



On-Campus Course Syllabus

CRIS 300

Baptist Faith and Witness

Spring 2024

Class Information

Day and Time: Monday: 7:30pm-10:00pm

Room Number: E211

Contact Information

Names	Bobby Worthington	Christopher Graham
Phones	214-818-1362	214-818-1390
E-mails	b.worthington@criswell.edu	cgraham@criswell.edu
Office hours	Monday, Tuesday, Wednesday & Thursday: 10:00am-11:00am	Please use my Calendly account to schedule an appointment to meet in person, by phone, or by Zoom. You can find my account here: https://calendly.com/criswellvpaa

Course Description and Prerequisites

An examination of the Baptist beliefs and practices that developed within the context of the broader reformation heritage. Because of the centrality of evangelism in Baptist practice, a significant component of the course is devoted to presenting the Gospel.

Course Objectives

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

1. Articulate a working knowledge of the significant terms and concepts regarding Baptist doctrine and the manner in which these are tied to significant phases, events, and persons in Baptist history.
2. Enunciate the warrant for Baptist doctrinal distinctives while engaged in sympathetic but critical dialogue with other Christian communities, traditions, and denominations.
3. Recognize principles and methods used in the life of Jesus and the early church to evangelize the lost and analyze evangelism and discipleship principles, and methodologies for preparation of the task of evangelism.
4. Write a personal testimony in preparation for use in gospel conversations and keep weekly evangelism journal of principles, methods and applications of evangelism, and gospel conversations during the semester.

Required Textbooks

Coleman, Robert. *The Master Plan of Evangelism*. 2nd ed. Abridged: Grand Rapids: Revell, 2010. (ISBN 978-0-8007-8808-7)

McBeth, H. Leon. *The Baptist Heritage*. Nashville: Broadman Press, 1987. (ISBNs: 9781462747702 or 9780805465693)

Scroggins, Jimmy, Steve Wright and Leslee Bennett. *Turning Everyday Conversations into Gospel Conversations*. Nashville: B&H Publishing Group, 2016. (ISBN: 978-1462747849)

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9th ed. Revised by Wayne G. Booth, et al. Chicago: University of Chicago Press, 2018. (ISBN: 978-0226430577)

*Other primary texts will be distributed in class and posted in Canvas and/or Teams.

Recommended Reading

The SBL Handbook of Style for Biblical Studies and Related Disciplines. 2nd ed. Atlanta, GA: SBL Press, 2014. (ISBN: 9781589839656/9781589839649)

Course Requirements and Assignments

1. **Definition of Evangelism (5%):** The student is required to write out her or his initial, mid-semester and final personal definitions of evangelism. Each definition of evangelism (one sentence) and life application of evangelism (one paragraph) will be due at the beginning, mid-semester, and end of the semester in Canvas.

Initial Definition of Evangelism Due date: **01/22/24 @11:59pm in Canvas**

Mid-Semester Definition of Evangelism Due date: **03/18/24 @11:59pm in Canvas**

Final Definition of Evangelism Due Date: **05/06/24 @11:59pm in Canvas**

Each definition will be graded so that the student can develop his or her definition during the semester. The student will receive complete/incomplete grade for each definition. This assignment does not count as a percentage of student's final semester grade.

Each definition (of evangelism) and life application (of evangelism) will be graded based upon the following content and rubric (1 – Weak; 2 – Developing; 3 – Acceptable; 4 – Excellent)

1. Gospel Content: 1 - 2 - 3 - 4
2. Missional Scope: 1 - 2 - 3 - 4
3. Gospel Response: 1 - 2 - 3 - 4
4. Church Involvement: 1 - 2 - 3 - 4
5. Life Application: 1 - 2 - 3 - 4

2. **Evangelism Journal (20%):** The Evangelism Journal should be a working document for students during the semester. Each section is to be numbered and titled in sequence. It will be submitted in Canvas as one document uploaded with title page and page numbers. **Upload in Canvas. Due Date: 05/06/24 @11:59pm**

1. Journal Assignments Assigned by the Instructor in Class: Complete journal assignments that are assigned by the instructor in class during lectures.
2. Personal Testimony: The student is required to prepare a written personal testimony (1-2 page(s) single-spaced in preparation to effectively articulate his or her personal testimony in gospel conversations. The testimony should be divided into three sections: 1) My life before Christ, 2) How I came to trust Christ as my Savior, 3) How my life has changed as a result. Write the testimony as if giving it to a non-Christian audience. Avoid using religious jargon.
3. Prayer List: Write an active list of persons that you are praying for gospel conversations this semester. (First names only)
4. Relationship Building: Write an active list of persons that you are building relationships with for gospel conversations this semester. (First names only)
5. Gospel Conversations: Write 1-2 page(s) summary of three or more gospel conversations with people this semester.
6. Three Principles, Three Methods, and Three Applications of Evangelism: First, write three principles of evangelism and three methods of evangelism from assigned chapter readings in the Book of Acts, textbook readings, lectures, and classroom discussion. Second, write three applications of evangelism for your context in ministry.
7. Six Universal Questions to Assess Your Evangelism Methodology: Write six universal questions to assess your evangelism methodology.

Form and style: Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed., must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading.

3. **Book Review (25%):** The student is required to write a critical evaluation of *The Master Plan of Evangelism*, by Robert Coleman. The book review shall be 5-7 pages in length and include the following: 1) Summary: An overview of each chapter, (3-4 pages), 2) Critical Evaluation: The strengths and weaknesses of the book (be specific) (1-2 pages), and 3) Application: An explanation how the book was helpful to you (1 page). The review should display critical analysis of the ideas in the book, expressed through clear, coherent, persuasive, collegiate-level writing. **Upload Book Review in Canvas. Due Date: 04/01/24 @11:59pm.**

Form and style: Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed., must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading.

4. **Baptist Faith Paper (40%):**

Sources for Research:

1. At least one primary source from each century—17th, 18th, 19th, 20th, 21st. You must cite (i.e., with the use of footnotes) pertinent sections from each source in your paper and explain how it shows continuity or discontinuity with other primary sources. List these sources in the bibliography.
2. The textbook *The Baptist Heritage*. You must cite (i.e., with the use of footnotes) to give historical context to your explanation of the primary sources. List these sources in the bibliography.
3. A minimum of seven secondary sources. You must consult and list these sources in a bibliography. A maximum of three may be reference books (e.g. dictionaries, encyclopedias, general texts). A maximum of three may be significant on-line resources.

Presentation of Research

The student will work alone and present the results of the research in a 16–18 page (4000–4500 words; excluding cover and bibliography) paper due **the last day of the semester (May 9)**. The paper will display an in-depth knowledge of the Baptist articulation of a specific doctrine and will be structured as follows:

1. 1 page (250 words) – Introduction.
2. 6-7 pages (1500–1750 words) – Exposition of the Baptist articulation regarding the doctrine chosen. It will answer the question, “Over the course of Baptist history, how has the Baptist articulation of this doctrine remained the same and how has it changed?” It should include citations from confessional statements.
3. 6-7 pages (1500–1750 words)— Explanation of the historical milieu regarding the doctrine chosen. Drawing from your reading of the course textbook and secondary sources (especially texts encountered in other courses), explain how political, economic, religious, social, intellectual, artistic forces shaped this doctrine in one of the confessional statements.
4. 2-3 pages (500–750 words) —Personal application. It will answer the question, “How will you incorporate the truths you discovered in your research on this doctrine into your ministry as a ambassador, peace maker, problem solver, and/or professional?”
5. Bibliography of sources cited and consulted.

Form and style: Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed., must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading. Only the first 13 pages of the paper will be graded.

Due Date and Late Penalty: The paper is due on **the last day of the semester**. All papers should be submitted on Canvas–If it is not submitted on time, a student earns an automatic extension penalty of 10 points with an additional 10-point deduction for every day thereafter.

Graduating students must submit their papers by April

5. **Final Exam (10%)**

On the penultimate session of the semester, students will take an exam to demonstrate their knowledge foundational theological concepts as drawn from the *Baptist Faith and Message (2000)*.

6. **Reading (0%–TBD)**

As a senior-level course, it is expected that students will read and comprehend the material in the required texts in order to participate in class discussions and complete the assignments listed above. As such, there is no grade for the mere reading of texts. If the instructors sense that students are not reading with sufficient comprehension, they may administer quizzes at any time to assess students’ reading comprehension. If quizzes are administered, the grades will be figured into the course grade in a way that is proper and commensurate with the other assignments.

Course/Classroom Policies and Information

Student Success: Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, we will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

Recording: Students may not record class sessions in any media. If a student desires to record a class session, written permission must be obtained in advance of the recording. Please submit a written request explaining the purpose of recording and the extent of use of the recording. Under no conditions may recordings be duplicated, given, or lent to anyone who has not been granted permission by the instructor.

Textbooks: The selection of textbooks should not be interpreted as implying the instructor's endorsement of any of the views of the authors. Textbooks are selected for their perceived value in helping to meet the course goals and objectives.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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."

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a 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 of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

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.

Grading Scale

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

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

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.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website 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. Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

WK	DATE	CLASS CONTENT	Reading	Assignment Due Dates
1	1-22 (M)	Introduction to the Course and Syllabus Faith: Scriptures	- Acts 1–2	Upload Initial Definition of Evangelism in Canvas (Due 01/22/24 @11:59pm)
2	1-29 (M)	Faith: Church	- Acts 3–4; - McBeth: 392–463; 675–790	
3	2-5 (M)	Practice: Definition of Evangelism/Word Associated with Evangelism	- Acts 5–6 - Scroggins: Ch 1	
4	2-12 (M)	Faith: Baptism and Lord’s Supper	- Acts 7–8 - McBeth: 151–2, 200–283	
5	2-19 (M)	Practice: Seven Scriptural Titles of the Gospel and Words Associated with Evangelism/ Listening and Hearing; Five Styles of Communication; Evangelism Approaches	- Acts 9–10 - Scroggins: Ch 2	
6	2-26 (M)	Faith: Stewardship/Cooperation	- Acts 11–12; - McBeth: 609–675	
7	3-4 (M)	Practice: Prayer in Acts and Linking Prayer and Personal Witnessing	- Acts 13–14 - Scroggins: Ch 3	
3-11 through 3-15 Spring Break				
8	3-18 (M)	Faith: Evangelism and Missions/Education	- Acts 15–16; - McBeth: 285–87; 343–391	Upload Mid-Semester Definition of Evangelism (Due 03/18/24 @11:59pm)
3-21 Last Day to Withdraw				

9	3-25 (M)	Practice: Mission, Great Commission and Mission in Luke/Acts	- Acts 17–18 - Scroggins Ch 4	
10	4-1 (M)	Faith: Religious Liberty	- Acts 19–20 - McBeth: 99–150	Master Plan of Evangelism: Book Review in Canvas Due: 04/01/24
11	4-8 (M)	Practice: The Holy Spirit in Acts and Witnessing in Acts	- Acts 21–22 - Scroggins Ch 5	
12	4-15 (M)	Faith: Christian and the Social Order; Peace and War	- Acts 23–24 - McBeth: 495–98; 563–608	
13	4-22 (M)	Practice: Witnessing Encounters; Evangelism and Small Group Discipleship SWOC Analysis and Universal Questions to Assess Evangelism Methodology	- Acts 25–26 - Scroggins Ch 6	
	4-26 (F)			<u>Graduating students only:</u> 1. Upload final Baptist Faith Paper 2. Upload Evangelism Journal 3. Upload Final Definition of Evangelism All of the Above Due: 04/26/24@11:59pm)
14	4-29 (M)	Final Exam	- Acts 27–28 - Scroggins Ch 7	
15	5-6 (M)	Faith: Man, Salvation, and God’s Purpose of Grace		1. Upload Evangelism Journal 2. Upload Final Definition of Evangelism All of the Above Due: 05/06/24@11:59pm)
	5-10 (F)			Upload Final Baptist Faith Paper (Due: 05/10/24 @11:59pm)

Selected Bibliography for works on Baptist Faith and History

- Brackney, William H. *Baptist Life and Thought, 1600-1980: A Source Book*. Valley Forge, PA: Judson, 1983.
- California Baptist University. *Baptist Studies Online*. <http://baptiststudiesonline.com>.
- Carter, John. "Whose Conscience? Which Religious Liberty? Rhetoric of Conscience and the Unfinished Baptist Doctrine of Soul Competence," *ABQ* 3-4 (2015): 271-88.
- Criswell, W. A. *The Doctrine of the Church*. Nashville: Convention Press, 1980.
- DeWeese, Charles W. *Baptist Church Covenants*. Nashville: Broadman and Holman, 1990.
- Garrett, James Leo. *Baptist Theology: A Four-Century Study*. Macon, GA: Mercer University Press, 2009.
- George, Timothy and David Dockery, editors. *Baptist Theologians*. Nashville: Broadman and Holman, 1990.
- George, Timothy and Denise George, editors. *Baptist Confessions, Covenants, and Catechisms*. Nashville: Broadman and Homan, 1996.
- Graham, Christopher. "The Theological Shape of Unity as the Foundation for Southern Baptist Cooperation," *Criswell Theological Review*, n.s. 14 (Spring 2017): 47-69.
- Kelley, Chuck; Land, Richard and Mohler, Albert. *The Baptist Faith and Message*. Nashville: LifeWay Press, 2008.
- Kidd, Thomas S. and Barry Hankins. *Baptists in America: A History*. Oxford: Oxford University Press, 2015.
- Leonard, Bill J. *Dictionary of Baptists in America*. Downers Grove: Intervarsity, 1994.
- Lumpkin, William L. *Baptist Confessions of Faith*. Valley Forge: The Judson Press, 1969.
- McBeth, H. Leon. *A Sourcebook for Baptist Heritage*. Nashville: Broadman, 1990.
- Nettles, Tom J. *The Baptists: Key People Involved in Forming a Baptist Identity*. Vols. 1-3. Fearn, Scotland: Christian Focus, 2005.
- Miller, Nicholas. *The Religious Roots of the First Amendment: Dissenting Protestants and the Separation of Church and State*. Oxford: Oxford University Press, 2012.
- Patterson, Paige. *Anatomy of a Reformation: The Southern Baptist Convention 1978-2004*. Fort Worth: Seminary Press, 2004.
- Schreiner, Thomas R., and Matthew R. Crawford, eds. *The Lord's Supper: Remembering and Proclaiming Christ until He Comes*. NAC Studies in Bible and Theology 10. B & H Academic, 2010.
- Southern Baptist Historical Library and Archives. <http://www.sbhla.org/info.htm>.
- Southwestern Baptist Theological Seminary. *Baptist Theology*. <http://www.baptisttheology.org/index.cfm>.
- Van Neste, Ray. "The Lord's Supper in the Context of the Local Church." In *The Lord's Supper: Remembering and Proclaiming Christ until He Comes*, edited by Thomas R. Schreiner and Matthew R. Crawford, 364-90. NAC Studies in Bible and Theology 10. B & H Academic, 2010.
- Wilken, Robert Louis. *The Christian Roots of Religious Freedom*. Milwaukee, WI: Marquette University Press, 2014.