Course Syllabus
THS 510 L02.A
Systematic Theology I

Dr. Everett Berry
Professor of Theology
Fall 2016

Course Description
This course provides advanced discussions to Theological Method (Prolegomena), Scripture (Bibliology), God (Theology Proper), Creation, Providence, Angels (Angelology), Humanity (Anthropology), and Sin (Hamartiology), defining the scriptural views and showing the arguments for them, refuting other views, and emphasizing the relevance of theology to the Christian life and witness. (Prerequisites may be taken concurrently: NTS and OTS Introduction courses per degree program requirements, BIB 505 Hermeneutics)

Learning 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…

Graduate Instruction Learning Outcomes:
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.

Independent Study and Research Outcomes:
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.

Course Texts
* The Bible: The professor typically uses the New American Standard or English Standard Version in written lectures.

Course Requirements
Textbook Reading Assignments (20%)
The approximately 1,300 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. (This is only to be done once by the end of the semester.) To do so-

1. Students are to click the Course Material hyperlink which is the fourth one located in the left column of the Blackboard homepage. After entering this section, students can then click into the Week 8 hyperlink.
2. After entering the Week 8 site, students can then click the Textbook Reading Report icon and then click the Begin Button to enter the Reading Report page.
3. Next, students can see the total number of chapters and pages listed. They are to record their total percentage of pages read in the response box and finally click the Save and Submit Button to upload their answer for grade credit.
4. Also note that if all of the reading has not been finished, students will only receive credit for the completed percentage that they report.

**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. (This is only to be done once by the end of the semester.) To do so-

1. Students are to click the Course Material hyperlink which is the fourth one located in the left column of the Blackboard homepage. After entering this section, students can then click into the Week 8 hyperlink.
2. After entering the Week 8 site, students can then click the Bible Reading Report icon and then click the Begin Button to enter the Reading Report page.
3. Next, students can record their total percentage of passages read in the response box and finally click the Save and Submit Button to upload their answer for grade credit.
4. Also note that if all of the reading has not been finished, students will only receive credit for the completed percentage that they report.

**Lecture Reading Assignment (5%)**
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 1-3; Week 2: Lectures 4-6, 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. (This is only to be done once by the end of the semester.) To do so-

1. Students are to click the Course Material hyperlink which is the fourth one located in the left column of the Blackboard homepage. After entering this section, students can then click into the Week 8 hyperlink.
2. After entering the Week 8 site, students can then click the Lecture Reading Report icon and then click the Begin Button to enter the Reading Report page.
3. Next, students can see the total number of lectures listed. They are to record their total percentage of lectures read in the response box and finally click the *Save and Submit Button* to upload their answer for grade credit.

4. Also note that if all of the lectures have not been finished, students will only receive credit for the completed percentage that they report.

**Discussion Board Participation (15%)**

Students will participate in three Discussion Board (DB) forums, each spanning across two week intervals. In the first week, students will answer the forum question(s) in a new thread of 400–500 words by 11:59 pm of the Sunday night of that assigned week. Then in the subsequent week, students must reply to two classmates’ threads, in 200–250 words each, by 11:59 pm, the next Sunday night. So in accordance with the course calendar:

<table>
<thead>
<tr>
<th>Week 1: DB Thread 1</th>
<th>(10/10-10/16)</th>
<th>Week 4: DB Responses 2</th>
<th>(10/31-11/6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2: DB Responses 1</td>
<td>(10/17-10/23)</td>
<td>Week 5: DB Thread 3</td>
<td>(11/7-11/13)</td>
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<tr>
<td>Week 3: DB Thread 2</td>
<td>(10/24-10/30)</td>
<td>Week 6: DB Responses 3</td>
<td>(11/14-11/20)</td>
</tr>
</tbody>
</table>

To enter the DB forums, students can-

1. Click the *Course Material* hyperlink which is the fourth one located in the left column of the Blackboard homepage.
2. After clicking this section, students can then enter each week of the course. On weeks where a DB thread or response is required, there will be a link for students to click.
3. Upon choosing a given DB link, students will enter the DB forum and click the *Create Thread link* in the top left corner.
4. When reaching this section, students can put their names in the subject box and place their essays or responses in the message box. Students are not to attach a document with their work. Rather they are to enter their work in the message box section.
5. When students are finished, they can click the *submit button* at the bottom right corner to upload their work.

Also be aware that there are specific guidelines related to the content of your posts. The basic parameters are provided in two rubric documents, one for *Discussion Boards* and the other for *Discussion Board Replies*. They are available under *Course Documents*, which is the fifth link located in the left column of the Blackboard homepage.

As a quick summary though, a few items will be mentioned here. First, threads and replies should focus only on the studied material in the course, unless otherwise specified. Next, students should demonstrate knowledge of the subject matter by inserting substantial content, presenting logical, cogent arguments, and presenting relevant evidence to given proposals. Students are encouraged to use parenthetical citations at times and write at a level that is acceptable for an academic setting. Anecdotes and casual slang are unacceptable. Likewise, when students disagree with other classmates, arguments should be respectful and collegial.

Finally, submit threads and replies as normal text, not attachments. It is advised that students type their work first in a separate program and then paste their final drafts into the DB boxes to submit. Also if students reply to more than two classmates' threads in a forum, they must specify which two replies they want counted for their grade by commenting accordingly at the end of both replies. Any replies beyond the required two will not be counted toward a student’s final average.
**Quizzes (25%)**

Assorted quizzes pertain to the content that is discussed in the designated pages of the 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-

1. 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 (10/17-10/23): | Quiz 1- Grudem Chp 1 & Lecture 5 (Q#1: Grudem: Chp 1 & L5) |
   | Week 3 (10/24-10/30): | Quiz 2- Grudem Chp 5 & Lecture 10 |
   | Week 4 (10/31-11/6):  | Quiz 3- Grudem Chp 11 & Lecture 14 |
   | Week 5 (11/7-11/13):  | Quiz 4- Grudem Chp 15 & Lecture 16 |
   | Week 6 (11/14-11/20): | Quiz 5- Grudem Chp 22 & Lecture 22 |
   | Week 7 (11/28-12/4):  | Quiz 6- Grudem Chp 24 & Lecture 23 |

2. To locate the quiz links, first click the Course Material hyperlink which is the fourth one located in the left column of the Blackboard homepage.

3. Subsequently, students can then enter each week of the course. On weeks where a quiz is required, there will be a link for students to click.

4. After clicking a given Quiz hyperlink, the following screen will provide a Begin button in the bottom right corner that students can click to begin a quiz. Note that each quiz includes twenty questions that are provided one at a time with students being prohibited from back-tracking once they have answered one question and moved to the next one.

5. Quizzes are to be taken in the allotted time of 30 minutes without consulting notes, textbooks, or other helps. Also once students begin each quiz, a set timer in Blackboard commences which cannot be paused and will continue to run until the allotted time is complete.

6. Students must be aware of the weeks wherein a quiz is assigned so they do not forget to take one because no make-up quizzes will be provided for such reasons. Additionally, students are responsible to have the necessary books in time for the class and upcoming quizzes.

7. Students are not allowed to disclose information regarding the content of quizzes to other students. Furthermore, when taking quizzes it is recommended that students use some form of a laptop or desktop computer as opposed to other electronic devices (e.g., ipad, iphones, tablets, etc.) to minimize the possibility of losing an internet signal or not having software that is adaptable to Blackboard programs. If such problems that are out of the control of a student should occur during the taking of a quiz, inform the professor via email so the student’s current quiz attempt can be cleared and then retaken.

**Research Paper (25%)**

Each student will be required to write a 10-12 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. Research, offer support and/or critique a major approach to modern apologetics that various Christian thinkers affirm; e.g., Thomism, Evidentialism, Reformed Epistemology, or Presuppositionalism.
2. Examine a particular contribution that a major Christian thinker has made to the development of a specific Christian doctrine that is covered in this course.

3. Address the complexity of one particular divine attribute; e.g., God and timelessness, the concept of immutability, the proper definition of omnipotence or omniscience, simplicity, etc.

4. Address a particular argument or biblical text that some scholars try to use to disprove the doctrine of biblical inerrancy.

5. Write a theological paper that supports or critiques one of the following four views of how divine foreknowledge relates to free will; Arminian Simple Foreknowledge, Molinism (Middle Knowledge), Open Theism, or Determinism (Reformed Compatibilism).

6. Deal with some facet of the concept of theodicy and how Christians should or shouldn’t address the problem of evil when speaking about God’s existence.

7. Write a paper that examines whether or not there is sufficient biblical evidence to speak of Satan as a fallen angel.

8. Critique or defend a particular position on what it means to be created in the *imago dei*.

Also be aware that there are specific guidelines related to the content and format of the paper. The basic parameters are provided in a rubric document entitled *Research Paper Grading Rubric*, which is available under *Course Documents*, the fifth link located in the left column of the Blackboard homepage. As a quick summary though, a few items will be mentioned here. The paper must…

1. Include a cover sheet with the title of the paper, student’s name, and the date of submission.

2. Be written in accordance to the guidelines found in *The Criswell College Manual of Style*. (Note if students have questions not addressed in CCMS, they should then consult the most recent edition of *Turabian’s guide to writing research papers*.) Students can download the CCMS by-
   * Clicking the link entitled *Course Documents*, which is the fifth one located in the left column of the Blackboard homepage, and then...
   * Clicking the link in the site that is labeled as *Criswell College Manual of Style, 3rd ed.*
   * Also, under *Course Documents* are three form templates for students to consult when writing their papers; one for the proper form of a *Title Page, Research Paper, and the Bibliography*.

3. Have good content as seen in the fact that the paper is defined clearly and covers the material under consideration. It must be written in a logically coherent and readable manner, which includes an introduction, a body of the paper in which the ideas are developed, and then a conclusion. In addition, a bibliography of the works cited must be included at the end.

4. Exhibit quality research in that at least 10 sources must be used and proper citation given. No Internet sources may be used other than on-line journals. This does not mean students cannot use the internet to find books, journals, or other materials. The point is that all citations must be published by academic sources. Likewise, at least 3 sources must be essays found in theological journals, anthologies, and/or dictionaries. Finally, be aware of the rules against plagiarism that are discussed below.

5. Show proper form and style. The paper must be written using the correct format as well as proper grammar and spelling. *Note that if the paper contains excessive grammatical errors, misspellings, or typos, it will receive a grade of a zero and students will not be able to rewrite the paper to change the grade.* Other formatting requirements include the following points:
   * The paper must be typed in black with a Times New Roman 12-point font, but not in italics, bold, or upper case-lettering.
   * All margins must be one inch (except for the first page of text and the bibliography which require a two inch top margin).
   * Paper must have an unjustified right margin.
* Paper must use footnotes with a Times New Roman 10-point font.

6. Students must turn in a paper to receive a passing grade in the course and the papers are due by Friday, 11:59 pm, 12/9/16 of Week 8. To submit a paper, students can upload their papers into Blackboard for by-
* Clicking Course Material which is the fourth link located in the left column of the Blackboard homepage.
* Then enter Week 8 and find the link entitled Paper Assignment.
* Next, click the link entitled Paper Assignment: Click here to Submit.
* Then scroll down and click on "Browse My Computer."
* Find the paper on your computer and click open/submit in either a Word Document or PDF format.
* You can write any comments in the "comments" field and click "Submit."

7. Also, if the student should choose to use the resources that are available in the Wallace Library, then note the following means of access:
* Phone: 214.818.1348
* Web: http://www.criswell.edu/current_students/library/

Due Date for All Assignments
The Quizzes and Discussion Board Threads/Responses are to be completed by the dates listed on the Course Schedule. Because this is an online class, students are expected to fit the assigned timetables into their own schedules. Furthermore, they are encouraged not to procrastinate to the last minute because of contingencies that can occur with regard to internet access, computer issues, etc. They are to be mindful that once the time limit of accessibility for a given quiz is completed, students cannot take them at a later date. And if they should complete a Discussion Board assignment late, a reduction of points will affect the grades of those assignments.

Finally, the Reading and Lecture Reports as well as the Research Paper are due by Friday, 11:59 PM, 12/9/16. And due to the nature of an online class, while all of these assignments can be turned in early, none of them will be accepted late.

GRADING SCALE
The final grade will be based on the total accumulation of points in accordance with this scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Grade Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>93-96</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>91-92</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>88-90</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>86-87</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>83-85</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>80-82</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>78-79</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>75-77</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72-74</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70-71</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0-69</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The following grade symbols are also recognized for transcript evaluation:

<table>
<thead>
<tr>
<th>Grade Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audited Course</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
</tr>
<tr>
<td>P</td>
<td>Passed Non-credit Course</td>
</tr>
<tr>
<td>RC</td>
<td>Repeat Course</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory Progress</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn Failing</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn Passing</td>
</tr>
</tbody>
</table>
NOTE: No incompletes will be issued unless approved by the professor. In the rare chance that one may be given, an “I” will be changed to an “F” 60 calendar days after the close of the term or semester in which the “I” was awarded, if the course work is not completed by the stated date published in the Academic Calendar.

CLASS POLICIES FOR DISTANCE EDUCATION STUDENTS

Courseware
This syllabus is intended to reflect the learning objectives, instructional format, assigned readings, evaluation criteria, policies, schedule, and other information necessary for students to perform well in the course. However, the professor reserves the right during the course of the term to modify any portion of this syllabus and promptly notify the students accordingly.

General Online Policies
Students participating in courses through Distance Education, whether 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.

Course Communication
Students can expect to receive email replies from their online instructor within 48 hours of sending an initial email. Likewise, they can expect to have most assignments graded within one week of the due date.

Online 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.

Attendance Policy
Weekly student participation in online courses (equivalent to class attendance) is required, and may include the following: 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. Term length for online courses normally comprises four or eight weeks. If no student participation occurs during a seven-day period of a given term, the student is considered absent. When unavoidable situations result in a student being absent, that student is responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Professors decide whether and to what degree attendance affects course grades.

Library Services
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/.
Online Student Aid
Students needing educational support or services should contact:
* Distance Education Director- Scott Shiffer: Phone: 214.818.1316 or Email: sshiffer@criswell.edu
* Blackboard Administrator- Chris Butler: 213.818.1358 or Email: cbutler@criswell.edu
* Professor of Record: Everett Berry: Phone: 214.818.1356 or Email: eberry@criswell.edu

More specifically though, if students experience technical difficulties during the taking of any quiz or test (e.g., lose their online signal during an examination); or have problems uploading any other assignments into Blackboard (e.g., Reading/Lecture Reports, Paper Assignment), they can contact the professor for assistance.

Violation of Academic 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.

Academic Honesty (Criswell Catalogue, p. 62-63)
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 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.

Academic dishonesty is an especially serious matter for a Christian, given the theological, ethical, moral, and legal aspects of such acts. In cases of suspected academic dishonesty:
1. The professor tries to reconcile the suspected academic dishonesty incident with the student.
2. If that is not possible, the professor refers the matter to the Academic Cabinet for handling, through the Chairman.
3. If academic dishonesty is confirmed, there will be very serious academic consequences, such as significant grade reduction or failure of the entire course. In addition, a record of the incident will be placed in the student’s permanent file.
4. A second proven offense is considered a sufficient basis for dismissal from the College.

Reading the Course Schedule
All of the components of the course schedule are listed in order to guide the student through the various stages of the class. Consequently, students should be aware of several items including-
1. The first column (left to right) lists the weekly structure of what students are to cover for those days.
2. The second column categorizes the lectures by providing the letter L, the number of each lecture, and then the subject of study for each one.
3. The third column highlights the specified assignments that are to be completed each week whether it is a DB thread, DB response, quiz, paper, or reading report, etc.
4. The fourth column lists the assigned Bible references that are to be read in accordance with the material covered in the lectures and textbooks.
5. The fifth column references all the chapters that are to be read in the required textbooks.

**COURSE SCHEDULE** - The following course schedule is proposed but subject to change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures</th>
<th>Assignments</th>
<th>Scripture</th>
<th>Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>L1: Prolegomena L2: Sources of Theology L3:</td>
<td>* Discussion Board (DB) 1</td>
<td>Acts 17-18; Rom 1:3-4; 10:9; 1 Cor 12:3; 15:3-4</td>
<td>Allison: Chp 1</td>
</tr>
<tr>
<td>10/10-10/16</td>
<td>Challenges to Theology</td>
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<tr>
<td>Week 2</td>
<td>L4: The Nature of Revelation L5: The Canon</td>
<td>* Q#1: Grudem: Chp 1 &amp; L5</td>
<td>Ex 4:10-16; 7:1-4; Num 12:6-8; Deut 18:14-21;</td>
<td>Grudem: Chp 2-4</td>
</tr>
<tr>
<td>10/17-10/23</td>
<td>L6: The Bible as God’s Word</td>
<td>* DB Response 1</td>
<td>Ps 119; Jer 1:4-10; 36; Matt 19:1-5; Lk 1:1-4;</td>
<td>Allison: Chp 2</td>
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<td>Jn 12:44-50; 14; Acts 4:24-25; 13:34-35; Rom</td>
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<td>1:18-32; 2:1-16; 8:19-22; 9:6-9; Gal 3:6-8; 2</td>
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<td>Tim 3:16-17; Heb 1:1-6; 2 Pet 1:20-21; Rev 1</td>
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<tr>
<td>Week 3</td>
<td>L7: What is “Inerrancy?” L8: Theology Proper</td>
<td>* Q#2: Grudem: Chp 5 &amp; L10</td>
<td>Gen 1-2; Ex 20:8-11; 31:15-17; Num 6:24-26;</td>
<td>Grudem: Chps 6-10</td>
</tr>
<tr>
<td>10/24-10/30</td>
<td>L9: Models of Theism L10: Existence of God</td>
<td>* DB 2</td>
<td>Job 38-42; Ps 19; 90; 102; 139; Isa 43-45; 61:1-2;</td>
<td>Allison: Chps 3-9</td>
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<td>63; Hag 2:4-5; Matt 3:16-17; 28:18-20; Acts 1:1-5;</td>
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<td>Rom 1:1-4; 4:13-17; 11:33-36; 1 Cor 12:4-6;</td>
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<td>1 Tim 3:15-16; Tit 3:4-6; Heb 10:29-31; 11:1-3;</td>
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<td>Jms 1:16-17</td>
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<td>L15: Human Origins</td>
<td></td>
<td>Ezek 28; Dan 7-10; Hab 2:16-17; Matt 12:24-26;</td>
<td>Lamoureux, et al.:</td>
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<tr>
<td></td>
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<td>Lk 13:1-5; Rom 7:13-24; Col 2:11-15; 1 Tim 4:1-3;</td>
<td>Intro, Chps 1-4</td>
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<td>2 Pet 2:4; Jms 1:13-17; Jd 6; Rev 12; 20</td>
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<td>Week 5</td>
<td>L16: Providence L17: Problem of Evil L18:</td>
<td>* Q#4: Grudem: Chp 15 &amp; L16</td>
<td>Gen 1:26-2:23; 5:1-5; Ps 8; 103; 1 Cor 2; 11:1-16;</td>
<td>Grudem: Chps 16-20</td>
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<td>11/7-11/13</td>
<td>Angelology L19: Satan &amp; Demons</td>
<td>* DB 3</td>
<td>2 Cor 3:18; Gal 3:26-29; Eph 5:22-33; Col 3:5-19;</td>
<td>Allison: Chps 13-14</td>
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<td>Chps 1-4</td>
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<td>Week 6</td>
<td>L20: Anthropology L21: The Imago Dei L22:</td>
<td>* Q#5: Grudem: Chp 22 and L22</td>
<td>Gen 1:26-2:23; 5:1-5; Ps 8; 103; 1 Cor 2; 11:1-16;</td>
<td>Grudem: Chps 21, 23</td>
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<td>11/14-11/20</td>
<td>Ontology of Humanity</td>
<td>* DB Response 3</td>
<td>2 Cor 3:18; Gal 3:26-29; Eph 5:22-33; Col 3:5-19;</td>
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<td>1 Thess 5:23; Heb 4:12-13; 1 Pet 3:1-7; Jms 3:9-10</td>
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<td>11/28-12/4</td>
<td>Hamartiology</td>
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<td>Perpetuation of Sin</td>
<td>* Textbook/Bible/</td>
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<td>Lecture Reading Reports</td>
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**11/21-11/27 THANKSGIVING BREAK**
BIBLIOGRAPHY FOR WORKS ON

SYSTEMATICS & ASSORTED THEOLOGICAL TRADITIONS

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

Resource Works


**Mainline Evangelical**


Bray, Gerald D. *God is Love: A Biblical and Systematic Theology*. Wheaton: Crossway, 2012


**Baptist**


Dispensational


Reformed


### Arminian/Wesleyan


### Lutheran

Anglican/Episcopal

Pentecostal/Charismatic

Neo-Orthodox
Roman Catholic

Eastern Orthodox

Non-Evangelical
*________. The Trinity and the Kingdom. Translated by Margaret Kohl. Minneapolis: Fortress, 1993.


Other Assorted Works
Evans, James H., Jr. We Have Been Believers: An African American Systematic Theology. Minneapolis: Fortress, 1992. (Liberationist)

Major Series in Systematic Theology
Contours of Christian Theology:

Foundations of Evangelical Theology:

The Bible Speaks Today:

**Individual Series On Topics In Systematics:**

Berkouwer, G. C. *Studies in Dogmatics*. 14 vol. 1952-76 including:


