Course description
This course will explore two questions: “Who is Jesus?” and “What does it mean to be human?” We will consider the biblical, historical, and theological developments of Christology and anthropology, which will include theological themes such as the Christological debates, incarnation, models of atonement, soteriology, Christ and other religions, theodicy and reconciliation.

Course objectives- TBA

Course Requirements-

Required Reading-

Supplementary Reading


**Required Writing**

1. The student will be required to write 3 papers approximately 2,000 words in length with footnotes.

Written assignments are to be submitted to Turnitin on Moodle.

1. They must be in a Microsoft Word or compatible format.
2. They must be submitted before midnight on the due date.
3. **The file MUST EXACTLY be named using the following format:**
   
   StudentLastName_FirstInitial_40674_S13_Paper#

   e.g. Bryant_B_21507_F14_Paper#

**Required Attendance and Participation**

While no points will be given for attendance, due to the nature of the course’s scheduling, a deduction in grade will be given for absences. **Missing more than 6 hours of class will result in failure.** Preparation and participation are also essential. (See, *Student Life & Academic Handbook, 2009-2010*, p. 16).

**Disabilities Policies and Procedures**

Garrett Evangelical Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. The Seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access and participation in Seminary programs. For details, see “Disabilities Policies and Procedures” in the 2009-2010 *Student Life & Academic Handbook*, p. 62. Please contact the Dean of Students for consultation.

**Proposed Class Schedule**

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Lecture/Discussion Topics</th>
<th>Class Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
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<td></td>
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<td>Session 2</td>
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Classroom Policies:
1. Abandon cell phones all ye who enter here.
2. Thou shalt not cheat.
4. Thou shalt use thy computer only for the taking of notes during class time.
5. Thou shalt attend class.
6. Thou shalt arrive prepared and on time. Yea verily, it shall go well for thee if thou arrivest prepared and on time.
7. Thou shalt submit thy assignments on time less a curse of one letter grade fall upon thee for each day thy paper is late. If it is more than two days late, bring it not. This shall be deemed a blemished paper and is not an acceptable offering in the professor’s sight.
8. Thou shalt leave the classroom in the same order that you found it.
9. Thou shalt love thy neighbor as thyself and use hospitable language that is inclusive of all persons regarding race, sex, or economic background.
10. Thou shalt read the G-ETS Bulletin, Student Handbook, or the Academic Handbook for an explanation and elaboration of these and other polices.
Grading Rationale for Written Assignments

<table>
<thead>
<tr>
<th>Score Levels</th>
<th>Content</th>
<th>Conventions</th>
<th>Organization</th>
</tr>
</thead>
</table>
| **A**        | - Is well thought out and supports the thesis of the paper  
- Reflects application of creative and critical thinking  
- Has clear goal that is related to the topic  
- Is pulled from a variety of sources  
- Is accurate | - No spelling, grammatical, or punctuation errors  
- High-level use of vocabulary and word choice | - Information is clearly focused in an organized and thoughtful manner.  
- Information is constructed in a logical pattern to support the thesis statement. |
| **B**        | - Is well thought out and supports the thesis  
- Has application of critical thinking that is apparent  
- Has clear goal that is related to the topic  
- Is pulled from several sources  
- Is accurate | - Few (1 to 3) spelling, grammatical, or punctuation errors  
- Good use of vocabulary and word choice | - Information supports the thesis statement of the paper. |
| **C**        | - Supports the thesis  
- Has application of critical thinking that is apparent  
- Has no clear goal  
- Is pulled from a limited number of sources  
- Has some factual errors or inconsistencies | - Minimal (3 to 5) spelling, grammatical, or punctuation errors  
- Low-level use of vocabulary and word choice | - Project has a focus but might stray from it at times.  
- Information appears to have a pattern, but the pattern is not consistently carried out in the paper.  
- Information loosely supports the thesis statement. |
| **D**        | - Provides inconsistent information for the thesis  
- Has no apparent application of critical thinking  
- Has no clear goal  
- Is pulled from few sources  
- Has significant factual errors, misconceptions, or misinterpretations | - More than 5 spelling, grammatical, or punctuation errors  
- Poor use of vocabulary and word choice | - Content is unfocused and haphazard.  
- Information does not support the solution to the thesis statement.  
- Information has no apparent pattern. |