



Online Course Syllabus

THS 605

Baptist History and Distinctives

Winter 2019

Contact Information

Instructor Name: Dr. Scott Shiffer

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Instructor Office Hours: 8:30 AM to 3:30 PM M-F

Course Description and Prerequisites

An advanced study of the Anabaptists and their origins is followed by an examination of the emergence of the English Baptists and their subsequent history. A discussion of the history of Baptists in the U.S. emphasizing Southern Baptists. Stress is placed on the distinctive beliefs of Baptists within the context of the broader reformation heritage.

Course Objectives

At the end of this course, the student should have the ability to:

1. Articulate a working knowledge of the significant phases, events, persons, terms, and concepts in Baptist history and theology, with a particular focus on Southern Baptist distinctives.
2. Recognize how Baptist thought has been influenced by contemporary and antecedent forces.

Required Textbooks

- Garrett, James Leo. *Baptist Theology: A Four-Century Study*. Macon, GA: Mercer University Press, 2009.
- Blount, Douglas K. and Joseph D. Wooddell. *The Baptist Faith and Message 2000: Critical Issues in America's Largest Protestant Denomination*. Lanham, Maryland: Rowman & Littlefield, 2007.
- Armstrong, John H. *Understanding Four Views on Baptism*. Grand Rapids, MI: Zondervan, 2007.

Course Requirements and Assignments

1. Reading Report (10%): Because every assignment depends on the required weekly reading (listed in the Course Schedule), it is a crucial component to this course. Students will submit the percentage of the week's reading completed (lectures, pages from the course texts, etc.) **by Sunday at 11:59 p.m. CST**. Students will receive no credit for reading less than 80% of the required material. If the student has read any amount less than 80%, the student will answer "0" on the report.

***NOTE:** The Course Syllabus is listed in Week 1's reading and will be included in Quiz 1.

2. Discussion Boards (30%): There will be three (3) discussion boards spread over six (6) weeks. Students will answer the discussion question for that week in approximately 500 words, **due by Sunday**

at **11:59 p.m. CST**. Students will then provide a substantive response to two (2) other students the following week (approx. 250 words each), **due by Sunday at 11:59 p.m. CST**.

Reponses should 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. Continued interaction between students is encouraged.

3. Quizzes (30%): There will be seven (7) multiple-choice quizzes over the assigned reading of the same week, as listed in the Course Schedule. No make-up quizzes will be offered, and no quizzes will be dropped. Quizzes are open note/open book, but time will be limited, so read beforehand. Quizzes are **due by Sunday at 11:59 p.m. CST** of that week.

4. Position Paper (30%): The paper will be an interaction with the required course text, *Understanding Four Views on Baptism*, and a Bible. The paper will be **due by Sunday, July 19, at 11:59 p.m. CST**. The guidelines are as follows:

- 10-12 pages, double-spaced, Times New Roman, 12-pt., cover page, subheadings, and other general formatting guidelines as described in the *Criswell Manual of Style*, 3rd edition.
- No bibliography or footnotes are needed as *Four Views* and the Bible will be your only sources. Instead, place the page number or passage you are quoting/referencing in parenthesis. For example: "Baptists are awesome" (45), or "For God so loved..." (John 3:16).
- Since this is a college class, spelling, grammar, and formatting will be considered in the grading process.
- The paper should be arranged and written in this order:
 - **½ page introduction:** Give important biographical information about each contributor (name, position, school, popular writings, etc.). Conclude this section with one (1) paragraph stating how the paper is laid out, concluding with which position will be taken.
 - **3-4 pages:** Summarize the position of each contributor, using citations from the book to support each explanation. Pay special attention to the responses from the other contributors, because 1) their rebuttals will help the student better grasp the position and argument of the contributor; 2) their rebuttals will aid the student in developing his or her own thoughts about the positions' strengths and weaknesses.
 - **4-5 pages:** The student will defend a position after considering all four views. The student must interact with the book, providing reasons that support the position taken and explaining disagreement with the others presented. Also, the student must cite and discuss the relevant biblical passages that support the view taken.
 - **½ page conclusion:** The student will summarize the position taken and explain how holding this position impacts his or her life and ministry.

LATE ASSIGNMENTS

Late assignments will not be accepted unless extenuating circumstances significantly hinder completion of the assignment(s). Approval will be granted at the discretion of the professor.

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

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. Students will receive sufficient notice in the event of a schedule adjustment.

WEEK	ASSIGNMENTS DUE	READING
Session 1: 12/16-12/22	* Quiz 1 * Discussion Board 1 * Reading Report 1	Course Syllabus Lecture 1: Introducing the Baptists Garrett: Chapter 1
Session 2: 12/16-12/22	* Quiz 2 * Discussion Board 1 Responses * Reading Report 2	Lecture 2: 16 th -17 th Century Garrett: Chapters 2-3
Session 3: 12/23-12/29	* Quiz 3 * Discussion Board 2 * Reading Report 3	Lecture 3: 18 th Century Garrett: Chapters 4-5
Session 4: 12/23-12/29	* Quiz 4 * Discussion Board 2 Responses * Reading Report 4	Lecture 4: 19 th Century-Today Garrett: Chapters 10 & 13
Session 5: 12/30-1/5	* Quiz 5 * Discussion Board 3 * Reading Report 5 * Extra Credit Paper Draft (Optional)	Lecture 5: The Southern Baptists Garrett: Chapter 9 Blount/Wooddell: Introduction
Session 6: 12/30-1/5	* Quiz 6 * Discussion Board 3 Responses * Reading Report 6	Lecture 6: Theology Proper & Soteriology Blount/Wooddell: Articles I-V
Session 7: 1/6-1/10	* Quiz 7 * Reading Report 7	Lecture 7: Ecclesiology & Eschatology Blount/Wooddell: Articles VI-XI
Session 8: 1/6-1/10	* Reading Report 8 * Position Paper	Lecture 8: Christian Living & Society Blount/Wooddell: Articles XII-XVIII