Course Description and Outcomes
This course is the capstone to the student’s basic course of study. Its focus is the integration of the biblical, theological, and practical aspects of ministry. It will, therefore, focus upon systematic or constructive theology, providing an opportunity to reflect upon the major doctrines of the Christian faith and how they are coherently related to one another. The class aims at assisting pastors to think theologically and at demonstrating how theological reflection is an integral aspect of the practice of ministry.

Students will be able to:
1. Articulate a Trinitarian theology for the practice of ministry.
2. State clearly the nature and mission of the Church and its relation to pastoral ministry.
3. Demonstrate the ability to reflect theologically.
4. Develop a plan for lifelong theological reading, reflection, and growth.

Required Textbooks
- The Bible (a good modern translation – the NRV, for instance)

Supplementary Textbooks
Pre-Class Assignments

*Pre-class assignments should be submitted in the “Assignments” section of Canvas by June 1.*

Pre-Class Assignment #1
Read Shirley Guthrie’s book, taking notes for yourself on the important issues (these notes are not to be handed in). Notice that Guthrie writes from the perspective of the Reformed tradition. You may ignore his sections on the Reformed creeds.

Write a 5-page essay on four doctrines. You must begin with the Doctrine of the Trinity and end with the Doctrine of the Church. Select two other doctrines that are central to your faith. In extensive engagement and explicit dialogue with Guthrie’s book, explain each of the four doctrines in your own words. What does each doctrine claim and why is it important? I need to see clearly that you have read and comprehended Guthrie’s suggestions and insights.

Pre-Class Assignment #2
Read Wood and Blue’s book and write a 4-5 page essay with the following components:

- An analysis of how the authors define theology and why they believe it is essential to ministry
- An analysis of three of the cases the authors write about. Select a different doctrine from Guthrie’s book for each case you choose and demonstrate how it applies in addressing the issues of the particular case.
- A discussion of a situation you have had in your own appointment and how theological reflection helped or could have helped in your approach to addressing the issues of your case. Be sure to explicitly connect doctrines to the issues of your case.

Rules For Your Work

Be sure to write in your own words, using quotations infrequently and only to support a point that you have already made. Document your essay with in-text notation indicating on which page you found the information that you are using or to which you are referring. For your documentation and any quotations, use Modern Language Association (MLA) formatting style, which can be found at Purdue University’s Owl, the online writing lab: https://owl.english.purdue.edu/owl/resource/747/01/

A works cited page is not necessary.
**Grade Deduction Policy**

Pre-class work must be received no later than 11:59 p.m. EST on June 1, 2018. Pre-class work received after the deadline will be subject to the late penalty schedule below:

- Pre-class work received between June 2-8 will receive a one-letter grade deduction.
- Pre-class work received between June 9-15 will receive a two-letter grade deduction.
- Students who have not submitted pre-class work by June 15 will be dropped from the class.

**COS Grading Scale**

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<th>Grade</th>
<th>Score Range</th>
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<tr>
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**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.

**Guidelines for Written Assignments**

- All papers should be typed, double-spaced, and on 8.5”x11” paper.
- The font should be Times New Roman, 12 point.
- Margins should be 1” on all sides.
- All papers must include a page number and the student’s last name in the header or footer.
- All papers must be properly cited. You can see how to properly cite your quotes in the “Files” section of your Canvas site under “Writing Tips.”

**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 participation 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.