INT 500-X: Introduction to Theological Education
Spring Semester 2020 (Online)

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Teaching Assistant: TBA

Course Delivery: Online, asynchronous with weekly deadlines (see below for technical requirements; contact computer.services@garrett.edu with any questions). There are no set times when you will need to be online however, **you need to set aside time each week (8 hours per week is the recommendation; see below) to complete the coursework and meet the weekly assignment deadlines**. Please keep in mind the guidelines published in the 2018/19 Academic Handbook:

> *Garrett-Evangelical defines 1 semester hour as the equivalent of 1 hour of class time and 3 hours of preparation and other coursework outside of class each week for a 13-week semester.*
> *This means that over the course of a semester, students should expect to dedicate 52 hours of time to each 1 semester hour of a course.*
> *This meets the Department of Education guidelines that approximately 45 hours of time be dedicated to each 1 semester hour over the course of a semester.*

An online course includes class time and preparation time and this is a two-credit-hour online course. That means that **you should be prepared to spend an average of eight (8) hours each week on this course.**

Course Description:
This is the first course taken in the curriculum and it assists students to develop the writing and analytic skills for theological education, identify their role as interpreters of traditions and contexts, and gain critical self-awareness, with particular attention given to how theological education addresses systemic evil, racism, and injustice.

Because of this course's focus on the necessary critical thinking and writing skills for theological education (rather than on a specific form of or context for ministry) it is foundational for all ministry contexts.

*Key Questions***:**
-What does it mean to be a critical thinker?
-Who are we as readers and interpreters of the church's theological traditions?
-What is the difference and relationship between academic and devotional, public and personal, pre-critical and critical study of Scripture and theology?
-How do we represent and communicate the church's and our own theological perspectives and insights?

*Terminal Learning goals***:**
What will students learn or achieve in general through the course?
-transition from pre-critical to critical understandings of Scripture, tradition, and history

-recognize that as interpreters they come from interpretive traditions and need to locate themselves within a spectrum of interpretation
-become critical thinkers with a sense of their own hermeneutical and theological perspectives
-understand what a theological curriculum can help them do as Christian leaders
-begin to develop the critical tools needed to analyze evil, injustice and racism
-sharpen academic writing skills

Skill development:
Through this course students will develop the following skills:
-to use critical thinking, including: the ability to distinguish sound from unsound arguments; to recognize and identify presuppositions and assumptions; and to detect, distinguish, and place hermeneutical and theological perspectives
-to concisely explain the difference between the Bible as book of study and as scripture
-to practice reading and understanding primary vs. secondary literature in biblical studies, church history, theology
-to communicate with others in writing and orally
-to explain, describe, define, argue, etc.
-to accurately use the Turabian citation mechanism
-begin to transfer/apply ideas and perspectives from one context to another context

Dispositions developed in the course:
What will be key values, attitudes, habits and/or commitments promoted in the course for faithful and righteous Christian learning, living, leadership and/or service?
-becoming a community of learners committed to the work of theological education
-developing an honest openness to others that is both irenic and critical
-being open to transformation through theological education
-having a critical self-awareness that both affirms and corrects/develops a theological perspective
-representing themselves and their traditions
-developing habits supporting integration, connection, and coherence across disciplines and interpretive frameworks

Participation Policy: All assignments must be satisfactorily completed, on deadline and as assigned, in order for a student to pass the course.

Technical Requirements:

1. Students must have regular, reliable access to a broad-band (high-speed) internet connection
(e.g., DSL or cable; experience shows that modem dial-up will not prove sufficient). Courses
will have regular deadlines that must be accomplished with online activity.

2. Students must have access to a reasonably up-to-date computer and operating system. Computers must play sound. The G-ETS library has a limited number of laptop

computers available for check-out. The Northwestern University Library has a computer center as well.

3. Students must have run recent software updates on their computers, especially on Web browsers (Firefox, Chrome, Safari, etc).

4. Students must be able to work with files normal to the Microsoft Office environment, especially *.doc/*.docx. Many students with Apple computers can manage such files with the
iWork suite of applications (Pages, Keynote, Numbers). Students without MS Office or Apple
iWork might try the freely available OpenOffice application:
http://www.openoffice.org/Also
available to students is the Google Drive suite to make documents and presentations.

5. Contact computer.services@garrett.edu with any questions.

Required Texts: (accessed on November 13, 2019)

1. Barreto, Eric D., and Michael J. Chan. *Exploring the Bible*. Foundations for Learning. Minneapolis: Fortress Press, 2016. ISBN-13: 9781506401041. $19.00 at BN.com

2. Cone, James H. *Said I Wasn't Gonna Tell Nobody: The Making of a Black Theologian*. Maryknoll: Orbis Books, 2018. ISBN: 978-1-62698-302-1. $25.20 at BN.com

3. Litchfield, Randy G. *Roots and Routes: Calling, Ministry, and the Power of Place*. Nashville: Abingdon, 2019. ISBN: 978-1-5018-6815-3. $29.99 at BN.com

4. Pak, Su Yon, and Jung Ha Kim, eds. *Leading Wisdom: Asian and Asian North American Women Leaders*. Louisville, Kentucky: Westminster John Knox Press, 2017. ISBN: 9780664263324. $32.45 at BN.com

Any additional readings for the course will be posted on Moodle.

Academic Integrity and Plagiarism:
The professor expects that each student will familiarize him or herself with the institution's expectations regarding plagiarism and academic integrity. Here's a link to the current plagiarism policy:
https://mygets.garrett.edu/ICS/Academic_Offices/Office_of_the_Registrar/Plagiarism_and_Academic_Integrity.jnz.
In the context of the requirements of this course, students are encouraged to ask the professor or teaching assistant any questions they may have about understanding and avoiding plagiarism. Do not assume that you already know what constitutes plagiarism. You are responsible for understanding Garrett-Evangelical's expectations regarding plagiarism.

Disabilities and Academic Accommodations:

Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods.

Schedule: Please note that there is work due by the end of the day every Sunday from February 9th through May 10th. There are also some Tuesday due dates for small tasks such as following up on forum posts. You may, and are encouraged, to complete your work well before the due date if that is possible for you. The official due dates and specific assignments required to complete the course will be posted on the course Moodle site. If you have any questions about specific due dates or requirement, please email Professor Schreiner at rene.schreiner@garrett.edu.

Guidelines for Writing and Citations: As per MyGETS, "Students at Garrett-Evangelical should use Turabian or Chicago Manual Style for all writing assignments unless their instructor tells them otherwise. This link is to a citation reference quick guide for Turabian style, taken from, A Manual for Writers of Research Papers, Theses, and Dissertations, 8th edition." https://www.chicagomanualofstyle.org/turabian/citation-guide.html
The Styberg Library also supports your writing and proper citation efforts with this information on their website:
http://guides.garrett.edu/citingsources/home
In this class, your writing assignments will have specific instructions to guide your writing; please be attentive to them as those instructions will be the basis for your grade on that writing assignment. You are encouraged to contact your instructors if you have questions about how a writing assignment should be completed.

Inclusive Language: The statement on academic freedom in the Academic Handbook (2018-2019) begins with this reminder: "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" (9). This commitment to an ethic of freedom with mutual respect and communal responsibility is the foundation for our practice of *diversity* and *inclusiveness* as a learning community. One extension of this commitment is our use of inclusive language in references to humanity and, as possible and appropriate, to God, recognizing that our language is framed by theological, cultural, historical, and personal contexts.

Grading: This course is taken as Pass/Fail only. Written assignments will receive points derived from grading rubrics. While the course is Pass/Fail, course assignments will be evaluated on a points system that is comparable to the letter grade scale. Students must earn at least a "C-" or above in order to pass a course.
A 4.0 (94-100%) excellent
A- 3.7 (90-93%)
B+ 3.3 (87-89%) good quality expected of graduate professional students

B 3.0 (84-86%)
B- 2.7 (80-83%)
C+ 2.3 (77-79%) satisfactory
C 2.0 (74-76%)
C- 1.7 (70-73%)
D * 1.0 (69% or below) unsatisfactory; required courses must be repeated
F * 0 (50% or below) failure; required courses must be repeated
*Does not count toward graduation requirements BUT is calculated in the CUM GPA until repeated