COS 122 Theological Heritage 1: Intro  
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**About me:** I earned a B.A. in Theological Studies (Eureka College), M.T.S. in Historical Theology (Garrett-Evangelical Theological Seminary), and a Ph.D. in Theology and Ethics (G-ETS). I have published articles on worship, apologetics, bioethics, and Pentecostalism for *Liturgy, The Christian Century*, the Society for Pentecostal Studies, and the *Baker Dictionary of Cults and World Religions*. My first book, *Apologetics After Lindbeck*, is an application of postmodern philosophy on Christian apologetics. My second book, *Find Your Place in God’s Mission*, is a practical guide for theological discernment of vocation. My work experience includes Associate Pastor and Pastor of Youth and Worship Ministries in churches in Wisconsin and Illinois before coming to ULndy in 2009 as University Chaplain and Director of the Lantz Center.

**Course Description:**
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.

**Disability Needs:** If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met.

**Textbooks:** Required and reference books are chosen to help a student build his/her own library. Assignments assure the use of the reference books; they are not classroom texts. Supplemental texts are valuable, but optional texts if a student wants to pursue an area of ministry.

**Required Texts:**
- Justo Gonzales & Zaida Perez, *An Introduction to Christian Theology*  
- N.T. Wright, *Scripture and the Authority of God*  
- 2016 Book of Discipline (Reference book)  
- United Methodist Hymnal (Reference book)
**Writing and Submission of assignments:** All assignments for the class should be submitted via the course LMS site. All assignments except the online forums should be double-spaced, 12-point font, and margins of 1 inch on all sides. I do not need lots of header content taking up space at the beginning of an assignment either, your name and the name of the assignment is enough. Files should also be named in a similar fashion with last name, assignment title (example: “Gibbs, Sources of Theology summary”). References can be noted by any means of standard practice (MLA, APA, Chicago, etc.). I am not specific about the style of formatting as long as all references are made such to avoid plagiarism and formatting is consistent in style.

**Statement on Plagiarism from the COS Student Handbook:**
Students must do their own work, not submit the work of others as their own. To submit the work of someone else as the student’s own work is dishonest and a form of stealing - stealing the intellectual property and writing skill of a source and claiming that it is your own. It also defeats the purpose of a course and education in general since the student does not learn either the subject matter at hand nor the skill in organizing ideas and expressing them in writing. In addition, of course, it is unfair to those who correctly absorb the subject matter and write their own papers for credit in a course.

It is normal, indeed expected, that one consult relevant sources on a topic when preparing a paper for a course. The way that the student uses those sources, however, becomes crucial. The student should read, absorb the subject matter, but then organize the ideas and material in the student’s own way. One should not simply follow a series of ideas – the thinking – of the source.

One can quote from a source, of course, but then that quoting must be exact, not changing a word or so here and there. The rule is: **three consecutive words or more** constitutes a quote. A quotation from a source must be indicated as a quotation (enclosed in quotation marks) and the exact source of the quotation must be given so that the reader can go to that source and find it without difficulty. Quoting from a text requires quotation marks before and after the quote and the source (including page numbers) must be clearly identified at the end of each usage. Generally quotations should not be more than a sentence or two in length.

The student should state the ideas and material in the student’s own words and structure of sentences. A student writer should not use the sentence structure of the source, merely changing some words in the text. Such a practice does not constitute one’s own work but uses the work of others. Such practice is plagiarism, the chief academic sin.

The student should be scrupulous in identifying the work of others in writing a paper. Honesty and personal integrity demand it. It is better to over-document one’s sources than to under-document them and leave doubt in the mind of the reader as to the use of sources.

In order to be fair to the students who do their own work and fairly earn a good or superior grade, other students should not be allowed to cheapen the value of a good grade by unfairly receiving a better grade than the student earns, especially if the student employs some form of cheating and/or plagiarism.

The appearance of plagiarism in a paper is unacceptable. An assignment may have to be done over or may simply be rejected. An “F” grade in a course is warranted, especially in egregious or repeated instances of plagiarism. Students are encouraged to work with their instructors on expectations for written work and to use one of the writing resources and style manuals identified.
**Summary Calendar**

**May 16** – Read Campbell and BOD assignments. View 90 minutes of video lectures. Discuss via Zoom from 9:30a-11:30a

May 20 – 300 word posting on Doctrine of God

May 23 – 200 word response to your colleague

May 27 – 300 word posting on Doctrine of Humanity

May 30 – 200 word response to your colleague

June 3 – 300 word posting on Doctrine of Jesus Christ

June 6 – 200 word response to your colleague

June 17 – 300 word posting on Doctrine of Jesus Christ

June 20 – 200 word response to your colleague

June 27 – Wright book and essays due. View 90 minutes of lectures prior. Zoom meeting 9:30a-11:30a

July 11 – Church and Ethics readings and essays. View 90 minutes of lectures prior. Zoom meeting from 9:30a-11:30a

Prior to May 16, you should have completed two things. 1. Two readings from BOD, and Campbell. 2. View two 90 minutes “lectures” available on Moodle.

On May 16, we will meet for approximately 2 hours, from 9:30-11:30 am via Zoom. We will discuss the lectures and the readings for this session.

May 16

**Read:** Book of Discipline (BOD) Part III
Campbell, Chapter 1

**View:** Two lectures available on Moodle site

May 20 – *Read Gonzalez/Perez Part II; Campbell Ch. 2; BOD Para 104 (relevant selections)*

A 300 word forum posting of your understanding of the *Doctrine of God and the Trinity*. Each Forum posting should substantially reference two different texts from this unit’s readings. By Saturday of the same week (May 23) you must write a 200 word response to the posting of one of your colleagues. You must reference your reading at least once in your response. This should be a focused response that is either appreciative or critical of some point that your colleague has made in their essay. Do not cover everything they said in their essay. Either further develop or critique one idea in their essay. *Your initial posting is worth ten (10) points, and your response posting is worth five (5) points.*
May 27  Read Gonzalez/Perez Part III; Campbell Ch. 3;  
BOD Para 104 (relevant selections)  
A 300 word forum posting of your understanding of the Doctrine of Humanity (Theological Anthropology). Each Forum posting should substantially reference two different texts from this unit’s readings. By Saturday of the same week (May 30) you must write a 200 word response to the posting of one of your colleagues. You must reference your reading at least once in your response. This should be a focused response that is either appreciative or critical of some point that your colleague has made in their essay. Do not cover everything they said in their essay. Either further develop or critique one idea in their essay. Your initial posting is worth ten (10) points, and your response posting is worth five (5) points.

June 3  
Read Gonzalez/Perez Part IV;  
BOD Para 104 (relevant selections)  
A 300 word forum posting of your understanding of the Doctrine of Jesus Christ. Each Forum posting should substantially reference two different texts from this unit’s readings. By Saturday of the same week (June 6) you must write a 200 word response to the posting of one of your colleagues. You must reference your reading at least once in your response. This should be a focused response that is either appreciative or critical of some point that your colleague has made in their essay. Do not cover everything they said in their essay. Either further develop or critique one idea in their essay. Your initial posting is worth ten (10) points, and your response posting is worth five (5) points.

June 17  
Read Gonzalez/Perez 90-96; Campbell Ch. 4;  
BOD Para 104 (relevant selections)  
A 300 word forum posting of your understanding of the Doctrine of Way of Salvation. Each Forum posting should substantially reference two different texts from this unit’s readings. By Saturday of the same week (June 20) you must write a 200 word response to the posting of one of your colleagues. You must reference your reading at least once in your response. This should be a focused response that is either appreciative or critical of some point that your colleague has made in their essay. Do not cover everything they said in their essay. Either further develop or critique one idea in their essay. Your initial posting is worth ten (10) points, and your response posting is worth five (5) points.
June 27

Read: Wright, Entire book

1. Write: (9 pages)
   a. 3 pages: Summarize N.T. Wright’s explanation of the authority of Scripture and the Bible’s place in our theological task.
   b. 3 pages: Based on Paragraphs 102, 103, and 105 of the Book of Discipline as well as Campbell’s summary from the first session’s readings, how might Methodists think differently than or add to Wright’s explanation of the use of Scripture. At minimum, explain how the Wesleyan Quadrilateral helps, modifies, or is in conflict with Wright’s understanding.
   c. 3 pages: Explain some specific ways that these readings clarified your understanding of the sources of theology, and explain some specific ways that these readings challenged your understanding.
   d. All three of these papers should be submitted online as one Word Doc or PDF.

July 11

Assignments:

1. Read: Bod, Part IV and V, para 301-305
   Gonzalez/Perez, V-VII
   Campbell, V and VI

2. Write: (2 Pages) Explain the doctrine of the church and the roles of ministry. Include two references from each of the three texts for this unit.

3. Write: 3 papers of 2 pages (6 Pages total) each that explain an ethical issue that you struggle to preach about in ways that point toward the Gospel of Jesus Christ. Two of these papers should be items addressed by the Social Principles in Part V of the Book of Discipline. The third paper can be an ethical issue that you struggle to address in preaching that may or may not be addressed by the Social Principles. Each paper should address the following: 1. Explain the ethical issue that is difficult to preach and why it is difficult for you. 2. What are some things you have said when you have tried to preach/teach on this topic? 3. How does the Methodist understandings of the issue help you to explain the issue or make it more difficult to explain the issue?

Class Attendance Policy: With such a short and concentrated class time, it is important that you attend all virtual class sessions and view the lectures prior to our meetings. According to standards of the Indiana Extension Course of Study, it is possible to pass a class while missing part or all of one of the days of class. It is not possible to pass the class if more than one is missed.
Points Earned for each Assignment:
Sources of Theology paper: 60 points
Online Forums: 60 points
Doctrine of the Church statement: 20 points
Preaching Ethical issues papers: 60 points

Grading: 200 Total Points Possible

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In all cases, papers will be graded based on point totals that are roughly similar to this sample rubric:

60 point paper sample:

10 points: Well-written paper with correct spelling, proper grammar, and well-constructed sentences. Communicates clearly without redundancy or unnecessary words. Paper is well organized. Reflects the writing of well-educated person.

15 points: Communicates the content of the assigned readings without significant bias. Reflects a healthy balance between generosity and critique in interpretation of those authors.

15 points: Shows insight into the meaning and intentions of the author. Gives details when necessary. Provides summaries of big ideas and conclusions. Does not get sidetracked into issues or ideas that were not central to the author themselves. (Majors on the majors and minors on the minors!)

20 points: Clearly articulates application of the work of that assignment into one’s own faith and ministry. States one’s own position in response to the readings when appropriate. Explains where the learning of this assignment is relevant to the work of pastoral ministry.