

The Theology of Jonathan Edwards
TH 3XJ3/6XJ6
CC/CT/PS

McMaster Divinity College
Winter 2016
Tues. 8:30–10:20am

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I. Course Description:

Jonathan Edwards is arguably the most significant theologian in the history of the Americas. His work continues to attract a wide range of scholars, many from outside of North America. Edwards is renowned as a man of considerable intellect and piety. This course introduces students to his life and thought in the context of his time and considers what contemporary relevance his thought contains for today.

II. Course Objectives:

Knowing

- Learn about the life of Jonathan Edwards in its historical context
- Learn the central aspects of Edwards' theology

Being

- Reflecting on Edwards' work and life
- Being challenged by the example of Edwards' Christian life

Doing

- Analyze and critique a selection from Edwards' writings
- Read Edwards' writing and secondary sources on Edwards
- Write a major paper on Edwards in relation to your own specialization and interests
- Present your paper to the class

III. Course Texts:

A. Required:

1. Professional Degree:
 - a. Marsden, George M. *A Short Life of Jonathan Edwards*. Grand Rapids Eerdmans, 2008.
 - b. Sweeney, Douglas A. *Jonathan Edwards and the Ministry of the Word*. Downers Grove: IVP Academic, 2009.

2. Advanced Degree:

- a. Marsden, George M. *Jonathan Edward: A Life*:. New Haven, CT: Yale University Press, 2003.
- b. For a one volume comprehensive introduction, reference, and resource to Edwards' thought, I recommend, McClymond, Michael J. and Gerald R. McDermott. *The Theology of the Jonathan Edwards*. New York: Oxford University Press, 2012.

IV. Course Performance Criteria:

Note: Advanced degree students see Appendix 1, pages 13–18.

Assignment	Percent	Due Date
A. Understanding Edwards	20%	01/26
B. Contextualizing Edwards	20%	02/23
C. Appropriating Edwards	55%	One week after presentation
1. Presentation (20%)		
2. Paper (35%)		
D. Reading:	5%	04/04
E. Participation:	X	Every class session
	Total: 100%	

V. Assignment Descriptions:

A. Understanding Edwards:

Note: Select the assignment that corresponds to your degree specialization

Church and Culture

- 1) Purpose: Examine a key primary text to gain insight into Edwards' approach to mission and/or ecclesiology or an alternative topic discussed with the professor.
- 2) Go to edwards.yale.edu and find a (manageable) primary source to analyze related to this specialization. Suggested volumes of the *Works of Jonathan Edwards* include #'s 12 and 39.

3. Write an essay that includes the following:
 - a) Situate the text in relation to Edwards' life and context. Make use of Marsden's biography and any other secondary sources that you find helpful. Make sure your citations and bibliography conform to the McMaster Divinity style guide.
 - b) An evaluation of Edwards' engagement with his contemporary surroundings. For example, does his missionary work among the Mohicans take into account their cultural context? Does he rely on any presuppositions that are rooted in Western culture rather than Scripture?
 - c) This essay is to be 5–6 pages in length.

Christian Thought and History

1. Purpose: Examine a key primary text to gain insight into Edwards' thought or life.
2. Go to edwards.yale.edu and find a (manageable) primary source or a selection from a major work that can stand on its own to analyze, related to an area of Christian theology—e.g., providence, justification by faith. For instance, if you are interested in Edwards' theological/philosophical thought you could use a selection from vol. 1, *Freedom of the Will*. If your interests are more biographical/historical, you might consider vol. 32 *Correspondence by, to, and about Edwards and His Family*.
3. Write an essay that includes the following:
 - a) Situate the text in relation to Edwards' life and context. Make use of Marsden's biography and any other secondary sources that you find helpful. Make sure your citations and bibliography conform to the McMaster Divinity style guide.
 - b) A statement of the thesis of your primary source.
 - c) Outline (briefly!) its content.
 - c) An analysis and evaluation of the argumentation in your selection. Consider questions such as the following: What (if anything) does Edwards presuppose in his argument? Does his content support his thesis?
 - d) This essay is to be 5–6 pages in length.

Pastoral Studies

1. Purpose: Examine a sermon by Edwards to gain insight into his approach to homiletics.
2. Go to edwards.yale.edu and find a sermon that interests you (avoid spending too long on this; Edwards preached a substantial number of sermons) or a text on a ministry related subject—e.g., revival/Awakenings.
3. Write an essay that includes the following:
 - a) A statement of the main thrust of the sermon.
 - b) A *brief* outline of its content.
 - c) An analysis and evaluation of Edwards' homiletic devices in this sermon. Consider things such as his exegesis, his use of rhetoric, mnemonic devices, etc.
 - d) This essay is to be 5–6 pages in length.

B. Contextualizing Edwards:

Note: Select the assignment that corresponds to your degree specialization

Church and Culture

1. Purpose: Gaining an appreciation for the way Edwards interacted with the cultural forces of his day from a Christian perspective (e.g., how Edwards related faith and science).
2. Use primary and secondary sources to uncover Edwards approach to interacting with culture in an area that interests you. Make sure you use at least five sources, including at least one primary source.
3. Write a script in which you interview Edwards about his approach. Make it accessible—something that could be worked into a Church service. Include the following:
 - a. Have Edwards explain his approach—use modified quotes when possible.
 - b. Challenging questions. Don't hold any punches!

- c. This essay is to be 6–7 pages in length.

Christian Thought and History

1. Purpose: Develop the ability to comprehend and analyze secondary scholarship.
2. Select a (manageable) secondary source on Edwards. You are encouraged to write the review on a book that you will use in the thesis paper.
3. Format:
 - a. 750–800 words in length.
 - b. Include the following:
 - 1) Contextualization: first book of its kind, a reassessment of previous scholarship, reflects a certain school of thought, etc.? Place the book in the field of Edwards studies.
 - 2) Statement of the thesis.
 - 3) Description of the content and its relationship to the thesis; does it support the thesis?
 - c. Critical analysis: fairly point out the strengths and weaknesses.
 - d. Statement of the book's value and suitable audience(s).

Pastoral Studies

1. Purpose: Be inspired by Edwards' approach to homiletics.
2. Go to edwards.yale.edu and find a sermon that interests you (a different sermon from the previous assignment).
3. Rewrite the sermon for your church/anticipated church body. Include the following:
 - a. A citation of the selected sermon for comparison.
 - b. Update any exegesis.
 - c. Update illustrations.
 - d. Make sure the language is accessible.
 - e. A justification of your modifications—no more than 2 pages in length.

C. Appropriating Edwards:

* **final paper due one week after class presentation**

1. Purpose: To engage with Edward's thought on a topic that relates to your ministry and/or research interests.

This assignment constitutes the "major paper" and presentation of the course. The purpose of the paper/project is vocational development. It should advance your vocational trajectory. Selecting whether to prepare a project or a paper is an important step in the process. If you anticipate further graduate work or writing a thesis as part of your MTS or MDiv, then an academic research-thesis paper is an excellent option. A research-thesis paper provides skill development in conducting the concentrated study on a particular research topic necessary for advanced academic work. If your vocational track is vocational ministry or an alternative professional field, then a project may be an effective option. Completing a project provides skill development in contextualizing and applying the fruit of theological research and reflection.

2. If you have an idea for a paper or creative project that does not neatly fit into the parameters of the assignment, please come and discuss your idea with me. I am open to papers/projects that cohere with the essence of the course and are suited to your research field and interests.
3. Ideas for each specialization:
 - a. *Church and Culture*
 - Examine a specific work or concept of Edwards in the light of his historical context. For example: "Edwards Conception of Free Will in the Light of Enlightenment Philosophy."
 - Bring Edwards into conversation with a contemporary Evangelical leader(s). For example: "Roast of Rob Bell: Jonathan Edwards in Conversation with the ECM."
 - b. *Christian Thought and History*
 - Find out what Edwards thought about a specific theological topic. For example: "Jonathan Edwards on the Use of Music in Worship."

- Find a theological subject that Edwards' views changed on over time. For example: "The Development of Edwards' Christology: A Reassessment of his Earlier Views."
- c. *Pastoral Studies*
- Examine a certain aspect of Edwards' pastoral life. For example: "The Use of Rhetoric in the Sermons of Jonathan Edwards" or "Jonathan Edwards' Theology of Pastoral Care."
 - See *Church and Culture* #2.
4. Description of presentation and paper:
- a. Class presentation:
- You will present and facilitate a discussion of your paper/project (I encourage multi-media, audio, audio-visual methods when appropriate). Length of presentation and discussion will be determined based on final class roster. Normally presentations are 15-20 minutes followed by 5-10 minutes of class discussion (for a total time of 20-30 minutes)
- b. Paper:
- The paper should be attentive to the following categories of assessment (description categories below correspond to those of the grading rubric):
- 1) Content:
- A detailed description (e.g., broad and thick descriptions) of the cultural values and worldview(s) assumed, advocated, and/or critiqued by the artifact.
 - A careful and thoughtful *Christian* interaction with the artifact (see the essays in Vanhoozer, *Everyday Theology* for samples).
- 2) Argument:
- 1) Detail a clear thesis (the view that your paper supports). Example of a thesis statement: the Emergent church movement is an authentic Christian way of being the church in a postmodern and post-Christian culture.

- 2) Describe your topic under consideration.
 - 3) Write an essay that coherently demonstrates your view.
 - 4) Detail major alternatives and/or criticisms of the position and interact with them vis-à-vis your view.
- 3) Presentation:
- 1) Write a stylistically clean and academic paper—e.g., avoid colloquialisms (academic is different than conversational voice), passive voice (use active). Research-thesis papers must have a thesis statement (stated in the introduction), and introduction, content, and conclusion sections of the paper.
 - 2) Use and document a *minimum* of ten scholarly resources.
 - 3) Accurately document sources according to the College's Style Guide.
<http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>
 - 4) Paper length: 10–12 pages; if you need more pages, please consult with the professor.
 - 5) Provide a bibliography (list only the books cited in the footnotes of the paper).

D. Reading:

1. Please read assigned readings.
2. The professor may at times assign supplementary readings.
3. Submit a reading report that states the percentage of reading completed for each assigned reading—e.g., Marsden: 85%

VI. Lecture Outline (tentative):

Week	Date	Topic	Reading Assignment & Presentation Schedule	Due						
1	1/5	Introductions & Syllabus I. Edwards & His Time A. Why study Edwards?	Read Marsden & Sweeney for weeks 1–3							
2	1/12	B. Life C. Tradition	Marsden & Sweeney							
3	1/19	D. Time	Marsden & Sweeney							
4	1/26	II. Edwards' Theology A. God & Trinity	<i>Discourse on the Trinity</i> (link , WJE vol. 21, pp. 109–44)	• Understanding Edwards						
5	2/2	B. God & Grace	Sermon: “God Glorified in Man’s Dependence” (link , WJE Online, vol. 17)							
6	2/9	C. Christ & Justification	Sermons: “The Threefold Work of the Holy Ghost” (link , WJE vol. 14) and “Justification by Faith Alone,” (link , WJE vol. 19, pp. 148–160 & 185–207)							
7	2/16	<i>Reading Week</i>								
8	2/23	D. The Holy Spirit & Salvation	<i>Treatise on Grace</i> (link , WJE vol. 21, pp. 150–97).	• Contextualizing Edwards						
9	3/1	E. Preaching & Mission	Sermon: “A Divine and Supernatural Light” (link , WJE vol. 17)							
10	3/8	F. Creation	<i>Concerning the End for God Created the World</i> , Section II (link , WJE vol. 8, pp. 428–35) & Section III (link , WJE vol. 8, pp. 437–45) <table border="1" data-bbox="824 1423 1305 1493"> <tr> <td>1.</td> <td>Paper:</td> <td></td> </tr> <tr> <td>2.</td> <td>Paper:</td> <td></td> </tr> </table>	1.	Paper:		2.	Paper:		
1.	Paper:									
2.	Paper:									
11	3/15	G. Culture	• No reading assignment <table border="1" data-bbox="824 1598 1305 1667"> <tr> <td>3.</td> <td>Paper:</td> <td></td> </tr> <tr> <td>4.</td> <td>Paper:</td> <td></td> </tr> </table>	3.	Paper:		4.	Paper:		
3.	Paper:									
4.	Paper:									
12	3/22	H. A World of Love: Church & Heaven	Sermon: “Heaven is a World of Love” (link , WJE vol. 8, pp. 366–96). <table border="1" data-bbox="824 1814 1305 1883"> <tr> <td>5.</td> <td>Paper:</td> <td></td> </tr> <tr> <td>6.</td> <td>Paper:</td> <td></td> </tr> </table>	5.	Paper:		6.	Paper:		
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13	3/29	I. TBD	<ul style="list-style-type: none"> • No reading assignment <table border="1"> <tr> <td>7.</td> <td>Paper:</td> <td></td> </tr> <tr> <td>8.</td> <td>Paper:</td> <td></td> </tr> </table>	7.	Paper:		8.	Paper:		
7.	Paper:									
8.	Paper:									
	4/4-8	Exam Week		<ul style="list-style-type: none"> • Reading report due 4/4 						

VII. Policies:

A. Textbook Purchase:

All required textbooks for this class are available from the College's book, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstores, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416-620-2934; fax 416-622-2308; e-mail books@readon.ca. Other book services may also carry the texts.

B. Academic Honesty:

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty ~ <http://www.mcmasterdivinity.ca/programs/rules-regulations>

C. Gender Inclusive Language:

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

D. Style:

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses

<http://www.mcmasterdivinity.ca/sites/default/files/documents/MDCStyleGuide.pdf>

Failure to observe appropriate form will result in grade reductions.

VIII. Late-Assignment and Exam Policy:

- A. Assignments are due at the beginning of class on the date specified in the syllabus.
- B. Students take exams on the date and at the time scheduled in the syllabus.
- C. Late assignments are reduced five percentage points for each day late (e.g., if the grade is 90 and it is one day late [after the beginning of class equals one day late], the grade will be reduced to 85).
- D. Assignments and exams will be accepted without penalty after the specified date in the syllabus **only** in the case of an excused absence. If a student misses an exam or assignment submission due to a reason that he/she believes is excusable, then he/she must notify the instructor and schedule an exam date and/or late-assignment submission date within twenty-four hours of the beginning of the missed class session.
- E. Assignments and exams will not be accepted late on the basis of the student's involvement with school-approved activities. If you are not able to be in class for an exam or assignment submission, then you must pre-arrange with the instructor to take the exam and/or submit the assignment before the scheduled date in the syllabus.

Please Note: This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

IX. Bibliography:

The bibliography is not exhaustive, but should provide an entry point for literature on Edwards' thought.

Select primary sources (all specializations):

<http://edwards.yale.edu/research/browse> (The complete works of Jonathan Edwards online)

Edwards, Jonathan. *The Works of Jonathan Edwards*, 2 vol. Hendrickson, 1998 or *Banner of Truth*, 1974.

Jonathan Edwards's Sinners in the Hands of an Angry God: A Casebook. Ed. Wilson H. Kimmach, Caleb J. D. Maskell, and Kenneth P. Minkema. New Haven: Yale University Press, 2010.

Secondary Sources (arranged according to specializations):

For a one volume comprehensive introduction, reference, and resource to Edwards' thought, I recommend, McClymond, Michael J. and Gerald R. McDermott. *The Theology of the Jonathan Edwards*. New York: Oxford University Press, 2012.

Church and Culture

Bombaro, John J. *Jonathan Edwards's Vision of Reality: The Relationship of God to the World, Redemption History, and the Reprobate*. Princeton Theological Monograph Series. Eugene, OR: Pickwick Publications, 2012.

Crisp, Oliver. *Jonathan Edwards on God and Creation*. New York: Oxford University Press, 2013.

Lee, Sang Hyun. Ed. *The Princeton Companion to Jonathan Edwards*. Princeton, N.J.: Princeton University Press, 2005.

Lee, Sang Hyun and Allen C. Guelzo. *Edwards in Our Time: Jonathan Edwards and the Shaping of American Religion*. Grand Rapids: Eerdmans, 1999.

Leon, Chai. *Jonathan Edwards and the Limits of Enlightenment Philosophy*. New York: Oxford University Press, 1998.

McDermott, Gerald R. *Jonathan Edwards Confronts the Gods: Christian Theology, Enlightenment Religion, and Non-Christian Faiths*. New York: Oxford University Press, 2000.

Rivera, Ted. *Jonathan Edwards on Worship: Public and Private Devotion to God*. Eugene, OR: Pickwick Publications, 2010.

Schweitzer, Don. Ed. *Jonathan Edwards as Contemporary: Essays in Honor of Sang Hyun Lee*. New York: Peter Lang, 2010.

Smart, Robert Davis. *Jonathan Edwards's Apologetic for the Great Awakening, with Particular Attention to Charles Chauncy's Criticisms*. Grand Rapids: Reformation Heritage Books, 2011.

Christian Thought and History

Andel, Kelly Van, Adriaan C. Neele, and Kenneth P. Minkema. Eds. *Jonathan Edwards and Scotland*. Edinburgh: Dunedin Academic Press, 2011.

Caldwell, Robert W. *Communion in the Spirit: The Holy Spirit as the Bond of Union in the Theology of Jonathan Edwards*, 2006.

Danaher, William J. *The Trinitarian Ethics of Jonathan Edwards*. Columbia Series in Reformed Theology. Louisville, KY: Westminster John Knox, 2004.

Delattre, Roland A. *Beauty and Sensibility in the Thought of Jonathan Edwards: An Essay in Aesthetics and Theological Ethics*. New Haven: Yale University Press, 1968.

- Guelzo, Allen C. *Edwards on the Will: A Century of American Theological Debate*. Middletown, CT: Wesleyan University Press, 1989.
- Holmes, Stephen R. *God of Grace and God of Glory: An Account of the Theology of Jonathan Edwards*. Grand Rapids: Eerdmans, 2001.
- Jenkins, Michael. *A Comparative Study in the Theology of Atonement in Jonathan Edwards and John McLeod Campbell: Atonement and the Character of God*. San Francisco: Mellen Research University Press, 1993.
- Lee, Sang Hyun. *The Philosophical Theology of Jonathan Edwards*. Princeton, N.J.: Princeton University Press, 1988.
- Lucas, Sean Michael. *God's Grand Design: The Theological Vision of Jonathan Edwards*. Wheaton: Crossway, 2011.
- McClenahan, Michael. *Jonathan Edwards and Justification by Faith*. Farnham, U.K.: Ashgate, 2012.
- McClymond, Michael J. *Encounters with God: An Approach to the Theology of Jonathan Edwards*. New York: Oxford University Press, 1998.
- McClymond, Michael J. and Gerald R. McDermott. *The Theology of Jonathan Edwards*. New York: Oxford University Press, 2012.
- Schweitzer, William M. *God is a Communicative Being: Divine Communicativeness and Harmony in the Theology of Jonathan Edwards*. T&T Clark Studies in Systematic Theology. London: T&T Clark, 2012.
- Stein, Stephen J. Ed. *The Cambridge Companion to Jonathan Edwards*, Cambridge University Press, 2006.
- Storms, C. Samuel, *Tragedy in Eden: Original Sin in the Theology of Jonathan Edwards*. Lanham, MO.: University Press of America, 1985.
- Strobel, Kyle C. *Jonathan Edwards's Theology: A reinterpretation*. T&T Clark Studies in Systematic Theology. London: Bloomsbury, 2013.
- Studebaker, Steven M. *Jonathan Edwards' Social Augustinian Trinitarianism in Historical and Contemporary Perspectives*. Gorgias Studies in Philosophy and Theology. Piscataway, NJ: Gorgias Press, 2008.
- Studebaker, Steven M. *The Trinitarian Vision of Jonathan Edwards and David Coffey*. Amherst, NY: Cambria Press, 2011.
- Studebaker, Steven M. and Robert W. Caldwell. *The Trinitarian Theology of Jonathan Edwards: Text, Context, and Application*. Farnham, U.K.: Ashgate, 2012.
- Tan, Seng-Kong. *Fullness Received and Returned: Trinity and Participation in Jonathan Edwards*. Minneapolis: Fortress Press, 2014.

Wilson-Kastner, Patricia. *Coherence in a Fragmented World: Jonathan Edwards' Theology of the Holy Spirit*. Washington, DC: University Press of America, 1978.

Pastoral Studies

Barshinger, *Jonathan Edwards and the Psalms: A Redemptive-Historical Vision of Scripture*. New York: Oxford University Press, 2014.

Beck, Peter. *The Voice of Faith: Jonathan Edwards' Theology of Prayer*. Jonathan Press, 2010.

Brown, Robert E. *Jonathan Edwards and the Bible*. Bloomington: Indiana University Press, 2002.

Gerstner, John H. *The Rational Biblical Theology of Jonathan Edwards*. 3 volumes. Powhatan, VA: Berea Publications [or Orlando, FL: Ligonier Ministries], 1991-1993.

Marsden, George M. *Jonathan Edwards: A Life*. New Haven, CT: Yale University Press, 2003.

Story, Ronald. *Jonathan Edwards and the Gospel of Love*. Amherst: University of Massachusetts Press, 2012.

Tracy, Patricia J. *Jonathan Edwards, Pastor: Religion and Society in Eighteenth Century Northampton*. New York: Hill and Wang, 1980.

Westra, Helen. *The Minister's Task and Calling in the Sermons of Jonathan Edwards*. Lewiston, NY: Edwin Mellen, 1986.

Whitney, Donald S. *Finding God in Solitude: The Personal Piety of Jonathan Edwards (1703–1758) and Its Influence on His Pastoral Ministry*. American University Studies. New York: Peter Lang, 2014.

Withrow, Brandon G. *Becoming Divine: Jonathan Edwards's Incarnational Spirituality within the Christian Tradition*. Eugene, OR: Pickwick, 2011.

Zylla, Phil C. *Virtue as Consent to Being: A Pastoral-Theological Perspective on Jonathan Edwards's Construct of Virtue*. McMaster Ministry Studies Series. Eugene, OR: Pickwick Publications, 2011.

Appendix 1: Advanced Degree Requirements

I. Paper/Project:

A. Description:

Advanced degree students will write an academic thesis paper or prepare a cultural engagement project. If you have an idea for a paper or creative project, please come and discuss your idea with me. I am open to papers/projects that cohere with the essence of the course and are suited to your research field and interests.

B. Purpose:

This assignment gives you experience writing article, essay, and chapter length theological papers and presenting research in an oral form similar to that performed at academic conferences.

C. Guidelines for the Paper:

The paper should include (description categories below correspond to those of the grading rubric) . . .

1. Content and argument:

a. Detail a clear thesis (the view that your paper supports).

- Example of a thesis statement: Jonathan Edwards' theology of justification by faith deviated from/reflects the Reformed tradition of theology.

b. Describe your topic.

c. Write an essay that coherently demonstrates your view.

d. Detail major alternatives and/or criticisms and interact with them vis-à-vis your view.

2. Presentation:

a. Write a stylistically clean and academic paper—e.g., you should avoid excessive first person discourse, colloquialisms (academic is different than conversational voice), passive voice (use active).

b. Use and document a *minimum* of fifteen scholarly resources.

- c. Accurately document sources according to the College's Style Guide.
- d. Paper length: 20–25 pages. Not to exceed 7,000 words.
- e. Provide a bibliography (list only the books cited in the footnotes of the paper).
- f. Use footnotes.

D. Guidelines for the Class Presentation:

1. Time:

The paper presentation takes a thirty-minute segment of the class. Each presentation includes two parts:

- a. The paper presentation (15–20 minutes)
- b. The response and facilitation, which is led by another student (10 minutes, see below for more details on the response and facilitation).

2. Presentation content:

You should articulate the paper's thesis, topic, and argument. You can use PowerPoint, etc. if you wish. The purpose of this assignment is to give you experience with presenting papers as might at an academic conference. You should prepare and present your paper for that type of venue. I encourage you to consider presenting your paper for this class at a conference and/or the Theological Research Seminar of the Divinity College.

II. Response and Facilitation (due day of presentation):

A. Purpose:

Provides experience in responding to and moderating academic presentations and discussions, such as one might do at an academic society meeting.

B. Description:

Each student *prepares a critique* and *facilitates a discussion* of a thesis paper presentation.

1. The critique:

- a. Remember to be charitable; not only Christian, but since academia is a small guild, it is self-preservation.

b Critical (includes highlighting and discussing problems *and* strengths):

The critique should explore the following sorts of issues:

- Does the paper have a thesis?
- Does the content develop and support the thesis?
- Does it use appropriate sources?
- Does it interact with the relevant secondary literature?

2. The discussion:

You should keep the presentation to time limit and effectively manage student discussion (do not let one person dominate the interaction; move on to a new issue if discussion begins to go off on tangents and run down rabbit trails). Be sure to elicit comments from all people present. You might want to have some prepared questions and discussion prompts to facilitate the initial discussion.

C. Guidelines:

1. Each student paper presentation will take approximately fifty minutes (one segment of a class session).
2. The presentation and discussion typically includes the following items:
 - a. Presenter presents the paper: approximately thirty minutes.
 - b. Response: approximately fifteen minutes.

You can go through point by point as a monologue or start by raising and offering your thoughts on the paper's primary contributions and arguments and invite discussion based on your remarks and interaction with the paper and then so forth through the rest of the points you have identified.

- c. Class discussion of the paper and response: approximately five to ten minutes.
3. A written submission/outline is not required, but is encouraged as it may be beneficial to other students in the course.

II. Lecture & Discussion: (due day of scheduled presentation):

A. Purpose:

The purpose of this assignment is to give students experience with developing and presenting lectures.

B. Description:

You will present a lecture on one of the topics listed in the course outline (or an approved alternative topic). Lecture topic and major paper topics can be coordinated.

- Lecture topic and major paper topics can be coordinated

C. Guidelines:

1. Research:

- a. Research for the lecture will account for the supplemental reading for advanced degree students (approximately 5,000-6,000 pages)

- b. Documentation of reading:

Please provide an annotated bibliography of the reading consulted in the preparation of the lecture (the annotations for the texts should be about one paragraph—identify the key thesis and contributions of the text).

2. Lecture:

- a. The lecture should present and discuss the primary content points of the topic (or sub-topic)

- b. Lecture handouts/outlines and PowerPoint/Prezi are helpful, but not required

- c. Length:

The lecture and discussion will take a fifty-minute period of the course.

D. Evaluation:

Grading of the lecture and discussion session will be based on the following . . .

1. Please submit to the professor a copy (electronic or hard copy) of your lecture notes and annotated bibliography used to develop the lecture.
2. Does the lecture accurately present and discuss the topic?
3. Does the lecture engage in critical evaluation/discussion of the content?
4. Does the lecture highlight the transcendent value of the material—e.g., does it have value for contemporary Christian thought, life, and ministry?

5. Does the lecture facilitate student discussion?

III. Class Leadership:

A. Purpose:

A significant part of your future or current work will likely include teaching in an academic and/or church context. Taking a leadership role in the course will provide an opportunity to develop teaching skills for your current/future vocational work.

B. Description:

1. Group discussions:

- a. The course will have regular in-class group discussions of the assignments and readings.
- b. Research students will have the opportunity to facilitate these group discussions. You do not need to play the role of expert, but facilitate the discussion by asking questions, offering short insightful thoughts on the subject, and drawing on course readings that will relate to the discussion and spark group discussion.

2. De-brief meetings:

- a. Research students will meet three times (probably weeks four, nine, and twelve) during the semester with the professor to discuss teaching style, content, purpose of chosen content, rationale of approach, experience leading the group discussions, evaluation of lectures, etc.
- b. I envision these meetings as times when we can prompt each other to consider and hone our teaching styles, approach to teaching the content for this course, and theological viewpoints
- c. Length: approximately thirty minutes.

IV. Course Performance Criteria:

<u>Assignment</u>	<u>Percent</u>	<u>Due</u>
A. Paper/Project: (a.k.a. presentation and paper)	50%	One week after presentation
1. Presentation	20%	
2. Paper	30%	
B. Lecture and Discussion:	30%	Day of lecture
C. Annotated Bibliography: * See lecture assignment	5%	Day of lecture
D. Response and Facilitation	15%	Day of presentation

Total: 100%