

BRIERCREST

THEO 112 Introduction to Spiritual Theology

Fall 2016

Course Instructor: Carl Hinderager

Email: chinderager@briercrest.ca (Please use this address instead of Canvas)

3 credit hours

COURSE DESCRIPTION

An examination of theological, historical, and practical aspects of Christian spirituality.

COURSE TEXTBOOKS

Ortberg, John. *The Life You Always Wanted*. Grand Rapids: Zondervan, 1998.

NLT Bible, a "hard" copy must be brought to each class.

In-class notes (will be charged to your student account).

These texts are available at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are expected to consult the MLA Format Guide, available here: [Important Documents](#).

Students are responsible for course materials and communication on Canvas

(<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTLINE & CLASS PREPARATION

| Date | A Theological Foundation | Scripture Reading | Memory Verse(s) |
|---------|-------------------------------------|-------------------------------|-----------------|
| Sept. 7 | Course Intro, God is Great and Good | Ex. 34:1-9, Isa. 40 | I Tim. 6:15,16 |
| 12 | Jesus and the Holy Spirit | Lk. 4:1-21; Jn. 14, 16 | Ga. 5:16 |
| 14 | Satan and Angels | Mt. 4:1-11; Mk. 5:1-20 | I Peter 5:8 |
| 19 | Human Nature | Mk. 7:20-23; Rom. 3:9-20 | I Pet. 5:5, 6 |
| | My Relationship with God | | |
| 21 | Conviction/Confession/Forgiveness | Jn. 16:5-15; I Jn. 1:1-10 | I Jn. 1:9 |
| 26 | Living with a Clear Conscience | Tit. 1:15; Rom. 2:12-16 | Acts 24:16 |
| 28 | Afraid to give myself to God | Mt. 10:24-39; Luke 1:30-38 | Rom. 12:1 |
| Oct. 3 | Why bother praying? | Lk. 11:1-13; I Tim. 2:1-8 | Jn. 16:23, 24 |
| 5 | Learning to feed myself | Josh. 1:1-9; Jam. 1:19-27 | Matt. 4:4 |
| 12 | Christian decision making | Ps. 63, Acts 13:1-13 | Prov. 3:5, 6 |
| 17 | MID-TERM EXAM | | |
| | The Holy Spirit in My Life | | |
| 19 | Baptism & Filling of the Spirit | I Cor. 12:12-13, Eph. 5:15-21 | Eph. 5:18 |
| 31 | Speaking in tongues/Prophecy | Acts 10:24-48; I Cor. 14 | I Cor. 13:1 |
| Nov. 2 | Spiritual warfare / experiences | Lk. 10:1-24; II Cor. 12:1-10 | Lk. 10:20 |
| 7 | Spiritual gifts | I Cor. 12 | I Pet. 4:10 |
| | More Spiritual Disciplines | | |
| 9 | Failure & Life Change process | Phil. 3:7-16; Prov. 16:1-9 | Phil. 3:14 |
| 14 | Stewardship: money | Mt. 6:19-34; I Tim. 6:3-19 | Heb. 13:5 |
| 16 | Stewardship: time and abilities | Mt. 25:14-30; Eph. 5:1-17 | Eph. 5:15, 16 |
| 21 | How do I control my thoughts? | Col. 3:1-10; Phil. 4:4-9 | Phil. 4:8 |
| 23 | Sexual purity in mind and body | Mt. 5:27-30; I Thess. 4:3-8 | Heb. 13:4 |

| | | | | |
|------|----|-------------------------------------|------------------------------|--------------|
| | 28 | Temptation and addiction | Mt. 4:1-12; I Cor. 10:1-13 | I Cor. 10:13 |
| | 30 | TV/Video Evaluation | Ps. 101; Eph. 5:1-18 | Eph. 5:3, 4 |
| Dec. | 5 | Water Baptism | Acts 2:36-47; I Pet. 3:18-22 | Matt. 28:19 |
| | 7 | Motivation in spiritual disciplines | Mt. 6:1-18; Lk. 17:1-10 | Lk. 17:10 |

LEARNING OBJECTIVES

In the progression of this course, you should:

In regard to how you think and what you value:

1. Grow in understanding, appreciation, and worship of the one triune God.
2. Be able to understand and appreciate the Holy Spirit's ministry in your life in the following areas: conversion, baptism, indwelling, spiritual gifts, filling, and holiness.
3. Understand that within you are both the image of God and a warped evil nature.
4. Become more aware of Satan and his schemes.
5. Develop a personal strategy for your own spiritual growth.

In regard to how you live and serve:

1. Become more obedient to and dependent on God.
2. Learn to continually communicate with God, thanking Him, praying for people you see and asking for His help.
3. Develop your own personal Bible Study into a daily habit.
4. Become more Christ like in the use of your mind, your tongue, and your money.
5. Squarely face God's commands concerning sexual purity.
6. Grow in both humility and confidence because of Jesus living out through you.
7. Grow in your demonstration of the Fruit of the Spirit.

Nature of the course:

Please note that this is not a general course on Spiritual Theology but a course on what Scripture teaches about Spiritual Theology (thus quizzes and exams). Further, I ask you to challenge my understanding of Scripture. The quality of the mutual learning experience will be dependent on your passion to know the truth evidenced by: preparing beforehand, asking genuine questions and by submitting to truth when it is discovered. This course will not make one spiritual, but will provide information and tools for those who choose to take strides in following Jesus.

Personal Note: I would like to meet individually with many of you to talk and pray about your spiritual growth. Please contact me to set up a meeting time if that would interest you.

COURSE REQUIREMENTS AND WEIGHTING

Course Projects: All projects are due at the beginning of class on the day assigned. To be accepted, all papers must be hard copies...be typed and stapled at the top left-hand corner. Include your full name and box number.

10% 1. Creative Project / Textbook Reading:

Sept. 19

Each student is required to complete a "book review" on the textbook. Your study notes should be written in the text of the book itself. The book will then be presented for grading. This is a **creative assignment** and will be graded for your insightful comments and questions as well as clarity, neatness and attractiveness as well. *If you have preferred criteria for me to use in evaluating your reading, please email a proposal by Sept. 12.

- a) Identify information that is important to you by marking, highlighting or underlining. Do not use pencil (whether colored or black). Make comments horizontally (like this line) on the page.
- b) Don't mark everything in your book; mark only what is significant **to you**. Don't highlight the headings. Highlight phrases more than sentences or paragraphs.
- c) Make sure to point out where you do not understand or question the author.
- d) Be creative, your book should be unique. Use boxes, arrows, question marks, etc. with color and variety.
- e) I hope that you will refer to your book in the future, so make it **neat and attractive**.
- f) f) Write a three-sentence critique (critical analysis) of the book on the inside of the front cover. This should be typed, trimmed and then neatly glued in. Do not include any loose sheets or tabs with your book.
- g) Itemize the key concepts/quotes (with page numbers) on a blank page at the front of your book.
- h) Keep a reading report (the date you read certain pages or chapters) inside the back cover.

20% 2. Written assignment:**Sept. 28**

Write a 1200 word research paper on "Scripture: God's Provision for Spiritual Growth". Your paper will include two distinct sections: 1. Proving your thesis from Scripture, 2. Applying your thesis with a personal strategy.

Start by reading the following passages from the Bible: Deuteronomy 32:46-47; Joshua 1:8; Psalm 1:1-3; Matthew 4:4; John 17:17; Acts 17:11; Romans 15:4; 1 Corinthians 10:6; Hebrews 4:12; 2 Timothy 3:16-17; James 1:25; 1 Peter 1:23-25. Develop your arguments from these passages **before** turning to secondary sources to enhance and clarify your conclusions. The paper will be graded on how well you use Scripture, how convincing you are, and the way the secondary sources are used (5 minimum, 2 may be from the internet) and how good your strategy is. Please include a thesis statement (in this case just use or expand on the title) a proper outline (see detailed instructions at the end of the syllabus) and reference list. Please use MLA documentation. Your paper must be Biblical, practical, logical and completely original. In the personal goals and strategy section you may use personal pronouns sparingly (the first section must be written in 3rd person). Your strategy must be specific about which Biblical book you will study first, when and where this will happen and to whom you will report your successes and failures.

20% 3. Unannounced quizzes on required Scripture reading and memory work for that day (only).**20%** 4. Mid-term exam:**Oct. 17**

The bulk of the exam will be objective style, on class discussions, especially noting principle passages for the doctrine or issues discussed. All of the memory verses assigned up to this point will be included.

30% 5. Final Exam:**TBA**

The bulk of the exam will be objective style, on class discussions, especially noting principle passages for the doctrine or issue discussed. The emphasis will be on the second half of the course. There will be a long answer component as well, which will be used to evaluate the extent to which these concepts have been integrated into your life. Memory work for the whole course will be included.

College Calendar

Students are expected to be aware of the policies that govern course work at Briercrest College. Please refer to the College Calendar: <http://www.briercrest.ca/current/college/academics/college-calendar/>.

Attendance (Semester Course)

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%).

Attendance (Modular Course)

All students missing more than four hours of a modular class will receive an automatic fail, "F" (0%).

Final Exams

Students are allowed 3 hours to write their final exams. Students must write their final exams as scheduled. ALL final exams are mandatory. Failure to write a final exam will result in an "F" (0%) for the course.

Late Assignments

Though individual faculty members may disallow late assignments at their discretion, the following is a statement of policy concerning late assignments:

- All assignments are due at the beginning of the class period on the assigned day.
- Typically, late assignments will receive a penalty of five per cent per weekday to a maximum of 25 per cent deducted from the total assignment mark. After five weekdays, no late assignments will be accepted, and the grade for that assignment will be zero.
- Individual faculty members may articulate a modification of this policy, provided it is both approved by the dean of the faculty in which the course is located and stated clearly in the course syllabus.

Assignment Extension Policy

- Individual faculty members may grant extensions, but rarely and only in unusually extenuating circumstances. They will not grant extensions due to other assignments or co-curricular involvement.
- Faculty members do not have the authority to grant extensions beyond 5:00 p.m. of the last day of classes in the semester.

Academic Honesty

Please refer to pages 18-19 in the [College Calendar](#).

Academic Accommodations

Any student with a disability who may need accommodations should discuss them with the course instructor after registering with the Student Success Centre, in person (room #215), by telephone (306) 756-3230, or by email at studentsuccesscentre@briercrest.ca.

BIBLIOGRAPHY

Doctrinal Works:

Baxter, J. Sidlow. *Majesty, The God You Should Know*. San Bernardino, CA: Here's Life Publishers, 1984.

Berkouwer, G.C. *The Person of Christ*. Grand Rapids, MI: Eerdmans, 1954.

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Books on Christian Living:

- Alcorn, Randy. *Money Possessions and Eternity*. Wheaton, ILL: Tyndale, 2003.
- A Kempis, Thomas. *The Imitation of Christ*. London: Fontana Books, 1971.
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- Boa, Kenneth. *Conformed To His Image*. Grand Rapids: Zondervan, 2001.
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- _____. *The Discipline of Grace*. Colorado Springs, CO: NavPress, 1994.
- _____. *The Joy of Fearing God*. Colorado Springs, CO: NavPress, 1997.
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- Ford, David F. *The Shape of Living*. Grand Rapids, MI: Baker, 2004.
- Foster, Richard. *Celebration of Discipline*. Rev. ed. New York: Harper & Row, 1988.
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- Green, Michael and R. Paul Stevens. *New Testament Spirituality: True Discipleship and Spiritual Maturity*. Guildford: Eagle, 1994.
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- Ogilvie, Lloyd J. *Asking God Your Hardest Questions*. Wheaton, IL: Harold Shaw, 1996.
- Olney, Dwight J. *Master Mind: Thinking Like God*. Winnipeg, MB: Word Alive Press, 2009.
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How to Write a Formal Outline

When should the formal outline be written?

- Step 1: Do research
 Step 2: Determine thesis
 Step 3: Organize outline

What is a formal outline?

⇒ It is a short and **logically organized** blueprint of your essay.

Don't think of the outline as a cumbersome but necessary part of your essay. Use it to your own advantage!

1. Before writing your essay, think of your outline as your **planning strategy** (to prove your thesis).
2. While writing your essay, use your outline as a **visual guide** (to keep your arguments organized).
3. After writing your essay, use it as a **checklist** (to make sure that you have not forgotten anything!).

Purpose of formal outlining

The **format** of your outline is just as important as the content of your outline – for two reasons:

1. It makes the relationships between the different parts of your outline clear.
2. It presents the content of your essay in an orderly fashion.

Tips for writing a formal outline

- The purpose of writing a formal outline is not to generate new ideas, but to organize the material you have researched and articulate your arguments, so don't try to write a formal outline before you have determined what your thesis statement is.
- Keep in mind that outlines can **clearly reveal flaws** such as missing information, undesirable repetitions and digressions from the thesis (i.e., getting off-topic). This is why you need to make sure that you follow the guidelines given below.

Rules for writing a formal outline

Be sure to follow these rules, and your outline should turn out right!

1. **Numbers, letters and indentations** serve a purpose: They signal how the different entries of your outline are grouped. They also show their level of importance. Each succeeding level of subdivision shows more specific detail than the preceding one, e.g.:

- 1) Reason or example
 - a) First supporting detail for (1)
 - b) Second supporting detail for (1)

** Note how (a) and (b) naturally fit under (1). In fact, they are subordinate (i.e., secondary) to (1) because they serve to explain, support or expand on (1). Note that (a) and (b) are of equal importance.

2. **Each level must have more than one entry** (i.e., there should not be any “orphan point”).
 E.g.: There cannot be a (1) without a (2), or an (a) without a (b).

**If you end up with only one sub-point for a given level, then you need to:

- eliminate it,
- generalize it so it fits into the level above it, or
- expand your material to have at least one other entry at that level.

**N.B.: It is acceptable to have only one main point (i.e., a lone I, II, or III) but it is not acceptable to have only one sub-point (i.e., at the next level of division).

3. All subdivisions must be at the **same level of generality**.
 Again, notice that in the example given above (under the first heading), (a) and (b) are of equal importance.
Example of headings that are not at the same level of generality:

- 1) Short-term effects of WWII
 - 2) Number of children orphaned during WWII
- ⇒ *The “number of children orphaned during WWII” has a clearly narrower focus than the “short-term effects of WWII.”*

Correction:

- 1) Short-term effects of WWII
- 2) Long-term effects of WWII

Or:

- 1) Number of orphaned children during WWII
- 2) Fate of orphaned children during WWII

Headings should not overlap.

E.g.: If one of your headings is ‘Faithfulness’, then you should not have another heading on ‘Loyalty’, because faithfulness and loyalty will inevitably overlap, and you could not help but become redundant (i.e., repeat yourself).

4. **All entries (of all levels) must be grammatically parallel.** You may choose to write a topic outline (where each item is a word or a phrase), or a sentence outline (where each entry is a full sentence).

**Just make sure that you never mix the two. Example:

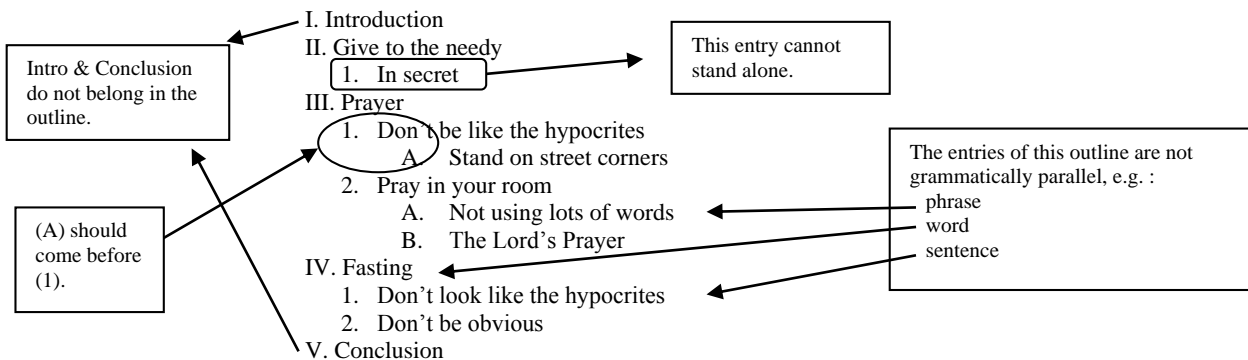
- 1) Short-term effects of WWII {phrase}
- 2) The long-term effects of WWII are not easily appraised. {full sentence}

- Correction:
- 1) Short-term effects of WWII {phrase}
 - 2) Long-term effects of WWII {phrase}

- 5. **Only capitalize** the first word of each entry (and proper nouns, of course).
- 6. **Do not use periods** to end your entries unless you are writing a sentence outline.
- 7. **Organize your material logically**, i.e.:
 - in order of importance (least important to most important, general to specific, etc.),
 - in chronological order (first to last, past to present etc.).

Thesis: In Matthew 6:1-18 it becomes evident that the motivation behind spiritual discipline is very important to God.

Example of a FAULTY outline based on the above thesis statement:



CORRECTED outline:

- I. Giving to the needy
 - A. Not drawing attention to the act
 - 1. Not imitating hypocrites in church
 - 2. Not imitating hypocrites in public

B. Giving privately

- 1. Not letting others see one's giving
- 2. Leaving the reward in God's hand

FORMAT OF A FORMAL OUTLINE:

II. Praying to God

- A. Not seeking attention from people
 - 1. Not imitating hypocrites praying in church
 - 2. Not imitating hypocrites praying in public
 - 3. Not saying long and meaningless prayers
- B. Communing with God in private
 - 1. Going into one's room
 - 2. Closing the door
 - 3. Knowing that God will see and reward

- I.
 - A.
 - 1.
 - a)
 - (1)
 - (a)
 - (i)

III. Fasting for the Kingdom

- A. Not trying to gain the approval of men
 - 1. Not putting on an air of suffering
 - 2. Not announcing one's piety to others
- B. Acting to gain God's approval
 - 1. Taking care of one's appearance
 - 2. Having a cheerful attitude

Sources:

Troyka, Lynn Quitman. *Handbook for Writers*. 2nd Can. ed. Prentice Hall, 1999.
 Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. University of Chicago Press, 1996.