



## **Contact Information**

**Instructor Name:** Dr. Tamra J. Sanchez

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**Instructor Phone:** (817) 343-4132

**Instructor Office Hours:** M-F 9:00 – 11:30 a.m., 1:30 – 4:00 p.m. Contacting me first – either by email or voicemail -- is best. Include: (1) the general topic (e.g., question about \_\_\_\_, request appointment, etc.), (2) whether you prefer a phone call or Zoom meeting.

## **Course Description and Prerequisites**

Provides advanced discussions to Anthropology, Hamartiology, and Soteriology 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. (Prerequisite: BIB 505)

## **Course Objectives**

This course has been designed to fortify and increase students' knowledge in the field of Christian theology and to sharpen their skills in analyzing, articulating, and defending biblical positions regarding the particular subjects listed in the course description and in ways that enhance the Christian student's abilities and opportunities to make disciples. More specifically, by the end of this course, each student should be able to:

1. Study the Bible with increasing depth of love for the triune God who reveals Himself therein and for the people who bear His image – both those who desperately need the gospel and those who need good biblical instruction and training.
2. Identify and clearly explain key biblical texts supporting orthodox Christian doctrinal positions on the theological loci addressed in this course.
3. Analyze a theological view to determine its faithfulness to Scripture and effectively argue a clear thesis regarding that assessment.
4. Understand, define, explain, and incorporate in discourse theological terms and concepts used to (a) discuss the doctrines of humanity, sin, and salvation with precision; (b) discuss and debate issues that reflect competing theological presuppositions, interpretations of Scripture, or other sources of disagreement; and (c) identify and respond appropriately to deficient and heretical positions and arguments.
5. Recognize, reflect upon, and discuss the biblical interconnections among these doctrines and the other theological loci.
6. Discuss, teach, and apply these doctrines in both ministry contexts and academic settings.

## Required Textbooks

A hard copy of the Bible (i.e., printed as a book), preferably one that is *not* a study Bible and one in which you will not be reluctant to write as *you* study it as your primary source for Christian theology.

Dockery, David S., with Lauren McAfee, eds. *Created in the Image of God: Applications and Implications for Our Cultural Confusion*. Nashville: Forefront Books, 2023. ISBN: 9781637631720

Holcomb, Justin S. *Christian Theologies of Salvation: A Comparative Introduction*. New York: New York University Press, 2017. ISBN: 9780814762943

Johnson, Keith L., and David Lauber, eds. *T&T Clark Companion to the Doctrine of Sin*. London and New York: T&T Clark, 2018. ISBN: 9780567685506

Peppiatt, Lucy. *The Imago Dei: Humanity Made in the Image of God*. Eugene, OR: Cascade Books, 2022. ISBN: 9781498233408

Witt, William G., and Joel Scandrett. *Mapping Atonement: The Doctrine of Reconciliation in Christian History and Theology*. Grand Rapids: Baker Academic, 2022. ISBN: 9780801030680

## Course Requirements and Assignments

The final grade for this course will be determined by the total number of points earned out of 1,000 possible points (divided by 10) distributed as follows:

### (1) Weekly Assignments

10 of these, 25 points each

250 points

These assignments will vary but typically include (1) steps toward the completion of the larger assignments, (2) reflection on, response to, and/or enrichment of the week's assigned reading and/or class meeting, (3) additions to students' course glossary and bibliography.

As a set, these assignments touch on all course objectives.

DUE: Completed weekly assignments must be posted in Canvas by 9:00 a.m. on Tuesday of Weeks #2, 3, 4, 5, 7, 8, 11, 12, 13, 14.

**Independent/Directed Study only** – With the professor's guidance, the student will propose a selection of books, journal articles, and/or book chapters comprising approximately 130-140 pages of reading *each week* in addition to the reading outlined in the syllabus. The additional readings *must* fuel the student's research for the course assignments and *may* contribute to exploration of topics of interest for writing the master's thesis. The weekly assignment will usually consist of a **reading log** consisting of (a) the correctly formatted bibliographical entry for each source beyond the syllabus's required texts and (b) the student's annotations according to more specific directions to be provided. Some weeks will require reporting, discussion, or consultation with the professor, whether in writing or via Zoom conference – e.g., reporting on an assigned interview, provision of research paper's thesis or outline, etc.

**(2) Bible Study Plan / Introduction + 1 Lesson + Leader’s Guide for the Lesson** **150 points**

Detailed Instructions and rubric will be provided in class. The study will focus on the doctrine of humanity applied to a particular ministry context/audience.

This assignment assesses especially Objectives # 1, 2, 4, and 6 and involves guided research. All three components must be submitted to Canvas by 9:00 a.m. on the Tuesday of Week #6.

**(3) Research paper – Doctrine/Theology of Sin in a book of the Bible** **150 points**

Each student will select a book of the Bible (with professor’s approval) and examine hamartiology as communicated therein both from book-specific and canonical perspectives. Detailed instructions and rubric will be provided in class.

This assignment addresses all the course objectives and involves guided research.

Length: 3,000 words (approximately 10 double-spaced pages) *plus* endnotes and bibliography.

Must be submitted to Canvas by 9:00 a.m. on the Tuesday of Week #11.

**(4) Research paper focusing on soteriology** **150 points**

In consultation with the professor, each student will develop a narrowly focused research topic/question regarding the doctrine of salvation. This assignment addresses all the course objectives and involves guided research.

Length: 3,000 words (approximately 10 double-spaced pages) *plus* endnotes and bibliography.

Must be submitted to Canvas by 9:00 a.m. on the Tuesday of Week #15.

**(5) Final Exam** **300 points**

Detailed Instructions will be provided Week #14.

This assignment consists of 6 components, each of which is worth 50 points. All 6 components must be submitted to Canvas by 10 p.m. on Friday, May 10.

These components will consist *primarily* of essay questions requiring synthesis, personal integration, and application of the course’s content as outlined in the syllabus and course objectives.

## Online Course Information

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.

## Course/Classroom Policies and Information

In addition to the policies and information outlined above and below, please note the following policies:

- **ANNOUNCEMENTS**: Students are responsible for accessing and heeding announcements posted for this course.
- **QUESTIONS**: If you have *any* questions about the course – including its content, assignments, expectations, procedures, your grade, or anything else relevant to the course – please *do not hesitate* to contact me. However, for some questions, *first* consulting this syllabus, course materials (e.g., assignment instructions and rubrics) and other resources provided by Criswell College may prove to be efficient and considerate.
- **ATTENDANCE**: In addition to the paragraph below on “Attendance,” note that a student’s formal attendance in (“showing up for”) this course will be marked (and points earned or lost) according to each week’s requirements. The assignments for this course are structured and sequenced to maintain student engagement in and regular attendance to the course content. The course is deliberately designed to maximize student participation and accountability, which naturally result in maximal achievement of the course objectives.
- **STAYING UP TO DATE, ON TIME**: To stay up to date with the course and fully to achieve the objectives, submitting assignments on time is crucial. An assignment submitted after its due date/time will be penalized 5 points per day, beginning the day due. For example, if a student submits an assignment due by 9:00 a.m. on a Tuesday morning *after 9:00 that morning*, the maximum grade for it will be 20 points instead of 25. If the assignment is submitted more than 24 hours later (after 9:00 the next morning), the maximum grade will be 15 points, and so on.
- **PLAGIARISM**: Carefully note the paragraph below on “Academic Dishonesty.” Students are expected vigilantly to avoid plagiarism of any kind and therefore to seek out information and ask questions as needed to maintain unquestionable academic integrity. *No credit* will be given for assignments deemed to be the work (in part or whole) of someone (or *something*) other than the student or, for particular assignments, other than the collaborating team.

## 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.

## 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 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](mailto: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](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can 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](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

<b>Week #</b> <b>(Mon. date)</b>	<b>Lecture / Class session focus</b>	<b>Required Reading, Assignment Due</b>
1 (1/16 – Tues.)	<b>Being Human, Biblically Speaking</b>	<b>Dockery</b> : Introduction Ch. 1: Kilner, “The Image of God and Human Dignity” Ch. 2: Horrell, “Persons’ Divine and Human” <b>Peppiatt</b> : Introduction
2 (1/22)	<b><i>Imago Dei</i></b>	<b>DUE 1/23</b> : Weekly Assignment #1 <b>Dockery</b> : Ch. 4: Marshall Patterson, “Human Beings Created in and for Relationship” <b>Peppiatt</b> : Ch. 1: “Substantialist and Noetic Perspectives” Ch. 2: “Kingship, Priesthood, and Stewardship” Ch. 3: Relational Models of the <i>Imago Dei</i> ”
3 (1/29)	<b>More than Bodies</b>	<b>DUE 1/30</b> : Weekly Assignment #2 <b>Dockery</b> : Ch. 3: Mitchell, “What It Means to Be Human” Ch. 5: Allison, “A Theology of Human Embodiment” Ch. 6: Rae, “The Sanctity of Human Life” <b>Peppiatt</b> : Ch. 4: “Disputed Issues” > “The Image and the Rational Mind” > “Kingship, Priesthood, and Stewardship” > “Teleological, Theocentric, and Extrinsic Models” > “An Inclusive Image”



4 (2/5)	<b>Gender and Sexuality</b>	<p><b>DUE 2/6:</b> Weekly Assignment #3</p> <p><b>Dockery:</b> Ch. 7: McCoy, "What It Means to Be male and Female"</p> <p><b>Peppiatt:</b> Ch. 4: "Disputed Issues"</p> <ul style="list-style-type: none"> <li>&gt; "Women and the Male Image"</li> <li>&gt; "Sex, Gender, and Sexuality"</li> </ul> <p>Ch. 5: "Modern Perspectives I"</p> <p>Ch. 6: "Modern Perspectives II"</p> <ul style="list-style-type: none"> <li>&gt; "Sex Differences and the Image"</li> <li>&gt; "Sex, Gender, and Sexuality"</li> <li>&gt; "The Redemption of Desire"</li> </ul>
5 (2/12)	<b>From Ontology to Teleology</b>	<p><b>DUE 2/13:</b> Weekly Assignment #4</p> <p><b>Dockery:</b> Ch. 8: Shatzer, "Artificial Intelligence, Transhumanism, and the Question of the Person"</p> <p>Part 3: "Our Cultural Confusion"</p> <p><b>Peppiatt:</b> Ch. 6: "Modern Perspectives II"</p> <ul style="list-style-type: none"> <li>&gt; "Disability Studies"</li> <li>&gt; "On Humans Creators"</li> <li>&gt; "Humanity and Technology"</li> <li>&gt; "The Eikon and the Spiritual Battle"</li> </ul> <p>Conclusion</p>
6 (2/19)	<b>Sin in the OT</b>	<p><b>DUE 2/20:</b> Bible Study Plan/Lesson/Teacher's Guide</p> <p><b>T&amp;T Clark:</b> Introduction</p> <ul style="list-style-type: none"> <li>Ch. 1: "Pentateuch"</li> <li>Ch. 2: "Prophets"</li> <li>Ch. 3: "Writings"</li> </ul>
7 (2/26)	<b>Sin in the NT</b>	<p><b>DUE 2/27:</b> Weekly Assignment #5</p> <p><b>T&amp;T Clark:</b> Ch. 4: "Synoptic Gospels"</p> <ul style="list-style-type: none"> <li>Ch. 5: "The Gospel and Epistles of John"</li> <li>Ch. 6: "Paul"</li> <li>Ch. 7: "Hebrews and the General Epistles"</li> </ul>
8 (3/4)	<b>Historical Perspectives</b> Patristic	<p><b>DUE 3/5:</b> Weekly Assignment #6</p> <p><b>T&amp;T Clark:</b> Ch. 9: "Irenaeus"</p> <ul style="list-style-type: none"> <li>Ch. 10: "Athanasius"</li> <li>Ch. 11: "Augustine"</li> </ul>
<b>SPRING BREAK</b>		
9 (3/18)	<b>Historical Perspectives</b> Reformation, Early Modern	<p><b>Nothing due this week</b></p> <p><b>T&amp;T Clark:</b> Ch. 13: "Martin Luther"</p> <ul style="list-style-type: none"> <li>Ch. 14: "John Calvin"</li> <li>Ch. 15: "Friedrich Schleiermacher"</li> </ul>

10	<b>Dogmatic Issues</b>	<p><b>DUE 3/26:</b> Weekly Assignment #7  <b>Peppiatt:</b> Ch. 4: “Disputed Issues”                            &gt; “The Fall and the Lost Image”  <b>T&amp;T Clark:</b> Ch. 18: “Original Sin”                            Ch. 20: “Freedom”                            Ch. 24: “Principalities and Powers”</p>
11 (4/1)	<b>Vocabulary of Salvation</b>	<p><b>DUE 4/2:</b> Hamartiology Research Paper  <b>Mapping:</b> “Introduction: <i>What Is Atonement?</i>”                            Ch. 1: “. . . as Incarnation: <i>Irenaeus and Athanasius</i>”                            Ch. 2: “. . . as Christus Victor: <i>Church Fathers and Gustaf Aulen</i>”  <b>Holcomb:</b> pp. 1-2                            Ch. 1: “Patristic Theologies of Salvation: An Introduction”                            Ch. 5: “The Cappadocians”</p>
12 (4/8)	<b>Trinitarian Dimensions of Soteriology</b>	<p><b>DUE 4/9:</b> Weekly Assignment #8  <b>Mapping:</b> Ch. 3: “. . . as Satisfaction: <i>Anselm of Canterbury</i>”                            Ch. 4: “. . . as Divine Love: <i>Peter Abelard and the Wesleys</i>”  <b>Holcomb:</b> Ch. 7: “Theologies of Salvation in the Middle Ages: An Introduction”</p>
13 (4/15)	<b>Salvation from . . . Salvation for . . . Salvation by . . .</b>	<p><b>DUE 4/16:</b> Weekly Assignment #9  <b>Mapping:</b> Ch. 6: “. . . as Penal Substitution: <i>John Calvin and Charles Hodge</i>”                            Ch. 7: “. . . as Moral Example: <i>Hastings Rashdall</i>”  <b>Holcomb:</b> Ch. 7: “Theologies of Salvation in the Reformation Counter-Reformation: An Introduction”                            Ch. 12: “Martin Luther”</p>
14 (4/22)	<b>Contemporary Debates</b>	<p><b>DUE 4/23:</b> Weekly Assignment #10  <b>Mapping:</b> Ch. 8: “. . . as Reconciliation: <i>Karl Barth</i>”                            Ch. 9: “Atonement Today”  <b>Holcomb:</b> Ch. 15: “Theologies of Salvation from the Eighteenth to Twenty-First Centuries: An Introduction”                            Ch. 17: “Friedrich Schleiermacher’s Theology of Salvation”                            Ch. 20: “Gustavo Gutiérrez”</p>
15 (4/29)	<b><i>Sola fide,</i> Sanctification, Assurance of Salvation</b>	<p><b>DUE 4/30:</b> Soteriology Research Paper</p>
16 (5/6)	FINAL EXAMS WEEK	<p><b>DUE 5/10:</b> Final Exam</p>

## Selected Bibliography

We will build this resource collaboratively with the professor’s guidance throughout the course.