



Contact Information

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Course Description and Prerequisites

Introductory discussions to the Person and Work of Christ (*Christology*), the Holy Spirit (*Pneumatology*), Salvation (*Soteriology*), the Church (*Ecclesiology*), and Last Things (*Eschatology*), defining the scriptural views and show the arguments for them, refuting other views, and emphasizing the relevance of theology to the Christian life and witness. This course stresses the Baptist view of the church and of the ordinances, as well as broader Baptist polity, and the various eschatological perspectives. (*Prerequisite: BIB 105; other prerequisites may be taken concurrently; NTS 101, NTS 201, OTS 101, OTS 201.*)

Course Objectives

This course is designed to introduce students to the aforementioned areas of Christian theology. While it is based upon the lecture format, it also will include reading, research, and interaction. Furthermore, at the end of this course, the student should demonstrate the ability to...

1. Defend the major ideas that the Scriptures emphasize regarding these doctrinal subjects.
2. Recognize and define the pertinent issues, fundamental terms, and theological categories that are used when discussing these doctrines within the context of systematic theology.
3. Explain the divergent views that have evolved in the history of these doctrines.
4. Demonstrate proficiency in articulating the ways in which these doctrines interrelate to each other as well as the Christian faith as a whole.
5. Integrate the main ideas of these doctrines to their lives in such a way that they will impact their personal walk with the Lord.
6. Discuss these doctrines with people in the local church setting in an accessible manner.

Required Textbooks

- * Bock, Darrell, ed. *Three Views of the Millennium and Beyond*. Grand Rapids: Zondervan, 1999.
- * Grudem, Wayne. *Systematic Theology*. Grand Rapids: Zondervan, 1995.

Course Requirements and Assignments

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| Textbook Reading | 20% |
| Bible Reading | 10% |
| Lecture Reading | 10% |
| Discussions | 10% |

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| Quizzes | 20% |
| Paper | 30% |
| Total | 100% |

Textbook Reading Assignments (20%)

The approximately 750 pages of required textbook reading are a crucial component of this course. As the class progresses, it is expected that students will read the assigned pages thoughtfully and according to the order given on the *Course Schedule*. Likewise, by the end of the semester, students will be required to report the percentage of reading that has been completed.

Bible Reading Assignments (10%)

The biblical passages listed in the course schedule are another crucial reading component of this course. Ideally, students are to read these assigned biblical texts before engaging the related lectures. At the end of the term, students will be required to report the percentage of Bible reading that has been completed.

Lecture Reading Assignment (10%)

Students are required to read the written lectures that cover the topics of the class. This is why the course schedule provided in this syllabus outlines the order of lectures. To access them, students can click the *Course Lectures Hyperlinks* that are available in the various weeks of the class. Note that the *Course Schedule*, which is the third hyperlink on the left side of the Blackboard homepage, provides an outline of the order of lectures for each week; e.g., Week 1: Lectures 1-6; Week 2: Lectures 7-15, etc. Finally, similar to the textbook reading assignments, by the end of the semester students will be required to report the percentage of lectures that have been read.

Discussion Board Participation (10%)

Students will participate in three Discussion Board (DB) forums, each spanning a one-week interval. On each assigned week, students will answer the forum question(s) in a new thread of 400–500 words. During the same week, students must reply to two classmates' threads, in 200–250 words.

In order to receive full credit for class participation every week, each student must respond to the professor's Class Discussion question for that week by Wednesday at 11:55 P.M. of that week. Next, the student must respond to at least two other students' posts by Friday at 11:55 P.M. of that same week. Finally, the student must answer any questions that are asked of him/her by other students by Sunday at 11:55 P.M. in your time zone at the end of that week. Please be courteous to other classmates by not waiting until the last minute each week to post on the Discussion Board.

Additional Discussion Board Guidelines (Maria Puzziferro):

An acceptable post to the Discussion Board would contain accurate, original, and relevant comments. The comments should stimulate additional thought about the issue being discussed. A simple "I agree" or "I disagree" will not be counted as an adequate comment.

- Your postings should reflect a) facts, b) logical reasoning, c) be related to the topic, d) be written well (no spelling errors, etc.), and e) be on time. Try to avoid sharing your personal opinions if you cannot back them up with facts and/or statistics.

- You may certainly express your views and beliefs in the context of the discussion topic, but DO NOT use your views to attack others. Simply use your best judgment and treat others with respect. This will be important to bear in mind as we discuss very sensitive and controversial issues.
- Read the assigned chapters before you post your response to the question so that you can tie in the main ideas and facts in the readings to your postings.
- You will be evaluated on the quality and thoughtfulness of how you present your point of view. A quality message is well thought out, clearly presented, and well-formulated.
- When posting, be sure to present your thoughts and point of view in an unbiased way. You can and should cite evidence for your assertions where appropriate. Use your textbook, and other selected web resources as educational aids.
- Your postings should be clear, yet concise. Please do not feel as though you have to write a lot. Think quality over quantity.
- Please try to keep messages to one paragraph (150-200 words), if possible.
- Once you have posted, check back frequently to see if anybody has responded to you

Quizzes (20%)

Assorted quizzes pertain to the content that is discussed in designated chapters of Grudem and the course lectures (L1, L2, etc). To know the content that is covered in each quiz, students can consult the Assignments Column of the *Course Schedule*, which is the third hyperlink located in the left column of the Blackboard homepage or the following information in this section of the syllabus. Specifications for taking the quizzes include the following points-

Quizzes can only be taken in the weekly order as listed in the course schedule and only during the specified days that are listed in the syllabus. They will be available on the class Blackboard website and through the use of their school account number, students are required to take each assigned quiz between the Monday (after 12:01 AM) and Sunday (before 11:59 PM) of each designated quiz week. For instance-

- Week 2: Quiz 1- Grudem Chp 26 & Lecture 8
- Week 3: Quiz 2- Grudem Chp 27 & L10
- Week 4: Quiz 3- Grudem Chp 36 & L15
- Week 5: Quiz 4- Grudem Chp 32 & L18
- Week 6: Quiz 5- Grudem Chp 44 & L24
- Week 7: Quiz 6- Grudem Chp 54 & L25

Paper (30%)

Each student will be required to write a 8-10 page research page paper (*double-spaced*) that examines one of the following eight issues pertaining to the topics covered in this course. Those topics include-

1. An exegetical paper on one of the following NT passages which speak of the deity of Christ- John 1:1-4; Philippians 2:5-10; Colossians 1:15-20; or Hebrews 1:1-4.
2. Provide an overview and analysis of one of the Christological debates that occurred during the first four ecumenical councils; i.e., Nicaea I (against Arianism), Constantinople I (against Apollinarianism), Ephesus (against Nestorianism), or Chalcedon (against Eutychianism).
3. An exegetical paper on one of the following NT passages which speak of the concept of justification- Romans 2:5-10; 3:24-26; Galatians 3:6-14; or James 2:14-26.
4. Defend or critique the idea of conditional election or unconditional election.

5. Write a theological paper that supports or critiques the view of believer's baptism or paedobaptism (i.e., infant baptism).
6. Defend or critique one of the two major positions on spiritual gifts, either continuationism or cessationism.
7. Critique, defend, or simply analyze a particular position on the millennium as it is expressed in Revelation 20:1-10.
8. Critique or defend a particular position on the rapture (of the church).

The paper will be 8-10 pages in length and written in Times New Roman font (12 Pt.), and it will be double-spaced. Page margins will be one-inch all the way around. The paper will need to include a Title Page and a Bibliography in addition to the page limit. The topic must be approved by the professor prior to the student beginning the research.

Your thoughts should be supported by evidence in the paper. The paper should be typed with 1 inch margins on each side of the page.

Research Paper Grading Rubric:

| Points | W (1) = Weak | D (3) = Developing | A (4) = Acceptable | E (5) = Exemplary |
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| Ideas/Thesis (Does the Paper have a clear thesis statement? Does the paper do what it claims to do?) | No main topic to theme, no clear purpose, ideas are incoherent | Limited theme, confused purpose, ideas are illogical and do not progress | Clear theme, consistent purpose, ideas are clear and progress | Engaging and confident theme, clear and enriching purpose Reasoned progression of sophisticated ideas |
| Parts of a Paper (Does the paper have a clear introduction and conclusion? Are footnotes cited properly? Is there an appropriate cover page? Is the Bibliography correct?) | Few elements of formatting are correct, some are missing | Elements are present, but not clear, errors in formatting | Elements are present with few errors in formatting | Elements are present, clear, and free of errors |
| Organization (Is the paper well organized? Does it stay on Task? Are the writer's thoughts clear and easy to follow?) | Opening not present, no transitional phases, no paragraph breaks, no closing | Opening does not identify main idea, attempted inappropriate transitions, paragraphs unrelated or illogical, closing does not address the main ideas | Opening identifies main ideas, transitions sometimes missing, paragraphs related with correct breaks, closing addresses main ideas | Opening draws reader into concern for main idea, ideas flow together, fascinating transitions, paragraphs purposeful and focused, fascinating closing synthesizing main ideas |

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| Evaluation/ Evidence/ Claims (Are the claims made by the writer supported with good academic resources? Does the writer present enough evidence to prove his or her claims?) | No appropriate information presented, no attempt to evaluate information | Information presented with inaccuracies, attempts judgment based on opinion | Accurate and appropriate information, compare and contrast strengths and weaknesses | Detailed accurate and compelling, several perspectives with synthesis |
| Argumentation/ Analysis (Does the writer deal effectively with the counterarguments? Does the writer analyze the evidence of the counterarguments as well as the arguments that support the thesis?) | No attempt to argue position | Limited and weak attempt to argue position | Focused and clear argument | Engaging and compelling arguments |
| Application (How does the research apply to the topic at hand? How does the topic apply to the church or the life of the believer?) | No attempt to apply information | Limited ineffectual attempt at application | Common and expected application | Unexpected, insightful application |
| Grammar (Are there few grammatical mistakes? Are there any spelling mistakes?) | Frequent mechanical and grammatical errors | Occasional mechanical and grammatical errors | Few mechanical and grammatical errors | Very few mechanical and grammatical errors |
| Voice (How are you conveying your point?, Is the writing academic or conversational?) | Consistently inappropriate for genre, many variations in writer's attitude | Occasionally inappropriate for genre, a few variations in writer's attitude | Voice is consistently appropriate for genre, very rare variations in writer's attitude | Perfectly and creatively tailored, perfectly tailored attitude |
| Vocabulary (Word Choice) | Careless, inappropriate, inaccurate, trite, vague, flat | Unvaried, unsure, common, redundant | Varied and appropriate, clear meaning | Purposeful, precise, effective and engaging, interesting and brilliance in meaning |
| Fluency/Sentence Structure (Are the sentences complete as opposed to fragmented? Is the format of the paper consistent? Is there a title page, a table of contents, and a bibliography? Is the | Frequent run-ons and fragments, no variety, many misplaced and dangling modifiers | Some run-ons and fragments, little variety, some lack of agreement, some misplaced and dangling modifiers | Simple compound sentences, no run-ons or fragments, few misplaced and dangling modifiers | Varied and complex sentences, fluent transitions, no misplaced and dangling modifiers |

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| paper typed in Times New Roman, Size 12 font, with 1 inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered?) | | | | |
| Total Points: | | | | |

Course/Classroom Policies and Information

(Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.)

Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades..

Grading Scale

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| A | 97-100 | 4.0 grade points per semester hour |
| A- | 93-96 | 3.7 grade points per semester hour |
| B+ | 91-92 | 3.3 grade points per semester hour |
| B | 88-90 | 3.0 grade points per semester hour |
| B- | 86-87 | 2.7 grade points per semester hour |
| C+ | 83-85 | 2.3 grade points per semester hour |
| C | 80-82 | 2.0 grade points per semester hour |
| C- | 78-79 | 1.7 grade points per semester hour |
| D+ | 75-77 | 1.3 grade points per semester hour |
| D | 72-74 | 1.0 grade point per semester hour |
| D- | 70-71 | 0.7 grade points per semester hour |
| F | 0-69 | 0.0 grade points per semester hour |

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a

course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the professor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

Distance education students can access information about Criswell College’s Wallace Library at http://www.criswell.edu/current_students/library/. The Wallace Library manual is available at http://www.criswell.edu/current_students/library/library_handbook/.

Course Outline/Calendar

The following course schedule is proposed but subject to change.

| Week | Lectures | Assignments | Scripture | Textbooks |
|--------------------|---|------------------------------|--|----------------|
| Week 1 5/28-6/2 | L1: Christology L2: Pre-Existence of Christ L3: Deity/Humanity | * Discussion Board (DB) 1 | Gen 3:15; 6:1-18; 9:1-17; 12:1-3; 17:1-5; Ex 20:1-21; Deut 4:26-27, 36-38; 5:38; 18:5-9; 2 Samuel 7:12-16; Ps 2; 11; Isa 7; Jer 31:33-34; Ezek 11:19-20; 36:25-27; Dan 7; | Grudem: Chp 25 |

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| | of Christ L4: The Virgin Birth | | Matt 1; Mk 3:31-35; 4:1-11; Lk 1:26-35; 2:40-52; Jn 1:1-18; 2 Cor 8:9; Col 1:15-17; Heb 1:1-4; 1 Pet 3:14-15; 1 Jn 1:1-3; Rev 1 | |
| Week 2 6/3-6/9 | L5: The Kenosis L6: Christ in History L7: Work of Christ L8: Christ's Death | * Q#1: Grudem Chp 26 & L8 | Matt 23:37-39; Mk 11:1-10; Lk 1:30-35; Jn 8:26-28; 17:6-24; Acts 2:29-36; 3:22-24; Rom 1:1-4; Phil 2:1-11; Heb 7-10; Jms 1:12-15 | Grudem: Chp 29 |
| Week 3 6/10-6/16 | L9: Extent of the Atonement L10: Resurrection & Ascension L11: Pneumatology L12: HS in the OT | * Q#2: Grudem Chp 27 & L10 * DB 2 | Lev 16; Isa 11; 53; 63; Mk 10: 41-45; Mk 16; Lk 24; Jn 3; 15; 20-21; Acts 1; 5:1-4; 28:25-27; Rom 3; 5:1-11; 1 Cor 1:8-2:5; 3; 6:19-20; 2 Cor 3:16-17; 6:16; Eph 4:7-10; 1 Tim 3:15-16; Heb 4-5; 1 Tim 2:1-4; 2 Pet 2:1-5; 1 Jn 2-4 | Grudem: Chps 28, 30 |
| Week 4 6/17-6/23 | L13: HS in the NT L14: Spirit Baptism L15: Soteriology L16: Calling, Regeneration, Conversion | * Q#3: Grudem Chp 36 & L15 | Num 27:18; Deut 34:9; Jer 33:27-40; Ezek 36; Dan 4:8-18; 5:11; Matt 3; Mk 1; Luk 1; Jn 14; Acts 2; 8; 10; 19:1-7; Rom 12:6-8; 1 Cor 12-14:26; 2 Cor 1; Gal 5:22-26; Eph 2:1-10; 4-5; 1 Thess 1:1-10 | Grudem: Chps 31, 33-35, 39, |
| Week 5 6/24-6/30 | L17: Justification L18: Sanctification L19: Perseverance L20: Election | * Q#4: Grudem Chp 32 & L18 * DB 3 | Jn 15:1-11; Acts 13:46-48; Rom 1-2; 4:1-25; 5:12-21; 8-9; 11:11-22; 2 Cor 5:12-21; Gal 3-4; Eph 1:1-14; Col 3; Tit 3:3-7; Heb 6:1-12; 10:19-39; Jms 2:14-26; 1 Jn 4:7-5:20 | Grudem: Chps 37-38, 40, 43 |
| Week 6 7/1-7/7 | L21: Ecclesiology L22: The Church & Israel L23: Baptism L24: Lord's Supper | * Q#5: Grudem Chp 44 & L24 | Ex 12:1-13; 19:1-8; 24:9-11; Isa 61; Matt 26:20-35; 28; Mk 14:22-31; Lk 22:14-23; Jn 6; Acts 15:13-18; Rom 6:1-7; 1 Cor 11:23-34; Col 2:9-14; Gal 6:10-18; Eph 2:11-22; Phil 3:1-3; Heb 10:1-18; 1 Pet 2 | Grudem: Chps 45-46, 48-51 |
| Week 7 7/8-7/14 | L25: Church Officers & Polity L26: Gender Roles & Spiritual Gifts in the Church L27: Eschatology L28: Death & Intermediate State | * Q#6: Grudem Chp 54 & L25 | Matt 16:13-20; 18:15-20; Lk 16:19-31; Rm 16:1-7; 2 Cor 5:1-10; Gal 3:26-29; 1 Cor 1:1-16; 14:27-40; Phil 1:21-30; 3:8-14; 1 Tim 2:9-15; 3:1-13; 4-6; Tit 1:5-9; 2; 1 Pet 3, 5; Rev 6-7 | Grudem: Chps 41-42, 47, 52-53 |
| Week 8 7/15-7/19 | L29: Resurrection & New Creation L30: Final Judgment L31: The Millennium L32: The Rapture | * Research Paper * Textbook/ Bible/Lecture Reading Reports | Isa 65-66; Ezek 38-39; Dan 9, 12; Zech 14; Matt 24-25; Mk 13; Lk 21; Jn 5; 14:1-6; 1 Cor 15; 1 Thess 1; 4:13-5:11; 2 Thess 2; 2 Pet 3:3-14; Rev 3:7-13; 19-22 | Grudem: Chps 55-57 3 Views: Chps 1-3, and Conclusion |

Selected Bibliography (* means the work is available in The Wallace library.)

Resource Works

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Mainline Evangelical

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Baptist

- * Akin, Daniel, ed. *Theology for the Church*. Nashville: Broadman and Holman, 2007.
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