

## **United Methodist Doctrine Online**

DENOM 601X-Summer 2020

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### **SPECIAL NOTE**

**This is the last time the courses DENOM 600X, DENOM 601X, and DENOM 602X will be taught in this format at Garrett-Evangelical. If you have already taken courses in this sequence, this is your last chance to complete this sequence. If you have not already begun this sequence, it is recommended that you wait until Fall of 2020 to begin these courses.**

### **Course Description**

**This course provides an overview of Doctrine and Theology. This course begins with an exploration of theology for ministry and why it matters. Then we engage the Heart of the Wesleys' teachings. Special attention is given to John Wesley's sermons and Charles Wesley's hymns. From there, a broad exploration of anthropology, ecclesiology, and eschatology engage the impact of Methodist Doctrine in the twenty-first century. This course meets the requirements for Basic Graduate Theological Studies and UM Certifications.**

**Course Dates:** This course begins June 1<sup>st</sup>, 2020 and runs until August 28<sup>th</sup>.

### **Course Format**

This course will utilize the Moodle Online Learning Platform, YouTube, and potentially other online resources. It requires that students have access to high speed Internet and the ability to check email and Moodle at least once a week.

### **Course Goals:**

- Students will learn the historic beliefs of United Methodism through engagement with the works of John and Charles Wesley, contemporary scholars, the United Methodist Book of Discipline, and other resources through readings, lectures, and independent research.
- Students will explore the "first order" theological tasks important the practical and contextual nature of United Methodist Doctrine including: worship, biblical study, spiritual practices, mission, and justice through their creative projects and class discussions.
- Students will utilize knowledge of United Methodist beliefs and practices in their ministry settings through creative projects and discussions.

### Course Outcomes:

- Students will outline 50 John Wesley sermons in order to create theological resource for their writing, ordination paperwork, and ministry.
- Students will respond to the readings and resources through creative contextual first order activities during each unit. They will then offer collegial responses to one another's work.
- Students will engage the ordination questions relevant to this course through engaging the course material in response to a portion of their choice in relation to their context.

### Academic Policies

All students are required to abide by the academic policies detailed in the [Academic Handbook](#) for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

#### Writing

- Academic integrity and [plagiarism](#): (See 19-20 Handbook, 12, 78-83) All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The *Turabian Manual for Writers* and the *Chicago Manual of Style* footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online [here](#). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (19-20 Handbook, 84)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/studentlife/student-services> "Writing Center" for more detailed information.

#### Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed.... All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 19-20 Handbook, 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (19-20 Handbook, 19)
- Some faculty may limit on the usage of electronic devices such as cell phones during class. At the least, all cell phones should be silenced during the whole of a class session.

## A Note on Online Teaching Style

The instructor acknowledges students are taking other classes, tending to family and personal matters, and serve in ministry settings. Instead of assigning one pathway for success in this class, the instructor has curated a space for you to explore the facets of United Methodism you find interesting and most relevant to you. While there may be multiple readings and lectures each unit, the instructor understands that the time is often scarce. Therefore, the instructor allows for you to select the readings and lectures that resonate with you the most. If you are unsure of what readings and lectures to begin with, the instructor gives a suggested starting point in each unit.

According to educational standards, for a two-hour class, students should expect to read approximately 70 pages per week of class and do six hours of course work. However, this course is divided into units, not weeks. Therefore, there may be over 100 pages to read but you will have two weeks to complete the work.

## Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the *Accessibility, Special Needs, and Disabilities* policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.
- Extensions: For Masters students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

## Technology Requirements

- It is the responsibility of the student to maintain appropriate technology and Internet access.
- Should you have issues with Moodle, email, or other Garrett-Evangelical technology issues, please contact IT: [computer.services@garrett.edu](mailto:computer.services@garrett.edu).

## Required Texts:

***All prices are listed for paperback edition.***

***Kindle/Ebook editions are acceptable as well.***

- John Wesley. *John Wesley's Sermons: An Anthology*. Eds., Outler, Albert C. and Richard Heitzenrater. Nashville: Abingdon, 1991. ISBN 978-0687204953. Amazon: \$18.63.
  - You can access the table of contents on Amazon, if you do not want to buy this book. Wesley's sermons are available online in several formats.
- Paul Wesley Chilcote. *A Faith that Sings: Biblical Themes in the in the Lyrical Theology of Charles Wesley*. Eugene, OR: Cascade, 2016. ISBN 978-1498231824. Amazon: \$16.91.

- Elaine A. Robinson. *Introduction to Theology for Ministry*. Nashville: Wesley's Foundry Books. ISBN: 978-0-938162-40-7. Amazon: \$20.42
- Theodore Runyon. *The New Creation: John Wesley's Theology Today*. Nashville: Abingdon, 1998. ISBN: 978-0687096022. Amazon: \$18.99.
- *The Book of Discipline of The United Methodist Church, 2016* (and errata/additions). Nashville: United Methodist Publishing House, 2016. ISBN: 9781501833212. Amazon: \$23.99.

If you do not already have a copy, borrow someone's or it's free online here:

<https://www.cokesbury.com/book-of-discipline-book-of-resolutions-free-versions>

## Course Assignments

### 1. Wesley Sermon Outlines (40% of Final Grade)

- a. Crucial to understanding United Methodist theology is understanding the writing of John Wesley. Throughout this semester you will be outlining fifty of John Wesley's sermons. These sermons will serve as a resource for your ordination paperwork, teaching, preaching, and theological reflection.
- b. Each sermon outline will be one page long following John Wesley's already present formatting. These are summaries of each sermon and should not go over one page. Points will be removed for going over or under by  $\frac{1}{4}$  of a page or more.
- c. Each sermon should be in Times New Roman, 12 Point Font.
- d. Each set of sermons turned in should be one PDF. Do not send an individual document.
- e. Each submission must be titled:  
LastName\_FirstName\_Summer20\_Sermons X-Y.
- f. The sermons will be due in collections of ten.

### 2. First Order Theological Applications

Each Unit will have a short assignment to engage the theological implications of the Unit on the ministry vocation or context of the student. They will vary based on each student, and should be reflective and critical through writing, recording, or visual representation. For units 2-4, please vary your responses, do not turn in a sermon each unit or a hymn each unit, instead try something different each time.

#### a. Unit 1: Theology for *My* Ministry (10% of Final Grade)

- i. Being Christian and United Methodists requires that we take on the task of theology. Using the section: "The Nature of Our Theological Task" from *The Book of Discipline*, reflect on the contextual importance of one of the bolded "Our Theological task is..." sections.
- ii. Between 300-500 words (or audio/visual equivalent)

- iii. Cite all sources used (not just direct quotes)
- iv. Initial Post Due: June 12<sup>th</sup>, Colleague Feedback Due: June 21<sup>st</sup>.

**b. Unit 2: Renewed in the Image of God: The Heart of Methodism (10% of Final Grade)**

- i. Develop a first order theological response in response to this unit. This could be education, formation, worship, mission, or other resource for your ministry or vocational context.
- ii. 500-750 words +/-10 (or audio/visual equivalent)
- iii. Cite all sources used (not just direct quotes)
- iv. Must directly engage the context of the Unit through practical application.
- v. Initial Post Due: June 26<sup>th</sup>, Colleague Feedback Due: July 12<sup>th</sup>.

**c. Unit 3: No Religion but Social Religion: Individual and Communal Faith (10% of Final Grade)**

- i. Develop a first order theological response in response to this unit. This could be education, formation, worship, mission, or other resource for your ministry or vocational context.
- ii. 500-750 words +/-10 (or audio/visual equivalent)
- iii. Cite all sources used (not just direct quotes)
- iv. Must directly engage the context of the Unit through practical application.
- v. Initial Post Due: July 24<sup>th</sup>, Colleague Feedback Due: August 2<sup>nd</sup>.

**d. Unit 4: The Kingdom of God: Justice, Afterlife, and Eschatology (10% of Final Grade)**

- i. Develop a first order theological response in response to this unit. This could be education, formation, worship, mission, or other resource for your ministry or vocational context.
- ii. 500-750 words +/-10 (or audio/visual equivalent)
- iii. Cite all sources used (not just direct quotes)
- iv. Must directly engage the context of the Unit through practical application.
- v. Initial Post Due: August 14<sup>th</sup>, Colleague Feedback Due: August 23<sup>rd</sup>.

**e. Unit 5: Theological Integration (10% of Final Grade)**

- i. Each of these units outlines the importance of the contextual nature of Methodist doctrine. In 500 words, respond to three of the topics in ¶330.5.a.1 of the *Discipline*. Respond utilizing both the resources from the class and your personal ministry experience.
- ii. **500 words (+/-10%)**
- iii. Cite all sources used (not just direct quotes)
- iv. Due August 30<sup>th</sup>, No Colleague Commentary

**f. Colleague Commentary (10% of Final Grade)**

- i. Collegial work is important. This is not simply a “post and response” style course. Instead, these engage all of us as mutual colleagues. While the instructor may or may not provide feedback, students are expected to share their learning. You likely read different writings and explored different resources than your colleagues. This is your chance to offer constructive and useful feedback to your colleagues through sharing your experience of their work and how it impacts your work.
- ii. Approximately 100 words.
- iii. Respond to at least two colleagues by the due date listed for each Unit.
- iv. Each unit is worth 25% of your “Colleague Commentary” score. Missing one drops you to a 75, missing two a 50, etc.

**Grading Scale:**

| A 93-100 | A- 92-90 | B+ 87-8 | B 83-86 | B- 80-82 | C+ 77-79 | C 73-76 | C- 70-72 | D+ 67-69 |  
 | D 60-66 | F 0-59 |

**Course Schedule**

<b>Dates</b>	<b>Unit Name</b>	<b>Assignment</b>
June 1 <sup>st</sup> -June 14 <sup>th</sup>	Using Theology for Ministry	Readings: Robinson Text ¶¶102, 105 Articles and Resources on Moodle  Assignments: a. Introductory Forum b. Using Theology for <i>My</i> Ministry c. Sermons 1-10
June 15 <sup>th</sup> – June 27 <sup>th</sup>	Renewed in the Image of God: The Heart of Methodism	Readings: Runyon: Introduction-Chapter 3 Chilcote: Chapters 1-4 Articles and Resources on Moodle  Assignments: a. Renewed in the Image of God b. Sermons 11-20
June 29 <sup>th</sup> -July 5 <sup>th</sup>	<i>Fourth of July Break</i>	

<p>July 6<sup>th</sup>-July 26<sup>th</sup></p>	<p>No Religion but Social Religion (Individual and Communal Faith)</p>	<p>Readings: Runyon: Chapters 4-5 Chilcote: Chapters 5-7 ¶¶102, 105, 120-143 Articles and Resources on Moodle Assignments: a. No Religion but Social Religion b. Sermons 21-30</p>
<p>July 27<sup>th</sup> – August 16<sup>th</sup></p>	<p>The Kingdom of God</p>	<p>Readings: Runyon: Chapter 6- Conclusion Chilcote: Chapters 8-9 ¶¶160-166 Articles and Resources on Moodle  Assignments: a. Forming, Feuding Forging b. Creative Project c. Sermons 31-40</p>
<p>August 17<sup>th</sup> – August 28<sup>th</sup></p>	<p>Contextual Integration in our Local Context and Vocation</p>	<p>Readings: Robinson &amp; Nascimento Articles and Resources on Moodle  Assignments: a. Contextual Integration b. Sermons 41-50</p>