All precourse assignments should be emailed to the Course of Study office by September 21, 2015.

Course Description and Outcomes
This course introduces the student to theological reflection in the Wesleyan tradition. Basic terms, tasks, and methods of Christian theology will be introduced. Representative classical themes will be defined and illustrated. The course provides a foundation for further historical and theological study.

Students will be able to:
1. Examine their understanding of faith, sin, salvation, grace, and the place of doctrine in the life of the Church.
2. Use and understand classical theological terms and themes.
3. Critically consider the sources of theological reflection, including scripture, tradition, experience and reason.
4. Reflect theologically as a resource for pastoral ministry.

Required Textbooks

Supplementary Textbooks
Precourse Assignments
(No more than 12 pages combined)

1. Read Gonzalez and Perez Introduction to Christian Theology and Ted Campbell Methodist Doctrine, The Essentials. Summarize each section of Gonzalez indicating you have grasped the major theological issues raised, and then give a summary of what Campbell considers to be the essentials of United Methodist theology.

2. Read Gunter, Wesley and the Quadrilateral and answer the following questions: According to Richard Hooker, the Anglican theologian who lived 150 years prior to Wesley, how does an Anglican understanding of the authority of scripture differ from a Puritan use of Scripture? What did Wesley mean by “the general tenor of Scripture,” and why is this important for our theological reflection? What is a “programmatic appeal to tradition? What did Wesley mean by saying reason was a capacity or “faculty of the soul?” What is meant by Wesley’s “dawning” awareness of the mediated nature of human experience? (Questions one and two above should have a combined total of 8 to 12 pages double spaced.)

Essay Due at the beginning of class on November 7, 2015: Choose one of the following topics and write a 5-7 page (double spaced) essay indicating your ability respond to the issue through your understanding of the role of the pastor as theologian and your understanding of the Wesleyan Quadrilateral. The essay should indicate you have a solid grasp of the subject matter and appropriate theological language for addressing it. You should be able to clearly show how the Wesleyan Quadrilateral can help provide pastoral context for addressing such difficult issues.(divorce, suicide, torture, human sexuality, war and peace, racism, suffering, death of a child, or you may choose another issue after consultation with the instructor)

Final Exam: An open book take home final exam will be given which will cover all reading material and class room lectures. (Due November 12th)

Grading system: Final grades will be determined by the following format.
Precourse Work 20%
Classroom Participation 20%
Final Exam 30%
Essay 30%
Any student who is absent for 20% or more of class time cannot receive a grade for this course.

Class Outline
Day One
Introduction
History and Development of Theology and Doctrine
Thinking and Growing Theologically
Development of the biblical canon and creeds
Reformation theology and the Wesleyan movement

Day Two
The Calvinist – Arminian debate
The Book of Discipline –Our Theological Task
Introduction to the Wesleyan Quadrilateral
General and Special revelation
Personhood/attributes of God
The development of Christology
**Day Two Continued**

- The doctrine of the Trinity
- The problem of evil/theodicy
- Original and actual sin
- The person and work of Jesus/ Soteriology
- Nature of Christ/Christology
- Atonement
- Salvation, stages of grace, The Scripture

**Day Three**

- Way of Salvation

**Guidelines for Written Assignments**

- All papers should be typed, double-spaced, on 8 ½” by 11” paper, unless the instructor has asked for a different format specifically within the precourse work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
- All papers must include a page number and the last name of the student in either the header or footer of every page.
- You should note the question you are answering at the beginning of each new section of materials.
- All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.
- Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.
- All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.

**Inclusive Language Covenant**

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.
Directions to Email Precourse Assignments

Please read all the directions below before emailing your assignments to the COS Office, any emails received that do not follow the directions below will not be accepted. You will receive an email confirmation of receipt and if your email is not submitted correctly an email indicating you will need to resend your assignments.

1. Email only michelle.levan@emory.edu, do not email instructors precourse assignments.
2. Email must be received no later than 11:59pm on the deadline of September 21, 2015.
   1. Please note that the cut off time is EASTERN STANDARD TIME zone, so email your assignments accordingly.
   2. Any precourse work received after September 21st at 11:59pm will be subject to a late penalty.
      • Precourse work received between September 22 – September 27 is 1 letter grade deduction.
      • Precourse work received between September 28 – October 3 is 2 letter grade deductions.
3. The course number and the phrase “precourse work” should be the subject of your email:
   Example - Precourse Work 113
   a. You will need to send a separate email for each course you are registered to attend.
4. Precourse work must be sent as an attached document and not in the body of the email.
   a. Any version of Microsoft Word will be accepted; PDF, Word Perfect, and Mac-Pages documents will not be accepted. If you are using another type of word processing program please convert your document to a version of Microsoft Word before sending.
   b. All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments; emails sent with multiple documents will not be accepted.
5. Your FULL name, phone number and email, should all be clearly included at the beginning of your email. See Example
6. Plagiarism Policy and Plagiarism Defined
   The plagiarism Policy and Defined paragraphs below must be included in the body of your email (both are below), not within your precourse work. The inclusion of the policy and definition in the body of the email, verifies that you agree to it and your email will represent your signature (which is a requirement). If the email does not include the plagiarism policy and definition it will not be accepted. Your email, with the plagiarism policy and definition will be printed and used as the cover sheet for your precourse assignments, because it has the verification of date and time received, and your agreement to the plagiarism policy and definition.

**Plagiarism Policy** - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.

**Plagiarism Defined**: “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.

7. If you do not follow the procedure your precourse work WILL NOT BE ACCEPTED! You will receive a confirmation of receipt within 24 hours or notice to resubmit following the process.