Pre-Course Assignments should be emailed to amy.elizabeth.walker@emory.edu by June 1, 2016.

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

Reference Textbooks

Supplementary Textbooks
**Pre-Course Assignments**
(Combined minimum of 16 pages and a maximum of 20)

- Read *Methodist Doctrine: The Essentials* and give a summary definition of the doctrines Campbell regards as essential to United Methodism. *(About 4 pages)*

- Read *An Introduction to Christian Theology* and give, in your own words, a description of the major theological themes raised in each chapter of the book. *(About 6 pages)*

- Read the following twelve sermons from *John Wesley’s Sermons* and write a brief paragraph on each sermon summarizing how Wesley addressed the main theological issue in each sermon. *The Image of God, Christian Perfection, Justification by Faith, Upon our Lord’s Sermon on the Mount, IV, V, VI, &VIII, Catholic Spirit, Original Sin, The Scripture Way of Salvation, The New Creation, and The Duty of Constant Communion.* *(About 6 pages)*

**Essay**

A 5-7-page paper will be required on one of the following topics indicating your ability to 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 demonstrate that you have appropriate theological language for addressing the issue and that you can clearly show how the quadrilateral can help provide pastoral support in addressing the issue.

**TOPICS:** Suicide, torture, human sexuality, racism, death of a child, gun violence, or you may choose another subject after consultation with the instructor.

**DUE DATE:** The essay will be due Monday of the last week of class.

**Final Exam**

An open book take-home final exam will be given which will cover all reading material and classroom lectures. The exam will be due no later than five days after the last day of class.

**Grading System**

Final grades will be determined by the following format:
- 20% - Pre-Coursework
- 20% - Classroom Participation
- 30% - Final Exam
- 30% - Essay

Any student who is absent for more than 20% 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

Day Two
• The Calvinist – Arminian debate
• The Book of Discipline-Our Theological Task
• Introduction to the Wesleyan quadrilateral
• General and special revelation

Day Three
• Personhood/attributes of God
• Development of Christology
• Doctrine of the Trinity
• Problem of evil/theodicy

Day Four
• Original sin and actual sin
• Person and work of Jesus/soteriology
• Nature of Christ/Christology
• Atonement

Day Five
• Salvation, stages of grace,
• Scripture way of salvation
• Prevenient grace
• Justification

Day Six
• Regeneration
• Sanctification
• Doctrine of the Holy Spirit/pneumatology
• Doctrine of the Church

Day Seven
• Christian hope/eschatology
• The Sacraments
• Review

Guidelines for Written Assignments
• All papers should be typed, double-spaced, on 8½” 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 Pre-Course Assignments

SEND TO – Email your pre-course assignments to: amy.elizabeth.walker@emory.edu

• You are encouraged to email the instructor with questions about the assignments, but do not email your pre-course assignments to them.

DEADLINE – Email must be received no later than 11:59 p.m. EST on June 1, 2016. Pre-course work received after the deadline will be subject to the late penalty schedule below:

• Pre-course work received between June 2-30 will receive a two-letter grade deduction.
• Students who have not turned in pre-course work by June 30 will be dropped from the class.

EMAIL SUBJECT LINE – The subject of your email should be “Pre-Course Work – COS 122”

THE EMAIL – Your full name, phone number, and email address should be included at the beginning of your email. Pre-course work must be sent as an attachment and not in the body of the email.

   a. Only Microsoft Word and .pdf documents will be accepted.
   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.

PLAGIARISM – The “Plagiarism Policy” and “Plagiarism Defined” paragraphs below (in red) must be included in the body of your email, not within your pre-course 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.

   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.

You will receive a confirmation of receipt within 24 hours of submitting your pre-course work.