



# Course Syllabus

## CRIS300

### Baptist Faith and Witness

#### Fall 2025

### Class Information

**Day and Time:** Tue & Thu 12:15pm-1:30pm

**Room Number:** E205

### Contact Information

**Instructor Name:** Dr. Bobby Worthington

**Instructor Email:** [b.worthington@criswell.edu](mailto:b.worthington@criswell.edu)

**Instructor Phone:** 214 818-1362

**Instructor Office Hours:** [Tuesday and Thursday: 10:00am-11:00am & 2:00pm-3:00pm](#)

### Course Description and Prerequisites

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

### Course Objectives

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

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

### Required Textbooks

Blount, Douglas K. & Joseph D. Wooddell eds. *Baptist Faith & Message 2000: Critical Issues in America's Largest Protestant Denomination*. Lanham: Rowman & Littlefield Publishers, 2007. (ISBN 978-0742551022)

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

Garrett, James Leo. *Baptist Theology: A Four Century Study*. Macon: Mercer University Press, 2009. (ISBN 978-0881461299)

Kidd, Thomas S. and Barry Hankins. *Baptists in America: A History*. Oxford: Oxford University Press, 2015.

(Note: Kidd and Hankins, *Baptists in America: A History*: Available in Ebooks in Wallace Library)

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

## Recommended Reading

George, Timothy & David S. Dockery eds. *Baptist Theologians*. Nashville: Broadman & Holman publishers, 1990.

Lumpkin, William L. *Baptist Confessions of Faith*. Valley Forge: Judson Press, 1959.

Richards, W. Wiley. *Winds of Doctrines: The Origin and Development of Southern Baptist Theology*. Lanham: University Press of America, 1991.

## Course Requirements and Assignments

### 1. Reading Report (15%)

As a senior-level course, it is expected that students will read and comprehend the material in the required textbooks to participate in class discussions and complete all class assignments. Students will submit a reading report of the percentage of each assigned textbook and the book of Acts in the assigned weekly reading schedule in the Course Outline/Calendar. Upload in Canvas a reading report of the percentage (100%, 90%) of each textbook and the book of Acts.

Blount Reading Report in Canvas: Due One Hour Before Class (See Course Outline/Calendar

Garrett or Kidd Reading Report in Canvas: Due One Hour Before Class (See Course Outline/Calendar

Acts Reading Report in Canvas: Due One Hour Before Class (See Course Outline/Calendar

2. **Book Review (20%):** The student is required to write a critical evaluation of *The Master Plan of Evangelism*, by Robert Coleman. The book review shall be 5-7 pages in length and include the following: 1) Summary: An overview of each chapter, (3-4 pages), 2) Critical Evaluation: The strengths and weaknesses of the book (be specific) (1-2 pages), and 3) Application: An explanation how the book was helpful to you (1 page). The review should display critical analysis of the ideas in the book, expressed through clear, coherent, persuasive, collegiate-level writing. **Upload Book Review in Canvas. Due Date: 10/30/25 @11:59pm.**

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

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

Initial Definition of Evangelism Due date: **08/19/25 @11:59pm in Canvas**

Mid-Semester Definition of Evangelism Due date: **10/09/25 @11:59pm in Canvas**

Final Definition of Evangelism Due Date: **12/04/25 @11:59pm in Canvas**

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

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

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

- 4. Faith and Witness Journal (35%):** The Faith and Witness Journal should be a working document for students during the semester. Students need to complete all weekly journal assignments (handouts in class) that are assigned by the Professor in class during lectures. The Faith and Witness Journal will be submitted in Canvas as one document uploaded with title page and page numbers. **Upload in Canvas. Due Date: 12/09/25 @11:59pm**

#### **Part One: Weekly Journal Assignments**

Students will complete all weekly journal assignments (handouts) that are assigned by the professor in class during lectures. Students will write in their own words. Each section is to be titled and numbered in sequence (Week One Journal Assignments; Week Two Journal Assignments). Note: There will be both individual and group, weekly journal assignments by the professor (see handouts).

#### **Part Two: A Statement of Faith and A Plan of Application**

Each student will write in his/her own words: A Statement of Faith on each doctrine, Articles I-XVIII, in the Appendices, *The Baptist Faith and Message 2000* and ([bfm.sbc.net/bfm2000/](http://bfm.sbc.net/bfm2000/)) and write A Plan of Application for his/her ministry as an Ambassador, Problem Solver, Peace Maker, Cultivator and Professional. Each student will include his/her own Scripture references for his/her statements of faith on each doctrine (Articles I-XVIII BF&M 2000). See Appendices for BF&M 2000 Articles and (See: [bfm.sbc.net/bfm2000/](http://bfm.sbc.net/bfm2000/)) and see Scripture references in Appendices in BF&M 1925, 1963 and 2000 and (See [bfm.sbc.net/comparison-chart/](http://bfm.sbc.net/comparison-chart/)). (Note: This is an individual assignment not a group assignment.)

Example Outline: (Beginning with Article I-XVIII in BF&M2000)

A Statement of Faith on Article I, The Scriptures

(Length: One paragraph (minimum): 5 sentences minimum per paragraph)

A Plan of Application on Article I, The Scriptures

(Length: one paragraph (minimum): 5 sentences minimum per paragraph)

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

- 5. A Baptist Doctrine Case Study Paper (25%).** Each student will choose one doctrine (Article) from Articles I-XVIII in the Baptist Faith and Message 2000 and write a case study for a historical and comparative analysis of it with the 1925 and 1963 Baptist Faith and Message statements including the statement about it in two other historic Confessions prior to the twentieth century. It should include leaders, issues, controversies, doctrinal beliefs and practices including Baptist faith and practice during the eras of each Confession in the case study of it. Finally, it will include a statement of faith in his/her own words about the doctrine (Article) including Scripture references and a plan of application for his/her ministry as an Ambassador, Problem Solver, Peace Maker, Cultivator and Professional. The length will be between 10-14 pages and double-spaced. The paper should be in your own words with less than 30% quotations from other materials.

The following outline should be observed:

I. Introduction with thesis statement (1/2 page)

A. Your thesis statement: In the following paragraphs, I will write a case study paper on Article \_\_\_, titled, \_\_\_\_\_, a doctrine in the Baptist Faith and Message 2000. I will write a historical and comparative analysis of this doctrine with the Baptist Faith and Message 1925, Baptist Faith and Message 1963 and two other historic Confessions prior to the twentieth century about it including differing views on it during each era. The two historic confessions are \_\_\_\_\_ and \_\_\_\_\_. This Baptist Doctrine Case Study paper includes historical context, leaders, issues, controversies, Baptist faith and practices about this doctrine including other beliefs and practices during each era. Finally, I will write a statement of faith in my own words about this doctrine including Scripture references and a plan of application for my ministry as an Ambassador, Problem Solver, Peace Maker, Cultivator and Professional.

II. A. You must cite at least one primary source on each of the BF&M 2000, BF&M 1925 and BF&M 1963, and at least one primary source on two other historic confessions prior to the twentieth century. You must cite (i.e., with the use of footnotes). List these sources in the bibliography.

B. You must cite the course textbooks (i.e., with the use of footnotes) to give historical context for the era and an explanation of beliefs and practices about this doctrine in each era. List these sources in the bibliography.

C. You must cite a minimum of six secondary sources (i.e., with the use of footnotes) for additional material on historical context and beliefs and practices about this doctrine in each era. List these sources in the bibliography.

III. Body of Paper (A. 6-8 pages, B. 4-6 pages)

A. A Historical and Comparative Analysis of Article I, titled, The Scriptures, a doctrine in the Baptist Faith and Message 2000 with the statements about it in the BF&M 1925, in the BF&M 1963, and the statement about it in two other historic Confessions.

B. A Statement of Faith about the Doctrine, Article I, The Scriptures, in my own words including Scripture References and A Plan of Application for My Ministry as an Ambassador, Problem Solver, Peace Maker, Cultivator and Professional.

IV. Conclusion (1/2 page)

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

Due Date: A Baptist Doctrine Case Study Paper is due in Canvas: **12/02/25 @11:59pm**

## Course/Classroom Policies and Information

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

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

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

### Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

### Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

### Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
  - Instructors are **not required** to allow make-up work for missed classes.

### Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
  - Review relevant sections of the Academic Catalog.
  - Contact the **Financial Aid Office** for details on how attendance affects aid.
  - Understand the consequences of non-participation.

### Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

### Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam

- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

**Important Note:**

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

**Canvas:**

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors 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 with the students rather than by broadcasting to a class email listserv outside of canvas
  - Use Zoom in Canvas for all "live" (synchronous) class sessions

**Important Note:**

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.

## 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

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			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)**

(Instructors may use, modify or replace these guidelines as appropriate for their course.)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

## **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](mailto: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](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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu) or visit [www.criswell.edu/academics/wallace-library/](http://www.criswell.edu/academics/wallace-library/).

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

### WEEK ONE

- 08/19 Overview of Course Syllabus
1. Read Acts Chs 1-2: Due in Canvas 08/19 @11:59pm
  2. Initial Definition of Evangelism in Canvas: Due in Canvas 08/19 @11:59pm
- 08/21 Overview of Faith and Practice and Definition of Evangelism
1. Read Acts Chs 3-4: Due in Canvas 08/21 one hour before class
  2. Garrett or Kidd: Ch 1: Due in Canvas 08/21 one hour before class
  3. Complete Faith and Witness Journal Assignments (Handouts in Class)

### WEEK TWO

- 08/26 Faith: The Scriptures
1. Blount: Preface, Intro. and Article I: Due in Canvas 08/26 one hour before class
  2. Garrett or Kidd: Ch 2: Due in Canvas 08/26 one hour before class
  3. Complete Faith and Witness Journal Assignments (Handouts in Class)
- 08/28 Practice: Definition of Evangelism
1. Read Acts Chapters 5-6: Due in Canvas 08/28 one hour before class
  2. Complete Faith and Witness Journal Assignments (Handouts in Class)

### WEEK THREE

- 09/02 Faith: God
1. Blount: Article II: Due in Canvas 09/02 one hour before class
  2. Garrett or Kidd: Ch 3: Due in Canvas 09/02 one hour before class
  3. Complete Faith and Witness Journal Assignments (Handouts in Class)
- 09/04 Practice: Lecture, Case Study and Journal Assignments
1. Read Acts Chapters 7-8: Due in Canvas 09/04 one hour before class
  2. Complete Faith and Witness Journal Assignments (Handouts in Class)

### WEEK FOUR

- 09/09 Faith: Man, Salvation, & God's Purpose of Grace
1. Blount: Article III, IV, & V: Due in Canvas 09/09 one hour before class
  2. Garrett or Kidd: Ch. 4: Due in Canvas 09/09 one hour before class
  3. Complete Faith and Witness Journal Assignments (Handouts in Class)
- 09/11 Practice: : Lecture, Case Study and Journal Assignments
1. Read Acts Chapters 9-10: Due in Canvas 09/11 one hour before class
  2. Complete Faith and Witness Journal Assignments (Handouts in Class)

## WEEK FIVE

09/16

Faith: The Church

1. Blount: Article VI: Due in Canvas 09/16 one hour before class
2. Garrett or Kidd: Ch 5: Due in Canvas 09/16 one hour before class
3. Complete Faith and Witness Journal Assignments (Handouts in Class)

09/18

Practice: : Lecture, Case Study and Journal Assignments

1. Read Acts Chs 11-12: Due in Canvas 09/18 one hour before class
2. Complete Faith and Witness Journal Assignments (Handouts in Class)

## WEEK SIX

09/23

Faith: Baptism and the Lord's Supper

1. Blount: Article VII: Due in Canvas 09/23 one hour before class
2. Garrett or Kidd: Ch 6: Due in Canvas 09/23 one hour before class
3. Complete Faith and Witness Journal Assignments (Handouts in Class)

09/25

Practice: Lecture, Case Study and Journal Assignments

1. Read Acts Chs 13-14: Due in Canvas 09/25 one hour before class
2. Complete Faith and Witness Journal Assignments (Handouts in Class)

## WEEK SEVEN

09/30

Faith: The Lord's Day, The Kingdom and Last Things

1. Blount: Article VIII, IX & X: Due in Canvas 09/30 one hour before class
2. Garrett or Kidd: Ch 7: Due in Canvas 09/30 one hour before class
3. Complete Faith and Witness Journal Assignments (Handouts in Class)

10/02

Practice: Lecture, Case Study and Journal Assignments

1. Read Acts Chs 15-16: Due in Canvas 10/02 one hour before class
2. Complete Faith and Witness Journal Assignments (Handouts in Class)

## WEEK EIGHT

10/07

Faith: Evangelism and Missions, and Education

1. Blount: Articles XI & XII: Due in Canvas 10/07 one hour before class
2. Garrett or Kidd: Ch 8: Due in Canvas 10/07 one hour before class
3. Complete Faith and Witness Journal Assignments (Handouts in Class)

10/09

Practice: : Lectures, Case Studies and Journal Assignments

1. Read Acts Chs 17-18: Due in Canvas 10/09 one hour before class
2. Mid-Definition of Evangelism in Canvas: Due in Canvas 10/09 @11:59pm
3. Complete Faith and Witness Journal Assignments (Handouts in Class)

WEEK NINE

10/16

**No Class: Student Development Week**

1. Work on Master Plan of Evangelism Book Review
2. Work on A Baptist Doctrine Case Study Paper
3. Work on Faith and Witness Journal

WEEK TEN

10/21

Faith: Stewardship and Cooperation

1. Blount: Article XIII & XIV: Due in Canvas 10/21 one hour before class
2. Garrett or Kidd: Ch 9: Due in Canvas 10/21 one hour before class
3. Complete Faith and Witness Journal Assignments (Handouts in Class)

10/23

Practice: Lecture, Case Study and Journal Assignments

1. Read Acts Chs 19-20: Due in Canvas 10/23 one hour before class
2. Complete Faith and Witness Journal Assignments (Handouts in Class)

WEEK ELEVEN

10/28

Faith: The Christian and the Social Order

1. Blount: Article XV Due in Canvas 10/28 one hour before class
2. Garrett or Kidd: Ch 10 Due in Canvas 10/28 one hour before class
3. Complete Faith and Witness Journal Assignments (Handouts in Class)

10/30

Practice: Lecture, Case Study and Journal Assignments

1. Read Acts Chs 21-22 Due in Canvas 10/30 one hour before class
2. Complete Faith and Witness Journal Assignments (Handouts in Class)
3. Master Plan of Evangelism Book Review: Due in Canvas 10/30 @11:59pm

WEEK TWELVE

11/04

Faith: Peace and War

1. Blount: Article XVI: Due in Canvas 11/04 one hour before class
2. Garrett or Kidd: Ch 11: Due in Canvas 11/04 one hour before class
3. Complete Faith and Witness Journal Assignments (Handouts in Class)

11/06

Practice: Lecture, Case Study and Journal Assignments

1. Read Acts Chs 23-24: Due in Canvas 11/06 one hour before class
2. Complete Faith and Witness Journal Assignments (Handouts in Class)

## WEEK THIRTEEN

- 11/11 Faith: Religious Liberty
1. Blount: Article XVII: Due in Canvas 11/11 one hour before class
  2. Garrett or Kidd: Ch 12 Due in Canvas 11/11 one hour before class
  3. Complete Faith and Witness Journal Assignments (Handouts in Class)
- 11/13 Practice: : Lecture, Case Study and Journal Assignments
1. Read Acts Chs 25-26 Due in Canvas 11/13 one hour before class
  2. Complete Faith and Witness Journal Assignments (Handouts in Class)

## WEEK FOURTEEN

- 11/18 Faith: The Family
1. Blount: Article XVIII: Due in Canvas 11/18 one hour before class
  2. Garrett or Kidd: Chs 13 & Conclusion: Due in Canvas 11/18 one hour before class
  3. Complete Faith and Witness Journal Assignments (Handouts in Class)
- 11/20 Practice: Evangelism and Small Group Analysis Using S.W.O.C.
1. Read Acts Chs 27-28: Due in Canvas 11/20 one hour before class
  2. Complete Faith and Witness Journal Assignments (Handouts in Class)

## WEEK FIFTEEN

- 11/25-11/27 **No Class: Fall Break**

## WEEK SIXTEEN

- 12/02 Faith: Review
1. Complete Faith and Witness Journal Assignments (Handouts in Class)
  2. A Baptist Doctrine Case Study Paper in Canvas: Due 12/02 @11:59pm
- 12/04 Practice: Universal Questions/Principles, Practices and Applications of Evangelism
1. Final Definition of Evangelism: Due in Canvas 12/04 @11:59pm
  2. Complete Faith and Witness Journal Assignments (Handouts in Class)

## WEEK SEVENTEEN (Finals Week)

- 12/09-12/11 Upload Faith and Witness Journal in Canvas: Due 12/09 @ 11:59pm

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