ST102 TRINITARIANISM REVISED SYLLABUS
Prof. J. Scott Horrell

Welcome to the study of our triune God. Everything in Christian theology and in the believer’s life finally comes back to who God is: the divine nature, the persons of the Father, the Son, and the Holy Spirit. God is the Creator of all things and in whose image we are made. He is the Judge of all things, the referent of all that is right and holy. God is love, and from him flows the plan of redemption for mankind and the cosmos. Thus, bibliology, angelology, anthropology, soteriology, sanctification, ecclesiology, and eschatology all flow forth from the tripersonal God. The Holy Trinity is “the Center of Everything.” Nothing is more astonishing, more challenging, and more potentially life-transforming than knowing God.

I. COURSE DESCRIPTION

DTS Catalogue: “A study of the existence and attributes of the one God, the Holy Trinity; the Father, Son, and Holy Spirit in Scripture and in Christian history; and the ramifications of Trinitarian belief today. Prerequisite ST101: Introduction to Theology. 3 hours.” The course includes the persons of Christ and the Spirit. It does not include angels (ST103), the works of Jesus Christ (ST104) or the ministries of the Holy Spirit (ST105).

II. COURSE OBJECTIVES

A. Evaluate Biblical-Historical Foundations for Trinitarian Understanding

1. Course participants will learn and evaluate the primary biblical evidence concerning the character and tri-personhood of God and the God-man Jesus Christ.

2. Students will demonstrate familiarity with the historical development of the doctrines of God, the Trinity, the two natures of Christ, and the person of the Holy Spirit.

3. Students will become conversant on selected contemporary issues regarding the existence of God, divine attributes, and Trinitarian theology, with implications for all of Christian thought, apologetics and missions.
B. Demonstrate Growth in Theological Skills

1. Through readings, lectures, and discussion, students will form and articulate their own doctrinal statement regarding the triune God.

2. Participants will grow in ability to evaluate and respond to positions outside biblical-historical orthodoxy, notably to theological modernism, sub-Christian sects, and the world religions.

3. Students will synthesize their understanding of the triune God with a larger Christian worldview and apply it meaningfully to aspects of personal, familial, ecclesial, and/or public life.

C. Deepen Personal Love for Our Lord

1. The final goal of theology is the transformation of our lives as we focus on the Father, Son and Holy Spirit. The course intends that students grow in purity, confidence, and joy through understanding and obeying the triune God.

2. Students are invited to enter various forms of worship, through song, prayer and creative involvement. Such activity is designed to enrich fellowship with our Lord. Jesus prayed for us that...

   all of them may be one, Father, just as you are in me and I am in you. May they also be in us so that the world may believe that you have sent me. I have given them the glory that you gave me, that they may be one as we are one: I in them and you in me. May they be brought to complete unity to let the world know that you sent me and have loved them even as you have loved me. [John 17:21–23]

III. COURSE MATERIALS

A. Trinitarianism Material Online

1. All Material Online, except Required Textbooks

   Please read the Syllabus carefully. The Supplement contains a Selected Bibliography, Reading Reports (done online, due with Exams), Exam Study Guides, all Extra Credit Forms, and various examples of book reviews. Except the required textbooks, all Course Notes (professor’s) and Course Readings are online (Canvas) at https://online.dts.edu.

2. Class Notes Under Construction

   Class Notes are in preparation for publication, therefore the length of the readings may vary from the Reading Report forms. Read what is posted. Please be patient.
B. Required Textbooks (Except Reeves for MABC 2-credit students)


C. Suggested Books: The Best


Ware, Bruce A. *Father, Son, and Holy Spirit: Relationships, Roles, and Relevance*. Wheaton, IL: Crossway, 2005.


IV. COURSE REQUIREMENTS

A. Class Readings

1. **Required Reading.** All ST102 Class Notes (prof’s) and Class Readings are on Canvas [https://online.dts.edu](https://online.dts.edu) except for the course textbooks. In ST102, Exams are based on the professor’s lectures and Class Notes (chs in process, pages may vary). Completed reading of all assigned Class Notes (A-level) and Class Readings (B-level) should be recorded on Canvas via Quizzes; the Reading Reports are additionally located in the Supplement, pp. 6–11. Readings are due at the same times as the three Exams, valuing 5% each for a total of 15%.

   MABC (2-credit) students are only required to read the textbook *Exploring Christian Theology* Vol 1, Part 2 (114 pp) and the professor’s Class Notes (A-level of each module, marked in yellow). Each Reading Report values 10% for 30% of the grade.

2. **Optional Readings.** (See IV.G.3 below.) For regular three-credit students, included in the Course Schedule (VII. below) and in the Supplement’s Reading Reports are optional articles highlighted in gray. Three-credit students may report these via Canvas, 0. Course Forms, on the Extra Credit Reading Report (3-credit) at the end of the semester (see also Supplement 10–11). Students may read *some* or all of these for up to three points of extra credit. See other extra credit reading options below (G.3.b).

   Two-credit MABC students may read the regular class B-level readings for up to 3 points of extra credit (about 330pp). This would include Reeves’ *Delighting in the Trinity*. These must be reported on Canvas, 0. Course Forms on the ST102 MABC Extra Credit B-Readings Form. See other extra credit reading options (G.3.b).

B. **Online Videos (All Students)**

   Students are required to view video lectures for a given unit or portion of a unit (module) prior to beginning the Learning Activity and group discussion.

C. **Interactions (2-Credit MABC students exempted)**

1. **Graded Interactions.** Three of the ten units (1, 3, 7) require posted assignments and online interactions. Each interactive assignment has *two due dates*: (1) the post of the assignment itself and (2) the completion of interactions with classmates. Both of these dates are marked in the appropriate Units. Note that (1) you must post your assignment several days before the unit ends, thus giving time for interactions. You are not to consult assignments of others before writing and posting your own work. (2) During the final days of a unit assignment, you must respond to work posted by at least two of your classmates. Interactions are a vital part of the online experience. If emergencies prohibit your timeliness, contact your Teaching Assistant. Classmates are dependent on your interactions, late posts forfeit 15% per day.
2. **All Interactions Are Required** (except 2-credit MABC). The first Interaction (Unit 1, see 3.a below) serves to familiarize students with one another and, then, to share meaningful insights from the first reading. The two subsequent Interactions in Units 3 (3.b and 3.c below) call for deeper engagement. Each post plus interaction values 5%, totaling 15% of the final grade. Please post all assignments as .pdf attachments on Canvas.

3. **Interaction Schedule**
   a. Unit One: Post a video describing who you are. How did you come to faith in Jesus Christ? Describe a highlight in your life of faith. Then share three or four observations that you found significant from Reeves’ *Delighting in the Trinity*. Your posted assignment should be the equivalent of about 400 words total. You then have three days to interact with at least two peers.
   
b. Unit Three will take some planning. You are to interview three Christian leaders in different churches or parachurch organizations about the place of the Holy Trinity in their ministries. Briefly identify the denomination and the cities of the persons you interviewed (no names). For example, you might ask “How would you define the Trinity?” “How is the doctrine of God as Trinity communicated in your church?” “Do you incorporate the Creeds in your worship services?” “How does the belief in the triune God influence your own ministry?” Each interview should average 10–15 minutes. In about 600 words, you are to evaluate and compare the place of Trinitarian teaching and emphasis by each of leaders in their respective churches. Post your evaluation in Canvas for peer interaction. Click in the Reply box to open a Canvas editor, then share your thoughts. You have three days then to respond to at least two fellow students’ posts.
   
c. Unit Seven: Submit your Doctrinal Statement of God (see D below)—a one-page doctrinal statement of God as Trinity and the Person of Christ and a second page of applications for your emphasis, followed by 3-5 pages of endnotes. In the interaction you will critically evaluate the Statements of two of your peers. The final text of your Doctrinal Statement of God is due in Unit 8 (with no peer interaction). Follow the instructions below (D).

D. **Exams (All Students)**
All students will take three exams online during the semester. Exams are divided between objective questions (multiple choice, definitions, matching of NIV text with reference) and short essays requiring synthetic thinking and application. Study Guides for each exam are found in the Supplement, pp. 12–17 and on Canvas in 0.General Materials, 0.0 Exam Study Guides. The Final Exam is divided into two parts taken consecutively: (1) a Theological Studies departmental exam of 25 multiple choice, 30 minutes; (2) definitions and essays, 45 minutes. For all students, each exam values 10% for a total of 30%.
E. Doctrinal Statement of God (All Students)

All students will develop a personal Statement of Faith regarding God and the Person of Jesus Christ (deity/humanity). Think of this as a summary of what you have learned in the course and what you will use as a statement of your belief for a church or organization. There are four parts to this assignment. See the directions and example in the Canvas file “0. General Materials,” “0.4 Doctrinal Statement Example” (from ST106). The Doctrinal Statement counts 20% of the grade, except for MABC students for whom it is 40% of the grade. MABC students are strongly encouraged to send a first draft of their Statement to their GTAs for initial suggestions. Our Logos specialist has put together a “how-to” video for a doctrinal statement at https://youtu.be/ZxAT92ijywE.

1. **Part One: A Brief Statement on Trinity and Christ**
   Part One precisely summarizes your doctrine of the Trinity and the person of Christ in 100–125 words (single-spaced), using non-expert language, similar to what one might find in a church or ministry’s statement of faith. Parenthetical citations will include only Scripture references relaying key passages related to the doctrinal affirmations. This section should reflect the broad orthodox, protestant, evangelical position.

2. **Part Two: Detailed Exposition of the Trinity and Christ’s Two Natures**
   The remainder of Page 1 (and possibly part of p. 2) will consist of a personal, detailed “exposition” or “definition” of about 500 words. This will be much more detailed, using technical, traditional, and time-honored language, thoroughly covering major issues and answering key questions addressed in the course. Assertions will be substantiated with numerous Endnotes (Part Four) that support your position biblically, exegetically, theologically, and historically. In Part Two there will be no parenthetical text citations or quotations of sources, as these are to be included in the Endnotes (Part Four). Part Two serves as (a) an opportunity to articulate your theology with detailed elements, (b) synthesize and summarize the content of the lectures, discussions, papers, readings, etc. from the course; (c) express the results of critical thinking regarding controversial issues and articulating as best you can your perspective; and (d) begin to synthesize the contributions of your other coursework in BE (biblical theology), OT and NT (exegetical analysis and conclusions), and ST and HT (including philosophy, theology, and history).

3. **Part Three: Practical Implications of Trinitarianism and Christology Proper**
   In this section you will apply the doctrinal content of this course to your own life and area of ministry focus. In another 500 words (page 2), articulate in practical, ministry-oriented discussion how Trinitarianism makes a significant difference. This section serves as (a) a means of prompting personal reflection and practical application of the doctrines covered in this course; (b) an opportunity for critical and constructive theological reflection on coursework done
in your major emphasis; and (c) an exercise in integration of this locus of theology into the student’s particular ministry emphasis, such as pastoral ministry, homiletics, leadership, biblical counseling, media arts, world missions, apologetics, evangelism, family ministry, lay ministry, worship ministry, academic ministry, etc. In Part Three you may continue to use endnotes, but do so more sparingly.

4. **Part Four: Endnotes**

Endnotes are to reference, document, defend, and discuss the doctrinal exposition of Parts Two and Three (less for Part Three). This is where you demonstrate a higher degree of research methods, critical thinking skills, and proper use of sources, evidence, and arguments. It is also the place where you have opportunity to incorporate expositional, exegetical, historical, philosophical, cultural, practical, and other considerations as you wrestle with the details of the doctrine. You are not merely to articulate your theological perspective but to defend it with compelling, substantive arguments. Three to five pages of single-spaced Endnotes would be considered a reasonable length.

Due as marked in Units 7 and 8, the Doctrinal Statement constitutes 20% of the grade, and Unit 7 peer reviews/interactions another 5%. For MABC students, the Statement values 40% of the final grade.

F. **Trinity Personal Project (2-Credit MABC students exempted)**

This is yours to enjoy. The student is free to develop a personal project around an interest of her or his choice related to the course. About eight hours of work is expected. The project should reflect familiarity with the class notes and bibliographies. Criteria for grading will take into account theological insight, excellence within its genre, apparent effort, clarity and neatness in presentation. The Trinity Personal Project values 20% of the final grade. Options include:

1. **Research Paper**: The work should reflect a precise identification of the subject within Trinitarianism and a logical structure and progression of argument; demonstrate investigation of important sources; and conclude with relevant application. Academic papers should be double-spaced (excepting footnotes) and about ten pages in length. Use Turabian format and include an additional bibliography with at least eight books or articles. Options include:
   a. An exploratory paper on the implications of the Holy Trinity for: human psychology, marriage, family, local church, ministry, community, governmental forms, racial or cultural differences, ecology, or cosmology.
   b. A problem-solving monograph regarding a tension (textual, theological, philosophical, practical) concerning the attributes of God, the Trinity, the hypostatic union of Christ, the “Mother of God,” the Trinitarian fathers, contemporary issues, etc.
2. **Apologetic or Defense** of the Trinity addressed to secularists, a world religion, a non-Trinitarian sect, or even a mixed setting of believers and non-believers. The project may follow various formats, including #1 (above) or #3 (below).

3. **Public Presentation** of the doctrine of the Trinity or related issues. In a preface, clarify the demography of your audience and your presentation’s context (imagined or real): *i.e.*, children, a university setting, SS class series, messages at a retreat, a non-Western culture, etc. How many presentations are involved? For how many minutes each? You may want to incorporate handouts, music, video, PowerPoint, Prezi, YouTube, Vimeo, or other communication mediums. Students are responsible for posting their projects in accessible form or otherwise delivering them to their GTA and professor. This form of project is encouraged by the professor.

4. **A Critique of Art, Film, Music or a Secular Book** related to the content of this course. The critique should evaluate the art as well as the content, making special note of the theological implications. At least one third of the 12–14 page critique should be an evangelical evaluation. Be sure to employ academic reviews by secular and Christian critics, and include these in the bibliography. Examples include: (art) Edvard Münch; (books) Yuval Noah Harari, *Sapiens: A Brief History of Humankind* (London: Vintage, 2014) and *Homo Deus: A Brief History of Tomorrow* (London: Vintage, 2017); and (music) from Gregorian chants to Lady Gaga. Verify the subject with your GTA or professor.

5. **Artworks of Various Genres**. Art projects may include composition and recording of music, dance, painting, sculpture, even YouTube posts. Creative projects are encouraged but are not intended to shortcut the six to eight hours expected. Approval for an art project should be given by the GTA or professor. Artworks require a one-page explanation of (1) how this artwork is an authentic expression of you the student; (2) the process and technique of the work, including the number of hours involved; and (3) the theology behind the artwork—what you are portraying, how, and why? (Note: poetry and literary works such as short stories are not accepted.) If your Project is sent from off campus, you are fully responsible for submitting the work in an accessible format to the GTA and professor (pdf., video, etc.). By submitting your Trinity Personal Project (unless you request otherwise), you are giving permission for your work to be used for future Trinitarian courses. See Project examples in Canvas, 0 General Materials, 0.7 Trinity Project Examples.

**G. Extra Credit (Up to a Maximum of 3 Points)**

1. **Memorization**
   Committing Scripture and/or central Christian Creeds to memory serves many fruitful purposes in our lives. The student may choose to memorize any or all
of the passages on the “Scripture Memory Verification Form” and/or the “Creedal Memory Verification Form.” Each biblical passage gains one point of extra credit; each memorized creed gains 1.5 points. See the Sup. pp. 18–19.

2. **Fasting**

   Students are encouraged to engage in fasting for the purpose of seeking the Lord in prayer and meditation. Each fast should be no less than 30 hours in duration, without food or heavy liquids (no soups or milkshakes!). The project is designed to be an experience in spiritual discipline and to contribute to a student’s awareness of biblical-historical means of seeking God’s presence. To receive credit, you must fill in the form(s) provided in the Syllabus Supplement for each fast period (pp. 20–21). Each fast values 1.5 extra credits.

3. **Optional Reading: Two Choices**

   a. As noted earlier, included in the VII. Course Schedule below and the Supplement (pp. 6–9) are multiple readings of articles highlighted in gray (C-level), all of them strategic to the course. Students may read some or all of these for up to three points of extra credit. See in 0. Course Forms, the Extra Credit Reading Report (3-credit), and on pp. 10-11 of the Supplement. Report this work on Canvas in at the end of the semester.

      Two-credit MABC students may read the regular class B-level readings for up to 3 points of extra credit (about 330pp). This would include Reeves’ *Delighting in the Trinity*. These must be reported on the ST102 MABC Extra Credit B-Readings Form.

   b. You may gain up to three points of extra credit by reading an additional book from the bibliography. To receive credit, you must submit a two-page critical review (c. 500 words). The purpose of the critical review is for you to think comprehensively about a given work, evaluating its strengths and weaknesses. See examples in the Supplement (pp. 22–25).

      You should state the full bibliographic information of the book: the author’s name; the title (and subtitle); the editor and translator; place, name and date of publication (and edition, if not the 1st); total pages. In the first paragraph, if possible, give a little background information about the author as you introduce the book. For our purposes, no more than half the review should summarize what is in the book—this, of course, in a balanced, non-pejorative manner. The concluding half should be devoted to critical evaluation and interaction with the work. Has the author successfully argued his case? What do you deem valuable and what do you find obscure, objectionable or unfair and why. Focus on quality rather than quantity and economize words.
V. GRADING

A. Letter-Number Grade Scale

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D. Terms of Assignments

1. Late Assignments
   All assignments, unless otherwise noted, are to be posted by the due date. Please note that it is the server time listed in the upper right of any web page that marks the proper time for papers due. Please keep your GTA well informed of reasons for delay (trips, pregnancy, sickness, emergencies). Without a valid excuse, late assignments will be penalized 10% per day.

2. Assignments Related to Previous or Parallel Course Work
   Work that has been done (or is being done) for other classes may not be used to earn credit in this course. Nor is use of any work done by others permissible without full documentation. Students are not to consult previous exams, interactions, or definitions of God, nor to discuss the exams with others.

3. Plagiarism
   From the Student Handbook: 1.17: “Plagiarism occurs in research whenever a writer appropriates material that falls outside the sphere of common knowledge, and is from any source not his own without indicating his or her indebtedness to that source. The theft may have to do with substance (i.e., ideas or information taken from a source without acknowledgment in the form of proper documentation), or it may have to do with verbal expression (i.e., wording or phraseology taken from a source without acknowledgment in the form of proper documentation and quotation marks around the quoted material). In either of these forms, plagiarism constitutes a serious academic and ethical impropriety. For this reason any work submitted that gives clear evidence of plagiarism, whether committed deliberately or naively, will receive a grade of zero. Each case will be reported to the Dean of Students. Depending on the circumstances, the student may be subject to additional disciplinary action.”

   Included on the Canvas Home page (Unit 7) and in the 0 General Materials folder as 0.4a Vericite Plagiarism Self-Check are brief directions and a video on how to evaluate your own work for plagiarism. GTAs and graders look at this very carefully. With Bible verses and Creeds often cited, we expect some direct quotes. Beyond those citations, all work should be your own. When quoting the professor’s notes, include in the endnotes: J. S. Horrell, ST102 Class Notes, [e.g.] “Ch.4 God Made Flesh,” DTS, Mar. 2019, 29.

4. Graduating Students
   All work of graduating students—including the Final Exam, Reading Report 3, and the Trinity Personal Project—is due as marked in the course schedule below unless otherwise oriented by the professor (normally in Unit Nine).

VI. COURSE SUPPLEMENTAL INFORMATION

“DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for
informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.”

VII. COURSE SCHEDULE, ST102OL Spr 2020

The Readings below are correlated with the Canvas online Reading Reports (quizzes) and the Reading Report Forms in the Supplement, pp. 6-12. Note the Coding below for all Canvas file materials: 1.A1—the first number is the Module/Unit. The letter (A/B/C) distinguishes A-level Class Notes (highlighted in yellow) required for all students, B-level Required Readings for 3-credit students; and C-level Optional Readings (marked in gray). The final number 1.B3 marks the chronological selection of Class Notes or Readings. Textbooks as Reeve’s Delighting in the Trinity are noted separately. Copyright restricted readings (read-only) are marked with “x.” in pdf files. To turn a locked reading (“x.”), download it on your desktop, open, and then in View, rotate it as needed. MABC students are required only to read Exploring Christian Theology Vol 1, Part 2 and the professor’s Class Notes A-level (.A marked below in yellow). Again, MABC students may read the regular B-level readings for extra credit.

NOTE: Dates below are tentative, subject to Online Department adjustment.

PART 1: THE EXISTENCE AND NATURE OF GOD

1.14 BEGIN ONLINE VIDEO VIEWING

COURSE INTRODUCTION

UNIT 1: THE EXISTENCE OF GOD
The Existence of God: Who or What Is God?
Arguments for the Existence of God
The Problem of Evil

Reading: TEXTBOOK Michael Reeves, Delighting in the Trinity (IVP, 2012) 9–130;

1.24 Unit 1 Video Viewing Report

1.24 *Post 1, Personal, Highlights of Delighting in the Trinity (See IV.C.3.a), Sat 11:59PM

1.27 *Interaction 1, with at least 2 peers

1.28 UNIT 2: NAMES AND ATTRIBUTES OF GOD
Names of God
Attributes of God 1

2.10 Unit 2 Video Viewing Report

2.11 UNIT 3: ABERRANT MODELS OF GOD; TRINITARIAN DEFINITIONS
Aberrant Modern Models of God
Trinitarian Definitions and Issues

2.12 12:00PM CST (Noon Tues) Webcast, Live Video Dialog with Dr. Horrell
2.15 *Post 2, Interview & Evaluation, 3 Christian Leaders (See IV.C.3.b), Sat 11:59PM
2.17 Interaction with Peers, Post 2, Mon 11:59

2.22 Unit 3 Video Viewing Report
2.22-24 EXAM 1 and READING REPORT 1, Online, Sat–Mon 11:59PM

PART 2: THE BIBLICAL DOCTRINE OF THE TRINITY

2.25 UNIT 4: OT EVIDENCES; GOD THE FATHER
OT Evidences of Divine Unity and Diversity
God the Father
3.2 Unit 4 Video Viewing Report

3.3 UNIT 5: DEITY AND HUMANITY OF CHRIST; MARY
The Deity of Christ in the NT
Mary, the Virgin Birth and Modern Mariologies
The Incarnation, Humanity, and Hypostatic Union of Christ

3.16 Unit 5 Video Viewing Report

3.17 8:00PM CDT Webex Dialogue with Dr. Horrell
UNIT 6: HISTORY OF CHRISTOLOGY; HOLY SPIRIT; TRINITY IN NT
History of Christology
The Deity and Personhood of the Holy Spirit
Intra-Trinitarian Relations in the NT

3.21 Unit 6 Video Viewing Report

3.21-23 EXAM 2 AND READING REPORT 2, Online, Sat–Mon 11:59PM

PART 3: TRINITY IN HISTORY AND CHRISTIAN LIFE TODAY

3.24 8:00PM CDT Webex Dialogue with Dr. Horrell
UNIT 7: THE TRINITY IN HISTORY
Trinitarian Development to Nicaea (325)
Eastern and Western Post-Nicene History
Reformation to Modern Era

3.31 8:00PM CDT Webex Dialogue with Dr. Horrell
4.3 Unit 7 Video Viewing Report
4.4 *Post 3, First Draft of Doctrinal Statement (See IV.C.3.c), Sat 11:59PM
4.6 *Interaction 3, with 2 peers, Mon 11:59PM
4.7 8:00PM CDT Webex Dialogue with Dr. Horrell
UNIT 8: TRINITY IN TODAY’S WORLD
Contemporary Trinitarianism
Sub- and Non-Trinitarianism in Sects
Jesus, Trinity, and World Religions

4.20 Unit 8 Video Viewing Report
*Due Final Draft of Doctrinal Statement of God, Sat 11:59PM
4.21 8:00PM CDT Webex Dialogue with Dr. Horrell
UNIT 9: TRINITY IN LIFE, CENTER OF EVERYTHING
Toward a Trinitarian Worldview
Trinity in Family, Local Church Life, and Missio Dei
Worshipping the Father, Son, and Holy Spirit

4.24 *Due All Work by Graduating Students (Fri 11:59PM)

4.28  8:00PM CDT Webex Dialogue with Dr. Horrell

5.1   Unit 9 Video Viewing Report

5.2   UNIT 10 (Final Assignments)

5.2-4  EXAM 3 and READING REPORT 3, Online, Sat–Mon 11:59PM

5.7   *DUE: TRINITY PERSONAL PROJECT, Thur 11:59PM

*DEADLINE: All Extra Credit and late work