



Contact Information

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Instructor Office Hours: Online Course

Course Description and Prerequisites

Provides advanced discussions to Anthropology, Hamartiology, and Soteriology defining scriptural views and showing the arguments for them, refuting other views, and emphasizing the relevance of theology to the Christian life and witness. (Prerequisite BIB 505)

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...

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 the Lord.
6. Discuss these doctrines with people in the local church setting in an accessible manner.

Required Textbooks

Demarest, Bruce. *The Cross and Salvation*. Wheaton: Crossway, 2006.

Grudem, Wayne. *Systematic Theology*. 3rd ed. Grand Rapids: Zondervan, 1995.

Course Requirements and Assignments

Textbook Reading Assignments (15%)

The approximately 1000 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. To do so-

1. Students are to click the *Home Link*, which is the first one located in the left column of the Canvas 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 *Take the Quiz Button* (ignore the word “quiz”) 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, if all of the reading has not been finished, students will only receive credit for the completed percentage that they report.

Bible Reading Assignment (5%)

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. To do so-

1. Students are to click the *Home Link*, which is the first one located in the left column of the Canvas 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 *Take the Quiz Button* (ignore the word “quiz”) 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, if all of the reading has not been finished, students will only receive credit for the completed percentage that they report.

Lecture Reading Assignments (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 second hyperlink on the left side of the Canvas 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. To do so-

1. Students are to click the *Home Link*, which is the first one located in the left column of the Canvas 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 *Take the Quiz Button* (ignore the word “quiz”) to enter the *Reading Report* page.

3. Next, students can 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, if all of the reading has not been finished, students will only receive credit for the completed percentage that they report.

Discussion Board Participation (10%)

The purpose of Discussion Boards is to provide students with an opportunity to interact with the rest of the class in the analysis and evaluation of specific theological issues. Students will participate in four Discussion Board (DB) forums, each spanning a two -week interval. On each assigned week, students will first answer the forum question(s) in a new thread of 400-500 words by 11:59pm of the Sunday night of that assigned week. The posts must be substantive in nature and respond to the question in light of the reading for the week. Then in the subsequent week, students will be expected to respond to at least two other person's response for each question. And each student is expected to respond to at least one student's interaction with their individual threads, especially if any questions are posed by a fellow student. If interaction is minimal or just surface level, then the student's grade will be affected accordingly. Likewise, late posts or threads will not be graded for credit. So, in accordance with the course calendar:

Week 1: DB Thread 1 (1/18-1/24)

Week 2: DB Responses 1 (1/25-1/31)

Week 3: DB Thread 2 (2/1-2/7)

Week 4: DB Responses 2 (2/8-2/14)

Week 5: DB Thread 3 (2/15-2/21)

Week 6: DB Responses 3 (2/22-2/28)

Week 7: DB Thread 4 (3/1-3/7)

Week 8: DB Responses 4 (3/8-3/14)

To enter the DB forums, students can-

1. Click the *Course Home Link*, which is the first one located in the left column of the Canvas 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 *Reply Button*.
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/Post Button* 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 third link located on the Canvas course 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 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 always be expressed in a respectful and collegial manner. 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.

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 second link located on the Canvas course 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 Canvas website and through the use of their school account number, students are required to take each assigned quiz between the Monday (after 12:01am) and Sunday (before 11:59pm) of each designated quiz week. For instance-

Week 2 (1/25-1/31):	Quiz 1- Grudem Ch. 21 & L2 (Lecture)
Week 3 (2/1-2/7):	Quiz 2- Grudem Ch. 22 & L3
Week 4 (2/8-2/14):	Quiz 3- Grudem Ch. 24 & L8
Week 5 (2/15-2/21):	Quiz 4- Grudem Ch. 27 & L13
Week 6 (2/22-2/28):	Quiz 5- Grudem Ch. 36 & L14
Week 7 (3/1-3/7):	Quiz 6- Grudem Ch. 32 & L16

2. To locate the quiz links, first click the *Course Home link*, which is the first one located on the Canvas course 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* that students can click to begin a quiz. Note that each quiz includes 20 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 Canvas 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, or tablets, etc.) to minimize the possibility of losing an internet signal or not having software that is adaptable to Canvas 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.

Paper (45%)

Each student will be required to write a 12-15 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. A critique or defense of a particular position on what it means to be created in the *imago dei*.
2. A critique or defense of whether the terms *soul* and *spirit* refer to identical or distinct realities.
3. An analysis of the theological viability of the view on genders known as complementarianism or the opposing view known as egalitarianism.
4. A thematic and technical analysis of how the topic of sin unfolds within a specific part of the Old Testament such as a section of the Law, a particular Psalm, a specific story about a given OT character and their moral failings, or a given oracle by a prophet who uses various imagery to describe the nature of sin.
5. A defense and/or critique of one particular view of the atonement such as the ransom theory or the view of penal substitution.
6. An exegetical paper on one of the following NT passages that speak on the subject of justification- Romans 3:21-30; Romans 4:1-3; Galatians 3:6-9; or James 2:14-26.
7. An exegetical paper on one of the following NT passages that speak on the subject of perseverance and apostasy- Romans 11:17-24; Hebrews 6:1-8; Hebrews 10:25-31; or Revelation 3:1-6.
8. A defense or critique of one of the competing views of election known as unconditional vs. conditional election.

Note that the paper will consist of three distinct parts. The first section will involve choosing one of the aforementioned topics and compiling a bibliography. The second part will involve formulating a thesis and an outline for the paper. Then final part will entail the writing of the paper itself, which aligns with the thesis, outline, and bibliography submitted in the previous two phases. *Each section is to be uploaded into Canvas in either Word or PDF format. NO OTHER SOFTWARE OPTIONS will be accepted.* Also, there are form templates available under Course Documents to see how each assignment is to be properly structured and formatted.

1. **Phase One (Due by the end of Week 2): 5% of paper grade.** After choosing a topic upon which to write, students will be required to submit an initial bibliography. This bibliography (including title page) will consist of a minimum of 10 academic sources that students will use in their paper. Internet sources may be used other than on-line journals. This does not mean students cannot use the internet to find books, journals, and other materials. The point is that all cited sources must be published academic material. Also, popular level works (e.g., devotionals, study Bibles, laity level books etc.) and course textbooks are not permissible. Finally, at least 3 sources must be essays found in the theological journals, anthologies, and/or dictionaries. And the bibliography is to increase to at least 15 sources when the final paper is completed for phase three. Students can submit this assignment under the link entitled *Phase 1: Written Assignment* that is available under the Week 2 menu.

2. **Phase Two (Due by the end of Week 4): 5% of paper grade.** In phase 2, students will formulate a thesis for their paper. A thesis is a clearly articulated purpose statement that defines the intention of the paper. Here, students are to state the intended conclusion, So an example of a thesis statement could be- “The following research paper will defend the position that certain spiritual gifts cease to be normative in the praxis of the church once the apostolic age came to an end.” Likewise, this phase is to include a subsequent outline that describes the major points that the paper will follow to support a student’s argument. Once this assignment is submitted, it will be evaluated and recommendations will be made if it needs editing. Approval must be given before students can begin writing. Finally, students can submit this assignment under the link entitled *Phase 2: Written Assignment* that is available under the Week 4 menu.
3. **Phase Three (Due Week 8): 35% of paper grade.** The final phase is the completed paper and full bibliography. It will be graded according to several criteria including-

Content: The paper must be clearly defined and cover 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.

Research: At least 15 sources must be used (again including the required minimum of 3 articles as described in Phase 1) and proper citation given in the final paper. Likewise, be aware of the rules against plagiarism that are discussed.

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 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 New Roman 12-point font, but not in italics, bold, or upper case lettering.
- All margins must be one inch.
- Paper must have an unjustified right margin.
- Properly formatted footnotes.
- To see how the paper is to be properly formatted, students can reference templates for the title page, research paper and bibliography under the *Course Documents link*. In addition, all formatting issues are addressed thoroughly in *The Criswell College Manual of Style*. (*If there are issues not addressed in the Style Manual, then students should 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 located in the left column of the Canvas course homepage and then clicking the link that is labeled as *Criswell College Manual of Style, 3rd ed.*
- There is also a *Research Paper Grading Rubric*, which is available under *Course Documents*, that students can consult to see how the paper will be graded.

On Time: Students must turn in a paper to receive a passing grade in the course and the papers are due by Friday of Week 8. To submit a paper, students can upload their papers into Canvas by clicking the link entitled *Phase 3: Written Assignment* that is available in the Week 8 menu.

4. If students should choose to use the resources that are available in the Wallace Library, then note the following means of access:
 - a. Phone: 214-818-1348
 - b. Web: http://www.criswell.edu/current_students/library/
 - c. The Wallace Library manual is available at:
<http://www.criswell.edu/images/uploads/wallace-library-handbook-2010-2011.pdf5>

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, 11:59pm, 3/20/20. 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.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, 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 attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

			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.

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 Supports

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.

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 the Dean of Students, at 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. 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 or by calling 214.818.1373.

Course Outline/Calendar

Week	Lectures	Assignments	Scripture	Textbooks
Week 1 (1/18-1/24)	L1: Intro to Anthropology L2: The Imago Dei L3: The Ontology of Humanity	* Discussion Board (DB) 1	Gen 1:26-2:23; 5:1-5; 9:1-7; Ps 8; 103; 1 Cor 2; 1 Thess 5:23- 28; Heb 4:12-13; Jms 3:9-10	Grudem: Ch. 21
Week 2 (1/25-1/31)	L4: The Nature of the Soul L5: Issues in Gender L6: Intro to Hamartiology	* Q#1: Grudem Ch. 21 and L2 * DB Response 1 * <i>Phase 1- Research Bibliography</i>	Gen 6:1-6; Job 25:1-6; Ps 14; 25; 51; 58; Ecc 7:20; 9:3; Isa 64:1-6; Jer 13:23; 17:9; 1 Cor 11:1-16; Gal 3:26-29; Eph 5:22-33; Col 3:5-19; 1 Pet 3:1-7	Grudem: Ch. 23
Week 3 (2/1-2/7)	L7: The Origin of Sin L8: The Effects of Sin L9: The Perpetuation of Sin	* Q#2: Grudem Ch. 22 and L3 * DB 2	Gen 3; 6:1-6; Job 25:1-6; Ps 14; 25; 51; 58; Ecc 7:20; 9:3; Jer 13:23; 17:9; Rom 1-2, 5:1-11	Dem: Ch. 2
Week 4 (2/8-2/14)	L10: Intro to the Work of Christ L11: The Concept of Christ's Death	* Q#3: Grudem Ch. 24 and L8 * DB Response 2 * <i>Phase 2- Research Thesis & Outline</i>	Ex 12; 29:41-42; Lev 16; Isa 11, 53; Jn 17:6-24; Rom 3; Gal 3:10- 14; Heb 7-9; 1 Pet 2:21-25; 3:13- 18	Dem: Ch. 4
Week 5 (2/15-2/21)	L12: Nature & Extent of the Atonement L13: Resurrection & Ascension of Christ	* Q#4: Grudem Ch. 27 & L13 * DB 3	Matt 27:42-28:20; Mk 16; Lk 24; Jn 20-21; Acts 1; 1 Cor 15; 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	Grudem: Ch. 31
Week 6 (2/22-2/28)	L14: Intro to Soteriology L15: Calling, Regeneration, and Conversion	* Q#5: Grudem Ch. 36 & L14 * DB Response 3	Jer 32:27-40; Ezek 36; Jn 3:1-21; Eph 2:1-10; 1 Thess 1:1-10; 2 Cor 5:12-21	Grudem: Ch. 33-35 Dem: Ch. 1, 5-7

Week 7 (3/1-3/7)	L16: Justification L17: Union with Christ, Adoption, & Sanctification	* Q#6: Grudem Ch. 32 & L16 * DB 4	Jn 15:1-11; Rm 4, 5:12-21; Gal 4- 5; Eph 5:1-21; Col 3; Tit 3:3-7; Heb 2; Jms 2:14-26; 1 Jn 4:7- 5:20	Grudem: Ch. 37-38, 43 Dem: Ch. 8-10
Week 8 (3/8-3/14)	L18: Perseverance L19: Election	* DB Response 4 * <i>Phase 3- Final Paper</i> * Textbook/Lecture/ Bible Reading Reports	Jn 6:26-40; Rm 8:29-39; 9:1-23; 11:11-22; Eph 1:1-14; Heb 6:1- 12; 10:19-39	Grudem: Ch. 40 Dem: Ch. 3, 11