



# On-Campus Course Syllabus

## THS 204 L1

### Systematic Theology II

### Summer 2025

#### Class Information

**Day and Time:** Tuesday and Thursday, 1:15 to 3:45 p.m.

**Room Number:** E205

#### Contact Information

**Instructor Name:** Dr. Jim Larsen

**Instructor Email:** jlarsen@criswell.edu

**Instructor Phone:** 214-818-1352

**Instructor Office Hours:** Contact professor for 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

At the conclusion of this course, the student should be able to . . .

1. Discuss major concepts and significant terms associated with these systematic subjects, including key biblical passages that relate to them.
2. Demonstrate the ability to articulate ways in which these doctrines interrelate with each other as well as with Christian faith as a whole.
3. Identify and discuss significant historical and/or contemporary controversies associated with these systematic subjects.
4. Engage in sympathetic but critical dialogue with diverse Christian articulations of concepts and scriptural interpretations associated with these systematic subjects.
5. Integrate the main ideas of these doctrines into their lives in such a way that they will impact their personal walk with the Lord and interactions with others.

## Required Textbooks

(1) *The Bible*: The professor will normally use the *English Standard Version* (ESV). However, students may use their preferred translation in class and on assignments.

(2) Erickson, Millard J. *Introducing Christian Doctrine*, 3<sup>rd</sup> ed. ISBN 9780801049194.

(3) Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> ed. (*Turabian 9<sup>th</sup>*). ISBN 9780226430577.

## Course Requirements and Assignments

**Required Reading (15%)**: The course text forms the foundation upon which lectures are built, thus it is imperative that students complete the assigned reading prior to the beginning of the indicated class session (see course Outline/Calendar below). The percentage of assigned reading completed ***must be reported in Canvas prior to the beginning of the class session for which it is due***. No credit will be given for reading that is not *completed and reported* as indicated on the course calendar.

**Scripture Interactions (15%)**: Students will be required to interact with a total of 28 verse-sections/passages during the course (handout will be provided).

1. Prior to the beginning every Tuesday class (except the first day of class) students will submit interactions for Scripture verses/passages indicated for that week.
2. While students are not required to *memorize* the passages, interactions for each passage must (1) demonstrate familiarity with the indicated passage and (2) clearly describe how the passage is relevant to class discussions.
3. Interactions for each passage need not be more than two paragraphs but must be well written and clearly address the indicated topic.

**Discussions/Interactions (15%)**: This course is intended to provide the student with an introduction to the systematic subjects of the person and work of Jesus Christ (Christology), the Holy Spirit (Pneumatology), Salvation (Soteriology), the Church (Ecclesiology), and Last Things (Eschatology). Consequently, assignments are designed to challenge students' thinking as well as promote more biblically mature engagement with related contemporary theological discussions. Consequently, online discussions/interactions are intended to be *conversations* between classmates regarding the doctrinal areas identified above. Online discussions/interactions should be governed by the following guidelines:

- The professor will post an item for *discussion* on Canvas for which *all* students must provide an appropriate response. Unless otherwise indicated, discussion items will be posted by the beginning of each week.
- Once the student has provided a response to the professor's post, she/he must then *interact* with the post of at least two (2) other students as well as respond to comments relating to her/his own post. Keep in mind that these posts are intended to promote *discussion*, and thus grades for these assignments reflect the quality and thoughtfulness of these interactions.
- Your postings should reflect (a) facts, (b) logical reasoning, (c) be related to the topic, (d) be written well, and (e) give other students adequate time to respond.

- While it is acceptable to disagree with the posts of either the professor or another student, disagreement *must be* civil and gracious. Remember: challenge the thought/idea, not the person.

- When posting, be sure to present your thoughts and point of view clearly, concisely, and graciously. Try to avoid sharing your personal opinions if you cannot back them up biblically or by citing other appropriate sources.

- Grades will be based on the quality of the student's initial response to the professor's post, the quality of engagement with other students' work, *and* the quality of the responses to other students' engagement with the student's own work. *All engagement/discussion must be completed* by the beginning of the Thursday class session the week following the professor's posting of a discussion item.

**Personal Reflection/Integration Assignments (25%):** The student will be required to write five (5) reflection/integration papers dealing with course topics as follows: (1) Christology; (2) Pneumatology; (3) Soteriology; (4) Ecclesiology; and (5) Eschatology. Specific requirements for these papers are as follows:

1. Identify major concepts and/or terms addressed in class discussions, assigned reading, and assigned Scripture passages that have impacted the student's understanding of each topic.
2. Where appropriate, each paper should also address how other systematic theology topics relate to/affect how one understands the topics being addressed in the paper. For example, how one's anthropology affects the doctrine of salvation.
3. Discuss how the student's current understanding of the topic has/will impact his/her personal walk with the Lord and engagement with others, both believers and non-believers .
4. Each paper is to be between six (6) and ten (10) double spaced pages.
5. While a cover sheet is not required, at a minimum the student's name and course reference (THS 204, SU25) should be included at the top of the first page.
6. The student must use proper syntax, grammar, spelling, etc. General formatting requirements may be found in "Paper Formatting Helps" file in the Canvas "Handouts and Help Files" module.
7. Bibliographies are **not required** for these papers. However, any sources cited must be properly identified by way of footnote citations in accordance with *Turabian 9<sup>th</sup>* requirements.

**Exams (25%):** There will be a midterm and a final exam for this course. The midterm exam will cover required reading and lesson material discussed up to that point in the course. The final exam will cover the remaining required reading and lesson material *as well as significant concepts presented during the first portion of the course*. Exams will be timed and may be either open or closed book/notes as determined by the professor. Exam due dates are identified below in the course Outline/Calendar.

**Class Participation (5%):** Students must show up on time and must be adequately prepared to contribute to the conduct of class sessions. This may be demonstrated by asking questions, interacting with the professor and/or other students during class discussions, and/or by responding to questions posed by the professor. As one needs to be present to participate in class discussions, absences will affect the class participation grade.

**Additional Assignments:** While there are currently no additional requirements anticipated for this course, the professor reserves the right to incorporate additional requirements as necessary to assist students in accomplishing the stated goals of this course.

## Course/Classroom Policies and Information

**Textbooks and Bibliography:** The selection of the course textbook and items in the Bibliography should not be interpreted as implying the professor's endorsement of any of the views of the authors. Textbook and supplemental sources are selected for their perceived value in helping to meet course goals and objectives.

**Recording:** As a general policy, students may not record class sessions for this course. If a student has a particular need that necessitates recording class sessions, please contact J. Gonzalez, the College's Director of Student Success (jgonzalez@criswell.edu; 214-818-1311). If permission is granted to record class sessions, under no conditions may recordings be duplicated, given, lent, or shared with anyone else. Further, permission is **expressly denied** to upload these recordings to the internet **in any form** or to use them for purposes other than the student's own personal study to meet the requirements of this course. For additional information, see the "Disabilities" section below.

**Course Outline/Calendar:** The schedule provided below is intended to give the student a general idea of the flow of course topics and assignments. While the professor intends to keep as closely as possible to the indicated schedule, he reserves the right to modify class topics as necessary to meet course objectives as well as deal with potential issues raised by students deemed appropriate to meet these objectives. Deviations from indicated topics will not affect due dates for listed assignments unless otherwise specifically indicated by the professor.

### 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

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## Academic Honesty

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

Academic dishonesty includes, but is not limited to:

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

## **Course Policy on the use of Artificial Intelligence (AI)**

The use of Artificial Intelligence (AI) in the completion of *any* assignment in this course is strictly prohibited beyond normal spelling and grammar checks (e.g. MS Word).

## **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 .

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 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](mailto: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](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Date	Topic	Exams & Scripture Interactions	Assignments
3/5 June	*Introduction to the Course *Christology		Erickson: Chs 23–24
10/12 June	*Christology	S.I. = #1–4	Erickson: Chs 25–27
17 June	*Pneumatology	S.M. = #5–8	Erickson: Chs 28–30 Christology Paper
19 June	<b>Juneteenth – Campus Closed</b>		
24/26 June	*Pneumatology *Soteriology	S.I. = #9–12 Midterm Exam	Erickson: Chs 31–34 Pneumatology Paper
1/3 July	*Soteriology	S.I. = #13–16	Erickson: Chs 35–37 Soteriology Paper
8/10 July	*Ecclesiology	S.I. = #17–20	Erickson: Chs 38–40
15/17 July	*Ecclesiology *Eschatology	S.I. = #21–24	Erickson: Chs 41–42 Ecclesiology Paper
22/24 July	*Eschatology	S.I. = #25–28 Final Exam	Eschatology Paper

SI – Scripture Interactions

### Selected Bibliography

Allison, Gregg R., and Andreas J. Köstenberger. *The Holy Spirit. Theology for the People of God*, edited by David S. Dockery, Nathan A. Finn, and Christopher W. Morgan. Brentwood, TN: B&H Academic, 2020.

Bird, Michael F. *Evangelical Theology: A Biblical and Systematic Introduction*. Grand Rapids: Zondervan, 2013.

Bird, Michael F. *What Christians Ought to Believe: An Introduction to Christian Doctrine through the Apostles' Creed*. Grand Rapids: Zondervan, 2016.

Elwell, Walter A., ed. *Baker Theological Dictionary of the Bible*. Grand Rapids: Baker Academic, 2001.

Erickson, Millard J. *Christian Theology*. 3rd ed. Grand Rapids: Baker Academic, 2013.

Grenz, Stanley J., David Guretzki, and Cherith Fee Nordling. *Pocket Dictionary of Theological Terms*. Downers Grove: IVP, 1999.

Grudem, Wayne. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids: Zondervan, 1994.

- Hammett, John S., and Charles L. Quarles. *The Work of Christ. Theology for the People of God*, edited by David S. Dockery, Nathan A. Finn, and Christopher W. Morgan. Brentwood, TN: B&H Academic, 2024.
- Holcomb, Justin S. *Know the Creeds and Councils*. Know Series. Grand Rapids: Zondervan, 2014.
- Holcomb, Justin S. *Know the Heretics*. Know Series. Grand Rapids: Zondervan, 2014.
- Holloman, Henry W. *Kregel Dictionary of the Bible and Theology*. Grand Rapids: Kregel, 2005.
- Horton, Michael. *The Christian Faith: A Systematic Theology for Pilgrims on the Way*. Grand Rapids: Zondervan, 2011.
- McGrath, Alister E. *Christian Theology: An Introduction*. 6th ed. Malden, MA: Wiley-Blackwell, 2016.
- McGrath, Alister E., ed. *The Christian Theology Reader*. 5th ed. Malden, MA: Wiley-Blackwell, 2016.
- McKim, Donald K., ed. *Dictionary of Major Biblical Interpreters*. Rev. ed. Downers Grove: IVP Academic, 2007.
- McNutt, Jennifer Powell, and David W. McNutt. *Know the Theologians*. Know Series, edited by Justin S. Holcomb. Grand Rapids: Zondervan, 2024.
- Morgan, Christopher W., and Thomas R. Schreiner. *Salvation. Theology for the People of God*, edited by David S. Dockery, Nathan A. Finn, and Christopher W. Morgan. Brentwood, TN: B&H Academic, 2024.
- Olson, Roger E. *The Mosaic of Christian Belief: Twenty Centuries of Unity and Diversity*. Downers Groves, IL: IVP Academic, 2002.
- Sproul, R. C. *The Consequences of Ideas: Understanding the Concepts That Shaped Our World*. Wheaton, IL: Crossway, 2000.
- Sproul, R. C. *Essential Truths of the Christian Faith*. Wheaton: Tyndale, 1992.
- Sproul, R. C. *The Last Days According to Jesus: When Did Jesus Say He Would Return?* Grand Rapids: Baker Books, 1998.
- Stevenson, J., ed. Rev. by W. H. Friend. *Creeds, Councils and Controversies: Documents Illustrating the History of the Church, AD 337–461*. 3rd ed. Grand Rapids: Baker Academic, 2012.
- Tanner, Norman P. *The Councils of the Church: A Short History*. New York: Crossroad, 2001.
- Treier, Daniel J., and Walter A. Elwell, eds. *Evangelical Dictionary of Theology*. 3rd ed. Grand Rapids: Baker Academic, 2017.