



On-Campus Course Syllabus

THS 204 L1

Systematic Theology II

Spring 2025

Class Information

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

Room Number: E 208

Contact Information

Instructor Name: Ty Kieser

Instructor Email: tkieser@criswell.edu

Instructor Phone: (214) 818-1306

Instructor Office Hours: Mon 12–2; Tues 9–11; Wed 12–1

Sign up [here](#)

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

At the end of the course, the student should be able to:

- Articulate a survey level understanding of the covered Christian doctrines—including their biblical, historical, cultural, and theological components—with attention to the distinctives of the evangelical tradition.
- Defend theological commitments with clarity, charity, and coherence.
- Formulate nuanced questions regarding theology and theological inquiry.
- Apply Christian doctrinal content toward its ecclesiological, cultural, and devotional ends.

We will pursue these objectives under the assumption that rigorous theological learning is an act of Christian discipleship that will bring us into closer communion with Jesus Christ and his Holy Spirit.

Required Textbooks

Erickson, Millard J. *Introducing Christian Doctrine*. Edited by L. Arnold Hustad. 3rd ed. Grand Rapids: Baker Academic, 2015. (ISBN: 9781441222541).

Kapic, Kelly M. *Embodied Hope: A Theological Meditation on Pain and Suffering*. Downers Grove: IVP Academic, 2017. (ISBN: 9780830851799).

Ortlund, Dane C. *Gentle and Lowly: The Heart of Christ for Sinners and Sufferers*. Wheaton: Crossway, 2020. (ISBN: 9781433566165).

Course Requirements and Assignments

Quizzes (35 pts: 2.5 pts each): Each week will culminate with a quiz consisting of multiple-choice, true/false, and short answer questions over material from the reading and lectures. Each quiz will be approximately nine questions. You are allowed to use your notes and books during the quiz, although the quiz must be taken alone and you may *not* Google answers. Quizzes will be posted by the end of the day Wednesday (i.e., by Wed at 11:59 PM) and must be taken before the end of the week (i.e., by Sunday at 11:59 PM). Each of the fourteen quizzes is worth 2.5pts of your final grade (35pts total).

Biblical-theological Meditations (11 pts: .5 pts each): Since Scripture is the ultimate source of theology and reading Scripture well is one of the main goals of theology, students theologically engage Scripture in preparation for every class. For each class session, students will meditate on at least one biblical text for at least 10 minutes. Each entry is worth .5pts (11pts total).

Reading Reflection Questions (28 pts: \approx 1.25 pts/class): Before every class you will read the assigned texts, prepare reading reflection questions, and submit them on Canvas by **8 AM on the day of class**. For most weeks this will be focused on chapters in Erickson but can/should include supplemental readings. If there are multiple readings for that you, you should read everything, but you only need to provide one question. Since there should be one+ question for every class period, you will submit 2+ total questions per week. These questions are designed to serve your learning and your formation. So the content is largely up to you, however, there are details and examples below. You will submit 1+ question/class [graded for completion], but you will also collect each of these and submit them at the end of every module [graded for quality]. So, by way of summary of your submissions:

- Reading reflection questions (every class) (14 pts – .64 each)
- Collected reading reflection questions (end of every module) (14 pts – 3.5 each)

Podcast Preparation and Recordings (12 pts: 3 pts each): At the end of every module, you will record a podcast with a group of your fellow students. Each student will submit their notes that they used to prepare for the podcast and one student in the group will submit the recording on Canvas. Your notes will be graded for their thoroughness and engagement with the reading—see below for specifics—and your group will be given a collective grade. This is basically your module exam, please treat it as such.

Devotional Reflection (14 pts – 1 + 6 + 7 pts): To help you think more critically about key doctrines, questions, readings, and the world that you live in, you will be asked to write a brief review and a 1,000+ devotional paper. They should be submitted as a PDF or Docx and submitted via Canvas. This is comprised of 3 parts: (1) a brief self-reflection before reading Ortlund [1%], (2) a review of Ortlund [6%], and (3) the devotional reflection engaging Ortlund [7%].

Course/Classroom Policies and Information

Late work: For all assignments except your reading-observations, your grade will be reduced by 10% for each calendar day an assignment is late. If your observations are late (even by a few minutes), you can only receive 50%. However, any/all missed assignments may be submitted before the end of the semester for up to 50% credit.

Technology: Cell phones should *not* be used during class time. Additionally, laptops inherently have several negative consequences on classes that prioritize discussion.¹ However, I recognize that computers also have several advantages and that some of the assigned reading will be originally accessed digitally. Therefore, computers may be allowed under the condition that they are used properly. However, I reserve the right to deduct grades for misuse of any technology or designate particular periods of time as laptop-free.

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:

¹ In addition to the potentially distracting nature of computers for the user and their neighbors, the negative consequences can include adverse effects: (A) Interpersonally: they create a physical barrier between humans in dialogue. (B) Mentally: your brain does not function as sharply when it is subconsciously aware that you could access the answer in two seconds with less effort than you could by simply thinking; plus you more quickly forget the content retrieved this effort-less way (see *Make it Stick; The Shallows: What the Internet is Doing to Our Brains; "Is Google Making Us Stupid?"*). (C) Teleologically: computers inherently prioritize efficiency; whereas a discussion is a gradual process oriented toward intellectual formation (and, therefore, is often superficially inefficient).

- 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
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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.

Course Policy on the use of Artificial Intelligence (AI)

AI can be used wisely, and it should be used accordingly in this class (if it is used at all). It should NOT be used to generate text or idea (e.g., you should never copy and paste), but can be used as a referee (e.g., double checking grammar and logic) and reference (e.g., sources; however, as with any source, “trust but verify”). Basically, any

use of AI that would be considered plagiarism if pulled from another person or source is strictly prohibited. Any use of AI that would be permissible if aided by another person or resource, is permitted.

Your education is designed to form you into a certain kind of person (i.e., one who is wise, thoughtful, curious, careful, etc.). Therefore, be careful how your tools are forming you.

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. 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

Module 1) Christology and Pneumatology

Jan 22nd — Introduction

Quiz #1²

Jan 27th — Deity of Christ

Erickson, Ch 23

John 8:48–59

Jan 29th — Humanity of Christ

Erickson, Ch 24

² Assignments in bold

Kapic, *Embodied Hope*, Ch 6

Heb 2:14–18

Quiz #2

Feb 3rd — Hypostatic Union

Erickson, Ch 25

John 1:1–4, 14

Feb 5th — Life of Christ

Erickson, Ch 26

Hayes and Acosta, “Missional Migrant”

Acts 10:34–43

Quiz #3

Feb 10th — Atonement

Erickson, Ch 27

Isaiah 53:4–12

Feb 12th — Person of the Holy Spirit

Erickson, Ch 28

Kapic, *Embodied Hope*, Ch 7

John 3:5–8

Quiz #4

Feb 17th — Work of the Holy Spirit

Erickson, Ch 29 & 30

Padilla, “The Holy Spirit” [pdf]

Titus 3:5–7

Christology and Pneumatology Question Collection (due 2/17th before class)

Feb 19th — Podcast #1

Prepare Podcast Topics

1. What is theology and why do we do it?
2. Is Jesus divine and why does it matter?
3. What are the historic views of Jesus’ person and why do they matter?
4. Is Jesus truly human and why does it matter?
5. Why does it matter that Jesus is divine and human?
6. What do Jesus’ life, death, resurrection, and ascension accomplish?
7. How do we understand Jesus’ substitutionary life and death?
8. Is the Holy Spirit a divine person and why does it matter?
9. What does the Holy Spirit accomplish?
10. Pick your own topic

Quiz #5

Module 2) Soteriology

Feb 24th — Salvation

Erickson, Ch 31
Psalm 103:1–5

Feb 26th — Election

Erickson, Ch 32
McDonald, “Re-Presenting Election”
Eph 2:3–6
Quiz #6

March 3rd — Subjective

Erickson, Ch 33
Kapic, *Embodied Hope*, Ch 8 & 9
Ezekiel 36:25–27

March 5th — Objective

Erickson, Ch 34
Luther, *Commentary on Galatians*
Rom 3:21–28
Quiz #7

Part #1 of Devotional Paper (due March 7th at 11:59 PM)

March 10th — Writing Week (no meeting)

March 12th — Writing Week (no meeting)

Devotional Paper parts #2 & #3 (due March 16th at 11:59 PM)

March 17th — Spring break

March 19th — Spring break

March 24th — Sanctification & Glorification

Erickson, Ch 35
Kapic, *You’re Only Human* [pdf]
John 15:1–5

Soteriology Question Collection (due 3/24 before class)

March 26th — Podcast #2

Prepare podcast topics

1. What does it mean to be “saved?”
2. How do different traditions understand salvation?
3. How should we understand election and human choice?
4. Why does election matter?
5. What is regeneration and why does it matter?
6. What does it mean to be “justified?”
7. How should justification affect our lives?
8. What does it mean to be “sanctified?”
9. How should sanctification affect our lives?

10. Pick your own topic

Quiz #8

Module 3) Ecclesiology

March 31st — The Nature of the Church

Erickson, Ch 36

Eph 2:19–22

April 2nd — The Nature of the Church

Kapic, *Embodied Hope*, Ch 10

Deborst, “Church, Power, and Transformation”

Acts 2:42–47; Heb 10:24–25

Quiz #9

April 7th — The Role and Government of the Church

Erickson, Ch 37

Acts 20:25–35

April 9th — Men and Women in the Church

Keller, *Jesus, Justice, and Gender Roles*

Storkey, “Joanna”

2 Kings 22:3–20

Quiz #10

April 14th — Ordinances

Erickson, Ch 38

Hector, *Christianity as a Way of Life*

Rom 6:1–11

Ecclesiology Question Collection (due April 14th at 11:59 PM)

April 16th (B) — Podcast #3

Prepare Podcast topics

1. What is the purpose of the church?
2. Why should we go to church?
3. What does it mean for the church to be one, holy, catholic, and apostolic?
4. How should the church relate to the world?
5. How should the church’s leadership be organized?
6. How should women serve the church?
7. What is the purpose of preaching?
8. What is the nature and purpose of baptism?
9. What is the nature and purpose of the Lord’s supper?
10. Pick your own question

Quiz #11

Module 4) Eschatology

April 21st — Eschatology (i)

Erickson, Ch 39
Heb 11:13–16

April 23rd — Eschatology (ii)

Jones, Practicing Christian Doctrine
Owen, *Glory of Christ*
1 Cor 15:42–49

Quiz #12

April 28th — Second Coming

Erickson, Ch 40
2 Tim 4:1–8

April 30th — Millennial and Tribulational Views

Erickson, Ch 41
Kombo, “The Past, The Present, and the Future of African Christianity” [pdf]
Rev 20:1-6

Quiz #13

May 5th — Eternal Life

Erickson, Ch 42
Rev 21:1–8

Eschatology Question Collection (due May 5th at 11:59 PM)

May 7th — Podcast #4

Prepare podcast topics

1. How should we understand death?
2. What is the nature of the intermediate state and why does it matter?
3. How should we understand “heaven” and why does it matter?
4. What is the nature of the resurrection of the body and why does it matter?
5. How should we understand the tribulation?
6. How should we understand the millennium?
7. How should we understand hell?
8. How should we understand judgment?
9. How should our view of eschatology affect our lives today?
10. Pick your own question

Quiz #14

May 10th — Final Meeting

Attend class

Biblical Theological Meditation Examples

There are a variety of ways to complete this assignment. Each includes spending 10+ minutes _____

- Attempting to memorize the text; OR
- Praying through the passage; OR
- 4 R's: **Reading** [what do you notice in the argument, claims, truth of the text], **reflecting** [what does this mean for who you are before God], **responding** [what is God calling you to]; **resting** in truth [spend time in silence with the God of the text]

Reading Reflection Questions

Our class will be structured around engaging the questions that you draw from the readings. Therefore, you will write 1+ questions per class (i.e., two per week). These questions should be engaged with the readings (including Scripture) and thoughtful. They should have two parts: (1) the question itself; (2) the evidence and explanation of the question.

The question itself: This should be a brief, precise, and genuine question.

- Questions can be of a variety of different kinds:
 - *Clarifying* questions: “When the Erickson says “X,”³ does he mean Y or Z?”
 - *Evaluation* questions: “If the book says ‘X,’ but Scripture says Y, is X really true?”
 - *Interpretation* questions: “If X is true, then how should we read and understand Y biblical text?”
 - *Extension* questions: “If X is true, then is Y also true, since Y seems to follow from X?”
 - *Coherence* question: “I’ve always been taught Y, but the book says X. Do these contradict?”
 - *Applications* questions: “If it’s true that X, then does that mean the church should do Y”
- Notice that the above questions are (A) engaged with the readings and (B) engaged with your own knowledge. Minimally, they are not “lazy” questions. For example, “What does X mean?” and “is X true” are lazy questions. But the above are not lazy because they engage the reading or your own knowledge.

The evidence and explanation of the question: This may include some of the relevant evidence to consider when answering your question (e.g., biblical passages to consider), it may include the significance of answering one way or another, it may include clarity on definitions in the question, etc.

Reading Reflection Examples

The question itself¹: When Dumbledore says, “There are things much worse than death” (6:814), is he specifically referring to a life with a lack of love?

³ X, Y, and Z are simply variables (like in algebra), so they refer to any idea/term/argument in the reading.

Evidence and explanation¹: The order of the Phoenix (i.e., a “resurrection bird”) insists that death (or, a kind of death) must be embraced on the way to a life of love. Sacrificial love is regularly considered the most potent form of magic, as Harry was protected by the love of his mother from Quirrell (HP, 1:216) and as it is studied in the department of ministries as “a force that is at once more wonderful and more terrible than death” (HP, 6:843). Since love is greater than death, a failure to love, or a betrayal of love, is worse than death. Sirius Black tells Peter Pettigrew that he should’ve “died rather than betray [his] friends” (3:375). Not only is a betrayal of love worse than death, but an absence of love is likewise worse than death. Dumbledore tells Harry, “Do not pity the dead, Harry. Pity the living, and above all, those who live without love” (7:722). So what is worse than death? According to Dumbledore, in my opinion: a life without love.

The question itself²: If Dumbledore is right to suggest that “There are things much worse than death,” then should Christians be (like Dumbledore) courageous in the face of death and not fear it (see Hebrews 2:15)?

Evidence and explanation²: While the narrative of resurrection is not as explicit as I would like in HP, I think that there is a connection between Dumbledore’s claim about death and the power of resurrection if we accept the premise that Christ has died, was raised, and will one day raise us to new life. Apart from the resurrection, death is indeed the victor and the greatest power (see 1 Cor 15:13–15; see James and Lily’s tombstone). Yet because Jesus has been raised from the grave, he can promise us, “whoever wants to save their life will lose it, but whoever loses their life for me will find it” (Matt 16:25). While Voldemort tried to save his own life from death, it is only through resurrection that we find true life. We have hope in the face of death because the “resurrection stone” (HP, 7:416) has been “rolled away” from the tomb of Christ (Matt 28:2). Because there are things worse than death, I can embrace death to my own flesh, desires, preferences and instead “walk in love, as Christ loved us and gave himself up [unto death] for us” (Eph 5:2). Knowing that if we have “died with him, we also will live with him” (2 Tim 2:11).

Podcast Preparation

In preparation for the podcast discussion, you’ll submit a doc. or PDF to Canvas containing each of the following elements. Your grade will be based on your preparation and participation.

For your question of each podcast day, you should have **3+ pages** (double-spaced) of your own notes on your topic, including:

3+ biblical text you’re prepared to discuss with your own notes on the texts

3+ theological arguments you’re prepared to discuss, alongside their significance for your conclusion

3+ sub-questions you’re prepared to discuss. — this, especially, might relate to the practical significance of your conclusion.

30+ pages of ACADEMIC sources (not including class texts) read relevant to the topic and notes documenting them

Podcast Preparation Example

For example, if the topics were (unrelated to theology): “Why the Bears are going to win a playoff game” my preparation would look like:

- a. Texts
 - i. “.....” — Mina Kimes, ESPN.com — this means _____ because _____
 - ii. “.....” — Domonique Foxworth, The Domonique Foxworth Show
 - iii. “.....” — Mel Kiper Jr., ESPN.com
- b. Arguments
 - i. The dual-threat quarterback has dominated the playoffs the last few seasons and Justin Fields fits the type neatly. The ability of Justin Fields to throw and gain yards with his feet means that he can compete with a variety of teams. Last season he broke the single-game rushing record for a QB and amassed over 1,500 yards.
 - ii. The parity in the NFC North gives the Bears a punchers chance to win the division and make the playoffs. With Rodgers out, the Lions poor defense, and the Vikings likely regressing to the mean, the NFC north lacks a clear favorite, which gives them a good chance to have a good division record and get a high seed in the playoffs.
 - iii. The Bear’s twelve personnel a formation (i.e., one running back and 2 tight ends) fits the Bears roster perfectly as Khalil Herbert, Cole Kmet, Robert Tonyan Jr. are each very capable of pass-catching and blocking, providing a good run/pass option.
- c. Sub-questions
 - i. Can the bears Rookie defensive tackles, Gervon Dexter and Zacch Pickens, bring pressure and support the defense?
 - ii. Will the Montez Sweat contract be worth the money that they put into him?
 - iii. If the Bears miss the playoffs, should they draft a QB?
- d. Notes from sources
 - i. “. . . .” (book, p. ##)
 - ii. “. . . .” (p. ##)
 - iii. “. . . .” (p. ##)

Devotional Reflection

This assignment is a devotional reflection on your view of the Lord and your relationship with the Lord. It is composed of two parts. In some ways, it is a reflection upon 1 John 3:20: “If our hearts condemn us, we know that God is greater than our hearts.”

Part 1 (~200 words): Before reading Ortlund, honestly answer the question: “What *un*truth does my heart tell me about who I am (before God)?” Be as specific and candid as possible. You must write this out, however you may choose to not submit the specifics this portion. If so, simply

indicate the number of words you wrote and the general theme (e.g., “guilty because of sin,” “unworthy,” “unacceptable,” “mediocre,” “ugly,” etc.).

Part 2 (≈1,500 words total): For each/every chapter of Ortlund, write out your favorite quote (≈30 words) and write a brief reflection on what it means and why you like it (≈40 words).

Part 3 (≈800 words): Engaging with Ortlund’s *Gentle and Lowly* and Scripture answer the question, “What truth does Jesus—who is greater than my heart—tell me about who I am (before God)?” Note, especially, the way that this true testimony addresses and mends the untrue testimony above. Feel free to write in a personal and devotional way, but be sure to continue to practice good writing habits with this paper—having a focused thesis, naming support for your claim, organizing your paper logically, and engaging with the readings.