THST 626
MODERN CHRISTIAN THEOLOGY
March 25-29, 2012

Instructor: Darius Jankiewicz

InMinistry Center Intensive
MA in Pastoral Ministry

Andrews University
THST 626
MODERN CHRISTIAN THEOLOGY
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GENERAL CLASS INFORMATION

Class acronym: THST 626
Class name: Modern Christian Theology
Semester & year: Spring Semester 2012
Class location: Southeastern California Conference Office, Riverside, CA
Class time/day:
- Sunday, March 25 06.30pm – 09.00pm
- Mon, March 26 – Thu, March 28 08.00am – 12.00pm 01.30pm – 04.00pm
- Thu, March 29 08.00am – 12.00pm 02.00pm – 04.00pm
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Darius Jankiewicz, PhD
Telephone: 269-471-3438
Email: darius@andrews.edu
Office location: Seminary Building, N309
Office hours: 8:00 am – 5:00 pm

BULLETIN CLASS DESCRIPTION

Study of the major doctrinal trends of the Church from Anselm to Wesley. Particular attention given to such themes as atonement, salvation, ecclesiology, and eschatology.
The primary objectives of this class are to:

- **Knowing**
  
  Upon the completion of this course, the students should:
  
  - Identify major theological trends in Christianity during the modern Christian era.
  
  - Know the teachings of key theologians and philosophers whose work will be discussed during the course.
  
  - Be familiar with a range of key theological terms, which constitute a necessary technical theological vocabulary.
  
  - Display an understanding of the doctrinal/theological controversies that impacted the Christian Church during the period covered by this course and be able to relate these issues to current understandings.

- **Doing**
  
  Upon the completion of this course, the students should:
  
  - Increase their ability to think critically (analyze and evaluate), creatively (design and create), and practically (apply knowledge and solve problems).
  
  - Be able to critically analyze and evaluate the selected writings of modern Christian theologians.
  
  - Use the historical/theological knowledge gained in this course to explain and evaluate various factors and influences relating to the evolution of Christian doctrine.

- **Being**
  
  Upon the completion of this course, the students should:
  
  - Be more interested in the theological views of others and continue learning about them via reading and interaction.
  
  - Appreciate God’s providence in establishing and maintaining a community of the followers of Jesus Christ and providing it with a theological vision.
  
  - Develop a deeper commitment to Jesus Christ and be excited about belonging to His church on earth.
  
  - Appreciate God’s leading in the Christian church before the rise of the Seventh-day Adventist Church.
Before the Intensive:


Recommended:


Class Bibliography:


Criteria for Grades
Written assignments will be graded by considering the degree to which each of the written instructions for the assignment are incorporated into the paper; compliance with AU Standards for Written Work, 12th ed; quality of writing including grammar, punctuation, and clarity. (e.g., Criteria for each grade are listed in the Criteria for Assessment Guidelines which is attached as Appendix 1 of this document.)

Passing Grades
All assignments must be submitted in order to receive a passing grade regardless of the points awarded for any individual assignment(s).

Assessment Submission
All assignments should be submitted to me as MS Word documents via darius@andrews.edu dated no later than the day the assignment is due.

Late Submission
The following penalties will be applied for late submission of assessment items:

Assessments received by due date: (possible A grade)
Delay up to 60 days: (no better than an A- grade)
Delay up to 90 days: (no better than a B+ grade)
Delay up to 120 days: (no better than a B grade)
Delay up to 150 days: (no better than a C grade)

Academic Integrity
Please make sure that there are no traces of any form of plagiarism in your written work. If any form of plagiarism is detected the assignment will receive 0 points. For more information please see Class Policies below. For more information on plagiarism and how to avoid it, please visit http://www.plagiarism.org/

Assessment Breakdown
The following list details weight given each assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Research paper</td>
<td>40%</td>
</tr>
<tr>
<td>Required reading and reports</td>
<td>20%</td>
</tr>
<tr>
<td>Final examination</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
BEFORE CLASS REQUIREMENTS

a. Read the following pages from the McGrath book: 79-85; 94-123; 146-150; 156-252; and the entire book by Walls and Dongell.

b. Prepare two 3-5 page book reviews. These reviews should not be a repetition of the ideas found in your textbooks but rather your personal reflection on the way in which the reading enriched your Christian/Adventist worldview.

DURING THE INTENSIVE

a. I suggest that you spend 2-3 hours studying each evening, in addition to the time spent in class. This additional study time should be largely directed toward preparation for the final examination which is scheduled for Thursday, March 29, 2-4pm.

b. Only one course examination will be given during the intensive. The material for the examination will be taken from the class lectures. The exam format will consist of multiple choice, short answer and essay questions.

c. Academic policy requires regular attendance at all lectures during the intensive. Absences of more than 10% may jeopardize your final grade.

AFTER THE INTENSIVE

a. Write a research paper, minimum 15 pages (excluding the title page and bibliography) on the topic, which you have agreed with the professor. The paper is due on August 31, 2012. The paper will be graded according to the criteria and rubric found below.

No other extra reading or work shall be given to improve one’s final grade.

<table>
<thead>
<tr>
<th>Grading system (in percentages)</th>
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<tbody>
<tr>
<td>A : 96-100</td>
</tr>
<tr>
<td>A- : 91-95</td>
</tr>
<tr>
<td>B+ : 87-90</td>
</tr>
<tr>
<td>B : 83-86</td>
</tr>
<tr>
<td>B- : 80-82</td>
</tr>
<tr>
<td>C+ : 75-79</td>
</tr>
<tr>
<td>C : 70-74</td>
</tr>
<tr>
<td>C- : 60-69</td>
</tr>
<tr>
<td>D : 50-59</td>
</tr>
<tr>
<td>F : 0-49</td>
</tr>
</tbody>
</table>
CLASS POLICIES

Classroom Seating
To facilitate the process of learning, students will be divided into teams of three or four during the first class. The purpose of this procedure is four-fold: first, to create a mini-community of believers where various ideas relating to the subject matter of the course can be safely shared and discussed; second, to enable students to better understand and interact with other people; third, to facilitate the analysis and learning of the subject matter; fourth, to prepare the students for the communal way of doing things in their future ministry.

Recording
Students are not permitted to record class lectures.

Mobile Phones: Students are requested to switch off their mobile phones during the lecture, as ringing and movement disrupt the class. Walking out of the class to take the phone call is not permitted. The professor reserves the right to lower the grade for repeated offenders.

Laptop Computers
Computer use in class is for taking notes and research not playing games, emailing or surfing the internet. The professor reserves the right to ban the individual students who break these rules from using his/her computer during class lectures.

Class Attendance
“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.”

Academic Integrity
Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2011, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.”

Andrews University Bulletin 2011, page 30
Welcome to my class. You are about to embark on a fascinating educational journey and it is my privilege to guide you through it. As you already know, my name is Darius Jankiewicz (Yun-kye-vich, with an accent on “kye” syllable) and I am an Australian of Polish birth. I immigrated from Poland to Australia in 1986 and there attended Avondale College.

After a few years in ministry, my wife and I decided to move to Berrien Springs to continue my education at Andrews where I first completed an M.Div. and then a Ph.D. My area of specialty is Historical Theology and specifically Roman Catholic Ecclesiology. Following my studies at Andrews, I returned to ministry in Australia and then became a missionary teacher at Fulton College in Fiji. From there, I was invited to become a professor at the Seminary.

I have now been married to my lovely Australian wife, Edyta, for 22 years and have two wonderful daughters, Caitlin and Ashley. You will probably see them on the screen when we meet in class.

And by the way, I don’t care much for titles so please call me Darius.
APPENDIX 1

CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfills the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstrable competency has been observed.
EXTRA CURRICULAR ACTIVITIES

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarising the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master’s qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.
## Rubric for Research Paper Assessment

### Criteria for Assessment  (Research Paper Rubric)

<table>
<thead>
<tr>
<th>Criteria Category</th>
<th>Exceeds Standard (5)</th>
<th>Good (3)</th>
<th>Does Not Meet Standard (1)</th>
<th>Absent (0)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 % Introduction</td>
<td>The introduction is engaging, states the main topic and clearly previews the paper.</td>
<td>The introduction states the main topic but does not adequately preview the paper.</td>
<td>Unclear and convoluted introduction.</td>
<td></td>
<td>Out of 5</td>
</tr>
<tr>
<td>10 % Purpose</td>
<td>Clearly and concisely states the paper’s purpose in a single sentence, which is engaging, and thought provoking.</td>
<td>The purpose is stated but is not succinct, not very clear and has more than one sentence.</td>
<td>The purpose is not clearly stated or not understandable.</td>
<td></td>
<td>Out of 5</td>
</tr>
<tr>
<td>25 % Content</td>
<td>Balanced presentation of relevant information that clearly supports the purpose. Thoughtful, in-depth analysis of the topic. Reader gains important insight.</td>
<td>Information is only partly related to the purpose. Some analysis of the topic. Reader gains some insight.</td>
<td>Information is disconnected from the purpose. Analysis is vague or confused. Reader gains no insight.</td>
<td></td>
<td>Out of 5</td>
</tr>
<tr>
<td>25 % Organization-Structural Development of the Idea</td>
<td>The ideas are arranged logically to support the purpose, flowing smoothly from one to another and clearly linked to each other. The reader can follow the line of reasoning.</td>
<td>The ideas are arranged in a somewhat logical way, although occasionally they fail to make sense together. The reader is fairly clear about the writer’s intentions.</td>
<td>The writing is not logically organized. Ideas frequently fail to make sense. The reader cannot identify a line of reasoning and loses interest.</td>
<td></td>
<td>Out of 5</td>
</tr>
<tr>
<td>5 % Conclusion</td>
<td>The conclusion is engaging, restates the purpose, concisely summarizes the paper and states the main conclusions.</td>
<td>The conclusion does not refer to the purpose. The main ideas and conclusions are somewhat logically arranged.</td>
<td>The conclusion is confusing, does not re-state the purpose, is incomplete or unfocused, and introduces new information.</td>
<td></td>
<td>Out of 5</td>
</tr>
<tr>
<td>10 % Mechanics</td>
<td>No errors in spelling, capitalization or formatting. Clear headings and subheadings.</td>
<td>Some errors in spelling, capitalization or formatting. Headings and subheadings are</td>
<td>Numerous and distracting errors in spelling, capitalization and formatting.</td>
<td></td>
<td>Out of 5</td>
</tr>
<tr>
<td></td>
<td>Citation</td>
<td>generally clear.</td>
<td>Cited works are presented in the correct format with no errors.</td>
<td>Few cited works with inconsistent formatting.</td>
<td>Out of 5</td>
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<tr>
<td>10%</td>
<td></td>
<td></td>
<td>Cited works are presented in a mostly correct format. Inconsistencies somewhat evident.</td>
<td></td>
<td>_______</td>
</tr>
<tr>
<td>5%</td>
<td>Bibliography</td>
<td></td>
<td>Presented in the correct format with no errors. Includes more than 10+ major references (books and articles) but no more than two internet sites. Evidence that most references were used in text.</td>
<td>Many errors in formatting. Fewer than 4 major references, with some listed as internet sites. References are mostly unrelated to the text.</td>
<td>_______</td>
</tr>
</tbody>
</table>

**Total** (out of 100)________