CMN 4050 Wesleyan Holiness Theology
May 18–21, 2015

Instructor: Dr. Steven Hoskins shoskins@trevecca.edu
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Faculty Link: http://www.trevecca.edu/offices-services/faculty/steven-hoskins

Email: allow 48 hours for response, but I will try to check daily

Course Description: An exploration of the biblical, historical, and doctrinal sources for articulating a Wesleyan holiness theology for the local congregation

Student Learning Outcomes: Upon completion of the course the student will be able to:

• Articulate the main themes of Wesleyan Holiness theology, with special attention given to the doctrine of sanctification
• Have a good working knowledge of how Wesleyan Holiness theology informs ministry in the Salvation Army context

Common assigned text for CEU/Degree students (required)


• Brengle, Samuel Logan. The Way of Holiness. Salvationist Publishing, 1960. (This text is available in print format, or free online).

• The Holy Bible—please bring a Bible with you to class—any version or format (Greek, Hebrew, KJV, NIV, RSV, print, electronic, memorized, etc.) is acceptable. It is not necessary to use the Bible in your writing assignments, though it is certainly acceptable.

Other assigned text (for degree seeking students)

  https://play.google.com/store/books/details/Timothy_Merritt_The_Christian_s_Manual_a_Tr eatise_?id=oOJBAQAAMAAJ
Note: To receive CEU credit an officer must:
1) complete the pre-session reading and writing assignment,
2) attend all class sessions,
3) complete an in-class evaluation which includes writing a summary stating how the course’s reading, lecture and discussion will impact their current ministry.

CEU assignments are not given point values (points are received only by degree-seeking students who receive a final grade for the course) but are marked “satisfactory” or “unsatisfactory.”

Preliminary Assignment:

CEU and Degree Students

1) Reading assignment and paper. CEU and Degree students will read the Booth and Brengle texts – then write a 4-6 page book critique on the reading. All critiques should follow the guidelines included in this document.

CEU Students: Due Monday, May 18, at 12:30 p.m. Email the assignment to the professor, or bring to class.

Degree Students: Please submit this paper through Trevecca’s learning platform (Connect). You will receive instructions about this procedure in a separate e-mail from Gail Pusey. This assignment should be submitted by Monday, May 11, 2015. All responses should be typed (12 point, Times New Roman, 1 inch margins) and be in MLA format. (100 points)

Other Preliminary Assignment for Degree Students:

1) Reading assignment and paper. Degree Students will read the Merritt text and write a 6-8 page paper that answers the following question. Why does Merritt (through using Wesley) believe that “The sympathies formed by grace (justification and sanctification) far surpass those formed by nature?” The paper should state a clear thesis (one single sentence in the first paragraph that answers the question—not several answers, but one answer), present a clear, logical point by point (paragraph by paragraph) answer that gives evidence as to why the student chose the thesis, and show the consequences (what does this mean for the life of the Christian who is saved and sanctified?—this section will include 3-7 consequences, each in their own paragraph that state why this information is important—in preaching, in presenting the gospel, in discipleship, in personal morality, approach to the ministry, ministerial philosophy etc.). The first section—thesis and introduction should be no more than one page long, the second section—argument presented point by point 2 pages in length, and the third section—consequences—should be 3-5 pages in length. All papers should be typed (12 point, Times New Roman, 1 inch margins) and be in MLA format. (200 points) Submit through Connect by Saturday, May 16—Gail Pusey will provide instructions on how to do this.
Post-Class Assignments:

1) **Integrative paper.** Degree students will write a 4-5 page synthesis paper that summarizes and integrates all the insights and major concepts covered in the readings and class sessions, with reflection upon how the content can be applied in your particular area of ministry, due **Monday, June 8, 2015** (200 points).

2) **Course Project:** Degree students will do a course project from one of the following choices, due **Monday, June 22** (200 points):

   a. Sermon Series Outlines: Student will prepare outlines for a 6-sermon series on Holiness based on the Brengle text covering the main themes of Wesleyan Holiness theology. Outlines should include a summary statement (200 words) of each sermon, brief exegetical purpose statement (100 words), outline of the major sections of the sermon and at least two (2) illustrations for the sermon. 200 points

   b. Teaching Series Outlines: Student will prepare outlines for a 6-class/part teaching series on Holiness based on the Booth, Booth, and Caughey text covering any six of the readings there. Outlines should include a summary statement (200 words) of each presentation, brief purpose statement (100 words), outline of each class/section. 200 points

Submission of Assignments:

***Post-Class Assignments will be turned in via Connect. Gail Pusey will provide instructions on how to do this.

Papers need to be dated on or before the designated due dates. The due date may only be extended for one week, at the discretion of the professor, if the extension is requested at least 3 days prior to the due date.

***Degree Students work will be graded as the accuracy of the material, the form and grammar in the papers, and the quality of the work therein.

Due Date/Time Commitment/Points Chart:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Time</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booth &amp; Brengle Reading &amp; Writing Assignment</td>
<td>*May 11</td>
<td>25 hours</td>
<td>100</td>
</tr>
<tr>
<td>Merritt Reading &amp; Writing Assignment</td>
<td>*May 16</td>
<td>25 hours</td>
<td>200</td>
</tr>
<tr>
<td>Integrative Paper</td>
<td>*June 8</td>
<td>5 hours</td>
<td>200</td>
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<tr>
<td>Class Participation</td>
<td>May 18-21</td>
<td>23 hours</td>
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<tr>
<td>Course Project</td>
<td>*June 22</td>
<td>40 hours</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>118 hours</strong></td>
<td><strong>700</strong></td>
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*Submitted through the Connect Learning Platform*
Guidelines for Book Critique

1. Read the books thoroughly, thoughtfully, and carefully. Particularly be aware of significant and meaningful sections of the books and pay special attention to how the authors develop the thought of the book. Also note in both books the author’s thesis (usually stated in one clear sentence near the beginning of the book—it tells what they are writing and why), the argument of the book (usually this is done chapter by chapter—you may want to write a bullet point by bullet point outline with a simple sentence that states directly what each chapter is about), and the consequences of the writing (usually this is about 4-7 short sentences that state why the author thinks all of this is important, again you may want to write this in a bullet point by bullet point format).

2. In a section 1 page in length, begin your critique by describing what you observed in #1 above along with what you perceive the author’s purposes in each book to have been for writing them.

3. In a section 2-3 pages in length, compare the two books. Describe in detail the author’s strong points and weak points, major issues that were thoroughly examined, major issues that were ignored or avoided. Give clear evidence comparing the two books as to points they share and points they are divided on or have differing opinions of.

4. In a section 1-2 pages in length, state what you believe to be important for ministry that is contained in the books, what insights you have gained from the reading, how this applies to the work that you do, and most importantly why these books are important for the theology of The Salvation Army. Be as thorough as possible in a short amount of space—lists rather than lengthy explanations are important in this paper format. Bring these ideas with you in writing and mind to class—they will inform our discussions during the sessions.
5. Throughout your critique be certain to; major on major points, think critically (thoughtfully and reflectively) and analytically (how the parts of the book relate to the whole). Be sure to work with the full book rather than one area that engaged your attention.

6. ****PLEASE NOTE—In a separate document, compile a list of questions that come to you as you read and write. Bring this to class as the document will be turned in to the professor. We will engage your questions in the course.

Tentative Class Sessions/Outline

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<thead>
<tr>
<th>Day(hours without breaks)</th>
<th>Session</th>
<th>Hours Taught</th>
<th>Unit</th>
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<tbody>
<tr>
<td>Monday Afternoon</td>
<td>12:30-2:30</td>
<td>2</td>
<td>Course Intro; Introduction to Wesleyan Theology</td>
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<td></td>
<td>3:00-4:30</td>
<td>1.5</td>
<td>Introduction to Wesleyan Theology</td>
</tr>
<tr>
<td>Tuesday Morning</td>
<td>8:00-10:00</td>
<td>2</td>
<td>Introduction to Wesleyan Theology</td>
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<td></td>
<td>10:30-Noon</td>
<td>1.5</td>
<td>Introduction to Wesleyan Theology</td>
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<td>Tuesday Afternoon</td>
<td>1:00-2:30</td>
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<td>Doing Theology with the Booths</td>
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<td></td>
<td>3:00-4:30</td>
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<td>Doing Theology with the Booths</td>
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<td>Wednesday Morning</td>
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<td>Wednesday Afternoon</td>
<td>1:00-1:30</td>
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<td>Doing Theology with Brengle</td>
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<td></td>
<td>1:30-3:30</td>
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<td>Doing Theology with Brengle</td>
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<td>4:00-4:30</td>
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<tr>
<td>Thursday Morning</td>
<td>8:00-10:00</td>
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<td>Doing Theology with Brengle</td>
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<td></td>
<td>10:30-Noon</td>
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<td>Doing Theology with Brengle</td>
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<tr>
<td>Thursday Afternoon</td>
<td>1:00-2:30</td>
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<td>Doing Theology with Brengle</td>
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<td></td>
<td>3:00-4:30</td>
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<td>Course Wrap-Up</td>
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COMMON POLICIES

Attendance Policy
Regular class attendance is an important obligation and each student is responsible for all work conducted in class meetings. In emergency situations, a student may request to the faculty member, with approval by the Associate Director of the Christian Ministry Program, for missed sessions to be audio or video recorded (the student is responsible to provide for this). In addition to the student’s listening/watching the recording, the faculty member may require further work in order to make up for the missed sessions. The student must be in attendance for a minimum of 85% of the class sessions in order for this request to be considered. Appeal may be made to the dean of the School of Religion for further flexibility.

Academic Honesty
To protect the integrity of your university degree, academic honesty is expected of all students at Trevecca Nazarene University. TNU students are held to high standards of academic ethics, personal honesty, and moral integrity. Trevecca enforces these standards by dealing with academic dishonesty fairly and firmly. If plagiarism (using another’s statements or thoughts without giving the source appropriate credit) is confirmed, the assignment receives a grade of zero. The assignment is to be resubmitted properly (although the zero grade remains). Cheating on an exam, falsifying documentation, and dishonesty in reporting reading are just a few of the infractions that are grounds for course failure and/or program termination.

Disability Accommodations
Trevecca Nazarene University provides disability support services. Anyone who feels they may need an accommodation based on the impact of a disability and who would like to receive accommodations must register with Disability Services, in the Center for Leadership, Calling, and Service, room 212, 615-248-1346.

Late Work Policy
Papers need to be postmarked, or dated (emailed submissions) on or before the designated due dates. Each day (not counting Sundays) your assignment is late your grade on that assignment will be dropped by 10% (Degree Students).

Electronic Submissions
If an electronic submission is acceptable to the professor, it is the student’s responsibility to ensure the professor received the assignment.
**Cell Phones/Internet**
As a courtesy to the professor and other students cell phones (calls & text) and internet connections (email & surfing) are not to be utilized during class. In rare situations taking a personal call or text message may be appropriate, but arrangements should be made in advance with the instructor.

**Required Paper Format and Product**
Papers should conform to MLA standards for citations and formatting see: http://owl.english.purdue.edu/owl/resource/557/01/). A polished product (with proper grammar and spelling, structured writing, and mature thought) is expected. Ask yourself:
1. Is the paper clearly written and logically organized?
2. Does it have a coherent argument toward a stated conclusion?
3. Have I, the writer, articulated a definite position of my own?
4. When other texts or positions are engaged, are they adequately understood, fairly characterized, and cited appropriately?
5. Does the paper follow sound conventions of academic writing, and is it polished?

It is advised that students ask a trusted colleague or friend to proofread their work after the student himself has proofread his paper.

**Academic Support/Writing Help**
Writing help is available from Trevecca’s Academic Services Center. Please email your paper to writingservices@trevecca.edu along with the following information:
- Class name
- Specific assignment requirements (or attach the class syllabus)
- Date the paper is due
A writing tutor will read the document and respond with suggestions for improvement. Please allow at least four days for the process.

**Disclaimer**
Please note that all digital communication content exchanged as part of this course, including email, online discussions, and chat sessions, are the responsibility of and owned solely by the author. It is also understood that all digital exchanges are submitted freely by each student.