

# Course Syllabus

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School of Theology and Christian Ministry

**CHU3095: The Christian Tradition**

3 Units

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**Summer 2025 | Summer Session I**

Fully Online

May 12 - June 13

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**Meeting Days/ Times:** Online Asynchronous

**Meeting Location:** Online

**Final Exam: (Day/ Time):** Friday

**Instructor:** Dr. Michael Lodahl

**Email:** [mlodahl@pointloma.edu](mailto:mlodahl@pointloma.edu)

**Phone:** (858) 405 - 3184

**Office Location and Hours:** Upon Request

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## 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.

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## General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

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## Course Description

Catalog Description: A historical survey of the ideas, practices, and institutions of Christianity from the end of the New Testament period to the present, with attention to the Wesleyan-Arminian tradition. [Note: The 'Wesleyan' refers primarily to John Wesley, 1703-1791; and 'Arminian' to Jacob Arminius, 1560-1609.]

*Elaborated description:* We shall attempt to focus our historical and theological study through the lens of the doctrine of *creation*, including the creation of human beings in God's image – and what this teaching implies about human responsibility in, and for, God's creation. This means that we shall attempt to keep ever before us the following question: What have selected Christian leaders down through the 21 centuries of Christian faith *believed*, and *written*, about **the material world as God's creation**? We will especially examine the doctrines of **the incarnation of the Word** and **the resurrection of the body** in connection with the doctrine of creation. Further, we shall attempt to discern what practical difference(s) such beliefs and claims have made upon those people's lives: what have they *done* in response to, and in light of, their convictions about the world as God's good, but fallen, creation?

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## Course Learning Outcomes

Upon successful completion of this course, you will have:

1. demonstrated increasing understanding of Christian Scripture and tradition, both through engagement with classic literary sources and through participation in a variety of Christian worship settings;

2. examined the deep connections between central Christian convictions and ethical living, particularly in relationship to the growing ecological crisis; and
  3. demonstrated a growing excellence in the discipline of effective writing, particularly as related to biblical, religious and theological literacy.
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## General Education Learning Outcomes

### **Learning: Informed by our Faith in Christ**

Students will:

- Demonstrate effective written and oral communication skills, both as individuals and in groups. GELO 1a
- Use quantitative analysis, qualitative analysis, and logic skills to address questions and solve problems. GELO 1e
- Demonstrate the effective and responsible use of information from a variety of sources. GELO 1d

### **Growing: In a Christ-Centered Faith Community**

Students will:

- Examine the complexity of systems in the light of the reconciling work of God in Christ. GELO 3
- Demonstrate respect for the relationships within and across diverse communities. GELO 2c

### **Serving: In the Context of Christian Faith**

Students will:

- Engage in acts of devotion and works of mercy informed by the Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor. GELO 3
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## Institutional Learning Outcomes

### **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 the Context of Christian Faith**  
Students will serve locally and/or globally in vocational and social settings.
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## Required Texts and Recommended Study Resources

- Lodahl, Michael and Cordero, April. *Renewal in Love: Living Holy Lives in God's Good Creation* (Beacon Hill Press, 2014)
  - A note about the one textbook: You will notice that the book is co-written by your professor and one of his colleagues at PLNU. I feel no hesitation about utilizing this book since it is specifically for this course. Using this book in Christian Tradition will not make me rich; I get about one dollar for every new copy sold. Further, you are under no requirement to buy a new copy of the book. You can buy one used or borrow one from a friend. (I don't mind if you buy a new one, of course!) The point is that the ideas in this little book are, for me, of utmost importance in what I hope to communicate to you during this Christian Tradition course.
- *Crucial Readings from Holy Writ and Classic Writers in the Christian Tradition* (This is an anthology of readings gathered, edited, and introduced by your professor. There are also pertinent biblical passages, as well as 'lectures' of material interspersed among the reading selections along the way. These readings represent contributions from most of the thinkers considered to be the greatest and most influential within the Christian tradition, from the early second century to the eighteenth century. This anthology is free and is provided to you by your professor. [Anthology Fall20](#))

**Note:** Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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## 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 for a 3-unit class delivered over 5 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Time Estimates

Assignment Type	Total Time to Complete
Required Resources	40
Video Lectures	10
Assignments	30
Discussions	20
Church Visit	6
Exams	7
<b>Total</b>	112.5

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## Requirements

There is some kind of assignment due almost every day for this course. These assignments include:

**Introductions:** Since this is an online class, our working together in groups will be of great importance. This will provide you with an opportunity to get to know other members of your group right away.

**Course Readings, Video Lectures, and Group Discussions:** Most days, you will have assigned readings and/or lectures by your professor; you will be responsible for responding to a prompt related to these materials at least once a week. The class will be split into several discussion groups, and you will be required to offer an initial post for discussion, read all of your fellow group members' posts, and write a thoughtful response to at least two of their initial posts.

1. **Participation:** Consistent class participation in discussions and assignments (CLO 1).
2. **Reading and Interaction:** Careful and disciplined reading of assigned texts for each module (CLO 1, 2). This will be determined by the quality of discussion, interaction, and question-asking, which the student contributes to the life of the class.
3. **Exams:** Two exams, to be taken as scheduled on the course calendar. These exams will be objective in nature (multiple choice) and will draw significantly from the daily lecture materials, class handouts, and study guide quizzes. ***The final examination will be cumulative.***
4. **Course Writing Project:** A “course writing project” (CLO 3) can take *any one* of the three following forms, **A, B, or C**, *although in light of CLO 1, the preferred option should be A. For students with heavy Sunday responsibilities and commitments (beyond the art of sleeping in), however, Option A may be less feasible and either B or C may be more reasonable:*

#### **Option A:**

**Students will complete three “field trip” visits to worship services of one congregation from each of the three groups listed below.** In response to each of your visits, you will write a brief (but no less than two pages, double-spaced) paper in which you offer your own observations of the worship service; for example, write what you noted about the congregation itself, the style and content of the worship, the use of Scripture or other printed texts, ***what is said about (or to) Christ***, what role art and architecture seem to play in this congregation’s life and worship, the behavior and sermon of the minister, priest or worship leader, etc. ***You are strongly encouraged also to note what is said (if anything) in Scripture readings, hymns, or the sermon about the natural world or environment.*** This paper should not be simply a summary of the sermon, though of course attention should be given to this. It is equally important to take note, theologically, of what is taught through the worship songs or hymns, Scripture readings, etc. These papers can (but need not) build on one another in terms of comparison / contrast, and are due as listed in course calendar. **You must include the church bulletin (or some other corroborating document) from the service you attended (during this time, the online link is all you need to provide), upon which you should have your handwritten notes from the service along with your signature.** Of course, during this time of corona virus isolation and online church services, your papers will take a little different direction. Please do note carefully what kind of music (contemporary praise songs? traditional hymns?) and particularly the lyrics -- do the songs seem to have been chosen to cohere with the Scriptures that are read and the sermon preached? However, attentiveness to the issues of how Christ is addressed or described, and how (or whether) the natural world is engaged, are still of primary importance. Any connections you can make in these church visit papers to readings, ideas, or discussions in our course are strongly encouraged and appreciated. (CLO 1, 2)

Please note that for this assignment you are required to visit churches from three distinct

'groups'; anyone who ignores this aspect of the assignment will receive drastically reduced credit (35 points subtracted from the 100-point assignment) for a church visit.

Please note also that in these papers, your professor is most interested in what you observe theologically—and even more specifically, what is either directly stated or implied about the world as God's creation, in the particular service you attend or view. Most of your energies and attention should focus on what is said or implied about God as Creator, or about the world as God's creation, in the Scripture reading(s), choruses or hymns that are sung, and the sermon itself. Please do not generalize; be specific in describing what you heard *theologically* in the worship service. *You will be evaluated closely in regards to this criterion.* It is certainly encouraged, though, that you have fun with these papers and find a way to make your professor smile. :-)< (Good writing always helps! See CLO 3 and follow closely the wisdom to be gained from the 'Writing Tips' assignment early in the course.)

**Congregational worship visit possibilities** – please keep in mind that you must select one church from each of the three groups:

**Church visit 'groups' (for Writing Assignment option A):**

**Group 1:** Roman Catholic, Orthodox (Greek, Russian, Coptic, Armenian, etc.), Episcopal.

**Group 2:** Presbyterian, Lutheran, Christian Reformed, United Methodist, United Church of Christ, Congregational Church, Christian Church (Disciples), Church of Jesus Christ, Scientist (Christian Science).

**Group 3:** Baptist, Friends, Seventh-day Adventist, Assemblies of God, Nazarene, Foursquare, charismatic, Pentecostal, non-denominational congregations, Jehovah's Witnesses (Kingdom Hall), Latter-day Saints (Mormon).

\*There may be possibilities other than these listed; however, **please check with your professor before visiting a church congregation not listed above.** In order to gain the richest experience from this assignment, you are requested *not* to count a worship service in your own "home" tradition or denomination as one of your three visits. **Although you may arrange your visits in any order you wish, it might be most useful to your educational process to follow the order of Groups 1-2-3 as outlined above.**

**I reiterate that this first 'church visit' option is the most preferable;** however, the following two options are offered particularly for those for whom church visits are difficult or impractical especially given other Sunday responsibilities. Hence, a second 'semester writing project' possibility is:

**Option B:**

**A 6-8 page response / reflection paper** on any one of the following books:

- Elizabeth Johnson, *Consider Jesus: Waves of Renewal in Christology*
- Elizabeth Johnson, *Women, Earth and Creator Spirit*
- Terence Fretheim, *Creation Untamed: The Bible, God, and Natural Disasters*

- Thomas Jay Oord and Michael Lodahl, *Relational Holiness*
- Daniel Taylor, *The Myth of Certainty*
- John Walton, *The Lost World of Genesis One: Ancient Cosmology and the Origins Debate*
- John Wesley, *A Plain Account of Christian Perfection*

or

### Option 3

A 6-8 page research paper on a topic of your choosing that is relevant to this course, and is approved by your professor. This paper, regardless of topic, will require your consulting / reading from a minimum of six outside sources (not including class text or the Bible) and a minimum of 150 pages read from those sources. You will document the pages read from each of your outside sources as part of your bibliography or works cited page. *Failure to do so will result in immediate reduction of paper grade* (subtraction of 15 points from 100-point assignment).

### Important Points Regarding Your Writing for this Class:

- *Please keep in mind that grammar, spelling and punctuation all play a critical role in your professor's evaluation of all your papers* (CLO 3). Please avail yourselves of the services of a competent proofreader. This suggestion is far too often ignored!
- To help you in the endeavor of writing a good paper for this class and other classes, please take seriously the additional handout ("Writing Tips") from the professor regarding common errors in student writing. Peruse this document carefully; you shall be held responsible for its contents in your professor's reading of *all* of your assigned papers.
- No papers will be accepted after the end of the course term; in other words, no papers or extra-credit work whatsoever will be accepted.
- The PLNU School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used language in ways that imply the exclusion or inferiority of women, the department strongly urges students, faculty and staff to avoid sexist language in public discourse, in classroom discussions and especially in their writings (CLO 2, 3).

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## Assessment and Grading

### *Weighted Grades*

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:



### Course Assignments

Assignment Category	Percentage of Total Grade
Assignment & Participation	37
Church Visit Group 1	10
Church Visit Group 2	10
Church Visit Group 3	10
Midterm Exam	15
Final Exam	18
<b>Total</b>	<b>100</b>

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

## Grading Scale

The following grading scale will be used for all exams and final course grades:

- 94-100% = A
- 90 - 93% = A-
- 87 - 89% = B+
- 83 - 86% = B
- 80 - 82% = B-
- 77 - 79% = C+
- 73 - 76% = C
- 70 - 72% = C-
- 67 - 69% = D+
- 60 - 66% = D
- 56 - 59% = D-
- Below 56% = F

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## Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final

examinations on the same day, you are authorized to contact each professor to arrange a different time for **one** of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

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## Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

All assignments are to be submitted/turned in as indicated under each assignment in the modules. Late assignments are accepted for half credit unless already approved by the professor, so if there are any issues you know about that may prevent you from completing an assignment in a timely manner, be sure to discuss it with me well before the due date! My recommendation is that you plan **not** to wait until the last minute to turn in an assignment.

## PLNU Spiritual Care

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

If you have questions, prayer requests, or a desire to meet with the chaplain, you can contact your professor or the [Office of Spiritual Life and Formation](#).

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## State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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# PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

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## PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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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.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first 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 all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

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# Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

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## PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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## Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic

style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

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## Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

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## PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#)[Links to an external site.](#) for additional details.

## *Synchronous Attendance/Participation Definition*

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

**Note:** For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

## *Online Asynchronous Attendance/Participation Definition*

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom, which includes but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty members within the learning management system to discuss course content

**Note:** Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

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## Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
  1. Synchronous Courses: At least one class meeting takes place at a designated time.
  2. Asynchronous Courses: All class meetings are asynchronous.

2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
  3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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## Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphones, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

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

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## Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)[Links to an external site.](#)
  - [Website](#)
  - Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)
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# Lomabooks Instructions for Students

**Note:** For courses using materials available through Lomabooks

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pickup or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go to [the LomaBooks site](#).

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## Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

### Course Summary:

Date	Details	Due
Mon May 12, 2025	Quiz <a href="#">Academic Honesty Verification Statement</a>	due by 11:59pm
	Discussion Topic <a href="#">Introducing Ourselves</a>	due by 11:59pm
	Assignment <a href="#">Introducing Yourself to the Instructor</a>	due by 11:59pm
	Assignment <a href="#">Viewing Video Lecture(s) on Christology &amp; Christian Tradition</a>	due by 11:59pm
	Page <a href="#">Week 1 Overview</a>	to do: 11:59pm
	Page <a href="#">Week One Reading</a>	to do: 11:59pm



Date	Details	Due
Tue May 13, 2025	Discussion Topic <a href="#">Discussion: The Doctrine of Creation and Contemporary Natural Sciences (Group)</a>	due by 11:59pm
Wed May 14, 2025	Discussion Topic <a href="#">Discussion: How (Closely) Does Christian Faith Relate to Other Disciplines &amp; Ways of Knowing?</a>	due by 11:59pm
	Assignment <a href="#">Viewing Lecture(s) on Gnosticism &amp; the Gospel of Thomas</a>	due by 11:59pm
Thu May 15, 2025	Assignment <a href="#">Viewing Lecture(s) on Early Christian Apologists</a>	due by 11:59pm
Fri May 16, 2025	Assignment <a href="#">Writing Tips</a>	due by 11:59pm
Mon May 19, 2025	Assignment <a href="#">Viewing Lecture(s) on Arius &amp; Athanasius</a>	due by 11:59pm
	Page <a href="#">Week 2 Overview</a>	to do: 11:59pm
	Page <a href="#">Week Two Reading</a>	to do: 11:59pm
Tue May 20, 2025	Assignment <a href="#">Viewing Lecture(s) on Apollinaris &amp; Gregory of Nazianzus</a>	due by 10pm
	Discussion Topic <a href="#">Discussion: What Difference Does What We Believe about Jesus Really Make?</a>	due by 11:59pm
Wed May 21, 2025	Assignment <a href="#">Viewing Lecture(s) on the Cappadocian Fathers</a>	due by 11:59pm
Thu May 22, 2025	Discussion Topic <a href="#">Discussion: How Do Christians Think about Life after Death?</a>	due by 11:59pm

Date	Details	Due
	Assignment <a href="#">Viewing Lecture on Macrina, little brother Gregory, and the Hope of the Resurrection</a>	due by 11:59pm
Mon May 26, 2025	Assignment <a href="#">Viewing Lecture(s) on the Great Saint Augustine</a>	due by 10pm
	Page <a href="#">Week 3 Overview</a>	to do: 11:59pm
Tue May 27, 2025	Assignment <a href="#">First Church Visit Response Paper</a>	due by 11:59pm
	Page <a href="#">Week Three Reading</a>	to do: 11:59pm
Wed May 28, 2025	Discussion Topic <a href="#">Discussion: What is Augustine's Rule for Biblical Interpretation, and How Much Does it Help?</a>	due by 11:59pm
	Assignment <a href="#">Viewing Lecture(s) on Maximus the Confessor &amp; John of Damascus</a>	due by 11:59pm
Fri May 30, 2025	Quiz <a href="#">Midterm Exam</a>	due by 11:59pm
Mon Jun 2, 2025	Assignment <a href="#">Viewing Lecture(s) on Anselm and Abelard (&amp; Heloise!)</a>	due by 11:59pm
	Page <a href="#">Week 4 Overview</a>	to do: 11:59pm
Tue Jun 3, 2025	Assignment <a href="#">Viewing Lecture(s) on St. Thomas Aquinas</a>	due by 11:59pm
Wed Jun 4, 2025	Discussion Topic <a href="#">Discussion: Why Did Jesus (Have to) Die?</a>	due by 11:59pm
	Assignment <a href="#">Viewing Lecture(s) on the amazing Julian of Norwich</a>	due by 11:59pm

Date	Details	Due
Thu Jun 5, 2025	Discussion Topic <a href="#">Discussion: How Do Human Reason, Religious Experience, and the Reading / Hearing of Scripture Intersect?</a>	due by 11:59pm
	Assignment <a href="#">Viewing Lecture(s) on Martin Luther</a>	due by 11:59pm
Mon Jun 9, 2025	Assignment <a href="#">Viewing Lecture(s) on Calvin, Arminius, &amp; the Synod of Dort</a>	due by 11:59pm
	Page <a href="#">Week 5 Overview</a>	to do: 11:59pm
Tue Jun 10, 2025	Assignment <a href="#">Second Church Visit Response Paper</a>	due by 11:59pm
	Assignment <a href="#">Viewing Lecture(s) on John Wesley</a>	due by 11:59pm
Wed Jun 11, 2025	Assignment <a href="#">And Yes, Even More on John Wesley!</a>	due by 11:59pm
	Discussion Topic <a href="#">Discussion: Does Anyone Really Believe in Predestination Anymore?</a>	due by 11:59pm
Thu Jun 12, 2025	Assignment <a href="#">Did Somebody Say They Wanted to Learn Some More Wesley?</a>	due by 11:59pm
Fri Jun 13, 2025	Quiz <a href="#">Final Exam</a>	due by 11:59pm
	Assignment <a href="#">Third Church Visit Response Paper, Book Reflection, or Research Paper</a>	due by 11:59pm