



On-Campus Course Syllabus

THS 204 L1

Systematic Theology II

Spring 2024

Class Information

Day and Time: M/W 9:30am-10:45am

Room Number: E208

Contact Information

Instructor Name: Tyler Sherron

Instructor Email: tsherron@criswell.edu

Instructor Phone: 317-691-8140

Instructor Office Hours: By appointment.

Course Description and Prerequisites

Introductory discussions to the Person and Work of Christ (Christology), the Holy Spirit (Pneumatology), Salvation (Soteriology), the Church (Ecclesiology), and Last Things (Eschatology), defining the scriptural views and showing the arguments for them, refuting other views, and emphasizing the relevance of theology to the Christian life and witness.

This course stresses the Baptist view of the church and of the ordinances, as well as broader Baptist polity and the various eschatological perspectives. (Prerequisite: BIB 105)

Course Objectives

- The student will understand the terms relating to Christology, Pneumatology, Soteriology, Ecclesiology, and Eschatology.
- The student will articulate orthodox views pertaining to these doctrines.
- The student will develop their own doctrinal convictions with the use of Scripture.
- The student will apply these theological doctrines to their life and ministry.
- The student will discern the proper role of theology in the Christian spiritual life.

Required Textbooks

Erickson, Millard J. *Introducing Christian Doctrine*. Third Edition. Edited by L. Arnold Hustad. Grand Rapids: Baker Academic, 2015. ISBN 9780801049194.

Owen, John. *The Glory of Christ*. Second Edition. UK: Banner of Truth, 2021. ISBN 9781800400702.

Course Requirements and Assignments

- 1. Reading (20%)** Students will read the assigned material to gain a general knowledge of each branch of systematic theology covered in this course. Students will report their reading ***each week in Canvas on Wednesday before 11:59pm.***
- 2. Critical Questions and Participation (30%)** Students will come to each class prepared with two well-crafted critical questions grounded in the reading material for that day. Students should avoid posing questions of simple observation or fact (i.e., “What is the hypostatic union?”). Students should also avoid questions that are too open (i.e., “How has the Church understood the notion of catholicity?”). Crafting a good critical question takes time and thought. Students are encouraged to be creative here, so long as the questions remain debatable and forced. By forced, I mean presenting a question that must be either accepted or rejected. An example is as follows: “Attempts to resolve the mystery of the relationship of the Pre-Incarnate Christ to the Father have been condemned as heretical. Does seeking to explain this relationship have to lead to such results? Are we resigned to the fact that we must rest in the mystery of the Triune God without recourse to explanation? Is our chief orientation toward God one in which we are meant to understand him?” The overall goal here is to generate discussion and inquiry. Students will submit both sets of questions ***in Canvas on Wednesdays before 11:59pm. Though students should come prepared to voice their questions in class.***
- 3. Two Doctrinal Statements (25%)** Of the five branches of theology covered in this course, students will develop a doctrinal statement for two of their choice. Doctrinal statements will consist of two sections. First, students will compose a concise yet decisive statement of belief (no more than one page single-spaced) wherein they identify and affirm the essential beliefs pertaining to that branch. For reference, you can use Criswell’s Articles of Faith on the website. Secondly, students will develop endnotes (two pages single-spaced) that support their statement with Scripture and theology and that contextualize it practically with life and ministry. Here students are encouraged to use secondary sources. These will be due ***in Canvas as scheduled in the calendar below.***
- 4. Final Examination (25%)** There will be one comprehensive final examination, which will consist of three sections: identifications, fill-in-the-blanks, and short essays. With identifications, the student will be asked to identify (in 2-3 sentences) a specific doctrine or concept in such a way that said doctrine or concept cannot be attributed to anything else. Be specific and concrete here. The fill-in-the-blanks will come loosely from the Erickson text. And then there will be 2 short essays (1 page double-spaced each) that will address a major topic from the reading and lectures. This will be a closed-note exam ***due in Canvas by Friday, May 10 @ 11:59pm.***

Weightings:

Reading:	20%
Thesis Questions and Participation:	30%
Doctrinal Statements:	25%
Final Exam:	25%

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.

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.

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

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.

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

Date	Topic	Reading	Assignment
Christology			
17-Jan	Lecture 1: Introduction to the Course		
22-Jan	Lecture 2: Introduction to Christology	Genesis	
24-Jan	Lecture 3: The Deity of Christ	Erickson, ch. 23; Owen, chs. 1-3.	
29-Jan	Lecture 4: The Humanity of Christ	Erickson, ch. 24; Owen, ch. 4.	
31-Jan	Lecture 5: The Unity of Christ's Natures	Erickson, ch. 25; Owen, ch. 5.	
5-Feb	Lecture 6: Anticipating the Work of Christ	Owen, chs. 6-8.	
7-Feb	Lecture 7: The Work of Christ	Erickson, ch. 26; Owen, ch. 9.	
12-Feb	Lecture 8: Atonement	Erickson, ch. 27; Owen, ch. 10.	Christology Statement Due
Pneumatology			
14-Feb	Lecture 9: The Person of the Holy Spirit	Erickson, ch. 28; Owen, ch. 11.	
19-Feb	Lecture 10: The Work of the Holy Spirit	Erickson, ch. 29; Owen, ch. 12.	
21-Feb	Lecture 11: The History of the Holy Spirit	Erickson, ch. 30; Owen, ch. 13.	
26-Feb	Lecture 12: The History of the Holy Spirit, cont'd.	Acts; Owen, ch. 14.	Pneumatology Statement Due
Soteriology			
28-Feb	Lecture 13: Introduction to Soteriology	Erickson, ch. 31; Owen, ch. 15.	
4-Mar	Lecture 14: Predestination	Erickson, ch. 32; Owen, ch. 16.	
6-Mar	Lecture 15: Ordo Salutis	Erickson, ch. 33; Owen, ch. 17.	
11-Mar	Spring Break	No Reading	
13-Mar			
18-Mar	Lecture 16: Union With Christ	Erickson, ch. 34; Svigel, chs. 1-2.	
20-Mar	Lecture 17: Sanctification	Erickson, ch. 35; Svigel, ch. 3.	
25-Mar	Lecture 18: True Self-Love	Kyle Strobel, "As in a Mirror"; Svigel, ch 4.	Soteriology Statement Due
Ecclesiology			
27-Mar	Lecture 19: The Nature of the Church	Erickson, ch. 36; Svigel, ch. 5.	
1-Apr	Lecture 20: Church Government	Erickson, ch. 37; Svigel, ch. 6.	
3-Apr	Lecture 21: Baptism	Erickson, ch. 38; Svigel, ch. 7.	
8-Apr	Lecture 22: The Lord's Table	Svigel, ch. 8.	
10-Apr	Lecture 23: The Work of the Church	Svigel, ch. 9.	
15-Apr	Lecture 24: Community of the Saints	Svigel, chs. 10-11.	Ecclesiology Statement Due
Eschatology			
17-Apr	Lecture 25: Introduction to Eschatology	Erickson, ch. 39; Svigel, ch. 12.	
22-Apr	Lecture 26: The Second Coming	Erickson, ch. 40.	
24-Apr	Lecture 27: Millenium and Tribulation	Erickson, ch. 41.	
29-Apr	Lecture 28: The Final States	Erickson, ch. 42.	
1-May	Q&A	No Reading	Eschatology Statement Due
6-May	Finals Week	No Reading	
8-May			Final Exam, both due by May 10 @11:59pm