

Course Syllabus

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[THE6072 Online Syllabus PDF \(https://canvas.pointloma.edu/courses/62354/files/5535948/download?download_frd=1\)](https://canvas.pointloma.edu/courses/62354/files/5535948/download?download_frd=1)

 <p>19 02 POINT LOMA NAZARENE UNIVERSITY</p>	<p>THE6072: Wesleyan Theology and</p> <p>Contemporary Ministry</p> <p>3 Units</p>
<p>Summer 2022</p> <p>July 5 – August 28, 2022</p> <p>PLNU Campus: Intensive Week: July 27-31, 2020</p>	
<p>Meeting days: Online</p>	<p>Dr. Michael Lodahl</p>
<p>Meeting times: Online</p>	<p>Phone: 858.405.3184</p>
<p>Meeting location: PLNU Canvas</p>	<p>Email: MLodahl@pointloma.edu mailto:MLodahl@pointloma.edu</p>

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

A study of Wesleyan history, theology and practice with implications and applications for ministry in the local congregation.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, In a Christ-Centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. Serving, In a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

After completing the Master of Ministry program, students will be able to:

1. Incorporate Christian formation in the local congregation and the life of the minister.
2. Interpret Scripture especially as related to preaching and teaching in the local church.
3. Explain the nature, mission, and social context of the Church, especially as related to ecclesial practices and the leadership of the pastor in the local congregation.
4. Analyze theology, ethics, and Church history, especially as related to the Wesleyan tradition and contemporary ministry.

COURSE OBJECTIVES

1. To gain greater understanding of the prominent biblical themes and theological emphases in the ministry of John Wesley.
2. To gain additional knowledge of contemporary interpretations of Wesley's life, ministry and thought for Christian discipleship and ministry.
3. To explore possible models and practices of faithful and transformational Christian ministry, including a renewed appreciation for the sacraments, that arises from contemporary engagements with Wesley.
4. To learn and creatively appropriate the ways in which Wesley, and the Wesleyan tradition(s) after him, engaged issues of dramatic and transformative *experience* of God in conversation with the roles of reason and tradition -- and, of course, of Scripture -- within the context of the "means of grace" in Christian worship.
5. To engage contemporary trauma theory through the lens of the Wesleyan theological tradition.

COURSE LEARNING OUTCOMES (CLO)

Upon completion of this course student will...

1. Explain the prominent biblical and theological themes that distinguished John Wesley's ministry.
2. Describe healthy models for faithful, transformative Christian ministry that might arise today in response to Wesley's message and ministry, particularly as it relates to congregants' (and congregation's) experiences of trauma.
3. Demonstrate, through the preaching of sermons or the writing of Bible studies, the ability to interact faithfully and, as necessary, critically with Wesley's interpretations of Scripture and 'religious experience'.

COS LEARNING OUTCOMES

- CN 7 Ability to articulate the Nazarene Articles of Faith.
- CN 8 Ability to demonstrate an understanding of theological reflection, including its sources, its historical development, and its Wesleyan contemporary expressions.
- CN 9 Ability to articulate the doctrine of holiness from a Wesleyan perspective.
- CN 12 Ability to identify the formative influences of the American Holiness Movement and the Church of the Nazarene.
- CN 13 Ability to identify and explain the significance of the major events, and male and female figures in the Church of the Nazarene.
- CP 1 Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity, and creativity, utilizing gender inclusive language.

GUEST INSTRUCTORS

The following guest instructors will be present during on week of on-campus learning, August 8-12, 2022:

1. **Guest professor:** Shelly Rambo, Ph.D, Professor Theology, Boston University School of Theology.
2. **Pastoral practitioner:** Rev. Brent Ross, lead pastor, Norman Heights United Methodist Church, San Diego.
3. **Pastoral practitioner and Guest professor:** Rev. Chris Nafis, lead pastor, Living Water Church of the Nazarene, San Diego.

REQUIRED RESOURCES

The following will be made available for free via this Canvas course:

Brightman, Edgar Sheffield. "The Lisbon Earthquake: A Study in Religious Valuation." *The American Journal of Theology*, Vol. 23, Issue 4 (1919).

Gregory of Nyssa, excerpt from "Dialogue Concerning the Soul and the Resurrection."

Lodahl, M. "Theology on the Rough Road to Emmaus: Questioning the Quadrilateral." *It's All About Grace: Wesleyan Essays in Honor of Herbert L. Prince*, ed. Samuel M. Powell (San Diego: Point Loma University Press, 2004).

Lodahl, M. "Was There Room in Wesley's Anthropology for Any Body, Particularly that of the Lowly Jesus? No, Not Much; No, Not Much." *This is My Body: Philosophical Reflections on Embodiment in a Wesleyan Spirit*, eds. John Thomas Brittingham and Christina Smerick (Salem, OR: Pickwick Publications, 2016).

Runyon, Theodore. "The Importance of Experience for Faith." *Aldersgate Reconsidered*, ed. Randy Maddox (Nashville: Kingswood Books, 1990).

Suchocki, Marjorie. "The Perfection of Prayer." *A Living Tradition: Critical Recovery and Reconstruction of Wesleyan Heritage*, ed. Mary Elizabeth Moore (Nashville: Kingswood Press, 2013).

Watts, Isaac, and Wesley, Charles. Selected hymns.

Wesley, John. Selected sermons and essays.

The following are required texts:

Crutcher, Timothy. *The Life and Thought of John Wesley*.

Leclerc, Diane, and Peterson, Brent. *The Back Side of the Cross*.

Rambo, Shelly. *Resurrecting Wounds*.

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REQUIREMENTS

Multiple measures of evaluation are used in this course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Course components to be evaluated include:

1. Participation

Your participation (think of this as 'contribution') in the course is monitored and graded. Your interaction with the course content, the instructor, fellow students, and the learning process directly influences your level of success in the course. You need to demonstrate that you have truly completed the assigned readings, shared what you learned from them, and demonstrate understanding and application of the concepts presented. Participation in the course will benefit your overall online experience as well as the experience of others in the course.

2. Weekly Discussions

Each week students will participate in online discussions with classmates, which are related to the week's readings. These discussions replace the interactive dialogue that occurs in the traditional classroom setting. **Discussions**

represent 22% of the overall course grade.

3. Written Assignments

There are written assignments due in at designated times throughout this course. These assignments must reflect college-graduate writing and critical thinking. **Assignments represent 38% of the overall course grade.**

4. Final Project

The final assignment for this course involves a choice either of:

- 1) a traditional, 15-20 page research and reflection paper on some issue, topic, doctrine, controversy, etc., arising directly from the reading or class discussions of this course; *or*
- 2) a **three-part series** of sermons or Bible studies, to be written out in 'manuscript' format. This series will be built upon some core idea, biblical passage(s), or doctrinal theme that reflects and communicates to a congregation (or Bible study group, Sunday School class, etc.) an important aspect of your learning through engagement with Wesley's theology. These should comprise a coherent series of presentations: perhaps, for example, all in 1 John, or all in Romans, or all on a set of related themes (like 'the witness of the Spirit' or 'caring for creation' or 'Christian perfection' or 'Wesleyan theology and trauma,' as pertinent examples). They should be 5-7 pages long each, double-spaced, with titles and a biblical passage for a main text.

Final Projects will be posted where all student colleagues can read them. Each student will be required to read and comment upon the work of three of his or her student colleagues. Such commentary should be framed and communicated in the spirit of 'constructive criticism'. These comments will be private, seen only by the original author and the professor. The purpose of this final assignment is for you to culminate the learning achieved in the course, and demonstrating it through effective communication with fellow Christian believers. **This final writing assignment represents 30% of the overall course grade, and commenting on three student colleagues' projects represents 10% of the course grade, for a total of 40%.**

5. Intensive Week

Students are required to be present for, and actively participate in, the in-person, face-to-face intensive week on Point Loma's gorgeous campus, August 8-12.

6. End-of-Course Survey

Students are requested to complete the end-of-course survey. The survey is handled through the CTL office and a link will be sent to your PLNU email account. Results are anonymous, aggregated and the program sends blind results to the instructors at the end of each term.

7. Academic Honesty Statement

During the last week of class, you will be asked to submit an Academic Honesty Verification statement. Submitting the Statement is a requirement of this course. By submitting the Academic Honesty Verification statement, you will be verifying that all assignments done in this course were completed by you. Carefully review the Academic Honesty Verification statement below. If you have any questions, please ask for clarification.

Academic Honesty Verification Statement: In submitting this form, I am verifying that all the assignments done in this class were completed by me and were my own work.

COURSE GRADING

Your grades will be posted in the Canvas Grades area no later than Tuesday of each week beginning in Week Two of this course. It is important to review instructor responses on assignments as these comments are intended to help you improve

your work. Final grades will be posted within ten days of the end of the class.

Late Assignments

All assignments are to be submitted by the due dates posted. There will be a 10% reduction of possible points for each day an assignment is late. If missing assignments result in the your failure to meet learning outcomes, this instructor may give up to a letter grade reduction on the final grade in addition to the loss of points for missing work. No assignments will be accepted after midnight on Sunday night, the last day of class.

While there are due dates for weekly assignments, you are welcome to post your work earlier in the week. In our discussions, late work means that others may not have the opportunity to respond to your comments. It also means that you will not have the benefit of as much interaction with other students as you will have if your assignment is posted on time. If you know you will be away on the day your assignment is due, please post your work before you leave.

Assignments will be considered late if posted after midnight Pacific Standard Time on the day they are due.

Final Grade:

At the end of the semester, a letter grade for the course will be based on the following scale:

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Distribution by Percentage

Grades will be distributed by the following percentages per assignment type.

Distribution of Grades

ASSIGNMENTS	PERCENTAGE OF GRADE
Online Discussion and Reading	22%
Written Assignments	38%
Final Project	40%

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy. In class time is equivalent to 55 minutes per week per unit.

Distribution of Student Learning Hours

In addition to in-class hours, it is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work as shown below.

Assignments	Course Hours Per Category
Required Reading	50
Online discussions, forums, groups, etc.	9
Written Assignments, including Weekly Reflections	28
Week Long Intensive	21
Final Project	18
TOTAL	126

PLNU COPYRIGHT POLICY

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PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies \(http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278\)](http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu (<mailto:DRC@pointloma.edu>) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course

and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

At Point Loma Nazarene University, attendance is required at all scheduled classes. This includes the intensive week Zoom sessions and the online portion of the class. Regular and punctual attendance is considered essential to optimum academic achievement. As a student in this course, you will have a minimum attendance requirement of three days each week. This means you will need to log into Canvas and post an assignment or response on at least three days in each week. Any day missed below this minimum requirement will count as an absence. Students may be dropped from the course if two such absences are recorded during the class and **will be** dropped if four such absences occur or if a student fails to attend class in any given week.

Attendance in the intensive week Zoom sessions is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week. (It may be any three days during the week.)

Participation in both the zoom intensive and online portions of this course is of the utmost importance. Students are expected to actively participate and contribute to the success of this course by reading assignment materials, engaging in classroom discussions, scheduling and actively pursuing field assignments. Issues presented in this course can be controversial and the potential for disagreement is great. As the class engages in discussions on societal issues, values, and methods for dealing with criminal or delinquent behavior, each participant will show respect for differing opinions.

Face-to-Face Portion of the Course

In blended or hybrid courses, if a student misses one zoom class then the faculty member will send an e-mail to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses two zoom intensive classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

Online Portion of the Course

If a student misses two online classes (fails to make a substantive note) during the course, then the faculty member will send an e-mail to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses three online classes during the course, then the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

For example, in a 5-week course, students have until noon on the Friday of the third week to inform their Program Advisor that they will drop the course. If a student drops the course, or exceeds the limit of attendance, the student will be de-enrolled with an "F."

Below is an example of the absences outlined above and their consequences:

1 missed F2F class = warning

2 missed F2F classes = de-enrollment

2 missed online classes = warning

3 missed online classes = de-enrollment

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development \(https://www.pointloma.edu/offices/spiritual-development\)](https://www.pointloma.edu/offices/spiritual-development)

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements \(https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349\)](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

INCLUSIVE LANGUAGE STATEMENT

The Department of Sociology and Social Work is committed to the equality of women and men and people of all ethnic and societal diversity. Recognizing the power of language and recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, certain ethnic groups, or social classes, the Department urges students, faculty and staff to avoid sexist, ethnic, or social class speech which is demeaning or offensive in public discourse, classroom discussions and in written products. A standard of inclusive language is outlined by all major academic style guides, including MLA, APA and Chicago and is the regular practice of university caliber academic work.

Information from the *MLA Handbook*: "Because good scholarship requires objectivity, careful writers or research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex." (*MLA Handbook*, Sections 1.10 and 1.11 – on pp. 60-63 in the 6 ed.)

Information from the *Chicago Manual of Style*: "Biased Language – language that is either sexist or suggestive of other conscious or subconscious prejudices that are not central to the meaning of the work — distracts and may even offend the readers and in their eyes makes the work less credible." (*Chicago Manual of Style*, Section 5.203, p. 233 of the 15 ed.) Link

to the APA Manual: [APA Style \(http://www.apastyle.org\)](http://www.apastyle.org)

ASSIGNMENTS AT-A-GLANCE

The table below lists our assignments and their due dates. Click on any assignment to review it. (*This will be incorporated soon! For now, if you would like to begin reading, start with Timothy Crutcher's book.*)

Course Summary:

Date Details Due Mon Jul 4, 2022 [Academic Honesty Verification](#)

[Statement](#)
(<https://canvas.pointloma.edu/courses/62354/as>

due by 11:59pm

[signments/803306\)](#) [Introducing Ourselves](#)

<https://canvas.pointloma.edu/courses/62354/assignments/803314>

due by 11:59pm [Week One Introduction](#) to do: 11:59pm [Week](#)

Tue Jul 5, 2022

[One Reading](#) to do: 11:59pm

Thu Jul 7, 2022 [Writing Tips](#)

<https://canvas.pointloma.edu/courses/62354/assignments/803332> due by 11:59pm

[Discussion: John Wesley on Trauma](#)

[assignments/803312](#)
due by 11:59pm due by 11:59pm

Fri Jul 8, 2022

[Week 1 Lecture and Response - "The](#)

[and the Quest for a Healing Assurance](#)

[Quest for Assurance"](#)

<https://canvas.pointloma.edu/courses/62354/assignments/803315>

<https://canvas.pointloma.edu/courses/62354/assignments/803315>

Mon Jul 11, 2022 [Week Two Introduction](#) to do: 11:59pm Tue Jul 12, 2022 [Week Two Reading](#) to do: 11:59pm

Date Details Due [Discussion: Wesley and How We](#)

[assignments/803316](#)

[Theological Themes in John Wesley's Ministry"](#)

Fri Jul 15, 2022

[Think About God](#)

[Week 2 Lecture and Response - "Key](#)

<https://canvas.pointloma.edu/courses/62354/assignments/803311>

<https://canvas.pointloma.edu/courses/62354/assignments/803311>

due by 11:59pm due by 11:59pm

Mon Jul 18, 2022 [Week Three Introduction](#) to do: 11:59pm Tue Jul 19, 2022 [Week Three Reading](#) to do: 11:59pm

[Discussion: Wesley on Human](#)

<https://canvas.pointloma.edu/courses/62354/assignments/803310> due by 11:59pm

Fri Jul 22, 2022

[Nature and Bodily Existence](#)

[assignments/803313](#) [Week 3 Discussion](#)

<https://canvas.pointloma.edu/courses/62354/assignments/803310> due by 11:59pm

[Week 3 Reading Response](#)

<https://canvas.pointloma.edu/courses/62354/assignments/803328> due by 11:59pm

Tue Jul 26, 2022 [Week Four Reading](#) to do: 11:59pm [Week 4 Video Lecture and Response](#)

Fri Jul 29, 2022

[- "Gregory and Macrina on Souls and Bodies"](#)

<https://canvas.pointloma.edu/courses/62354/as>

[signments/803309\)](#) [Week 4 Reading](#)

due by 11:59pm

[Response](#)

ue by 11:59pm

[Mid-Course Survey](#)

<https://canvas.pointloma.edu/courses/62354/assignments/803305>

ue by 11:59pm

[Reflection Paper](#)

Sun Jul 31, 2022

<https://canvas.pointloma.edu/courses/62354/assignments/803329>

<https://canvas.pointloma.edu/courses/62354/assignments/809590>

due by 11:59pm

Mon Aug 1, 2022 [Week Five Introduction](#) to do: 11:59pm Tue Aug 2, 2022 [Week Five Reading](#) to do: 11:59pm Fri Aug 5, 2022

[Thinking About the Course Final](#)

[Assignment](#)

[ssignments/803322\)](#)

<https://canvas.pointloma.edu/courses/62354/a> due by 12pm

Date Details Due [Week 5 Discussion: Church Music](#)

[and Hymns as Theology](#)

[signments/803318\)](#)

<https://canvas.pointloma.edu/courses/62354/as> due by 11:59pm

Mon Aug 8, 2022 [Week Six Introduction](#) to do: 11:59pm Tue Aug 9, 2022 [Week Six Reading](#) to do: 11:59pm Fri Aug 12, 2022

[Intensive Week Class Attendance](#)

[and Participation](#)

[signments/803321\)](#)

<https://canvas.pointloma.edu/courses/62354/as> due by 11:59pm

Mon Aug 22, 2022 [Week Eight Introduction](#) to do: 11:59pm

Fri Aug 26, 2022 [WK8: Final Writing Project](#)

<https://canvas.pointloma.edu/courses/62354/assignments/803325> due by 11:59pm

[End-of-Course Evaluation](#)

<https://canvas.pointloma.edu/courses/62354/assignments/803320> due by 11:59pm

Sun Aug 28, 2022

WK8: Constructive Criticism

<https://canvas.pointloma.edu/courses/62354/assignments/803324> due by 11:59pm