Greetings friends!

Having corresponded with a few of you, I was very much looking forward to meeting you in person this coming Jan term. Unfortunately, we are still all struggling under the reality of the Coronavirus pandemic and our class has been moved online. This will present certain challenges to all of us, nevertheless, I believe we will still have a fruitful opportunity to explore the topic of Evangelical theology and the challenges posed to it by a pluralistic age. I also believe that we can work towards a productive week for your overall Dmin goals. You will notice adjustments to our weekly schedule, most notably under the heading “in seminar.” Perhaps you have never taken an online class before. I have never taught one! Patience and grace will need to abound! If I have not explained myself clearly, please reach out at rob@stacitadel.org or call me directly at 843-516-5116. I look forward to “meeting” you at our first zoom session at 1300 (EST) Jan 11, 2021.

-Rob

TRINITY
School for Ministry
Doctor of Ministry Program

COURSE DESCRIPTION AND ADVANCE READING ASSIGNMENT

ST 900
Evangelical Theology for a Pluralistic Age
Jan 11-15 2021
Amended for Online Participation

Instructor
Rev. Dr. Robert Sturdy
The Citadel, 171 Moultrie Street # 3
Charleston S.C. 29409
843-516-5116

Credits: 3 units
I. Course Description

This course sets out the essentials of evangelical theology and applies them to Christian ministry in contemporary pluralistic society. It offers a working definition of evangelical theology with an emphasis upon the key features of the supremacy of scripture in the belief and practice of the church, the Trinity and the work of Christ, the Holy Spirit and the work of conversion, and the synergy of evangelism and social activism in the missional life of evangelical congregations.

II. COURSE OBJECTIVES

This course is designed to help you develop not only what you know, but also who you are and what you can do. The objectives are:

1. To equip you with a working definition of evangelical theology and deepen your understanding of its core theological features and activist spirit. (extending what you know).

2. To appreciate the continuity of evangelical theology from Apostolic to modern times in order to learn from the past to equip you for present work (broadening what you can do).

3. To reflect on the implications of evangelical theology and practice for church leadership alongside with others who are committed to gospel ministry (developing who you are).


III. DOCTOR OF MINISTRY STUDENT OUTCOMES

1. The student will recognize and identify the biblical theology evident in the course work.
2. The student will be able to articulate an Anglican understanding of biblical, historical, systematic, and pastoral theology.
3. The student will be able to communicate effectively the Christian message to a diversity of people in order to advance the mission of God.
4. The student will be able to identify a specific ministry problem, reflect on it biblically and theologically and apply their learning to that problem.

This course furthers all four of these goals, but it will make a particular contribution in helping students to think biblically and theologically about an identified problem and apply those insights to the problem identified (4).

IV. COURSE REQUIREMENTS
Pre-seminar

Two Book Reviews: Each book review should be 8-10 pages. In the first few pages write a brief summary of the author’s major points. In the remainder of your review please write a critical analysis of particular features of his discussion that you found interesting/questionable/helpful. Book reviews are due Monday, Jan 11 and will be read out loud to fellow participants.

SBL style will be expected. Students are highly encouraged to read, learn, and inwardly digest the “Citation and Formatting Guide” produced by Westminster Theological Seminary’s Center for Theological Writing. Electronic copies are available through TSM.


Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Chicago: University of Chicago Press, 2007. *(Omit pages 216-280 which is basically MLA rather than Turabian.)* ISBN 10: 0-226-82337-7. Turabian shows how the style system works. SBL elaborates on Turabian with specific helps for religious areas of study such as Bible dictionaries and commentaries, the Qumran Scrolls, Greek and Hebrew Texts.

In-seminar: Our seminars will be 120 min sessions held over zoom *once per day* beginning on June 13 and concluding on June 17. Zoom sessions will take place at 1300 (EST) and conclude at 1500 (EST). The content of these zoom sessions will be the reading and the lectures for the theme of the day. These will begin to be available to registered students on the week of Dec 7th with the goal of having all lectures uploaded by Jan 8th. Questions will be posted to the google classroom for your review, so that you will have a sense of how to prepare for the seminar discussion held on zoom. In addition to this, we will also discuss your pre-seminar papers. These are due on Monday, Jan 11. Having received them, I will assign a day for you to present them to the seminar for discussion.

I will be making myself available for phone calls after the zoom sessions to discuss potential areas for research for your post-seminar paper. We will schedule these calls at our first zoom session on Jan 11, so please come prepared with ideas to discuss. Ideally, each student will meet with me for a phone chat *at least twice* before the intensive concludes in order to make sure you are beginning the research phase as prepared as possible.

**Monday 11 Jan**
1. Evangelical theology and the challenges of a pluralistic age
   (a) Listen to audio lectures 1-4.
   (b) Review pre-seminar questions.
   (c) Zoom @ 1300 (EST)
      a. Introductions
      b. Intro to Syllabus
      c. Outline of Expectations
      d. Seminar Discussion
   (d) Potential for Phone Meeting 1530 (EST)
   (e) Potential for Phone Meeting 1630 (EST)

**Tuesday 12 Jan**
2. The supremacy of Scripture in belief and practice
   (a) Listen to audio lectures 5-8
(b) Review Pre-seminar questions
(c) Zoom @ 1300 (EST)
   a. Pre-Seminar Paper Presentation
   b. Discussion and critical feedback of pre-seminar paper
   c. Seminar discussion
(d) Potential for Phone Meeting 1530 (EST)
(e) Potential for Phone Meeting 1630 (EST)

Wednesday 13 Jan
3. The Trinity and the work of Christ
   (a) Listen to audio lectures 9-12
   (b) Review Pre-seminar questions
   (c) Zoom @ 1300 (EST)
      a. Pre-Seminar Paper Presentation
      b. Discussion and critical feedback of pre-seminar paper
      c. Seminar discussion
   (d) Potential for Phone Meeting 1530 (EST)
   (e) Potential for Phone Meeting 1630 (EST)

Thursday 14 Jan
4. The Holy Spirit and the work of conversion
   (a) Listen to audio lectures 13-16
   (b) Review Pre-seminar questions
   (c) Zoom @ 1300 (EST)
      a. Pre-Seminar Paper Presentation
      b. Discussion and critical feedback of pre-seminar paper
      c. Seminar discussion
   (d) Potential for Phone Meeting 1530 (EST)
   (e) Potential for Phone Meeting 1630 (EST)

Friday 15 Jan
5. The Church’s role in evangelism and social activism
   (a) Listen to audio lectures 17-20
   (b) Review Pre-seminar questions
   (c) Zoom @ 1300 (EST)
      a. Pre-Seminar Paper Presentation
      b. Discussion and critical feedback of pre-seminar paper
      c. Seminar discussion
   (d) Potential for Phone Meeting 1530 (EST)
   (e) Potential for Phone Meeting 1630 (EST)

Each day begins with Morning Prayer in the Chapel at 8:30 am, except Wednesday when there is a Eucharist. As a result, the morning session on Wednesday is likely to start a little later.

Please note that the class ends on Friday afternoon. If there is a compelling reason why you need to leave earlier than that, please let me know in advance, and I will see whether we can accommodate your needs.
Post-seminar
A 25-30-page paper (double-spaced) on a project on one of the five topics covered during the week and submitted for grading by 4/5/21. Each student will be required to meet with the instructor one on one before the end of the week to (a) explain their overall topic (b) discuss how this paper will serve larger goal of the student’s Dmin project, (c) begin the conversation as to a suitable essay topic and thesis statement for this class. The more work that is done beforehand the more productive this time will be.

Please ensure the assignments are submitted on time. If illness or some family or personal emergency occurs that makes this impossible, please contact me as soon as possible. Otherwise, late submissions will be penalised with a reduced grade.

V. BIBLIOGRAPHIC EXPECTATIONS

Required reading:


Please bring these books and materials to class with you, together with a Bible.

VI. COURSE EVALUATION

1. Punctual attendance in class and participation in class discussions will be expected. This will count for 20% of the final grade.

2. Your seminar paper will account for 10% of your final grade.

3. Your research paper will account for 70% of your final grade.

Please note the rules against copying material in the Academic Bulletin (in the section on, ‘Cheating and Plagiarism’, of the, ‘Academic Policies’):

Students at Trinity are expected to display the highest standards of personal and academic integrity in the development of research papers and other academic projects. Perhaps the most critical issue in exhibiting integrity in academic assignments is student compliance with accepted practices of notation of resources and references used to develop their paper or project.
It is recognized there can be some confusion regarding proper procedures and practices regarding integration of bibliographical references into assignments. The following policy is intended to address both intentional and unintentional plagiarism. The policy also recognizes that there are levels of plagiarism and that consequences must be aligned with the seriousness of the offense. All students are responsible to be familiar with this policy. Ignorance of plagiarism guidelines will not be accepted as a defense or excuse for violating these standards.

### Grades

Grades will be based on the following scheme from the University of Durham, UK.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95+</td>
<td>Work in this category will show full and informed coverage of the topic. It reveals awareness of different views and interpretations and the ability to assess and evaluate them. There will be close familiarity with primary and secondary literature and detailed and accurate references. The structure will be clear and coherent and will show development of ideas. There will be mature comment and analysis and an awareness of how the subject fits into the wider picture. The style will show a ‘sparkle’ and lightness of touch, which reflects a genuine engagement with the material.</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>This is still excellent work, and will show many of the above qualities, but without the ‘sparkle’ which marks out scripts getting the top award.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Work in this category will still show good coverage of the material and an awareness of different views. There will be a clear structure and evidence of the ability to assess viewpoints critically. Coverage will be adequate and comment competent without being outstanding.</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>This kind of script will offer less incisive analysis of differing viewpoints and less full coverage. Comment and reflection will be adequate but lacking in the penetrating insights of more highly assessed work.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>Like category B, this work will show reasonable competence. It is still good work, but it will lack sparkle and show the ability to summarize the opinions of others rather than display originality and unusual insight. It will be accurate and coherent in its structure.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>This category is marked by reasonable coverage, some awareness of differing views and some ability to comment. It will lack real analytical power and a wide awareness of the place of the subject in a wider context. There will be no serious inaccuracies or gross irrelevance but the abiding impression will be of adequacy rather than competence and of ability to summarize content rather than astuteness in analysis.</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>Scripts in this category will show reasonable accuracy, basic knowledge of the material and an attempt to structure this, but beyond that will have few positive merits. Scripts will be relevant without imagination or real ability to analyze and comment on differing viewpoints.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>This is the lowest category which is deemed a ‘pass’. Work assessed at this grade will show just adequate knowledge of the material, some elementary structure but no comment or analysis.</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Work given this category falls short of the criteria outlined for all categories.</td>
</tr>
</tbody>
</table>
above. Both coverage and relevance will be unsatisfactory and there will be a lack of analysis and comment. Style will be pedestrian and the structure lacking in coherence.

F (0-59) Work of this grade will show a complete failure. Scripts may be far too short, display complete irrelevance and gross inaccuracy, as well as complete ignorance of opposing viewpoints. Serious failures in grammar, spelling etc. might well be further evidence of work at this level.

This is intended only as a guide rather than as a set of rules. I trust, however, it will indicate what a particular grade means and suggest what steps might be taken to achieve higher grades.

As a rule of thumb:  C grades: are for summarizing the reading.
B grades: are for summarizing and commenting on the reading
A grades: are for arguments that use summaries and comments

VII. COURSE INSTRUCTOR
I currently serve as the Anglican Chaplain to the Corps of Cadets at The Citadel, The Military College of South Carolina where I direct St. Alban’s Anglican Chapel. I have been ordained since 2006 and have served the church in a variety of roles. I am an associated researcher for the Evangelische Theologische Faculteit in Leuven, Belgium where I continue as a member of the Institute of Post-Reformation Studies, where my focus is on 17th century Reformed scholasticism. I’m married to Stephanie with whom I have two children, David (12) and Genevieve (9). I very much look forward to the opportunity to instruct you, learn with and from you, as well as to assist you in advancing your Dmin project.

Please do not hesitate to contact me if you have any questions at any point. It is probably easiest to e-mail me at rob@stacitadel.org. You may also call me on my cell at 843-516-5116.

-Rev. Robert C. Sturdy

Appendices for TSM Policies

Plagiarism

Plagiarism is a violation of an author’s/artist’s intellectual property rights and is a serious offense. Please note the rules against copying material in Trinity School for Ministry’s Academic Catalog (found online at https://www.tsm.edu/wp-content/uploads/2017/08/2017-2018-Academic-Catalog-Online.pdf in the section on “Cheating and Plagiarism” in Academic Policies): Students at Trinity are expected to display the highest standards of personal and academic integrity in the development of research papers and other academic projects. Perhaps the most critical issue in exhibiting integrity in academic assignments is student compliance with accepted practices of notation of resources and references used to develop their paper or project. It is recognized there can be some confusion regarding proper procedures and practices regarding integration of bibliographical references into assignments. The […] policy is intended to address both intentional and unintentional plagiarism. The policy also recognizes that there are levels of plagiarism and that consequences must be aligned with the seriousness of the offense. All students are responsible to be familiar with this policy. Ignorance of plagiarism guidelines will not be accepted as a defense or excuse for violating these standards.
TSM DMin Policy for Late Work:

All students have the responsibility to complete their academic work in a timely manner and to comply with all course requirements set by the instructor in the course syllabus, including deadlines for assignments and papers. Students must not in any circumstance assume that late submission of work will be overlooked or treated casually.

Late work and extensions. Instructors may grant an extension of due dates for class assignments. If students make a mutually acceptable prior arrangement with an instructor, they may with the instructor’s permission submit required course work up to the official date for the end of term. When students expect to submit required course work later than the due date assigned by the instructor, but before the last day to submit work for the term then the student must signify this prospect to the instructor in writing, stating the extenuating circumstances, to obtain permission for late submission, on or before the assigned due date or stated examination day of a given term. A copy of this request must be submitted to the Registrar to be kept in the student’s file. The instructor may impose a condition that the grade be reduced, depending upon the reason for the requested extension. The instructor shall clearly signify in the syllabus any such condition to the student, including the amount of reduction.

Incompletes. Extensions beyond the official last day to submit work for the term will involve an incomplete and may be obtained only upon written petition to the Academic Dean and Registrar, indicating the support of the course instructor for such an extension. The petition must demonstrate significant extenuating circumstances justifying the request. The Academic Dean and instructor, in consultation with the Registrar, shall determine the length and end date of the incomplete period. The Registrar will generate a contract to be signed by the instructor, the student and the Academic Dean. The incomplete work shall be due no later than 30 days following the original work due date. An administration fee of $200 which is not eligible for scholarship, shall be added to the student’s bill. Additionally, the student may not register for courses in the next term until the required work is submitted and all fees are paid in full. Incompletes will be arranged in accordance with the procedure outlined in the paragraph above; an “I” indicating an incomplete will be entered upon the student’s transcript for the course in question. When the work has been completed, the instructor shall submit a final grade to the Registrar, who shall then make an appropriate notation on the transcript indicating removal of the Incomplete and entering the final grade.

If a student fails to meet the applicable deadline, in accordance with the procedures stated above, an “F” shall be automatically registered for the work in question, and a grade for the course shall be calculated on that basis, together with the evaluation of other coursework submitted. Additionally, the student may also be put on academic probation.