

Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number :	WYT3406HF & WYT6406HF
Course Name:	Bread, Wine, and Water: Sacraments as Promise and Presence of the Gospel
Campus:	St. George

Instructor Information

Instructor:	Joseph Mangina	
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Office Hours:		

Course Prerequisites or Requisites

Systematic Theology I or II

Course Description

The goal of this course is to engage in careful reading of key primary and secondary texts concerning sacraments, to the end that students may begin to develop a constructive theology of the sacraments in their own ecclesial tradition/context.

Course Methodology

Close reading of texts, seminar discussion, occasional lectures.

Course Outcomes (for WYT 3406)

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES	
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)	

• will be able to articulate a coherent understanding of sacraments as an implication of the gospel, or "Christian thing";	
• will demonstrate acquaintance with fundamental debates and issues surrounding Baptism and Eucharist (adult vs. infant baptism, symbolic vs. real presence, eucharistic sacrifice);	
• will show an appreciation for practical and pastoral issues key surrounding sacraments, including liturgy, catechesis, and admission to the Lord's Table.	

5000- and 6000-level Courses For courses at this level, this section of the syllabus should be formatted in the same manner as Basic Degree outcomes. The statement of learning outcomes for the conjoint PhD program are found in Appendix A (second column) in the Graduate Conjoint Degree Handbook. (The MA outcomes statement will appear once the conjoint MA program has been fully approved.)

Course Resources

Required Course Texts

Louis-Marie Chauvet, The Sacraments: the Word of God at the Mercy of the Body

John Colwell, Promise and Presence: An Exploration in Sacramental Theology

George Hunsinger, The Eucharist and Ecumenism: Let Us Keep the Feast

Alexander Schmemann, For the Life of the World: Sacraments and Orthodoxy

Course packet containing mainly primary texts from premodern authors.

Course Website(s)

• Blackboard <u>https://weblogin.utoronto.ca/</u>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at

http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

• Personal Website http://individual.utoronto.ca/jsmith

Class Schedule

Week 1 (September 15) Introduction

Week 2 (September 22) Alexander Schmemann, For the Life of the World: Sacraments and Orthodoxy Robert Jenson, "Initial Maxims," chapter 1 in Visible Words (available on Blackboard)

Week 3 (September 29) Thomas Aquinas, *Summa Theologiae*, III, selections from Questions 61, 62, 63, 65, 66, and 68 (reading packet)

Week 4 (October 6) Martin Luther, On the Babylonian Captivity of the Church; On the Councils and the Church (reading packet); Large Catechism, "Holy Baptism" and "The Sacrament of the Altar" (access on line at http://bookofconcord.org/lc-1-intro.php; links to individual sections appear at left side of page).

Week 5 (October 13) John Calvin, Institutes of the Christian Religion, Book 4, chapters XIV-XV (reading packet)

Week 6 (October 20) Richard Hooker, Of the Laws of Ecclesiastical Polity, Book 5, chapters 50-57 (reading packet)

Week 7 (October 27) — READING WEEK

Week 8 (November 3) John Colwell, Promise and Presence, Parts I-II

Week 9 (November 10) John Colwell, *Promise and Presence*, Part III, chapters 5-7 (= Baptism-Confirmation-Lord's Supper)

Week 10 (November 17) Chauvet, Sacraments (TBD)

Week 11 (November 24) Chauvet, Sacraments (TBD)

Week 12 (December 1) Hunsinger, Eucharist and Ecumenism (TBD)

Week 13 (December 8) Hunsinger, Eucharist and Ecumenism (TBD)

Evaluation

Requirements

<u>Participation and weekly bullet points.</u> This is a seminar course, in which every student's participation matters. To help facilitate good discussion I would like you to come to each class with six bullet-point *responses* to one or more of the readings for the day. Three of these should be purely descriptive in character, that is, they should simply articulate some aspect of what you hear the author saying, with no criticism or evaluation. The other three should be precisely evaluative. They should identify some tension or problem in the author's argument, or bring in a different point of view, or cite scriptural or other warrants that point in some other direction. Bullet points should be *points*, not mini-dissertations. The aim is not to impress your peers—or me—but to bring some clarity and "bite" to our discussion. (20% of grade).

Essay #1 – Write a **5 to 6 page essay** (double spaced) in which you offer a theological analysis of the way a particular sacrament (ordinance, rite, ceremony, sensory event...) functions in the life of some actual Christian congregation – preferably the one where you now worship. What does this sacrament "say" in context? What story about salvation does

it tell? In what ways can or does it "misfire," i.e. fail to achieve its intended end? What difference does the cultural or social context seem to make for the practice of this sacrament? To write this essay you will need to integrate your "local knowledge" with appropriate theological concepts. Please note that this is *not a research paper*. The point is your own theological reflection, not a report on what this or that scholar has said. This essay is due October 16. (20% of grade)

Essay #2 – Write a **5 to 6 page essay** (double-spaced) in which you critically engage the work of any author or text we read this term. This is a very open-ended assignment. You may elaborate on an author's ideas, offer criticism, draw connections between this text and others we have read in the course, or use the author's arguments as a foil for developing your own theological views on the sacraments.

This essay is due November 27. (20% of grade).

Doctoral students: this paper should be somewhat longer, roughly ten to twelve pages.

<u>Take-home final exam</u> – Open-book exam with choice of essay topics. Due one week following the end of classes. 20% of grade.

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
А	85–89%	4.0	Outstanding
A-	80-84%	3.7	Excellent
B+	77–79%	3.3	Very Good
В	73–76%	3.0	Good
В-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

- CR Designates credit; has no numerical equivalent or grade point value
- NCR Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
- SDF Standing deferred (a temporary extension)
- INC Permanent incomplete; has no numerical equivalent or grade point value
- WDR Withdrawal without academic penalty
- AEG May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = "standing deferred") beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar's office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grad ing.pdf) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both 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, which is 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 his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters*

<u>http://www.governingcouncil.utoronto.ca/policies/behaveac.htm</u>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library Archives/Theological Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

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