DO 630 Doctrine of the Holy Spirit

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DOCTRINE OF THE HOLY SPIRIT
Asbury Theological Seminary
DO630 Spring 2008
Feb. 23, March 8, 29, May 3, 10; Time: 9-5pm
Professor Zaida Maldonado Pérez

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Course Overview:
This course will explore biblical, historical and experiential aspects of the Holy Spirit. Special
attention is given to spiritual gifts, current renewal movements, and the relationship of the Holy
Spirit with contemporary “signs and wonders” (ATS Handbook).

Course Objectives:
At the conclusion of the course, students will be able to:
1. Demonstrate knowledge about the person and work of the Holy Spirit (Ghost) through
   the testimony of Scripture
2. Discuss the various stages of the evolution of the doctrine on the Holy Spirit
3. Articulate some of the chief errors concerning the Holy Spirit and how these impact
   Trinitarian doctrine
4. Articulate various theological/denominational positions on the doctrine of the Holy Spirit
5. Demonstrate knowledge of Wesley’s views on the Holy Spirit
6. Develop teaching and worship resources for ministry

Texts:
1. Brand, Chad Owen, Editor. Perspectives on Spirit Baptism: Five Views. Nashville, TN:
   Fortress Press, 1997
   1998

Recommended:
See bibliography
Reading Assignments:

Class 1/February 23
Introduction
- Oden: Part 1. The Holy Spirit, Chs. 1, 2
- Brand, *Perspectives on Spirit Baptism: Five Views*. Introduction

Class 2/March 8
- Oden: Part II. Salvation, Chs. 3, 4
- Brand, *Perspectives on Spirit Baptism: Five Views*. Ch. 4 (Wesleyan)

Class 3/March 29
- Oden: Part II, Chs. 5, 6
- Brand, *Perspectives on Spirit Baptism: Five Views*. Ch. 1 (Reformed)

Class 4/May 3
- Oden: Part III. The Church Chs. 7, 8
- Brand, *Perspectives on Spirit Baptism: Five Views*. Ch. 2 (Pentecostal)

Class 5/May 10
- Oden: Part IV. Human Destiny, Chs. 9, 10, 11.
- Brand, *Perspectives on Spirit Baptism: Five Views*. Chs. 3 and 5 (Charismatic and Roman Catholic)
- Presentations
Requirements and Evaluation
DO630 Doctrine of the Holy Spirit       Spring 2008
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Assignment Due Date Pages Weighting
1. Wesley (Weakley) March 8 5 (narrative or outline) 20
2. Table Talk Each session (no paper) 20 (at 5 pts each)
3. Team Chapter Summaries See due dates Outline 25
4. Individual Presentation May 5 Oral and written 35

This course will follow a “seminar” style. Students will be responsible for presenting their
assigned readings as part of the content of the seminar. The purpose of these presentations is to
help the student go beyond knowledge of the content—which is one of the primary steps—to the
kind of reflection that is critical, existential, and praxeological

1. PAPER and CLASS DISCUSSION
After reading Weakley, Wesley, John: The Holy Spirit and Power (entire book), be ready to:
a. Turn in a five page paper delimiting what you understand to be Wesley’s
understanding of the person and work of the Holy Spirit. Use the questions provided
to guide your responses. This can be done in an outline form, if you feel you need
more than 5 pages. Be sure to identify source material (in this case, the page numbers
in the book).
b. Be ready to discuss your findings in class as well as how they might inform ministry
(in the local church, denomination, community, global).

Questions to guide your reading:
What do you learn about the Holy Spirit?
What does the author say about:
- The attributes of the Holy Spirit?
- The Gifts of the Holy Spirit?
- The Holy Spirit’s relationship to the Trinity?
- The power of the Holy Spirit?
- The realm of the Holy Spirit?
- The work of the Holy Spirit in/through:
  ○ Creation?
  ○ Christ?
  ○ The Church?
  ○ Redemption?
  ○ Sanctification
  ○ The Christian life?
  ○ Sacraments?
  ○ Eschatology
- Other
2. **TABLE TALK**

The emphasis here is on “talk”. There is no paper to be turned in. For *each* of the assigned readings in Oden, *Life in The Spirit*, highlight the material that helped to clarify, deepen and/or raise other questions concerning the work and person of the Holy Spirit. Be ready to share this in class. This will be done as part of the class discussion on the chapters.

3. **SAY AGAIN?: CHAPTER SUMMARIES BY TEAMS**

**Material:** book edited by Brand, *Perspectives on Spirit Baptism: Five Views*.

- Students will form teams composed of 2 members each. (Note: 4 teams assuming a class of 8 students).
- Each team will work together to read, summarize and present one of the assigned chapters in the book. The following process will help:

  **First** think on the following:
  - What do I already “know” about the topic?
  - What does my tradition say about the particular topic?
  - What questions do I bring to the readings? It will be helpful to jot down your questions.

  **Second:**
  - Read what has been assigned.
  - What jumps out at you? Why?
  - How has this reading answered your questions?
  - What questions remain unanswered?
  - What new questions does the reading raise for you?

  **Third**, think about how best to present the material.
  - (Must do) Share the context, content, and any *pertinent* information about the author, etc.
  - Share issues in step number two above.
  - Some presentation ideas:
    - Think about how you might share the information to a Bible (e.g. Adult, Youth) class and prepare a lesson based on your reading
    - Share it as a sermon with opportunity for discussion at the end.
    - Bring the content and a case study to see how the lesson applies
  - Bring questions to stimulate dialogue
  - Other

**Note:** Students will provide an outline of their chapters for each student during their presentation. This is included in the grading.

**Grading** (See below for more general information):

Students will be graded on the quality of presentation. This includes:
- Thoroughness of outline
• Displaying a clear grasp of the content. If something was unclear about the material in the reading, the student was able to state why. If the student did not agree with the author’s view, s/he was able to articulate the reasons.
• Raising important questions
• Engaging the class in lively discussion.
• Creativity.
• Relating material to own calling, ministry.

4. GETTING PRACTICAL: DISCERNING THE HOLY SPIRIT’S LEADING
The purpose of this assignment is to provide you with an opportunity to think about your particular ministry (or call) and discern, with the Holy Spirit’s help, how you may best use this opportunity. This means that you are open to being as creative (and practical!) as you see fit. For instance, the assignment can be as practical (and creative!) as developing a liturgy for the Day of Pentecost. Or, you may be led to “preach it” and develop a sermon. How about the creation of a “class” where you take on a popular issue/question concerning the Holy Spirit and you address it (e.g. for adults, youth?). Perhaps there are still questions that you would like to explore and would thus like to go the “traditional” route and read a book(s) and write a paper that delimits your question/problem and responds to it from the source material (8 pages). On the other hand, it may be that the Holy Spirit is calling you to take a risk and engage in something that will illumine your understanding and vision in a way that a ‘paper’ may not. It can be engaging in a particular experience (with the homeless? Immigrants?) etc. and then reporting on your experience from a theological perspective. In other words, this is yours to think about and design according to your particular needs and strength and, according to how you feel the Spirit is leading. Please see me with any ideas. Note: You may decide to create/develop your idea in a team of two. That is fine as long is the work is equally divided and the amount and nature of the work merits it. In such a case you will have more than the time given below to present and engage the class.

Be ready to respond to questions regarding the content, etc. of your presentation during class discussion. In order to facilitate this, all presentations will be shared with the class in written form either during or after the presentation (this depends on what is being presented). If you are giving a sermon, you may want to pass out the manuscript (or outline) after you have preached it.

**Length of time: 25-40 minutes for presentation.** This does not include discussion at the end of the presentation.

**Note: if you are preparing a liturgy…**
1. The liturgy must be accompanied by a written explanation behind each component (e.g. how it relates to the Day of Pentecost and the role of the Holy Spirit). Keep explanations concise.
2. It should be in the form of a printed church “bulletin/program” or “order of worship.” Feel free to be creative with this.

**Format for All Assignments:**
• All papers should be double-spaced, typed, with one-inch margins and 12 font.
• Papers are due on the day assigned and, in most cases, will be used for class discussion.
• Quotations should be clearly marked and sources must be noted in end/footnotes
• No folders, title pages or binders please
• Final papers will be returned to your student box unless you provide a stamped envelope

**Grading:**
Grading must reflect graduate level work. This implies competency in such areas as*:

♦ focus on the subject at hand
♦ discovery of data
♦ ability to question, analyze, integrate, to reconsider and synthesize
♦ capacity to integrate old and new data
♦ depth and maturity of knowledge
♦ skills to make growth in ministry possible
♦ originality and creativity

(*From FH)

*All work is expected on time* and as completed as indicated in the assignment. Extensions are not given except for the kind of medical and family emergencies that merit the Dean’s approval. An extension implies lateness without penalty. Note: It is your responsibility to communicate with me if you need an extension before the due date of an assignment. Otherwise, I will have no recourse but to penalize you for your late work. *A late Final Paper will have an automatic grade deduction and will not be accepted after the end of the semester (unless you have applied for an extension).*

**Incomplete Work:**
A grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

A  (95-) Exceptional work: outstanding or surpassing achievement of course objectives
A-  (90-94) Fine work
B+  (87-89) Good, solid work: substantial achievement of course objectives
B   (83-86) Good work
B-  (80-82) Verging between good and acceptable.
C+  (77-79) Acceptable work: essential achievement of course objectives
C   (73-76) Acceptable work; significant gaps
C-  (70-72) Serious gaps in achievement of course objectives
D+  (67-69) Marginal work: minimal or inadequate achievement of course objectives
D   (63-66) Barely acceptable
F   Unacceptable work: failure to achieve course objectives.

**Please note:** A “B/B+” stands for good, solid work. To get an “A-/A” you must go beyond good, solid work to work that is outstanding, exceptional.
Things that might potentially result in a reduction in total score:
- Poor or non-engagement with material
- Poor analysis of material
- Presentation of a weak conclusion or argument
- Misspellings
- Lack of, or poor use of dialogue between authors
- Poor syntax
- Answering a different question
- Lack of inclusive language
- Incorrect citation of sources and bibliography
- Improper sources

Following is a list of the sorts of things that would evidence going beyond the basic assignment and would, therefore, warrant a higher total score.

- Writing that is particularly articulate and/or worded with exceptional clarity and concision.
- Particularly insightful interaction with the material, including exceptional criticisms or the recognition of the more profound implications of certain positions.
- Presentation that moves beyond mere repetition of the arguments of others.
- Evidence of research that goes beyond what is required for the assignment.
- Conclusions that effectively summarize criticisms and that propose solutions.
- Critical interaction that probes deeply into the arguments at hand.

Online Databases
To access the online library resources including the library catalog and full-text journal databases, go to [http://www.asburyseminary.edu/information/index.htm](http://www.asburyseminary.edu/information/index.htm) and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0’s to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Technology policy
**Cell phone usage, internet surfing, instant messaging, emailing or similar activities are strictly prohibited during class time.** Students must turn off cell phones during class, unless her/his employment or family obligations necessitate that s/he be on call. Such students must ensure that their cell phones are on “vibrate” and must inform me of their situation during the first week of class.

Timely and Substantive Feedback
I am committed to marking, grading, and returning student work within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Longer assignments are often due at the end of term, and are not subject to this definition. Work that is turned in **after** the due date **may not** receive substantive feedback. Reflection papers (due to their more personal nature) may not receive “substantive feedback.”

Participation:
Discussions are an important part of this course. They provide opportunities for further theological reflection and conversation at the communal level and across denominational lines. Students are expected to a) **be present at each class and**, b) **read the assigned material and come**
prepared to discuss it. **Active, thoughtful participation in class will be taken into account in determining final grades.**

**Attendance:**
This is an intensive course and students are expected to be present for its entirety. An excused absence refers to **unavoidable emergency** that does not include delinquency or attending to church work or other employment. A student may not be absent for more than ½ day to pass this course. An unexcused absence (non-emergency) will result in a 5% grade reduction.

**Academic Integrity:**
The standards of conduct that are articulated in the Asbury Theological Seminary’s Student Handbook concerning academic matters are important to the integrity of our community and the high ethical standards we expect of those who are preparing for Christian ministry. Abuse of these policies will be handled as stipulated in the handbook.

**Plagiarism:**
Plagiarism is the presenting of another’s ideas or writings as one’s own; this includes both written and oral discourse presentations. Response to plagiarism may include requiring an assignment to be redone, automatic failure of a course or, in some extreme cases, recommended dismissal from the Seminary (Faculty Handbook). Please make sure any borrowed material is properly documented.

**Bibliography**
These are some helpful sources:


