Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: Susan B. Carole, Ph.D. Email: susan.carole@gmail.com
Office Hours: By appointment

Catalog Description
A study of the development of Christian doctrine from the Renaissance to the present, according to what the Church has believed, taught and confessed. The continued development of the Church’s Faith (dogma) will be examined particularly through the contribution of significant thinkers and movements of the Church’s story.

Course Narrative & Rationale
“The life was revealed, and we have seen and testify and announce to you the eternal life which was with the Father and was revealed to us—what we have seen and heard, we announce to you also, in order that you also may have fellowship with us, and indeed our fellowship is with the Father and with his Son Jesus Christ” (1John 1: 1-3).

The Johannine sequence of revelation, knowledge and testimony evident in this text traces the movement out of which Christian doctrine arises. The source of Christian doctrine is the self-revelation of the triune God. Revelation attests to the Name of God as the One who draws us into His own triune fellowship of Holy Love. The authoritative witness of divine revelation is the written word of God. Thus, the knowledge of God comes by way of scripture through the presence and action of the Holy Spirit in the church. The church testifies to knowing God, and declares the Name of the God who gives Himself to be known. This testimony is the content of Christian doctrine. Thus, Christian doctrine is “what the church of Jesus Christ believes, teaches, and confesses on the basis of the word of God” (Pelikan 1:1).
In the midst of political and ecclesiastical transitions, in and through theological controversy, the church has sought to express its belief, teaching and confession in terms of God’s salvific mission in the Incarnate Word and the Holy Spirit. Doctrinal formulation is corrected by the soteriological realities symbolized by the holy days that punctuate the Christian calendar – Christmas, Good Friday, Easter and Pentecost. Thus, the point of reference of doctrinal formulation is the divine salvific mission.

This course follows the path of doctrinal formulation as the church approaches, experiences and adjusts to the 16th Century Protestant Reformation, as it grapples with the post-Reformation ecclesial situation, and the political upheavals of the 19th, 20th and 21st centuries. The principal theological preoccupations during these centuries are the church’s revised self-understanding, the implications of sola scriptura and the Enlightenment and Post-Enlightenment critique of religion. The shape and trajectory of Christian doctrine has been a response to and interaction with these ideological challenges. Yet, the qualification Christian is an indication that response and interaction must continually return to the source of theology, the word of God.

**Degree Objectives**
The MA (TS) degree objectives met by this course are:

**General Academic Track**
1. Students will develop awareness of the interrelation of the major theological disciplines in the development of Christian doctrine.
2. Students will develop the ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons by reflecting upon and responding to specific Christian doctrines in terms of their history and relevance in the contemporary theological landscape.

**Research Track**
1. Knowledge of the development of Christian doctrine will provide students with a broad framework within which to focus their reflection on specific areas of doctrine.
2. The major research requirement for this course will help students develop the ability to critically reflect upon how Christian doctrine issued from the Church’s response to the challenges of particular historical contexts.

**Course Outcomes**
Upon successful completion of the course you will have (R = Course requirement directed toward achieving objective):

1. Demonstrated a theological method for thinking with the dogma of the Church’s Faith. (R1, R2, R3, R4, R5)
2. Demonstrated a working knowledge and ability to exegete—“correct & fulfill”—one’s ecclesial Tradition with the doctrines of the Christian Faith. (R1, R2, R3,R4, R5)
3. Demonstrated a basic grasp of the necessary synergy between Doctrine —“grammar of faith”—and “Participation in God.” In other words, there is a necessary interplay between the ‘law of prayer’—Lex Orandi—and the ‘law of faith/belief’—Lex Credendi. Our Creeds—confessions of faith have come to us in this way. (R1, R2)
4. Demonstrated an understanding that the nature of Doctrine is akin to the nature of the Gospel and the Salvation that comes to us in Word made Flesh. Essentially, to see Doctrine and Salvation as inseparable is analogously expressed in the soteriologic of 1 John where to “know” God is to “love” God. (R1, R2, R3,R4)
5. Demonstrated an understanding that the Church’s vision of the Triune God is central to the Dogma & Doctrine(s) of the “one,” “holy,” “catholic,” and “apostolic” Church. (R1, R2)

**Required Texts & Course Materials**


**Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | Unit 1: Pelikan 4:1-68 | Course Introduction  
Doctrinal Pluralism in the Later Middle Ages |
| 2    | Unit 2: Pelikan 4:69-126 | One, Holy, Catholic, and Apostolic? |
| 3    | Unit 3: Pelikan 4:127-182 | The Gospel as the Treasure of the Church |
| 4    | Unit 4: Pelikan 4:183-244 | The Word and the Will of God |
| 5    | Unit 5: Pelikan 4:245-303  
Pelikan 4:304-331 | The Definition of Roman Catholic Particularity  
Challenges to Apostolic Continuity |
| 6    | Unit 6: Pelikan 4:332-385 | Confessional Dogmatics in a Divided Christendom |
| 7    | Reading and Research Week | |
| 8    | Unit 7: Pelikan 5:1-59 | Introduction to Post-Reformation Theology |
| 9    | Unit 9: Pelikan 5:60-117 | The Objectivity of Transcendent Revelation |
| 10   | Unit 10: Pelikan 5:118-173 | The Theology of the Heart |
| 12   | Unit 12: Pelikan 5:227-281 | The Definition of Doctrine |
| 13   | Unit 13: Pelikan 5:282-325 | The Sobornost of the Body of Christ |
| 14   |             | Finals |
Course Assignments & Requirements

1. R1-Comprehensive Final Take Home Exam (Outcomes 1-5)
   Due Wednesday May 8, 2013 at 11:55 pm CT
   25% of final course grade
   Exam will be posted and available on Monday April 22, 2013

For this exam, students will write responses to five questions that cover all the class readings, lectures and online discussions. Answers to the questions require a firm grasp of the subject matter, critical reflection and synthesis.

Exam Rubric—answers will be evaluated as follows

<table>
<thead>
<tr>
<th>Response</th>
<th>Score/10</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Excellent           | 9-10     | $ The answer is complete.  
|                     |          | $ All information provided is accurate.  
|                     |          | $ The answer demonstrates a deep understanding of subject matter.  
|                     |          | $ The answer demonstrates critical analysis of subject matter.  
|                     |          | $ Writing is well organized, cohesive, and easy to read. |
| Good                | 7-8      | $ The answer is missing slight details.  
|                     |          | $ All information provided is accurate.  
|                     |          | $ The answer demonstrates understanding of the content.  
|                     |          | $ The answer does not reflect the desired level of critical analysis  
|                     |          | $ Writing is well organized, cohesive, and easy to read. |
| Satisfactory        | 5-6      | $ The answer is missing multiple details.  
|                     |          | $ All information provided is accurate.  
|                     |          | $ The answer demonstrates basic understanding of the content.  
|                     |          | $ Writing is organized, cohesive, and easy to read. |
| Unsatisfactory      | 3-4      | $ The answer to the question is lacking any detail.  
|                     |          | $ Some information provided is accurate.  
|                     |          | $ The answer demonstrates a lack of understanding of the content.  
|                     |          | $ Writing may be unorganized, not cohesive, and difficult to read. |
| Unable to begin     | 2        | $ Question is not answered.  
| effectively         |          | $ A small amount to none of the information provided is accurate.  
|                     |          | $ The answer demonstrates a lack of understanding of the content.  
|                     |          | $ Writing is unorganized, not cohesive, and very difficult to read. |
| No attempt          | 0        | $ Answer was left blank.  

2. R 2-General Discussion Forum (Outcomes 1-5)

Postings for the week’s unit may begin at 12:05 am CT on the Monday of each week and end at 11:55 CT on the Sunday of each week. Initial posts required no later than Wednesday 11:55 CT of each week.

25% of final course grade

Class participation is crucial in an online environment. To assist in this process, each week you will be required to prepare for, and participate in, the General Discussion Forum as outlined in the various Units of the Course Calendar.

Review of the weekly reading summary/lecture is recommended prior to answering the Forum questions. In the General Discussion Forum, the professor will post weekly questions, give occasional bridge lectures and a synopsis of key topics as covered in the assigned readings.

Required Posts

§ 150-200 word summary responses and comments to all questions on the weekly assigned readings
§ The first post (your answer to the questions) should be submitted no later than Wednesday, 11:55 pm CT, in order for other class members to respond.
§ 50 + word responses to other class members’ responses

Quality of Posts

§ Responses to the professor’s weekly questions should be written in scholarly prose:
  o Begin with a clear thesis; develop this thesis precisely and concisely, with appropriate reference to the reading
  o Use academic vocabulary and correct grammar
  o Responses to other class members may introduce new direction into the conversation, but should be guided by the principal focus of reflection—the methodology and content of doctrinal development under consideration, as specified by the discussion questions.

Number of Posts

§ Online postings and responses are required at least three times per week:
  o Initial response to questions, no later than Wednesday 11:55 pm CT
  o Responses to other posts no later than Saturday 11:55 pm CT
  o Follow up with responses to your own posts no later than Sunday 11:55 pm CT

Posting guidelines

§ Read carefully and critically in order to contribute posts that advance class discussion and intentionally implement and reflect on designated course outcomes.
§ Read everyone’s initial posts but respond only to those that raise an issue you wish to engage.
§ Subscribe to a thread, including your own, so you can be notified by email when someone replies. This helps keep track of when you get personal replies and/or alerts you when a new idea has been added to a particular thread.
Students are reminded of the following **minimum requirements** for online participation according to NTS policy for online courses:

- Students are encouraged to read posts nearly every day.
- Students are required to write a quality post at least three days each week.
- A quality post is one that begins a new topic, critical reflection on another person’s post, or one that moves the discussion in a new direction.
- Posts should be at least 120-200 words for a new topic and at least 50 words for a response to another’s topic.
- An assignment posted in a Discussion Forum may be considered a quality post at the discretion of the instructor.

**Posting Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; initiative</td>
<td>Rarely participates in discussion</td>
<td>Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group</td>
<td>Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group</td>
<td>Demonstrates initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
</tr>
<tr>
<td>Relevance of Posts</td>
<td>Responses rarely relate to the discussion content; remarks are brief and/or irrelevant</td>
<td>Occasionally posts off topic; most responses are brief and fail to advance the discussion</td>
<td>Frequently posts responses related to discussion content; prompts further discussion</td>
<td>Consistently posts responses related to discussion topic; cites relevant references that advance the discussion</td>
</tr>
<tr>
<td>Clarity</td>
<td>Responses lack clarity; spelling &amp; grammatical errors obstruct understanding of responses</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors</td>
<td>Opinions and ideas are stated clearly; occasional lack of connection to topic; well written and presented</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
</tr>
</tbody>
</table>
3. R 3 & R4— (Outcomes 1-2,4)

   Group Seminar presentation

   Written presentation due on Monday (no later than 11:55 pm CT) the week prior to the unit selected for presentation; submit discussion questions; moderate class discussion throughout the week

   25% of final course grade

At the beginning of the course, students will sign up for a seminar presentation. In this assignment, a student group will “teach” a week’s topic to the whole class:

$\begin{itemize}
    \item Submit a written presentation to the instructor on Monday (no later than 11:55 pm CT the week prior to the presentation
    \item This written presentation should include a summary of the reading as well as insightful remarks and critical comments that indicate significant engagement with the reading. The aim of the presentation is to help the class understand, analyze and respond to the reading.
    \item Submit three questions for the week’s discussion forum
    \item Moderate the week’s discussion forums. This means that the presentation group will submit pertinent remarks to keep the discussion focused on the questions asked, suggest correctives and contribute additional insights as the conversation develops
    \item At the end of the week, briefly summarize the significant insights gleaned from the discussion in response to the question
    \item Meet with the instructor at a pre-arranged time (week of April 15-21) for follow-up conversation
\end{itemize}$

Assessment Rubric for Seminar Presentation

<table>
<thead>
<tr>
<th></th>
<th>Summary</th>
</tr>
</thead>
</table>
|    | $\begin{itemize}
                \item Identifies the themes of the unit
                \item Explains the development of these themes
                \item Indicates the inter-relation of unit themes and relevance to the unit topic
                \item Analyzes the methods used in doctrinal development
                \item Critically summarizes the doctrinal formulations discussed in the reading
            \end{itemize}$ |
|    | Questions
|    | $\begin{itemize}
                \item Helps the class critically analyze the unit themes
            \end{itemize}$ |
|    | Discussion
|    | $\begin{itemize}
                \item Asks questions to help students develop complete answers to questions
                \item Makes comments to draw out implications of the questions asked
                \item Makes comments to maintain discussion focus on the questions asked and on the theme of doctrinal formulation
            \end{itemize}$ |
|    | Conclusion
|    | $\begin{itemize}
                \item Provides a brief summation of how the questions has been answered
                \item Meets with professor for follow-up conversation
            \end{itemize}$ |
|    | Participation
|    | $\begin{itemize}
                \item Collaborates with the team in all aspects of the project
            \end{itemize}$ |

**Students will be graded on their individual contribution to this group project, and, as indicated in the above rubric, will be penalized for laxity in group participation and team-work.**
4. **R 5-Research Paper (Outcomes 1-2,4)**
**Due Monday April 29 11:55 PM CT**
**25% of course grade**
Students will produce a research paper on one of the following topics, or on a topic of your choice, but which must be discussed with the instructor no later than February 4, 2013

1. Scholasticism vs Monasticism in the development of doctrine
2. Luther’s theology: Law and Gospel
3. The Real Presence of Christ in the Eucharist
4. The Elizabethan Via Media
5. The Puritan Theological Stance
6. A Critical Analysis of the Peace of Augsburg
7. The Council of Trent
8. Arminianism and the Synod of Dort
9. The Epistemology of Pietism
10. The Influence of Emmanuel Kant on Theological Method and Content
11. The Enlightenment Agenda and its Role in Theology
12. A Theological Critique of John Wesley’s Revision of the 39 Articles of Religion
13. Wesley’s Appropriation of German Pietism
14. Historical Consciousness and Theology
15. Theological Engagement with the Hegelian Thesis
16. Kierkegaard’s Critique of Religion
17. Schleiermacher’s Ecclesiology
18. Karl Barth’s Trinitarian Thought
19. The Second Vatican Council
20. Shifts in Theological Method and their impact on doctrinal content
21. Post-Enlightenment Critique of Religion

The paper will consist of a 12-page typewritten research paper that is fully footnoted, with bibliography, table of contents, and in Turabian format.

**Students who have not completed a course in Research Methods should let the professor know at the beginning of the course.**

Students are encouraged to follow this timeline in producing the paper:

**Week 3**
Choose a topic. Communicate/discuss topic with the professor no later than February 10. Conduct preliminary research to identify relevant sources, and to obtain an idea for a working thesis.

**Week 6**
Submit a proposal no later than **March 3 11:55 pm CT**. The proposal should be 2-3 pages long—a brief overview of the state of the question, a tentative thesis and outline for the paper, and a working bibliography.

**Weeks 7 – 9**
Read primary and secondary sources, write well-documented notes

**Weeks 10 – 14**
Write, rewrite, edit, rewrite, and submit 😊
### Assessment Criteria—Research Paper

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/Clarity of Thesis</td>
<td>The introduction describes the context in which the topic arises, states the practical problem addressed in the research, provides a clear thesis and a directional statement of how the paper unfolds.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The paper follows Turabian style of document, demonstrates clarity of prose, basic grammatical and spelling competence and clear organization at both section and paragraph levels</td>
</tr>
<tr>
<td>Comprehensiveness of Sources</td>
<td>The paper demonstrates awareness of the key positions held on the topic under consideration.</td>
</tr>
<tr>
<td>Critical Engagement with Sources</td>
<td>The paper evidences the student’s grasp of the issues at stake through critical theological analysis.</td>
</tr>
<tr>
<td>Development of Position and a Coherent Theme</td>
<td>The paper moves beyond critical analysis to the development of a clearly defined stance. The line of argument developed from this stance is sustained through the paper.</td>
</tr>
<tr>
<td>Implementation</td>
<td>The paper integrates and synthesizes the rationale of the thesis and its accompanying implications with the way they are embodied and lived out in the Church</td>
</tr>
</tbody>
</table>

### Distribution of Student Learning Hours Hours

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Participation in General Discussion Forum</td>
<td>45</td>
</tr>
<tr>
<td>Reading (2vols. of Pelikan—700 pages)</td>
<td>35</td>
</tr>
<tr>
<td>Research Paper (12 pages)</td>
<td>30</td>
</tr>
<tr>
<td>Online Group Seminar &amp; Discussion</td>
<td>10</td>
</tr>
<tr>
<td>Take Home Final Exam (10 pages)</td>
<td>18</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>138</strong></td>
</tr>
</tbody>
</table>
Method for Submitting Assignments
All assignments will be uploaded for this course in Moodle: https://moodle.nts.edu/login/index.php. Please use the assignments section of Moodle unless otherwise directed. Each assignment is to be submitted through its corresponding link in the Learning Unit. Assignments are NOT to be submitted as hard copy, via e-mail. Students should keep electronic copies of all work done for the course just in case assignments are accidentally deleted from the Grade book.

Form and Style Expectations
All written work should be formatted (and will be evaluated) utilizing Turabian, Kate L. “A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers,” 7th edition, revised by Wayne C. Booth, et al. (Chicago: University of Chicago Press, 2007).

Inclusive Language
NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams
Late posts receive a 20% daily reduction the week of the assignment. Posting after the assigned week will not be graded. All research/project work is due 11:59 PM of the date assigned. Late work without a valid reason (illness or death in family) is reduced by 15% the first week and an additional 10% each week following. No coursework may be submitted after the last day of the regular semester.

Policy on Incomplete Work
Incompletes are RARE occurrences, and may only be justifiable in cases of family bereavement and/or the student’s prolonged illness. Should an incomplete petition be approved for reasons other than bereavement or prolonged illness, the student will be penalized by a drop in letter grade.

Class Attendance
Attendance at classes is essential for realizing the maximum benefit of your education. Students are strongly encouraged to be consistent in weekly readings and forum discussions. Moreover, last minute posts are undesirable. An initial post must be completed by Wednesday of each week. Failure to participate in a week’s forum discussions constitutes an absence. If a student does not meet class participation standards for four or more weeks, the professor will automatically fail the student.
Course Grading

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent: A</th>
<th>Good: B</th>
<th>Satisfactory: C</th>
<th>Unsatisfactory: D</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Ability to demonstrate a breadth of understanding of the material engaged</td>
<td>Student performance is consistent and shows evidence of critical and creative engagement</td>
<td>Student performance is consistent and shows evidence of some critical engagement</td>
<td>Student performance is inconsistent and shows some evidence of critical engagement</td>
<td>Student performance seldom demonstrates these abilities</td>
</tr>
<tr>
<td>*Ability to critically engage course material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Ability to exhibit how the material is related to a larger theological and ecclesial context</td>
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</table>

Summary of Grading for Assignments

- General Discussion Forum: 25% of final grade
- Research Paper: 25% of final grade
- Final Essay Exam: 25% of final grade
- Seminar Presentation & Discussion: 25% of final grade

Grade Scale:
- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F 59-0

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.
# Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Feb 4-10</td>
<td>Unit 1 Pelikan 4:1-68</td>
<td>Course Introduction Doctrinal Pluralism in the Later Middle Ages</td>
</tr>
<tr>
<td>2 Feb 11-19</td>
<td>Unit 2 Pelikan 4:69-126</td>
<td>One, Holy, Catholic, and Apostolic?</td>
</tr>
<tr>
<td>3 Feb 18-24</td>
<td>Unit 3 Pelikan 4:127-182</td>
<td>The Gospel as the Treasure of the Church <strong>Research topics due February 18 11:55 pm CT</strong></td>
</tr>
<tr>
<td>4 Feb 25-Mar 03</td>
<td>Unit 4 Pelikan 4:183-244</td>
<td>The Word and the Will of God <strong>Seminar Presentation 1</strong></td>
</tr>
<tr>
<td>5 Mar 04-10</td>
<td>Unit 5 Pelikan 4:245-303 Pelikan 4:304-331</td>
<td>The Definition of Roman Catholic Particularity Challenges to Apostolic Continuity</td>
</tr>
<tr>
<td>6 Mar 11-19</td>
<td>Unit 6 Pelikan 4:332-385</td>
<td>Confessional Dogmatics in a Divided Christendom <strong>Seminar Presentation 2 Research proposal due March 11 11:55 pm CT</strong></td>
</tr>
<tr>
<td>7 Mar 18-24</td>
<td></td>
<td>Reading and Research Week</td>
</tr>
<tr>
<td>8 Mar 25-31</td>
<td>Unit 7 Pelikan 5:1-59</td>
<td>Introduction to Post-Reformation Theology <strong>Seminar Presentation 3</strong></td>
</tr>
<tr>
<td>9 Apr 01-7</td>
<td>Unit 8 Pelikan 5:60-117</td>
<td>The Objectivity of Transcendent Revelation</td>
</tr>
<tr>
<td>10 Apr 08-14</td>
<td>Unit 9 Pelikan 5:118-173</td>
<td>The Theology of the Heart <strong>Seminar Presentation 4</strong></td>
</tr>
<tr>
<td>11 Apr 15-21</td>
<td>Unit 10 Pelikan 5:174-226</td>
<td>Foundations of the Christian World View <strong>One-on-one seminar follow up</strong></td>
</tr>
<tr>
<td>12 Apr 22-28</td>
<td>Unit 11 Pelikan 5:227-281</td>
<td>The Definition of Doctrine <strong>Final Exam posted on Monday April 22</strong></td>
</tr>
<tr>
<td>13 Apr 29-May 3</td>
<td>Unit 12 Pelikan 5:282-325</td>
<td>The Sobornost of the Body of Christ <strong>Research paper due Monday April 29 11:55 pm CT</strong></td>
</tr>
<tr>
<td>14 May 6-9</td>
<td></td>
<td><strong>Final exam due Monday May 6 11:55 pm CT</strong></td>
</tr>
</tbody>
</table>