

SOUTHERN CALIFORNIA SEMINARY
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019

CM-910 Perspectives on Understanding and Communication

2016 SPRING – SUMMER TRIMESTERS

JANUARY - AUGUST

PROFESSOR

Professor: Dr. Brian Moulton

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COURSE DESCRIPTION

This core course is designed to provide the student with a comprehensive foundation in Christian understanding and communication that incorporates key areas of Christian thought and practice including: The authority and inspiration of Scripture, Systems of Hermeneutics and Theology, Contemporary Theology, Biblical Discipleship and Spiritual Maturity. The emphasis throughout is on developing firm personal awareness and convictions, as well as developing skills in effectively communicating well-formulated biblical truth and principles to others. 4 Units

CORE STUDENT LEARNING OUTCOMES

The student who successfully completes this course will be able to . . .	DMIN PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (ASSIGNMENT #)
1. Differentiate and evaluate major systems of hermeneutics and theology in light of contemporary issues and contexts	DMIN #1, 3	#1, 4	#1, 3
2. Develop a clear and comprehensive understanding of both the nature and priority of the authority and inspiration of Scripture	DMIN #1, 3	#1	#1, 4
3. Identify and implement models of Christian Discipleship and Spiritual maturity based on sound Biblical principles	DMIN #4, 2	#7	#4
4. Effectively communicate well-formulated biblical truth and principles, in both written and oral forms, necessary for advanced professional ministry	DMIN #5	#2, 3, 5	#2, 3, 4

* The program and institutional objectives are published in the Academic Catalog.

REQUIRED TEXTBOOKS

1. The Holy Bible. A translation based on formal equivalence, such as the New King James Version or the New American Standard Bible, is recommended for study.

2. Beilby, James K. *For Faith and Clarity: Philosophical Contributions to Christian Theology*. Baker Academic, 2006.
3. Erickson, Millard J. (Ed). *Reclaiming the Center: Confronting Evangelical Accommodation in Postmodern Times*. Crossway, 2004.
4. Feinberg, John S. *Continuity and Discontinuity (Essays in Honor of S. Lewis Johnson, Jr.): Perspectives on the Relationship Between the Old and New Testaments*. Crossway, 1988.
5. Stanley, Andy. *Communicating for a Change: Seven Keys to Irresistible Communication*. Multnomah Books; 1st edition, 2006.

Please Note: Textbooks can be purchased through Amazon.com or elsewhere. It is your responsibility to order all of the required textbooks at least one month prior to the start of class.

SPECIALIZED STUDENT LEARNING OUTCOME (PROGRAM LEARNING OUTCOME#5)

The student who successfully completes this course will be able to . . .	PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (CR #)
5. Specialized course learning outcomes <ul style="list-style-type: none"> • Synthesize major theoretical concepts within an area of academic and professional specialization related to effective education 	DMIN #5	#4, #7	#3

* The program and institutional objectives are published in the Academic Catalog.

AREA OF SPECIALIZATION REQUIRED TEXTBOOKS

Each student will select an area of specialization based on personal academic and professional practice interest. The area of specialized student learning represents an area of personalized and contextualized academic and practical study that relates substantially to the core course learning outcomes while providing an opportunity for the student to move into a deeper, more focused area of analysis and inquiry. Each course includes an Area of Specialization Project (see assignment descriptions to follow). A minimum of two additional textbooks are required for the area of specialization. The selected texts must be approved by the course professor.

COURSE REQUIREMENTS

Online Interaction: Students will participate in pre-residency online course discussions with the course professor and other students in the cohort. This provides an opportunity to interact, connect, and interact as a cohort. Each class will determine meeting times and dates that are convenient.

Reading: Students will complete all reading in a timely manner. Below is the timeframe for completing the textbook reading. However, there will be additional reading posted on Blackboard to supplement key areas of thought. The supplemental reading will usually take the

form of online articles relevant to particular issues. Be sure to check Blackboard regularly for these articles. Please work on staying current on the readings.

1. Discussion Board Postings (200 points). This assignment supports all Course Student Learning Outcomes.
 - Post a primary reply to the instructor's monthly Discussion Board Question(s). These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials.
 - Post two responses to other student postings to the monthly Discussion Board Question. These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials.
2. Residency Intensive Assignments and Specialization topic (total of 200 points). You will be given several class assignments during the intensive to complete as you study about culture. Be sure to see Blackboard for further instructions.

Each module/course will feature select content experts and guest lecturers in addition to the course professor. These experts offer enhanced content and practical insight into the learning objectives of each course.

3. Area of Specialization Project (300 points). Each course includes a project that immerses the student in an in-depth engagement with, and analysis of, a specialized area of academic interest that further develops one specific key course concept. The Area of Specialization Project for each course may be used as an opportunity to investigate a topic relative to your dissertation more deeply, or to address a specific situation in your personal ministry context.

The selected topic, along with additionally selected texts, will be submitted to the instructor for approval. Students are responsible for conducting research and preparation relevant to the selected area of interest prior to the Residency session.

This assignment is completed in in three parts:

- Residency: In Class introduction and Guided Discussion (100 points). A 2-3 page summary of the topic will be provided by the presenter to each student for review and critique
- Post-Residency: Online PowerPoint presentation and discussion postings with other students (100 points)

- Final paper: The final paper will include an analysis of the selected area, a literature review of course texts and additionally selected texts and supporting sources, and summary of findings. (100 points)
4. Best Practices Summary (300 points). Each student will complete a Best Practices Summary designed to develop specific skills related to the core content areas. This assignment will provide students with an opportunity to describe, analyze, integrate, and apply key course concepts, while developing practical skills.

This is a summative integrative paper that describes your own learning experiences in the course, and synthesizing what you have learned from your assignments, the online learning experiences, class discussions, readings, and any other course experiences. Your Best Practices Paper addresses the following areas in three sections:

- Key Concepts: Identify and summarize the key course principles or concepts.
- Case Description: Describe a specific case, context or proposed situation related to the application of the identified key course concepts.
- Practical Application: Provide a practical application of key course principles and concepts to your identified context.

This assignment is to be a critically reflective analysis that identifies best practices relative to your personal ministry context. The Best Practices Summaries from each course will be utilized in the third year Critical Reflection Integration Paper that synthesizes your identified Best Practices into a comprehensive presentation.

SEQUENCE OF INSTRUCTION

COURSE CONTENT	ASSIGNMENT DUE	DATES
PRE-RESIDENCY SECTION (TRIMESTER 2-3)		

COURSE CONTENT	ASSIGNMENT DUE	DATES
<p>Overview and Introduction of Course Content</p> <ul style="list-style-type: none"> During the pre-residency time, we will delve into four areas: first, to differentiate and evaluate major systems of hermeneutics and theology; second, to develop a clear and comprehensive understanding of both the nature and priority of the authority and inspiration of Scripture, third, to explore and evaluate models of Christian Discipleship and Spiritual maturity based on sound Biblical principles, and fourth, to develop skills in effectively communicating well-formulated biblical truth and principles, in both written and oral forms, necessary for advanced professional ministry. We will maintain a clear triangulation of academic inquiry, with your personal ministry context at the center: 1) Constant engagement with the Biblical Text, 2) Interaction with the Major Systematic Theological works, and 3) Sound Academic Research methodology that utilizes well-constructed theoretical frameworks built upon clearly defined and measurable variables. 	<ul style="list-style-type: none"> Course Reading Schedule <ul style="list-style-type: none"> The Holy Bible. A translation based on formal equivalence, such as the New King James Version or the New American Standard Bible, is recommended for study. Feinberg, John S. (ed). Continuity and Discontinuity Beilby, James K. (ed). For Faith and Clarity Erickson, Millard J. (ed). Reclaiming the Center Stanley, Andy. Communicating for a Change Read and study any PowerPoint Presentations, journal articles, monographs, media sources, additional documents or any other posted materials. For all readings and due dates, see the schedule listed below. Read any additional Course Materials on and participate in all online course activities through Blackboard for this section. Assignments Due: <ul style="list-style-type: none"> Discussion Postings: (200 pts) <ul style="list-style-type: none"> Post a primary reply to the instructor's monthly Discussion Board Questions. These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials. Post a response to another students' postings to the monthly Discussion Board Question. These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials. Area of Specialization Introduction and residency requirements <ul style="list-style-type: none"> As a result of study and research, the student will pick a topic of specialization. This topic will require a written proposal, outline, and approval by your professor by June 1. 	<p>February</p> <p>March</p> <p>April-May</p> <p>June</p> <p>Monthly: February - May</p> <p>June 1</p>

COURSE CONTENT	ASSIGNMENT DUE	DATES
RESIDENCY SECTION (TRIMESTER 3)		
<p>Deeper Analysis of Course Content</p> <ul style="list-style-type: none"> Students will interact with each other, the course instructor, as well as other discipline area guest lecturers, in order to engage in deeper levels of learning and discussion. Students will also participate in class presentations. 	<ul style="list-style-type: none"> Scheduled Residency meetings, lectures, events, and discussions Study any PowerPoint Presentations, additional documents or any other posted materials. Read any additional Course Materials on and participate in all online course activities through Blackboard for this section. <ul style="list-style-type: none"> Residency Class Assignments (200 points). Area of Specialization in-class Guided Discussion (100 points). An oral presentation and summary will be presented to the professor and cohort during the residency period on the student's research. The presentation then will be critiqued in class by the other students and professor. Specifics and Content to be announced during residency 	July
POST-RESIDENCY SECTION		

COURSE CONTENT	ASSIGNMENT DUE	DATES
<p>Practical and Relevant Application of Course Content</p> <ul style="list-style-type: none"> The student will select additional texts from the course bibliography, or other texts approved by the Professor, for the post-residency study. 	<ul style="list-style-type: none"> Course Reading Schedule Additional readings will be based upon the student's chosen focus area for the Best Practices Summary and Area of specialization. Assignments Due: <ul style="list-style-type: none"> Area of Specialization Presentation and Discussion Postings (100 points): Post responses to other student presentations through the Discussion Board. These postings are intended to be thoughtful academic discussions that directly connect to the course work and concepts, including specific citations and references to materials. Area of Specialization Final Paper (100 points) Best Practices Summary (300 points) Email Instructor if you are having trouble with an assignment or question. 	<p>August</p> <p>August</p> <p>Aug 31</p> <p>Aug 31</p>

STUDENT EVALUATION

A. Discussion Board Postings	200 pts
B. Residency Intensive Assignments	200 pts
C. Area of Specialization Project	300 pts
D. Best Practices Summary	300 pts

Total Course 1000 pts

GRADE SCALE

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Points	Grade	Percent	Points
A	95–100%		C	77–79%	
A-	92–94%		C-	74–76%	
B+	89–91%		Any grade lower than “B” will be lowered to “F.”		
B	86–88%				
B-	83–85%				
C+	80–82%				

ATTENDANCE POLICY

You are expected to actively participate in the course each and every week. Therefore, the minimum requirements for being considered “present” in the online (Pre- and Post-Residency sections) of the course are that you participate in the discussion board, and complete at least one of the assignments required. Failure to do so will count as an absence.

You are only permitted 2 absences per Trimester and you must notify your professor and offer an explanation. If you exceed those, you will be automatically withdrawn from the course in accordance with published SCS policies. Additionally, your professor reserves the right to lower your final grade for any assignments turned in late even when notified in advance, unless there are extenuating circumstances.

All students are expected to be present and actively participate in all aspects of the Residency section of each course. If you fail to attend the Residency section you will be automatically withdrawn from the course in accordance with published SCS policies.

LATE COURSE WORK POLICY

Late submissions of assignments must be communicated and explained to the course instructor. Late work will be given a deduction of the earned total points as determined by the extent of the circumstances and at the instructor’s discretion.

ACADEMIC INTEGRITY

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

Offenses against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

LIBRARY

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

COURSE BIBLIOGRAPHY

Ryrie, Charles C. *Dispensationalism*. Chicago: Moody Press, 2007

Ryrie, Charles C., *Basic Theology*. Moody Press: Chicago: Moody Press, 1999.

Witherington, Ben, III. *New Testament Rhetoric: An Introductory Guide to the Art of Persuasion in and of the New Testament*. Cascade Books; Eugene, OR, 2009.

Moreland, J.P. *Scaling the Secular City: A Defense of Christianity*. Grand Rapids, MI: Baker Book House. 1987.

SYSTEMATIC THEOLOGY

Berkhof, Louis. *Systematic Theology*. Grand Rapids, MI: W.B. Eerdmans, 1996.

Buswell, J. Oliver. *A Systematic Theology of the Christian Religion*. Grand Rapids: Zondervan Pub. House, 1962.

Chafer, Lewis Sperry. *Systematic Theology*. 8 vols. Dallas, Texas: Seminary Press, 1969.

Erickson, Millard J. *Christian Theology*. Grand Rapids, MI: Baker Academic, 2013.

Geisler, Norman L. *Systematic Theology*. 4 vols. Minneapolis, MN: Bethany House, 2002.

Grudem, Wayne A. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids, MI: Zondervan, 2000.

Hodge, Charles. *Systematic Theology*. 3 vols. Grand Rapids: Eerdmans, 1952.

Shedd, William G. T. *Dogmatic Theology*. 3 vols. Nashville: T. Nelson, 1980.

Strong, Augustus Hopkins. *Systematic Theology: A Compendium and Commonplace-Book Designed for the Use of Theological Students*. Philadelphia: Judson Press, 1907.

Thiessen, Henry Clarence, Vernon D. Doerksen, and Henry Clarence Thiessen. *Lectures in Systematic Theology*. Grand Rapids: Eerdmans, 1979.

Any sources listed in your textbooks are suitable, as is any commentary or other resource in the seminary library. If you want to use a book from your own library that is not on the approved list (in your textbook or in the seminary library), please check with your instructor before using it.