



Online Course Syllabus

THS 202 L1

Baptist History and Distinctives

Spring 2023 (1/17-5/12)

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

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.
- George, Timothy, ed. *Theologians of the Baptist Tradition*, B&H Academic, 2001.

Recommended Reading

- Armstrong, John H. *Understanding Four Views on Baptism*. Grand Rapids, MI: Zondervan, 2007.
- 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.

Course Requirements and Assignments

| | |
|---------------------|------|
| Written Reflections | 35% |
| Research Paper | 15%. |
| Quizzes | 10% |

| | |
|--------------------------------|-------|
| Final Exam | 10% |
| Reading | 10% |
| Class Discussion/Participation | 20% |
| Total | 100%. |

Course Requirements in Detail:

Written Reflections: 35%

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.

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: 10%

The course will have seven quizzes corresponding to chapters in the textbooks. 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 quizzes will be accepted.

Research Paper: 15%

Each student will write one Research Paper on a specific issue in Baptist History or on a specific Baptist theologian and his or her contributions to the Baptist denomination. The paper will include the synopsis of a 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.

Research Paper Grading Rubric:

| Points | W (1) = Weak | D (3) = Developing | A (4) = Acceptable | E (5) = Exemplary |
|---|--|--|--|---|
| Ideas/Thesis (Does the Paper have a clear thesis statement? Does the paper do what it claims to do?) | No main topic to theme, no clear purpose, ideas are incoherent | Limited theme, confused purpose, ideas are illogical and do not progress | Clear theme, consistent purpose, ideas are clear and progress | Engaging and confident theme, clear and enriching purpose Reasoned progression of sophisticated ideas |
| Parts of a Paper (Does the paper have a clear introduction and conclusion? Are footnotes cited properly? Is there an appropriate cover page? Is the Bibliography correct?) | Few elements of formatting are correct, some are missing | Elements are present, but not clear, errors in formatting | Elements are present with few errors in formatting | Elements are present, clear, and free of errors |
| Organization (Is the paper well organized? Does it stay on Task? Are the writer's thoughts clear and easy to follow?) | Opening not present, no transitional phases, no paragraph breaks, no closing | Opening does not identify main idea, attempted inappropriate transitions, paragraphs unrelated or illogical, closing does not address the main ideas | Opening identifies main ideas, transitions sometimes missing, paragraphs related with correct breaks, closing addresses main ideas | Opening draws reader into concern for main idea, ideas flow together, fascinating transitions, paragraphs purposeful and focused, fascinating closing synthesizing main ideas |
| Evaluation/ Evidence/ Claims (Are the claims made by the writer supported with good academic resources? Does the writer present enough evidence to prove his or her claims?) | No appropriate information presented, no attempt to evaluate information | Information presented with inaccuracies, attempts judgment based on opinion | Accurate and appropriate information, compare and contrast strengths and weaknesses | Detailed accurate and compelling, several perspectives with synthesis |
| Argumentation/ Analysis (Does the writer deal effectively with the | No attempt to argue position | Limited and weak attempt to argue position | Focused and clear argument | Engaging and compelling arguments |

| | | | | |
|---|---|---|--|---|
| counterarguments? Does the writer analyze the evidence of the counterarguments as well as the arguments that support the thesis?) | | | | |
| Application (How does the research apply to the topic at hand? How does the topic apply to the church or the life of the believer?) | No attempt to apply information | Limited ineffectual attempt at application | Common and expected application | Unexpected, insightful application |
| Grammar (Are there few grammatical mistakes? Are there any spelling mistakes?) | Frequent mechanical and grammatical errors | Occasional mechanical and grammatical errors | Few mechanical and grammatical errors | Very few mechanical and grammatical errors |
| Voice (How are you conveying your point?, Is the writing academic or conversational?) | Consistently inappropriate for genre, many variations in writer's attitude | Occasionally inappropriate for genre, a few variations in writer's attitude | Voice is consistently appropriate for genre, very rare variations in writer's attitude | Perfectly and creatively tailored, perfectly tailored attitude |
| Vocabulary (Word Choice) | Careless, inappropriate, inaccurate, trite, vague, flat | Unvaried, unsure, common, redundant | Varied and appropriate, clear meaning | Purposeful, precise, effective and engaging, interesting and brilliance in meaning |
| Fluency/Sentence Structure (Are the sentences complete as opposed to fragmented? Is the format of the paper consistent? Is there a title page, a table of contents, and a bibliography? Is the paper typed in Times New Roman, Size 12 font, with 1 inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered?) | Frequent run-ons and fragments, no variety, many misplaced and dangling modifiers | Some run-ons and fragments, little variety, some lack of agreement, some misplaced and dangling modifiers | Simple compound sentences, no run-ons or fragments, few misplaced and dangling modifiers | Varied and complex sentences, fluent transitions, no misplaced and dangling modifiers |

| | | | | |
|----------------------|--|--|--|--|
| Total Points: | | | | |
|----------------------|--|--|--|--|

Final Exam: 10%

For the exam, questions will be asked from the readings in the text as well as from content in the online lectures. Students will have one week to complete the exam; 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. There are a total of 11 required class discussions.

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.

Online Course Information

(Faculty Instruction: All courses (including online courses) must contain for each credit hour “not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one-quarter hour of credit, or the equivalent amount of work over a different amount of time” (Credit Hour Policy. Delete this paragraph before finalizing syllabus.)

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college’s Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch asynchronously
 - Online content modules in which instructor provides feedback to student work
 - Tests/quizzes on which instructor provides feedback
 - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

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.

Identity Verification and Evidence of 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. In online courses at Criswell College, a student participates in class or otherwise engages in an academically related activity. These activities comprise items relevant to Identity Verification for Distance Education Courses. Acceptable evidence of attendance at an academically related activity in an Online course includes, for example, a student’s:

- participation in a synchronous remote video class session with the instructor present,
- student picture id submitted in the Canvas Account Profile,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in an online study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

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.

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

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More

information can be found at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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

The following course schedule is proposed but subject to change. Students will receive sufficient notice in the event of a schedule adjustment.

| Session Dates | Course Content | Assignments | Due Dates |
|--------------------------|---|--|-----------|
| Session 1 1/17 | Course Syllabus Lecture: Introducing the Baptists Garrett: Chapter 1 – Baptist Roots George: Chapter 1 | * Quiz 1 * Discussion 1 | 1/22 |
| Session 2 1/23 | Lecture: 16 th Century Garrett: Chapter 2 – General Baptists George: Chapter 2 | * Discussion 2 * Written Reflection 1 | 1/29 |
| Session 3 1/30 | Lecture: 17 th Century Garrett: Chapter 3 – Particular Baptists George: Chapter 3 | * Quiz 2 * Written Reflection 2 | 2/5 |
| Session 4 2/6 | Lecture: American Baptists Garrett: Chapter 4 George: Chapter 4 | * Discussion 3 * Written Reflection 3 | 2/12 |
| Session 5 2/13 | Lecture: 18 th Century Garrett: Chapter 5 – Missionary Baptists | * Written Reflection 4 * Discussion 4 | 2/19 |

| | | | |
|---------------------------|--|--|-------------|
| | George: Chapter 5 | | |
| Session 6 2/20 | Lecture: 19 th Century Garrett: Chapter 6 – Landmarkism George: Chapter 6 | * Written Reflection 5 * Discussion 5 | 2/26 |
| Session 7 2/27 | Lecture: 19 th Century Garrett: Chapter 7 – Baptist Controversies George: Chapter 7 | * Written Reflection 6 | 3/5 |
| Session 8 3/6 | Lecture: 20 th Century Garrett: Chapter 8 – Baptist Theologians George: Chapter 8 | * Written Reflection 7 * Discussion 6 | 3/12 |
| 3/13 | Spring Break | * No Class | 3/19 |
| Session 9 3/20 | Lecture: The Southern Baptists Garrett: Chapter 9 George: Chapter 9 | * Quiz 5 * Discussion 7 | 3/26 |
| Session 10 3/27 | Lecture: Evangelicalism Garrett: Chapters 10 George: Chapter 10 | * Written Reflection 8 | 4/2 |
| Session 11 4/3 | Lecture: Incursions Garrett: Chapter 11 George: Chapter 11 | * Quiz 6 * Discussion 8 | 4/9 |
| Session 12 4/10 | Lecture: Missions, Ecumenism, and Globalization Garrett: Chapter 12 George: Chapter 12 | * Written Reflection 9 * Discussion 9 | 4/16 |
| Session 13 4/17 | Lecture: New Voices Garrett: Chapter 13 and Conclusion George: Chapter 13 | * Written Reflection 10 * Discussion 10 | 4/23 |
| Session 14 4/24 | Lecture: Theology Proper, Soteriology, Ecclesiology, and Eschatology Articles I-XI George: Chapters 14-18 Theologians Chapters 1- | * Quiz 7 * Research Paper Due | 4/30 |
| Session 15 5/1 | Lecture: Christian Living & Society Articles XII-XVIII | * Written Reflection 11 * Discussion 11 | 5/7 |

| | | | |
|------------|-------------------|--|-------------|
| 5/8 | Final Exam | | 5/12 |
|------------|-------------------|--|-------------|