

**Course Syllabus**  
**KNT1101HF REFORMED THEOLOGY IN DIALOGUE**

**Knox College, Toronto School of Theology**  
**Fall 2025**

*"It is simple, but true, to say that theology has only one, single problem: God. We are theologians for the sake of God; if we are not, then we ought not to call ourselves theologians at all. God is our dignity. God is our agony. God is our hope."*

Jürgen Moltmann

***Instructor Information***

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Instructor: John Vissers, Professor of Systematic Theology

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Office Hours: by appointment

Teaching Assistant: TBC

***Course Identification***

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Course Number: KNT1101HF

Course Name: Reformed Theology in Dialogue

Course Format: In Class (i.e., onsite in person)

Course Location: Knox College (Room TBA)

Class Time: Thursdays, 2:00 p.m. – 4:00 p.m. (1400-1600) EST

Prerequisites: None. This course is a core foundational requirement in the M.Div., MTS, and MPS programs.

***Course Description***

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***This course is an introduction to Christian doctrine from the perspective of the Reformed Protestant theological tradition.*** It introduces students to the central categories of Christian doctrine (teaching) as these theological loci developed in the history of the Christian tradition. This discipline is called Systematic Theology or Christian Dogmatics.

The course will focus on historic biblical and theological themes expressed in the 16th-century Reformation, especially its Calvinist trajectory. It will be set within the context of the history of the Christian tradition and in dialogue with other Christian traditions, such as Roman Catholic theology, Eastern Orthodox theology, other Protestant theologies, and Indigenous theologies. The course also considers how these themes find expression in contemporary theologies (e.g., feminist, liberation, postcolonial, ecumenical, queer, contextual, etc.) and are being reconstructed with modern, postmodern, and decolonial reassessments of the classical tradition in the 21<sup>st</sup> century global context.

The course focuses on three foundational theological themes: (1) the knowledge of God, (2) the being of God, and (3) the works of God. We will explore what it means to know God, the nature and being of the God whom Christians claim to know, and what it is that God has done—and is doing. Put differently, we will critically examine the doctrinal language Christians have used to articulate their faith in God and the meaning of the Christian message (i.e., Gospel). In pursuit of these questions, the course surveys the following topics:

Part 1: The Knowledge of God

- the nature and method of theology as thinking and talking about God
- the meaning of revelation as the self-disclosure of God
- the authority and interpretation of Holy Scripture as the 'Word of God'

Part Two: The Being of God

- the existence (being) of God
- the triunity of God (Trinity)
- the attributes/perfections of God

Part 3: The Works of God

- the doctrine of creation (cosmology), providence, and evil (theodicy)
- the nature of being human (theological anthropology and hamartiology)
- the person and work of Christ (Christology)
- the person and work of the Holy Spirit (pneumatology)
- salvation and the Christian life (soteriology)
- the church (ecclesiology)
- the future and the meaning of Christian hope (eschatology)

*The basic purpose of this course is to teach students the discipline of thinking deeply about God and critically about foundational Christian teaching (i.e., doctrine) as the basis for authentic Christian living and courageous spiritual leadership, in line with Knox College's mission.*

## Course Resources

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### Required Course Texts

The basic textbook for this course is Migliore's *Faith Seeking Understanding: An Introduction to Christian Theology* (see below). This is the primary required reading. Excerpts from the other texts are assigned throughout the course. These are the secondary required readings. Written assignments for this course are based on both the primary and secondary readings (see below). Occasionally throughout the schedule, additional supplementary readings are suggested for further study.

- Chen, Patrick S., *Radical Love: An Introduction to Queer Theology*. Seabury, 2011 (160 pages)
- Hall, Douglas John. *The Cross in Our Context: Jesus and the Suffering World*. Fortress Press, 2003 (288 pages)
- McGrath, Alister E., *Theology: The Basic Readings*, Wiley-Blackwell, 2012 (select)
- **Migliore, Daniel. *Faith Seeking Understanding: An Introduction to Christian Theology*. Eerdmans, 4th Edition, 2023 (568 pages)**
- Woodley, Randy S. *Indigenous Theology and the Western Worldview: A Decolonized Approach to Christian Doctrine*. Baker Academic, 2022 (141 pages)

### Course Website (Quercus)

This course uses Quercus for its course website. To access it, go to the U of T Quercus login page and login using your UTORid and password. Once you have logged into Quercus using your UTORid and password, look for the **My Courses** module, where you will find the link to the website for all your Quercus based courses. (Your course registration with ACORN gives you access to the course website Quercus). Students who have trouble accessing should consult Quercus information or ask the instructor and/or teaching assistant.

## ***Course Schedule***

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### **Week 1: Thursday, September 11**

Introduction: What is theology?

Primary Required Reading: Migliore, "A Letter to My Readers" (xxv-xxxi)

Secondary Required Reading: Hall, "Introduction, Chapter 1 (1-34); McGrath, "Christian Theology: An Historical Overview," (xviii-xxiv); Woodley, "Opening Interview," ix-7; Chen, "Introduction," (ix-xiii)

### **Week 2: Thursday, September 18**

Theological Method: How is theology done?

Primary Required Reading: Migliore, Chapter 1 (1-20)

Secondary Required Reading: Hall, Chapter 2 (35-52); Chen, Chapters 1-2 (1-42); McGrath, "Paul Tillich on the nature of theology," 1.6 (18-20).

### **Week 3: Thursday, September 25**

The Doctrine of Revelation: How is God known?

Primary Required Reading: Migliore, Chapter 2 (21-46)

Secondary Required Reading: Hall, Chapter 3 (53-72); Chen, Chapter 3 (43-49);

### **Week 4: Thursday, October 2**

The Doctrine of Holy Scripture: Why the Bible?

Primary Required Reading: Migliore, Chapter 3, (47-67)

Secondary Required Reading: McGrath, "Karl Barth on revelation and the Word of God," 1.4 (12-14)

### **Week 5: Thursday, October 9**

The Doctrine of God: (1) The Being of God

Primary Required Reading: Migliore, Chapter 4 (68-71)

Secondary Required Reading: Hall, Chapter 4 (75-90); Chen, Chapter 3 (50-55); McGrath, "Thomas Aquinas on analogies of God," 2.2 (32-34)

**Week 6: Thursday, October 16**

The Doctrine of God: (2) The Trinity

Primary Required Reading: Migliore, Chapter 4 (72-88)

Secondary Required Reading: Chen, Chapter 3 (56-61); McGrath, "Catherine Mowry LaCugna on the Trinity and the Christian Life," 7.6 (145-147)

**Week 7: Thursday, October 23**

The Doctrine of God: (3) The Attributes of God

Primary Required Reading: Migliore, Chapter 4 (88-99)

Secondary Required Reading: Hall Chapter 4 (75-90); McGrath, "Jurgen Moltmann on the suffering of God," 2.3 (35-37); Woodley, 119-134 (Closing Interview).

**Week 8: NO CLASS ON Thursday, October 30 Reading Week (October 27- October 31)****Week 9: Thursday, November 6**

The Doctrine of Creation and Providence

Primary Required Reading: Migliore, Chapters 5 & 6 (100–152)

Secondary Required Reading: Hall, Chen, Chapter 3 (62-68); Woodley, Chapter 1, "The Myth of History and Progressive Civilizations" (9-52)

**Week 10: Thursday, November 13**

The Doctrine of Humanity (Theological Anthropology)

Primary Required Reading: Migliore, Chapter 7 (153-177)

Secondary Required Reading: Hall, Chapter 5 (91-109); Chen, Chapter 4 (70-77); Woodley, Chapter 2, "Comparing Western and Indigenous Worldviews" (53-88)

**Week 11: Thursday, November 20**

Christology: The Person and Work of Christ

Primary Required Reading: Migliore, Chapter 8 (178-216)

Secondary Required Reading: Hall, Chapter 6 (111-133); Chen, Chapter 4 (78-98); McGrath, "Anselm of Canterbury on satisfaction for sin," 5.2 (93-95); Woodley, Chapter 3, "Decolonizing Western Christian Theology" (89-117)

Suggested Supplementary Reading: Migliore, Chapters 9 & 10 (217-265)

### **Week 12: Thursday, November 27**

Pneumatology: The Holy Spirit and the Christian Life

Primary Required Reading: Migliore, Chapter 11 (266-293)

Secondary Required Readings: Hall, Chapter 9 (181-207); Chen, Chapter 5 (100-105); McGrath, "John Webster on the person of the Spirit," 6.5 (122-124)

### **Week 13: Thursday, December 4**

Ecclesiology and Eschatology: The Church and Last Things

Primary Required Reading: Migliore, Chapters 12 & 15 (294-321; 385-412)

Secondary Required Reading: Hall, Chapters 7 & 10 (137-155; 209-230); Chen, Chapter 5 and Conclusion (105-140);

Supplementary Suggested Reading: Migliore, Chapters 13 & 14 (322-384); Hall, Chapters 8 (157-178)

### **Week 14: Thursday, December 11**

Examination Week: Final Oral Examinations

## ***Course Requirements***

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**1. Attendance and participation.** Your full involvement during the course is required to gain a thorough introduction to the discipline of Christian doctrine through interaction with the instructor, the course material, and other students. Class sessions will consist of lectures, student presentations, and discussions. Students should attend at least 80% of classes to be eligible for credit, i.e., not more than two absences. Participation is worth 10% of the final grade and is based on a participation self-evaluation (10%). The instructor reserves the right to adjust this self-evaluation.

**2. Thoughtful and careful completion of the required readings.** All students are expected to obtain and/or have access to the course texts and complete the weekly readings. Readings must be done before class; students should be prepared to discuss the readings in class. The total number of pages in the readings for this course is approximately 900, or 75 pages per week. Migliore provides the basic outline of the weekly doctrinal themes. Chen introduces theology from a queer (sexual minority and 2SLGBTQI+) perspective. Woodley provides a critical assessment of Western thought by an Indigenous theologian. Douglas John Hall's book is an essential theology by a Canadian Protestant theologian. Completing readings weekly is vital to your learning and success in this course.

**3. Weekly Reading Reviews and Presentations:** Students will submit nine of the ten assigned short critical reviews based on the weekly readings. These papers are based solely on the course readings and focus on significant themes in Christian doctrine. Seven papers will be graded at 5% each, for 35% of the course grade. The first paper must be submitted and graded as pass/fail; students may choose not to submit one paper of the remaining nine, and the lowest grade will be dropped from the remaining eight for the final assessment. For each paper, you should write about 500 – 700 words (2 – 3 pages, double-spaced, 12-point font).

These papers are not research essays. They are designed as exercises in summative and critical thinking. A question has been provided for each assignment to guide your approach to the text. The goal is to demonstrate your understanding of the reading and offer critical analysis and reflection. You should provide a concise summary exposition. For Migliore, Hall, and Woodley, give an overview of the chapter, and then focus on one issue. For the shorter text readings from McGrath on Barth, Thomas, Moltmann, Anselm, and Webster, set out your best understanding of the text. Focus on the theological issue(s) under consideration, i.e., what is being said about God. Raise critical questions. Identify the significance of the question for Christian faith. These papers should represent your best thinking based on your reading of the text under consideration. One or two students will present their papers to the class for discussion and reflection as part of these weekly assignments. End your paper by asking at least two critical questions for discussion.

**First Paper:** According to Migliore, what is theology as faith seeking understanding? (Migliore, Chapter 1). Due: Thursday, September 18.

**Second Paper:** According to Migliore, what is revelation and what is its significance for the Christian faith? (Migliore, Chapter Two). Due: Thursday, September 25.

**Third Paper:** According to Karl Barth, what is the threefold form of the Word of God? (McGrath, 1.4). Due: Thursday, October 2.

**Fourth Paper:** According to Thomas Aquinas, what is analogical language for God? (McGrath, 2.2). Due: Thursday, October 9.

**Fifth Paper:** According to Migliore, is the classical doctrine of the Trinity biblical? (Migliore, Chapter 4). Due: Thursday, October 16.

**Sixth Paper:** According to Jurgen Moltmann, can God suffer? (McGrath, 2.3) Due: Thursday, October 23.

**Seventh Paper:** According to Woodley, what is the myth of history and progressive civilizations? (Woodley, 9-52) Due: Thursday, November 6.

**Eighth Paper:** According to Hall, what is the grandeur and misery of the human being? (Hall, 91-109) Due: Thursday, November 13.

**Ninth Paper:** What does Anselm teach about the atonement? (McGrath, 5.2) Due: Thursday, November 20.

**Tenth Paper:** According to John Webster, what does the person of the Holy Spirit do? (McGrath, 6.5). Due: Thursday, November 27.

**4. Book Review:** Students are required to write a book review of one of the following:

*Indigenous Theology and the Western Worldview: A Decolonized Approach to Christian Doctrine* by Randy S. Woodley.

*Radical Love: An Introduction to Queer Theology* by Patrick S. Chen.

*The Cross in Our Context: Jesus and the Suffering World* by Douglas John Hall

The review should be 1000 – 1200 words (4-5 pages), double-spaced and typed, 12-point font, and formatted as a proper book review (i.e., with title, author, publisher, page number, etc.). The review should summarize the book's central themes, a discussion of their significance for Christian doctrine, and your critical assessment of the ideas and their importance. The review is worth 25% of the course grade. Due: Thursday, December 4.

**5. Final Oral Examination:** All students will have a final oral examination, consisting of a twenty-minute conversation with the professor, scheduled for Tuesday, December 9, or Wednesday, December 10. The examination will consist of questions drawn from the course readings, lectures, and discussions in class. It is worth 30% of the final grade.

### ***Course Grading and Evaluation***

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Weekly Reading Reviews	35%
Book Review	25%
Final Oral Examination	30%
Participation	10%

The course will be graded according to the grade scheme of the TST and Knox College Basic Degree Handbook.



A <sup>+</sup>	90 – 100	Profound and Creative
A	85 – 89	Outstanding
A <sup>-</sup>	80 – 84	Excellent: clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations, broad knowledge base.
B <sup>+</sup>	77 – 79	Very good
B	73 – 76	Good: good critical capacity and analytic ability; reasonable understanding of relevant issues, good familiarity with the literature
B <sup>-</sup>	70 – 72	Satisfactory: adequate critical capacity and analytic ability; some understanding of relevant issues and with the literature
FZ	0 – 69	Failure: failure to meet the above criteria

## Course Policies

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**Handbooks:** Policies for courses are contained in the TST Basic Degree Handbook (You can find the TST Basic Degree Handbook at <http://www.tst.edu/content/handbooks>) and the Knox Student Handbook (You can find the content of the Knox College Student Handbook at <https://knox.utoronto.ca/documents>).

**Class attendance.** Students are expected to conduct themselves in a manner that is congruent with the vocation they seek to enter and in which they desire to give leadership. To that end, it is a regulation of Knox College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as an absence. Teaching and learning are interactive, not passive, activities. Therefore, students may not “attend” an in-person class through unauthorized audio or video streaming or by watching or listening to a recording; instructors are not obligated to record or permitted to stream their in-person classes.

Online classes that include a synchronous video component require the same level of attendance as an in-person course, and students may not “attend” by watching or listening to a recording. Online classes with an asynchronous component require participation in all the activities for each week or module to meet the attendance requirement. Students needing accommodations to attend class must present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.

**Class recording.** Much of the learning in the virtual or in-person classroom is founded upon mutual disclosure between instructor and student, and between students. Parties outside of this learning community have not committed to this trust relationship. A student without an approved accommodation who wishes to make an audio recording of an in-person class must secure the instructor's and all classmates' agreement; livestreaming and video recordings are not permitted. Online video-streamed courses may be recorded at the discretion of the instructor. Personal recordings may be used only by the student who made the recording; no recording may be reproduced, posted, or distributed without the written permission of the instructor.

**Upload assignments:** All assignments will be uploaded as .pdf or .docx files onto Quercus. **Back-up copies.** Please keep backup copies of all essays that have been submitted online.

**Late Policy.** Basic Degree students are expected to hand in assignments by the date given in the course outline. Please check the Late Policy in the Knox College Student Handbook and the TST Basic Degree Handbook. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner. This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); when facing such difficulties, students must consult the Instructor or the Teaching Assistant immediately.

**Completion of coursework:** all coursework (including any late work) must be completed by the end of the term; the due date is the Thursday of examination week. Only in case of illness (with a note from a doctor), bereavement, or other unusual circumstances will an extension be considered; this must be authorized by the Academic Dean and reported to the Basic Degree Committee and the Faculty of Knox College. Students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should recommend the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted, calculating a zero for work not submitted.

**Course grades.** Consistent with the University of Toronto policy, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with the University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/>

[secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012](#), policies found in the TST conjoint program handbooks, or the college grading policy.

***Inclusive Language.*** Knox College has an inclusive language policy, available at [https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy\\_Use-of-Language-Policy-and-Glossary\\_221003.pdf](https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf).

***Accessibility.*** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

***Plagiarism.*** Students submitting written material in courses must provide complete documentation for sources of words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to their head of college or delegate according to the Graduate program Handbook linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

***Use of Generative AI, e.g., ChatGPT, Microsoft Pilot, etc.*** Using generative AI for success in this course is unnecessary, and it is generally discouraged, though not prohibited. *Students may use AI for editorial purposes or general background information.* The instructor will discuss the ethical use of AI in theological research and writing as part of the class. With the advent of publicly accessible generative AI (GenAI) tools, U of T has assessed the technological landscape and updated relevant guidelines and protocols as needed. The University will collect and share the procedures and protocols as they become available. Additional resources regarding GenAI usage by faculty, students, researchers, and staff are posted at <https://ai.utoronto.ca/>.

***Other academic offences.*** TST students are subject to the University of Toronto Code of Behaviour on Academic Matters:

<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from me may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration. **Email communication with the course instructor.** The instructor aims to respond to students' email communications promptly. All email communications from students in conjoint programs must be sent from a utoronto email address. Email communications from other email addresses are not secure, and the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to emails from non-University of Toronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

**A note about “trigger” warnings:** You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature present you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your vocational preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you must protect a person from your reaction to situations that may “trigger” a response in you. Your faculty advisor, the registrar’s staff, and the Ecumenical Chaplains can direct you to resources to engage in care for yourself. You will likely not be warned about the kind of “triggering” event you may encounter in your studies. In this course, if you begin to lose control of your emotions, you may leave with one colleague from the class until you can collect yourself, or you may engage in other practices (journaling, meditation) that allow you to regain control. If you or your colleague is concerned that you cannot regain control or is unduly distressed, you and your colleague should seek assistance from the Knox Registrar’s office. Staff there have access to immediate help. In the end, your emotional safety is your responsibility. *In this course, the following doctrinal themes, among others, have sometimes been associated with trauma: the judgment of God, the violence of the cross, the doctrine of original sin, theology as critical thinking that creates questions for one’s faith, and the church’s tradition of teaching on human sexuality.*

## ***Course Learning Objectives/Outcomes***

Systematic theology (dogmatics) is the critical and constructive exploration of Christian doctrines and their implications for the faith and practice of the Christian religion in its diverse ecclesial and global expressions. Through a program of lectures and discussions, as well as engagement with a series of theological readings, this course is intended to assist you in understanding the theological foundations of the Christian tradition and to begin to explore the meaning of that tradition critically and constructively, in preparation for various practices of Christian ministry in church and society, and/or further study.

The course is a survey course in the basic degree program with the following learning outcomes and designated learning expectations:

### **Basic Degrees – Knox and TST**

<b><i>This course has the following course-level learning outcomes</i></b>	
<b>Outcome</b>	<b>Evaluation</b>
<b>Religious Heritage Outcomes</b> <ul style="list-style-type: none"><li>• able to define Reformed dogmatic theology and situate it within the theological tradition of the Christian church</li><li>• able to describe major distinctives of Reformed theology</li><li>• able to discuss the nature, shape and content of at least six major Christian doctrinal themes and symbols as a basis for further theological reflection and exploration</li><li>• able to articulate the nature of faith and reason in the Reformed Protestant experience of God</li></ul>	Weekly review papers Book review Class participation

<p><b>2. Cultural Context Outcomes</b></p> <ul style="list-style-type: none"> <li>• able to identify and describe the ways in which Reformed Christian doctrine takes shape in diverse cultural contexts</li> <li>• able to describe the apologetic, kerygmatic, and liberationist functions of Reformed theology in the twentieth century</li> <li>• able to articulate how the development of particular doctrines was shaped by their historical context</li> <li>• able to identify critical issues with at least three major Reformed doctrines in relation to Scripture, tradition and cultural contexts</li> </ul>	<p>Click or tap here to enter text.</p> <p>Weekly review papers Book review Class participation</p>
<p><b>3. Spiritual Formation Outcomes</b></p> <ul style="list-style-type: none"> <li>• acquire basic skills in the areas of oral, written and conceptual theological analysis and argument</li> <li>• able to identify the connections between Christian doctrine and moral action</li> <li>• able to identify and describe the traditional Reformed understanding of piety (spirituality)</li> <li>• begin to develop an ability to identify one's own theological presuppositions, and critically reflect upon them</li> </ul>	<p>Weekly review papers Book review Class participation</p>
<p><b>4. Capacity for Professional Ministry Outcomes</b></p> <ul style="list-style-type: none"> <li>• begin to reflect upon the meaning of Christian theology for the practice of ministry and leadership</li> <li>• develop an appreciation for a diversity of theological and ecclesiastical traditions and the way they shape the practice of ministry</li> <li>• begin to integrate (to make consistent interconnections) and communicate Reformed theology in relation to the practice of ministry</li> </ul>	<p>Weekly review papers Book review Class participation</p>

<b><i>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</i></b>		
<b>MDiv</b>	<b>MTS</b>	<b>MPS</b>
<input checked="" type="checkbox"/> Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness. <i>Evaluation:</i> <i>Weekly review papers</i>	<input checked="" type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> <i>Weekly review papers</i>	<input checked="" type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] <i>Evaluation:</i> <i>Weekly review papers</i>
<input type="checkbox"/> Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input checked="" type="checkbox"/> Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> <i>Weekly review papers</i> <i>Book review</i>	<input type="checkbox"/> Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings.
<input type="checkbox"/> Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input checked="" type="checkbox"/> Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> <i>Class Participation</i>	<input type="checkbox"/> Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>
<input checked="" type="checkbox"/> Analyzes and evaluates social, cultural, and community contexts to enable communities of faith to participate in God's work and justice in a diverse and changing world. <i>Evaluation:</i> <i>Weekly review papers</i> <i>Book Review</i>	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> <i>Weekly review papers</i> <i>Book Review</i> <i>Class Participation</i>	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> <i>Weekly review papers</i> <i>Book review</i> <i>Class Participation</i>

TST BASIC "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<b>EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></b>		
<b>1. Depth and Breadth of Knowledge</b>	Demonstrate knowledge and critical understanding of the nature, content, and interpretation of Reformed Protestant theology, including a respectful, comparative dialogue with Christian belief(s) or other spiritual traditions.	Weekly papers Book review Class Participation
<b>2. Knowledge of methodologies</b>	<p>Ability to articulate what the dominant methodologies are in systematic theology and to evaluate their role in developing theological arguments;</p> <p>Ability to critically engage current scholarship on methods, sources and norms of the Reformed faith;</p> <p>Ability to evaluate critical distinctions between authoritative primary sources and relevant secondary sources for the study of the Reformed tradition;</p>	Weekly review papers Book Review
<b>3. Application of Knowledge</b>	<p>Ability to employ appropriate methodologies, sources and norms of Reformed theology to:</p> <ul style="list-style-type: none"> <li>o Engage in respectful dialogue with other disciplines and traditions.</li> <li>o Interpret cultural contexts;</li> <li>o Formulate theological arguments.</li> <li>o Communicate theological concepts;</li> <li>o Exercise responsible citizenship, and social leadership; and</li> </ul> <p>• Critical use of established concepts and techniques to address problems and analyze contextual concerns.</p>	Critical Analysis Papers Theological Essay Book Review Final Examination Class Participation



<b>TST BASIC “DEGREE LEVEL EXPECTATIONS”</b>	<b>CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)</b>	<b>CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS</b>
<b>4. Communication Skills</b>	Ability to foster a safe and respectful environment within which to communicate arguments and analyses effectively and collegially, orally and in writing, to various audiences.	Presentation of weekly review papers in class
<b>5. Awareness of Limits of Knowledge</b>	Awareness of limits of knowledge in the methods, sources, and articulated norms of Reformed theology • Respectful engagement with sociocultural influences, perspectives of other Christian or other spiritual traditions, and contributions of different scholarly disciplines.	Weekly review papers Book Review
<b>6. Autonomy and Professional Capacity</b>	Ability to develop and evaluate strategies for ongoing professional development to advance theological knowledge for collaborative teamwork, effective decision-making, moral integrity, academic integrity, and spiritual sensibilities required for specialized leadership.	Class Participation