. **Ministry Project Check-up Report.** A report form will be provided in Moodle. At least two of the 4 required ministry hours should be completed by the due date of this report.

iii. **Ministry Project Paper.** This 6-8 page wrap-up reflection and summary paper, due near the end of the semester, should include the three sections outlined below. Your paper must include at least two properly documented quotations from the textbooks.

- (1) Reporting.
 - (a) Name and describe the organization or local church with which you worked.
 - (b) Indicate the goals that you had hoped to achieve as you began the project.
 - (c) Describe the form of ministry and specific tasks and also the larger purpose your ministry served to the church or organization.
 - (d) Keep track of and report the actual clock time spent with specific dates and hours. A minimum of 4 hours must be put in during this semester (even if your ministry began earlier and you have already invested a substantial amount of time in it).
- (2) Evaluating.
 - (a) If you did the spiritual gifts/strengths surveys in the first week of class, Indicate what your specific gifts and spiritual strengths were. Answer the question: What contribution can my unique strengths and gifts add to a Body of Believers (church) or to a volunteer compassionate ministry organization?
 - (b) Note how your ministry involvement impacted you?
 - (c) Evaluate the effectiveness of what you accomplished for the organization.
 - (d) If you were involved directly with people, what impact did you observe on them?
 - (e) Your evaluation will be strengthened by including anecdotal examples.
- (3) Planning. (Approximately one-third of the paper should be given to this future dream)

Do some daydreaming about what you would like to accomplish in ministry (whether lay or professional). Do that dreaming based upon:

- 1) your own interests, dreams, ambitions and career goals
- 2) your ministry project involvement in this course
- 3) insights from the texts and lectures.

Spell out those hopes and dreams both short-range (2-3 years) and long-range (5-10 years).

3. **Show up for exams and take them.** Exams will be both objective and subjective. Study guides will be given ahead of time.
- Exam 1 will cover lectures and all of Staples' book.
 - Exam 2 will cover all of McKenna's book and the lectures.
 - The final exam will cover Kimball, lecture material and possibly questions from the first two tests.

1. Report on two online surveys	25	<h2 style="text-align: center;">Grading</h2> <p style="text-align: center;">The standard SNU letter grade equivalents for percentages will be used.</p>
2. First days' thoughts on Moodle	10	
3. A Burning Question	5	
4. Interviews of 2 pastors or 1 lay volunteer	50	
5. Interviews of 2 believers	50	
6. Reports on Staples @15 pts	135	
7. Reports on McKenna @15 pts	150	
8. Reports on Kimball @15 pts	105	
9. Gospel of Mark reading	100	
10. Bi-weekly church "laboratory" reports @10 pts	70	
11. Ministry Project Proposal	50	
12. Group presentation of text material	100	
13. Project Checkup Report	50	
14. Project Final Paper	100	
15. 3 Exams @ 100 pts.	300	
16. Attendance	100	

Late work will be penalized for each class period that the work is late. This includes exams taken late.
 Academic dishonesty is never acceptable (especially in a religion class) and will be penalized severely.

“How important is attendance?”

Absences can affect your grade. Included in course grade calculations will be a percentage of the number of class sessions you attended. Three tardies or early departures equal one absence. If you arrive tardy, see me right after class to make sure you are counted tardy, not absent.

“How come you grade my writing? This isn't a comp course, is it?”

Most courses at SNU contain writing components. That's done on purpose to help you develop the ability to clearly articulate your ideas. I expect students to produce written work that is focused, well developed, organized and relatively free of grammatical, punctuation and spelling errors. Papers that fall short of this standard will not be accepted; the work may well be returned to the student for revision within a reasonable time.

If you need assistance with a learning or physical disability that may affect your academic progress, I encourage you to contact the Academic Center for Excellence at 491-6694. In addition, specialized services are available for first-generation (neither parent earned a bachelor's degree), low-income, disability, and international students. All traditional, undergraduate students are encouraged to seek assistance from the ACE office for their academic needs.

<http://home.snu.edu/~hculbert/>