I. COURSE DESCRIPTION:
   This course is a one credit hour course that enables students to integrate and apply learning from the New Awakening Conference.

II. TEXTBOOKS:
   Required Reading:
   None

III. GOALS (Learning Outcome):
   1. This course is an elective that examines renewal in the global church from theologians, scholars, pastors, missioners and other practitioners, enabling the student’s work to exhibit an understanding of the Church and its mission.

IV. SPECIFIC OBJECTIVES:
   In order to demonstrate an appropriation of the Church and its missions as it relates to renewal, students will be expected to express and explain the following:
   - An understanding of a major theological and/or social scientific theory or model of renewal and its application in practice and that serves as a frameworks for interpreting Church renewal.

V. TEACHING STRATEGIES:
   The class will be taught through a combination of strategies, including lecture, PowerPoint, film, question and answer, class and smaller group discussion within a larger class, prayer and discernment in prayer.


VII: SEMINARY STANDARDS:
   A. Inclusive language
   United Theological Seminary has an official policy regarding the use of Inclusive Language. The policy may be found in the Seminary Catalog and further explained in the Student Handbook. If you have specific questions, please see the instructor.
B. Academic Integrity
Student integrity regarding all work assigned in this class is a basic expectation of the Seminary community. A detailed policy regarding what constitutes a violation of academic integrity can be found in the Student Handbook.

C. Online Confidentiality
One of the highlights of the online classroom is that students can draw from the experiences shared during class discussions and in written work. However, it is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their classmates by not disclosing online conversations with those outside of the classroom.

VIII: USING ONLINE RESOURCES:
For information about how to access United Online and where to find help if you need it may be found on the seminary website at http://www.online.united.edu. Help guides are also in the student computer lab and in the Student Handbook. For online help, please e-mail onlinehelp@united.edu.

IX. EVALUATION:
A. Assignments – Will consist of reading the required texts, class participation and discussion, five reading reports, 3 small papers, and a final paper.
   1. Attendance and Participation (50%) – Attendance and participation in all conference events is mandatory. Students need to sign in with the professor for all events.
   2. Conference Report (50%) – 3-5pp review of the conference. Include a section on each event identifying the main theme or thesis of each event and your critical interaction with each event (agree or disagreement and why).

   3. United Online information will need to go here if you use it for participation, online exams or the like. Be as specific as possible. For example, clarify how many posts a student should have per week, what critical and substantive participation means, and discussion forum etiquette.

B. Method of Determining Grade:

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<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>50%</td>
</tr>
<tr>
<td>Conference Report</td>
<td>50%</td>
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</tbody>
</table>

Total: 100%

A GRADING RUBRIC FOR ACADEMIC PAPERS –
Writing an academic paper at the Graduate and Post-Graduate level should be free from spelling mistakes, grammatical or mechanical errors, plagiarized ideas, or un-cited references. Use your computer’s tools to check these items. There is no excuse. Your
sentences need to be properly constructed, and coherent. Avoid typos, misspellings and incorrect grammar. It has to meet the prescribed page limits. Your sources should be cited properly with the use of footnotes. Guidelines prescribed in the UTS Student Handbook must be observed. See http://www.united.edu/Student-Handbook/S-Handbook/menu-id-207.html. See also Nancy Vyheimester’s Quality Research Papers: For Students of Religion and Theology (Zondervan, 2008) for useful guides in writing the paper.

Get good grammar and writer’s handbooks to brush up on your skills if you are uncertain as to what constitutes correct, quality, cogent writing and proper grammar. Also, edit each completed paper at least three times.

A basic paper should include an introductory paragraph with a thesis statement that drives the entire paper and at least three to five points that substantiate your thesis. The body of the paper should consist of paragraphs that develop at least three to five points that substantiate your thesis. Every paper should have a conclusion that summarizes the paper’s finding but offers no new insights. Below is a grading rubric and description of what A, B, and C papers should look like:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>Excellent /Outstanding</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>Above Average/Very Good</td>
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<tr>
<td>B</td>
<td>84-86</td>
<td></td>
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<tr>
<td>B-</td>
<td>80-83</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>Average/Acetable/Passing</td>
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<tr>
<td>C</td>
<td>70-77</td>
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<td>F</td>
<td>0-0</td>
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</tbody>
</table>

GRADING: evaluates 5 areas: Syllabus (20%), Scholarship (20%), Writing (20%), Research (20%), Application (20%)

1. **A GRADING RUBRIC FOR ACADEMIC PAPERS**

Writing an academic paper at the Graduate and Post-Graduate level should be free from spelling mistakes, grammatical or mechanical errors, plagiarized ideas, or un-cited references. Use your computer’s tools to check these items. Get good grammar and writer’s handbooks to brush up on your skills if you are uncertain as to what constitutes correct, quality, cogent writing. Also, edit each completed paper at least three times.

A basic paper should include an introductory paragraph with a thesis statement that drives the entire paper and at least three to five points that substantiate your thesis. The body of the paper should consist of paragraphs that develop at least three to five points that substantiate your thesis. Every paper should have a conclusion that summarizes the paper’s finding but offers no new insights. Below is a grading rubric and description of what A, B, and C papers should look like:

A = EXCELLENT/OUTSTANDING
B = ABOVE AVERAGE/GOOD WORK
C = AVERAGE/ACCEPTABLE

A – An “A” should meet the following standards:
1. Excellent analytic, grammatical and logical mechanics and style
2. Outstanding scholarly rigor and grasp of the material
3. A high level of originality in terms of presenting new ideas
4. An excellent detailed and quality interaction with the material and sources
5. Far exceeds all the basic requirements as assigned by the Professor

B – A “B” should meet the following standards:
1. Above average analytic, grammatical and logical mechanics and style
2. Good scholarly rigor and grasp of the material
3. An above average level of originality in terms of presenting new ideas
4. A good detailed interaction with the material and sources
5. Exceeds all the basic requirements as assigned by the Professor

C – A “C” should meet the following standards:
1. Mechanics and style are acceptable
2. Scholarship and grasp of the material is sufficient
3. Average level of originality
4. Sufficient interaction with the material and sources
5. Basic requirements as assigned by the Professor were met

X. STUDENT COURSE EVALUATIONS:
It is very important for students to submit a course evaluation toward the end of the semester. Instructors do not see the student evaluations at all until after the instructors have submitted the students' final official grades. Students should feel free to evaluate the course without any negative ramifications.

XI. REFERENCES:

Abraham, William J.

Anderson, Allan
2004 An Introduction to Pentecostalism: Global Charismatic Christianity. Cambridge.

Anderson, Robert M.

Baudrillard, Jean
<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Berger, Peter L. &amp; P. Huntington</td>
<td>2002</td>
<td>Many Globalizations: Cultural Diversity in the Contemporary World.</td>
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<td>Grenz, Stanley</td>
<td>1996</td>
<td>A Primer on Postmodernism.</td>
<td>Grand Rapids, MI: Eerdmans</td>
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<td>Jenkins, Philip</td>
<td>2002</td>
<td>The Next Christendom.</td>
<td>Oxford</td>
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<td>The News Faces of Christianity.</td>
<td>Oxford</td>
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<td>Lederle, H.J.</td>
<td>1988</td>
<td>Treasures Old and New: Interpretations of “Spirit Baptism” in the</td>
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</table>


Riss, Richard M.
Peabody, MA: Hendrickson Pub.

Samuel, Vinay & Chris Sudgen

Sanneh, Lamin

Shaw, Mark

Smith, Timothy L.

Snyder, Howard,
1996 Radical Renewal. Houston, TX: Touch Publications.

Synan, Vinson

Tennent, Timothy C.

Troeltsch, Ernst

Wallace, Anthony F.C.
2003 Revitalizations & Mazeways. Lincoln, NE: University of Nebraska Press.

Walls, Andrew F.

Yong, Amos
2005 The Spirit Poured Out on All Flesh