The course will examine the key issues and basic theological questions relating to the Holy Spirit, the Church, and the Last Things. Among the topics explored are the filioque, baptism, eucharist, ministry and eschatology as a doctrine of hope.

At the end of this course each student should be able to:

1) understanding some of the important theological issues relating to the doctrinal loci;
2) better know the historical development of the doctrinal loci;
3) begin to articulate and formulate the student’s own theology of pneumatology, ecclesiology, and eschatology;
4) explore how the loci relate to the practice of ministry.

Required Reading

Each student will be required to read each of the following:


Required Course Work

1) One week before each paper is due each student will bring an outline of the paper that will be used as a basis for small group discussion. The student should be prepared to succinctly summarize the outline and allow time for constructive colleague feedback. For dates, see below.

2) At the end of each section a 1500 word paper will be due formulating the student’s own theology of the Holy Spirit, the Church, and Eschatology. For due dates see the proposed course schedule below.

   a. The paper should include a concise, engaged, and critical reflection on the required reading, plus 3 other sources of the student’s choosing. If assistance is needed for finding other resources consult Dr. Bryant or Mr. Coates for suggestions.

   b. All papers are to conform to the “Notes-Bibliography” style as found in Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 7th ed. (Chicago: University of Chicago Press, 2007).

   c. All papers are to be submitted in a Microsoft Word format by midnight of the due date.

      i. NOTE: Take care to format the file name in the following way:
      lastname_first initial_course number_semester and year_paper #
      (e.g. Bryant_B_21508_S14_Paper #1).  
      ii. Upload your paper to Turnitin on Moodle.
      iii. Each paper will consist of 25% of the final grade.

   d. Late papers will be penalized one third of a letter grade for each day they are late. No exceptions.

3) There will be a final take home exam that will consist of your theological reflection on a case study set within a ministry setting. Using what you have learned during the semester you will be expected to address the situation and detail your response while providing a theological rationale for it (25% of final grade).
Classroom Policies
1. Abandon cell phones all ye who enter here.
2. Thou shalt not cheat.
3. Thou shalt not plagiarize. Woe to those who heed not this warning. You shall be anathema. Let those who have ears hear.
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.

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 Student Handbook. Please contact the Dean of Students for consultation.

Dates and Proposed Topics

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction</td>
<td>Next week, bring no fewer than 6 Biblical passages that relate to an understanding of the Holy Spirit.</td>
</tr>
<tr>
<td>Session 2</td>
<td>Pneumatology</td>
<td>Pneumatology, ch 1-2</td>
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<tr>
<td>Session 3</td>
<td>Pneumatology</td>
<td>Pneumatology, chs 3-4</td>
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<td>Session 4</td>
<td>Pneumatology</td>
<td>Pneumatology, chs 5-6</td>
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<td>Session 5</td>
<td>Pneumatology</td>
<td>Ecclesiology, Introduction, ch 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bring an outline of your paper to class for small group discussion. For next week bring no fewer than 6 Biblical passages that relate to an understanding of the church.</td>
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<tr>
<td>Session 6</td>
<td>Ecclesiology</td>
<td>Paper I due. Ecclesiology, Part 1</td>
</tr>
<tr>
<td>Session 7</td>
<td>Ecclesiology</td>
<td>Ecclesiology, Part 2</td>
</tr>
<tr>
<td>Session 8</td>
<td>Ecclesiology</td>
<td>Ecclesiology, Part 3</td>
</tr>
<tr>
<td>Session 9</td>
<td>Ecclesiology</td>
<td>Eschatology, chs 1-2</td>
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<tr>
<td></td>
<td></td>
<td>Bring an outline of your paper to class for small group discussion. For next week bring no fewer than 6 Biblical passages that relate to an understanding of eschatology.</td>
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<tr>
<td>Session 10</td>
<td>Eschatology</td>
<td>Eschatology, chs 1-2</td>
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<td>11/12</td>
<td></td>
<td>Paper II due.</td>
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<tr>
<td>Session 11</td>
<td>Eschatology</td>
<td>Eschatology, ch 3-4</td>
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<tr>
<td>11/26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 12</td>
<td>Eschatology</td>
<td>Eschatology, ch 5-6</td>
</tr>
<tr>
<td>12/3</td>
<td></td>
<td>Bring an outline of your paper to class for small group discussion.</td>
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<tr>
<td>Session 13</td>
<td>Eschatology</td>
<td>Eschatology, ch 7</td>
</tr>
<tr>
<td>12/10</td>
<td></td>
<td>Take home exam question given. Paper III due.</td>
</tr>
</tbody>
</table>
For Further Reading

**Pneumatology**

**Ecclesiology**


**Eschatology**


Grading Rationale

<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. |