



# Online Course Syllabus

## THS 102 F1L1

### Survey of Theology

#### Fall 2020 – 8/17 – 12/11

### Contact Information

**Instructor Name:** Dr. Scott Shiffer

**Instructor Email:** sshiffer@criswell.edu

**Instructor Phone:** 214-818-1316

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

### Course Description and Prerequisites

A survey of the major doctrines of Christianity including Theological Method, Scripture, God, Creation, Providence, Angels, Humanity, Sin, the Person and Work of Christ, the Holy Spirit, Salvation, the Church, and Last Things, showing the biblical basis for each area and emphasizing their application to the Christian Life.

### Course Objectives

The first objective of this course is to introduce the student to such topics as the Biblical doctrines of Revelation, God, Man, Christ, the Holy Spirit, the Church, and Eschatology.

The second objective is to help the student see how the Scripture becomes more clear when looked at progressively in light of the whole canon.

The third objective is to help the student learn how to look at the whole of Scripture to develop an understanding of Christian doctrines.

The fourth objective of this course is to help the student learn how to articulate his or her own beliefs and understandings of different Christian doctrines.

The fifth objective of this course is to help the student become a better lover and doer of Christian doctrine/theology.

This final objective includes several specific intellectual, emotional, and vocational goals for the purpose of helping each student become a better person.

#### A. *Intellectual Goals*

1. To be introduced to and take part in the "Great Conversation," as it relates to the study of Christian Doctrine and Theology.
2. To become familiar with the doctrines of God's revelation, the nature and work of God, the person and work of Jesus Christ, the Holy Spirit, humanity and sin, salvation, the church, and the last things.
3. To become familiar with how the Christian faith has been founded upon Scripture and shaped into the clear understanding of faith that evangelicals display today.
4. To evaluate different beliefs.

5. To articulate the student's understanding of the topics.
6. To further the student's theological vocabulary.

**B. Emotional Goals**

1. To remove the fear of Christian doctrine/theology from the student's mindset and stimulate a love for the discipline of thinking critically and reflectively about his/her faith.
2. To learn to appreciate the questions concerning Christian doctrine that have effected the Church throughout its history.
3. To research and incorporate information into doctrinal/theological exposition and argument.
4. To value doctrine/theology as a means to developing, evaluating, and understanding a Christian Worldview.
5. To help the student grow in doctrinal maturity.

**C. Volitional Goals**

1. To recognize the value of intellectual exercise, wonder, and knowledge in the life of the Christian as it relates, firstly, to faith in Jesus Christ, and secondly, as it relates to every other aspect of the believer's life.
2. To encourage the student to continue studying Christian doctrine/theology and thinking critically and Scripturally about the Christian faith throughout life, after this class has finished.

**Intellectual Competencies:**

*Reading:* The ability to analyze and interpret a variety of printed materials in the course texts and content.

*Writing:* The ability to produce clear, correct, and coherent prose in articulating an understanding of the course materials and reading.

*Critical thinking:* The ability to think and analyze at a level where evaluation of the information along with reflection on its significance is included.

**Exemplary Educational Objectives:**

1. To understand and demonstrate writing and discussion skills through journal reflections, essays, and posting on the Discussion Board.
2. To understand and appropriately apply modes of expression (e.g., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication).
3. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
4. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
5. To develop the ability to research and incorporate information into exposition and argument.

**Required Textbooks**

- Erickson, Millard J. *Introducing Christian Doctrine*, 3d. Grand Rapids: Baker Academic, 2015.

## Course Requirements and Assignments

Written Reflections	30%
Research Paper	10%
Reading Report	10%
Quizzes	30%
Class Discussion	20%
Total	100%

### Course Requirements are:

#### **Written Reflections: 30%**

Written reflections will demonstrate critical thinking and reflection on the assigned questions each week. Questions will be intended to help students engage, critically evaluate, and compare assigned readings from the text and course material. Each reflection must be typed and submitted each week by the date indicated on the Course Schedule. Late reflections will be accepted, but there will be a 5-point penalty for each day they are past due. Reflections submitted over one week late will not be accepted. Each question must be answered in sentence format. As a general rule, 3-4 sentences will usually suffice as an acceptable answer length for any given question.

#### **Your Theology Research Paper: 10%**

Each student will write one Research Paper on a specific Christian Doctrine. The paper will include the synopsis of a doctrinal issue, the Biblical argument for different views, and the student's own view of this issue. The student's view must be based on good quality research, Biblical support, and well reasoned argument. The paper will be 5-7 pages in length, written in Times New Roman font (12 pt.), and double-spaced. Page margins will be one-inch all the way around. The paper will need to include a Title Page and a Bibliography, which do not count toward the page limit.

#### **Reading Report: 10%**

At the end of the semester, students will submit a report showing what percentage of the assigned readings the students completed from the text and the lecture notes. The report will be in the form of a multiple choice quiz and will include two questions. Students will select the percentage of reading that most closely reflects the amount they read 100%, 75%, 50%, or 25%.

#### **Quizzes: 30%**

The course will have nine quizzes corresponding to each unit in the textbook. Each quiz will include questions from the assigned readings in the text as well as from content in the relevant lectures. The

quizzes may be made up of matching, true/false, multiple choice, short answer, and essay questions. Students will have one week to complete each quiz. No late exams will be accepted.

### **Class Participation/Class Discussion: 20%**

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.

## **Course/Classroom Policies and Information**

### **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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades.

## Grading Scale

(Assigning grade definitions [i.e., above average, average, below average] is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.)

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **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.

## **Identity Verification**

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the instructor assigns.

## **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 instructor, 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 SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@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](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by 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 instructor 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 Outline/Calendar

**COURSE SCHEDULE** - The instructor reserves the right to adjust or amend the following Course Schedule or even supplement it. It is the responsibility of the student to gain information about any revisions made when the student was absent.

Session Dates	Course Content	Assignments	Due Dates
Session 1 8/17	Reading: pp. 3-22 Lecture Title: <b>Introduction to Theology</b>	Written Reflection #1 Class Discussion Research Project Introduction Quiz 1 - Prolegomena	8/22

<b>Session 2</b> 8/23	Reading: pp. 25-58 Lecture Title: <b>The Revelation of God</b>	Written Reflection #2 Class Discussion	8/30
<b>Session 3</b> 8/31	Reading: pp. 59-78 Lecture Title: <b>The Dependability and Power of Scripture</b>	Written Reflection #3 Class Discussion Quiz 2 - Revelation	9/6
<b>Session 4</b> 9/7	Reading: pp. 79-120 Lecture Title: <b>The Nature of the Trinity and God the Father</b>	Written Reflection #4 Class Discussion	9/13
<b>Session 5</b> 9/14	Reading: pp. 121-158 Lecture Title: <b>The Creation and Providence of God</b>	Written Reflection #5 Class Discussion	9/20
<b>Session 6</b> 9/21	Reading: pp. 159-176 Lecture Title: <b>Evil, Suffering, and Angels</b>	Written Reflection #6 Class Discussion Quiz – God, The Trinity, and Angels	9/27
<b>Session 7</b> 9/28	Reading: pp. 177-202 Lecture Title: <b>The Doctrine of Humanity</b>	Written Reflection #7 Class Discussion	10/4
<b>Session 8</b> 10/5	Reading: pp. 203-236 Lecture Title: <b>The Doctrine of Sin</b>	Written Reflection #8 Class Discussion Quiz 4 - Humanity	10/11
<b>Session 9</b> 10/12	Reading: pp. 237-268 Lecture Title: <b>The Person of Christ</b>	Written Reflection #9 Class Discussion	10/18
<b>Session 10</b> 10/19	Reading: pp. 269-294 Lecture Title: <b>The Work of Christ</b>	Written Reflection #10 Class Discussion Quiz 5 - Christology	10/25
<b>Session 11</b> 10/26	Reading: pp. 295-330 Lecture Title: <b>The Person and Work of the Holy Spirit</b>	Written Reflection #11 Class Discussion Quiz 6 - Pneumatology	11/1
<b>Session 12</b> 11/2	Reading: pp. 331-390 Lecture Title: <b>The Concept and Result of Salvation</b>	Written Reflection #12 Class Discussion Quiz 7 - Soteriology	11/8



<b>Session 13</b> 11/9	Reading: pp. 391-426 Lecture Title: <b>The Church: Government and Ordinances</b>	Written Reflection #13 Class Discussion Quiz 8 - Ecclesiology	11/15
<b>Session 14</b> 11/16	Reading: pp. 427-468 Lecture Title: <b>The Doctrine of Last Things</b>	Written Reflection #14 Class Discussion	11/22
<b>Fall Break – 11/23 – 11/29</b>			
<b>Session 15</b> 11/30	Reading: pp. 469-480 Lecture Title: <b>The Eternal State</b>	Written Reflection #15 Quiz 9 - Eschatology	12/6
<b>Session 16</b> 12/7	Turn in your Research Project	Turn in Your Theology Research Project Bible Study Outline Reading Report	12/11

## Selected Bibliography

### Historical

Gonzalez, Justo L. *A History of Christian Thought*. 3 vols. Nashville: Abingdon, 1970.

McGrath, Alister. *Historical Theology: An Introduction to the History of Christian Thought*. Oxford: Blackwell, 1998.

Olson, Roger E. *The Story of Christian Theology: Twenty Centuries of Tradition and Reform*. Downer's Grove: InterVarsity, 1999.

### Theology

Augustine, Aurelius. *Teaching Christianity: De Doctrina Christiana*. Hyde Park; NY: New City Press, 1996.

Augustinus, Aurelius. *The Trinity*. Washington: Catholic University of America, 1963.

Barth, Karl. *Church Dogmatics*. 4 vols. Edinburgh: T&T Clark, 1936-1977.

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Blaising, Craig A., and Darrell L. Bock. *Progressive Dispensationalism*. Grand Rapids: Baker, 2002.

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- Bonhoeffer, Dietrich. *The Cost of Discipleship*. New York: Simon and Schuster, 1959.
- Bush, Russ L., and Tom J. Nettles. *Baptists and the Bible*. Nashville: Broadman & Holman, 1999.
- Calvin, John. *Institutes of the Christian Religion*. Ed. J. T. McNeill. Philadelphia: Westminster, 1960.
- Carson, D. A. *The Gagging of God: Christianity Confronts Pluralism*. Grand Rapids: Zondervan, 1996.
- Deere, Jack. *Surprised by the Power of the Spirit: A Former Dallas Seminary Professor Discovers that God Speaks and Heals Today*. Grand Rapids: Zondervan, 1993.
- Erickson, Millard J. *Christian Theology*. Grand Rapids: Baker Books, 1985.
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- Erickson, Millard J. *The Word Became Flesh*. Grand Rapids: Baker, 1991.
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- Geisler, Norman, ed. *Inerrancy*. Grand Rapids: Zondervan, 1979.
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- Hodge, Charles. *Systematic Theology*. 3 vols., reprint. Grand Rapids: Eerdmans, 1986.
- Hall, Christopher A. *Reading Scripture with the Church Fathers*. Downers Grove: InterVarsity, 1998.
- Hill, Charles E., and Frank A. James III, eds. *The Glory of the Atonement: Biblical, Historical, and Practical Perspectives*. Downers Grove: InterVarsity, 2004.
- Hoekema, Anthony A. *Created in God's Image*. Grand Rapids/Exeter: Eerdmans/Paternoster, 1986.
- Ladd, George E. *Crucial Questions about the Kingdom of God*. Grand Rapids: Eerdmans, 1952.
- Ladd, George E. *A Theology of the New Testament*. Rev. ed. Grand Rapids: Eerdmans, 1993.
- Leith, John H. *Creeds of the Churches: A Reader in Christian Doctrine from the Bible to the Present*.

3d. Louisville: Westminster John Knox, 1982.

Morris, Henry. *The Long War Against God: The History and Impact of the Creation/Evolution Conflict*. Green Forest, AR: Master Books, 2000.

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Packer, James I. *Knowing God*. Downers Grove: InterVarsity, 1973.

Ryrie, Charles C. *The Holy Spirit*. Chicago: Moody, 1965.

Schaeffer, Francis A. *The Great Evangelical Disaster*. Wheaton: Crossway Books, 1995.

Stott, John R. W. *The Baptism and Fullness of the Holy Spirit*. Downers Grove: InterVarsity, 1964.

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Tillich, Paul. *Systematic Theology*. 3 vols. Chicago: University of Chicago Press, 1951-63.

Walvoord, John F. *Jesus Christ Our Lord*. Chicago: Moody, 1969.

## Web Sites

<http://www.earlychristianwritings.com/>  
<http://www.ccel.org/fathers.html>  
<http://www.religionfacts.com/>  
<http://web2.shc.edu/theolibrary/docs.htm>  
<http://www.carm.org/index.html>  
<http://www.catholicapologetics.org/cabiapbk.htm>

## Online Scripture Resources

<http://scripturetext.com/genesis/1-1.htm>  
<http://www-users.cs.york.ac.uk/~fisher/gnt/chapters.html>  
<http://www.crosswalk.com/>  
<http://www.biblegateway.com/>