

MARIAN UNIVERSITY

Indianapolis

THL 105 Introduction to Theology 3 Credits

Semester and Year:

Email: Contact via Canvas email

Required Textbook(s) & Materials:

Dennis M. Doyle, *What is Christianity? A Dynamic Introduction*. Paulist Press, 2016. ISBN: 978-0-8091-4993-3

For Module 5, you will be required to watch the documentary that is cited and linked below. Please budget your time accordingly.

Avni, R., Makhlouf, J., Rous, N.(Producers), Avni, R., Bacha, J. (Directors). (2006). [Encounter Point](#)

In addition to these books and materials, students will be required to supply their own **Christian Bible**. The New International, New American Standard, or Revised Standard Versions are preferred. If you do not have a Bible, the Bible on your laptop, iPad or Smart Phone is acceptable.

Additional Resources:

The Mother Teresa Hacklemeier Memorial Library at Marian University provides various databases <http://www.marian.edu/library/Pages/default.aspx>

- **Marian University requires all work be completed on a laptop or PC; this includes all exams and quizzes.**

Course Description

The course *Introduction to Theology* will study the meaning and nature of Christian theology, theological issues of God, human persons, Christ, the Holy Spirit, the Church, and an introduction to Scripture, liturgy, sacraments, and Christian morality.

Upon successful completion of this course, students will be able to:

Student Learning Objectives

| | |
|---------------------------------------|-----------|
| General Education Learning Objectives | Method of |
|---------------------------------------|-----------|

| Domain | Assessment | |
|--|---|---|
| Specialized knowledge | G1.a. Demonstrate the ability to articulate theological, moral and ethical knowledge by: | |
| | | G1.a.1. articulate the implication of what human beings are and who is God |
| | | G1,a,3. Explain the practice of prayer |
| | | G1.a,4. appropriately employ theological resources and methods in theological thinking |
| | | G1,a,7. Demonstrate Catholic and Franciscan literacy |
| Intellectual Skills | G 3,1 | 1. Reasoning Skills |
| | | G3.1.c. Appropriate faith reflexively and respectfully |
| | | G 3,1,d. Articulate a coherent and meaningful worldview that engages faith, reason, sciences, morality, and general and specialized knowledge |
| Applied Learning | G 4,a | Demonstrate the link between course/program learning, life-long learning, work applications, and personal decision-making, in writing or another medium, with appropriate support |
| Faith, Ethics, and Foundations of Thought | G 6, | G6.a. Demonstrate knowledge of the classical theological foundations of thought and questions of ultimate meaning. |
| | | G6.b. Demonstrate moral reasoning through ethical |

Discussions,
Writing
Assignments
1,2,3,4

Church visit,
Writing
Assignment 5,
Writing
Assignment 1

Writing
assignments, final
exam, Discussion
2.2, Discussion,
2.5, Discussion
3.3, Discussion
4.3

Discussion 4.3

Discussions,
Writing
Assignment 5

Discussions,
writing
assignments

Discussions

Final exam,
Writing
Assignments 2,3,4

Writing

| | | |
|--|--|--|
| | theories applied to central moral issues. | Assignment 3, Encounter Point Discussion |
| | G6.d. Demonstrate an understanding of the 4 Franciscan values rooted in prayer: dignity of the individual, peace and justice, responsible stewardship, reconciliation | Discussion 3.3, Discussion 4.3 |
| | G6.f. Demonstrate an understanding of Christian accounts of the human person and their impact on human action, moral dispositions, and human fulfillment. | Final Exam, Writing Assignment 2, Writing Assignment 3, Writing Assignment 4, Discussion 1.2, Discussion 2.5, Discussion 4.3 |

Course Specific Goals

| <i>Hoping to engender philosophical and theological reasoning, scientific, social, civic, and cultural awareness, and effective and critical communication, this course specifically aims:</i> | Method of Assessment |
|---|---|
| 1. to familiarize students with central Judeo-Christian theological themes, in particular, God, revelation, creation, covenant, sin, Jesus, the Church, sacrament, inculturation, and globalization; | Writing Assignment 2, Writing Assignment 3, Writing Assignment 4, Writing Assignment 5, final exam |
| 1. to give students an overview of major Scriptural and theological developments within and throughout the Judeo-Christian tradition; | Discussion 22, Discussion 3.3, Discussion 4.3, Writing Assignment 2, Writing Assignment 3, Writing Assignment 4, final exam |
| 1. to empower students to see Judaism and Christianity as being shaped by the Near Eastern, European, and American contexts; | Discussion 4.3, Encounter Point Discussion |
| 1. to help students to gain facility with the language and purpose of theology; | Final exam, Discussion 2.2, Writing Assignment 2, Writing Assignment 3, |

| | |
|--|---|
| | Writing Assignment 4, Writing Assignment 5 |
| 1. to make better sense of the Christian faith as known today, including an understanding of Christianity's contributions to art, history, ethics, politics, and economics, and understanding the branches within Christianity itself as well as Christianity's place among the world's other great religions. | Discussion 4.3 |
| 1. to engage these areas of learning in a holistic way, by stimulating critical thinking, speaking, and writing about the theology, history, and culture of Christianity and using Christian insights to stimulate moral reflection and growth. | Discussions, Writing Assignments, Faith Lived in Worship Presentation |
| 1. to enter into respectful and productive conversation about fundamental questions as they concretely arise | Discussions |

The successful student will fulfill these course-specific goals by

1. articulating the relevance of Christian doctrine to the distinctive and cohesive Christian vision of reality, including the nature of God, human beings, and social life;
2. demonstrating an awareness of the historical evolution of Christian Scripture and theology;
3. contextualizing Jewish and Christian beliefs in Near Eastern and European systems of language, thought, and culture;
4. exhibiting a grasp of the inner logic and import of central Christian ideas and terminology;
5. expressing:
 1. the role of Christian faith within contemporary discussions of science, economics, and politics;
 2. an ecumenical sense of how Christianity's many branches relate to one another, and how Christianity locates itself, with similarities and differences, among the numerous other world religions;
6. communicating:
 1. in thought, speech, and writing, how he or she sees the Christian tradition as impacting contemporary society, both positively and negatively;
 2. in thought, speech, and writing, how Christian tradition and belief inform his or her own sense of purpose and growth.

Soft Skills

Students who complete Introduction to Theology (THL 105) through Marian's Adult Program are able to develop and strengthen a number of skills essential for success in today's workforce. By the end of the course, students will have had three opportunities to strengthen their research and analysis skills. They are required to write two, short research papers in which they are encouraged to articulate their perspectives on the assigned topics and use outside resources to support their argument. They also complete a church report (The Faith Lived in Worship report due week 5) that requires them to research the history of a specific religious denomination and interview a pastor from a specific church. The church report also gives students several opportunities to demonstrate and strengthen their verbal communication skills. For the church report, students are asked to attend a church that is of a different denomination from their own, observe the service, interview the pastor, and then give a 3-to-5-minute presentation to the class during which they are asked to describe the similarities and differences between their own church experience and the new, unfamiliar church's experience. This church experience, in addition to discussions with fellow students of different religious backgrounds, teaches the student the importance of recognizing their own "frame of reference" and how this frame impacts the way they understand and process information, in addition to listening, acknowledging,

respecting, and valuing viewpoints and frames of reference that differ from their own. Finally, the students have many opportunities to demonstrate self-leadership by taking personal responsibility for knowing the course syllabus and required deadlines and by understanding that excellence requires going above and beyond expectations. In summary, THL 105 encourages the development of written and verbal communications skills, research and analysis skills, and situational self-leadership skills all within an environment that fosters respect and esteem for a diversity of viewpoints.

Teaching Strategies

THL105 introduces the student to the *academic* study of Theology in general and Christian Theology specifically. It is not a Religion course or a Comparative Religions course. However, because many aspects of religion are actualizations and expressions of theological concepts, the student will be introduced to many facets of the Christian, and especially Roman Catholic, religious tradition.

In order to be successful in the course, the student is responsible for staying current on the reading and writing assignments while also engaging in a *critical* analysis of the concepts presented in the text books, lectures and class discussions. To fulfill the academic intent of the course, the student will be required to *objectively* explore theological concepts that may or may not be consistent with their own religious tradition.

Assignments & Assessment Methods:

Methods of Evaluation

Assignments & Values:

| Week | Assignment | Percentage of Grade |
|--------|----------------------|---------------------|
| Week 1 | Introductions | 2% |
| | “Self Insight” essay | 10% |
| | Discussion Forum | 4% |
| Week 2 | Writing Assignment | 10% |
| | Discussion Forum | 4% |
| Week 3 | Writing Assignment | 10% |
| | Discussion Forum | 5% |
| Week 4 | Writing Assignment | 10% |
| | Discussion Forum | 5% |

| | | |
|-------------|-------------------------------------|------|
| Week 5 | Faith Lived in Worship Report | 10% |
| | Faith Lived in Worship Presentation | 5% |
| | Discussion Forum | 5% |
| | Comprehensive Final Exam | 20% |
| TOTAL GRADE | | 100% |

Grading Scale

Grade Scale

| Grade | Points | Description of Grade |
|-------|---------|--|
| A | 94-100 | <i>Extraordinary</i> achievement. The <i>highest</i> level of achievement both technically and creatively. <u>Demonstrates mastery of subject matter</u> . Excellent in overall quality. Demonstrates initiative, desire, and ability to fully engage the topic and address course learning objectives. Goes above expectations. |
| A- | 90-93.9 | |
| B+ | 86-89.9 | Achievement above average. Demonstrates understanding of subject matter. Good overall quality. Demonstrates initiative, desire, and ability to engage the topic and address course learning objectives. |
| B | 83-85.9 | |
| B- | 80-82.9 | |
| C+ | 77-79.9 | Average achievement. Fair in overall quality, but it may be formulaic. Student is not highly sophisticated in reasoning, organization, or initiative. Student lacks initiative, desire, and/or ability to engage the topic and address course learning objectives. Strengths and weaknesses are more or less balanced. |
| C | 74-76.9 | |
| C- | 70-73.9 | |
| D+ | 67-69.9 | Below average achievement. Below average in quality. Student has no initiative, desire, or ability to engage the topic or address course learning objectives. Student cannot demonstrate understanding or responsibility for course material. Assignment is completed as a "check the box" activity. |
| D | 60-66.9 | |
| F | ≤59.9 | Failure to successfully complete the assignment/course. Student demonstrates little or no responsibility or engagement with the course learning objectives. |

Course Policies:

Late Policy & Due Date Extensions:

Late Policy & Due Date Extensions: Acceptance of work submitted past the due date or requests of due date extensions, including exams, may be considered in the event of unforeseen, documented hardships, such as medical emergencies, documentable technical issues, death of a loved one, etc. However, simply forgetting, time zone differences, going on vacation, or not performing as well as intended are not acceptable excuses.

No late Discussion posts will be accepted. Late papers will be accepted up to 72 hours for loss of a letter grade. Exceptions or accommodations are at the discretion of the instructor and require documentation.

Exam Retakes: Exams retakes are different than requesting and being granted an extension on an exam. There are no exam retakes allowed in this course. Once you open an exam, you're stating that you have prepared adequately for the exam and you're accepting the results of the exam.

Extra Credit: There is no extra credit in this course.

Plagiarism Statement: Plagiarism is using the words or ideas of another as your own without giving credit to the source author. This also includes taking a paper found online and submitting it as one's own paper and/or cutting and pasting from a website and submitting it as your work product.

Plagiarism is defined in detail in the Code of Student Rights and Responsibilities under Section 8: Academic Conduct Procedures, as well as an extended description of academic dishonesty:

<https://www.marian.edu/docs/default-source/campus-life/codeofstudentrightsandresponsibilities.pdf?sfvrsn=18>

The following are some helpful websites for understanding plagiarism, documentation and citation:

- Marian University's library: <https://www.marian.edu/current-students/library>
- Plagiarism.org: <https://plagiarism.org/>
- Purdue OWL: <https://owl.purdue.edu/>

Diversity and Inclusivity: Marian's adult and online programs at Marian University is a collaborative academic community committed to fostering a diverse and inclusive community across the intersections of races, ethnicities, religions, sexual orientations, gender identities, ages, disability status, socio-economic backgrounds, political perspectives, cultures, immigration status, and national origins. I am committed to creating a safe, just environment of respect for students, faculty, and staff following our shared Franciscan values. I believe that every individual can improve their skills, learn from their mistakes, and be successful in this course.

Student Handbook

Please refer to the MAP [Student Resources](#) and [Student Support Resources](#) modules for information regarding academic and school of policies including [Services for Students with Disabilities](#)

****Any changes to this syllabi will be communicated to the student.**