



## **THEO 5300 – Systematic Theology 1**

New Orleans Baptist Theological Seminary  
Theological & Historical Studies Division  
Spring 2019 – Mondays, 2:00–4:50 PM

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### **Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

### **Core Value Focus**

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment. The core value focus for the 2018–19 academic year is **Doctrinal Integrity**.

### **Curriculum Competencies**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are: Biblical Exposition and Christian Theological Heritage.

### **Course Description**

This first course in systematic theology introduces the student to the methodology of theology (Prolegomena) and the doctrines of revelation, God, humanity, and the person of Christ. The biblical foundations and the relevant historical developments are considered in construction of a Christian understanding of each doctrine.

### **Student Learning Outcomes**

The student, by the end of the course, should:

1. be able to understand theological method and the doctrines of revelation, God, humanity, and the person of Christ biblically, historically, and systematically.
2. be able to apply theology by integrating these doctrines into a coherent, comprehensive, and consistent Christian worldview.
3. be able to communicate these doctrines in the particular ministry calling and context of the learner.

### **Course Teaching Methodology**

The course will involve the following methodologies: assigned readings, classroom lectures, classroom discussions, reflective essays, book reviews, and research papers. These methods are consistent with the belief that some learning will occur outside of the classroom (as students read assigned texts, write reflective essays, and research and write papers) as well as in the classroom (from classroom lectures and discussions). My goal is not that students will be indoctrinated to affirm all my views; rather, my goal is that students think critically about their own views, gain a better understanding of other views, and be able to assess the strengths and weaknesses of the supporting claims.

### **Embedded Assignment - General Revelation Assignment**

This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is found below. Please complete the assignment according to this rubric.

- Using the materials from your assigned systematic theology textbook and other theological resources (like commentaries, other theological textbooks or monographs), briefly explain your understanding of the doctrine of general revelation, highlighting the differences between general and special revelation.
- What impact does the doctrine of general revelation have on your understanding of missions and evangelism?
- Describe how the doctrine of general revelation can affect your communication of the gospel.
- This assignment should be 800–1200 words in length. Cite references parenthetically.
- **Please submit online. 24 points possible.**

## Grading Rubric for General Revelation Assignment

DOMAIN	LEVEL	Inade- quate (0 pts)	Basic (1 pt)	Compe- tent (2 pts)	Good (3 pts)	Excellent (4pts)
<b>Understanding</b>	Able to understand the doctrinal topic.					
<b>Application</b>	Able to apply knowledge by relating it to the broader Christian worldview.					
<b>Communication</b>	Able to communicate the doctrine to a ministry					

### Textbooks

#### Required:

- Erickson, Millard J. *Christian Theology*. 3rd ed. Grand Rapids: Baker Academic, 2013.
- Grenz, Stanley J. *Theology for the Community of God*. B&H, 1994 or Eerdmans, 2000.
- Holy Bible. You may bring any reliable, modern translation.
- Harwood, Adam. *The Spiritual Condition of Infants: A Biblical-Historical Survey and Systematic Proposal*. Eugene, OR: Wipf and Stock, 2011.
- Another book of the student's choice, selected from the list on pages 4–5.

#### Recommended:

- Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2013.

### Course Requirements (374 total points possible)

#### Summary:

Reflective Essays. Ten at 10 points each. = 100 points.

General Revelation Assignment. 24 points.

Conference Attendance & Reflection (or Laing review). = 50 points.

Book Reviews. Two at 50 points ea. = 100 points.

Research Paper. Due in multiple assignments. = 100 points.

#### Details:

- **Reflective Essays** (1 double-spaced page, 250–300 words). Each paper is worth a possible 10 points and is meant to be a creative, reflective essay. Avoid first person (“I, me, my”); simply state things as fact. You may cite names and Bible verses, but please do not include any quotations due to space constraints. This reflective essay is not meant to be a summary of a doctrine but your thoughts on the topic **after reflecting on the assigned readings**. A 10-point paper meets the length requirement and has excellent content, grammar, and syntax. A 9-point paper has a minor problem with the length, grammar, or syntax. A 7- or 8-point paper has multiple problems. Reflective essays should be submitted **in BlackBoard** by the beginning of class on the due date. **100 points possible**.

Theology I – Rubric for Assessing Reflective Essays					
	2.0	1.5	1.0	0.5	0
Content	<ul style="list-style-type: none"> <li>♦ Nails the topic</li> <li>♦ All details accurate</li> </ul>	<ul style="list-style-type: none"> <li>♦ Stays on topic</li> <li>♦ Minimal inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>♦ Some deviation from topic</li> <li>♦ Some inaccurate details</li> </ul>	<ul style="list-style-type: none"> <li>♦ Deviates from topic</li> <li>♦ Major inaccurate details</li> </ul>	<ul style="list-style-type: none"> <li>♦ Deviates significantly from topic</li> <li>♦ No accurate details</li> </ul>
Organization	<ul style="list-style-type: none"> <li>♦ Highly organized structure</li> </ul>	<ul style="list-style-type: none"> <li>♦ Organized structure</li> </ul>	<ul style="list-style-type: none"> <li>♦ Somewhat organized structure</li> </ul>	<ul style="list-style-type: none"> <li>♦ Unorganized structure</li> </ul>	<ul style="list-style-type: none"> <li>♦ No discernable structure</li> </ul>
Logical Support Is evidence presented to support the claim (s)?	<ul style="list-style-type: none"> <li>♦ Superior logical support of topic or claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>♦ Logical support</li> </ul>	<ul style="list-style-type: none"> <li>♦ Acceptable logical support</li> </ul>	<ul style="list-style-type: none"> <li>♦ Minimal support</li> </ul>	<ul style="list-style-type: none"> <li>♦ No logical support</li> </ul>
Communication	<ul style="list-style-type: none"> <li>♦ Exceptionally clear meaning</li> </ul>	<ul style="list-style-type: none"> <li>♦ Clear meaning</li> </ul>	<ul style="list-style-type: none"> <li>♦ Somewhat clear meaning</li> </ul>	<ul style="list-style-type: none"> <li>♦ Unclear meaning</li> </ul>	<ul style="list-style-type: none"> <li>♦ Incoherent</li> </ul>
Grammar, Punctuation, and Spelling	<ul style="list-style-type: none"> <li>♦ No errors</li> </ul>	<ul style="list-style-type: none"> <li>♦ 1 error</li> </ul>	<ul style="list-style-type: none"> <li>♦ 2 different errors (rather than two occurrences of the same error)</li> </ul>	<ul style="list-style-type: none"> <li>♦ 3-4 different errors</li> </ul>	<ul style="list-style-type: none"> <li>♦ 5 or more errors</li> </ul>

- **General Revelation Assignment (Embedded Assignment).** Instructions above.

- **Conference Attendance and Reflection** (or review of Laing, *Middle Knowledge*). Register for the Regional ETS Meeting, **March 8–9, 2019**, and attend the **two plenary** presentations (Friday night and Saturday morning in the Providence Learning Center Conference Room) **and two breakout** presentations of your choice. The meeting will be held on the NOBTS campus. Submit a one-page, double-spaced reflection of the event. See the syllabus for the due date.

**Alternate assignment:** Students who are unable to attend the two plenary and two breakout sessions may review John Laing, *Middle Knowledge: Human Freedom in Divine Sovereignty* (Grand Rapids: Kregel, 2018). The review should follow the guidelines for the other book reviews in this syllabus. 50 points possible.

- **Book Reviews** (1,500–1,800 words each). Students will read and review *The Spiritual Condition of Infants* **and one book** below. See the course schedule for due dates. Students must sign up for their book selection in this [Google Doc](#).

### Presentation Set #1

Durst, Rodrick. *Reordering the Trinity: Six Movements of God in the New Testament*. Grand Rapids, MI: Kregel Academic, 2015. **Doctrine of God.**  
 Porter, Stanley E., and Steven M. Studebaker, eds. *Evangelical Theological Method: Five Views*. Grand Rapids: IVP Academic, 2018. **Theological Method.**  
 Sanders, Fred. *The Deep Things of God*. Wheaton: Crossway, 2010 or 2017. **Doctrine of God.**

### Presentation Set #2

Goldingay, John. *Biblical Theology: The God of the Christian Scriptures*. Downers Grove, IL: IVP Academic, 2016. **Doctrine of God.**  
 Peckham, John C. *Theodicy of Love*. Grand Rapids: Baker Academic, 2018. **Doctrine of God.**  
 Rosner, Brian S. *Known by God: A Biblical Theology of Personal Identity*. Biblical Theology for Life. Edited by Jonathan Lunde. Grand Rapids: Zondervan, 2017. **Doctrine of Humanity.**

### Presentation Set #3

Kilner, John F. *Dignity and Destiny: Humanity in the Image of God*. Grand Rapids, MI: Eerdmans, 2015. **Doctrine of Humanity.**

Sanders, Fred, and Klaus Issler, eds. *Jesus in Trinitarian Perspective: An Intermediate Christology*. Nashville: B&H, 2007. **Doctrine of Christ.**

Cortez, Marc. *ReSourcing Theological Anthropology: A Constructive Account of Humanity in the Light of Christ*. Grand Rapids: Zondervan, 2018. **Doctrines of Humanity and Christ.**

For a helpful overview of critical book reviews, see this [paper](#) from the UNC Writing Center.

### Summary (500–600 words)

Begin with a one or two-sentence biography of the author or the contributors. In the summary section, students should summarize and explain the author’s thesis and supporting arguments. This section might include an outline of the book’s contents and definitions of key terms.

### Critique (1,000–1,200 words)

The critique should address many of the following:

- critique of the author’s thesis, assumptions, supporting arguments, method, sources, logic, and style;
- specific examples of strengths and weaknesses (such as any relevant areas not addressed) of the book
- discussion of the book’s usefulness for the intended audience, how the book contributes to its field, other books which explore the issue;
- closing sentence either recommending the book or not and explaining why.

Cite page numbers parenthetically. Footnote only outside sources. Use quotations sparingly. Avoid first person. No title page is required (Students should provide name, date, and word count for each section at the top of page one). Please format in single-spaced, 12-point Times New Roman font. Submit all the reviews **online** by their respective due dates. Bring **paper copies** of the **selected book review** on the due date for the class members. 50 points each = 100 points.

### Book Review Grading Rubric

	10	9	8	7	5
<b>Content</b>	proper length robust explanation and critique of thesis all details accurate	proper length acceptable explanation and critique of thesis minimal inaccuracies	improper length provides some explanation and critique of thesis some inaccuracies	improper length provides little explanation and critique of thesis many inaccuracies	improper length neither explains nor critiques the thesis no accurate details
<b>Organization</b>	addresses topic directly highly organized structure	addresses topic directly organized structure	addresses topic somewhat organized structure	somewhat addresses topic highly unorganized structure	wanders significantly no organized structure
<b>Logical Support</b>	superior examples of the topic	examples of the topic	acceptable support of the topic	minimal support of the topic	no logical support of the topic
<b>Communication</b>	exceptionally clear meaning to the reader	clear meaning to the reader	somewhat clear meaning to the reader	unclear meaning to the reader	incoherent for the reader
<b>Grammar, Punctuation &amp; Spelling</b>	no visible or significant errors	errors do not disturb the reading process	errors sometimes disturb the reading process	errors often disturb the reading process	errors make reading difficult

• **Research Paper** (10–12 double-spaced pages plus bibliography). The paper will be a summary and critique of a theologian’s doctrine of revelation, God, man, sin, or person of Christ. The paper is worth 100 total points and is due online in stages:

- Choose Theologian and Doctrine for Paper. 5 points.
- Reference Summary. 15 points.
- Bibliography. 10 points.
- Article Summary 1. 10 points.
- Article Summary 2. 10 points.
- Research Paper. 50 points.

### **Guidelines for the Research Paper**

You will submit a 10–12 page (plus bibliography), double-spaced research paper through the online classroom. You may choose the theologian and doctrine from the list below. The paper is to be a summary and critique of a selected theologian and doctrine. Please properly cite your sources and follow the current edition of Turabian’s *A Manual for Writers* for the paper’s form (footnotes) and style. The grade will be comprised of these assignments:

1. **Choose a theologian and doctrine.** Select one theologian and one corresponding doctrine from the list below. Submit online. **5 points.**

#### Choices of Theologians and Doctrines for the Research Paper:

Tertullian (c. 160–235) - Trinity  
Basil of Caesarea (c. 330–79) - Trinity  
Augustine (354–430) - revelation, Trinity, creation, man, original sin  
Anselm of Canterbury (1033–1109) - existence of God  
Thomas Aquinas (1224–74) - natural theology, existence of God, original sin  
John Calvin (1509–64) - God  
Jonathan Edwards (1703–58) - providence, original sin  
Charles Hodge (1797–1878) - creation  
Paul Tillich (1886–1965) - theological method  
Karl Barth (1886–1968) - revelation  
C. S. Lewis (1898–1963) - theodicy  
Howard Thurman (1899–1981) - Christology  
Karl Rahner (1904–84) - Trinity  
Jürgen Moltmann (b. 1926) - theodicy  
Wolfhart Pannenberg (1928–2014) - revelation  
Clark Pinnock (1937–2010) - inerrancy, God  
James H. Cone (1938–2018) - theological method, God  
Marilyn McCord Adams (1943–2017) - Christology

2. **Reference Summary.** Get a working knowledge of your theologian and topic. Consult at least three different types of in-print reference works to learn about your topic. The different types of published reference works include: theological dictionaries, theological encyclopedias, historical or systematic theologies (not including your textbooks), and works of church history. After you

have read the three sections or chapters about your topic, write a two-page, double-spaced summary of what you learned about the topic. No footnotes are necessary for this assignment. Mention the major issues, significant personalities, controversies (with dates and places), writings, and theological questions (“Why does this matter?”) involved in your topic. List your sources on page three of your summary. See syllabus for the due date. Submit online. 15 points.

3. **Bibliography.** Find at least four primary sources (written by the theologian) and six secondary sources (written about the theologian). Four of those ten sources must be from an academic journal (*Journal of the Evangelical Theological Society*, not *Christianity Today*). The secondary sources must have been published in the last 25 years. Be sure to search ATLA through EBSCOHost; please contact the NOBTS library for the login information and passkey; check syllabus for the due date; use Turabian format. Submit online. 10 points.

4. Two **Article Summaries.** Find and read two articles (6-page minimum) from a peer-reviewed academic journal from the last 25 years on your topic. Then, write a one-page, single-spaced summary for each article. You will find these through ATLA via EBSCOHost. Please provide bibliographic information. Submit online. 10 points each.

5. **Research Paper.** The paper must have the following **distinct sections**:

- a. 2–3 pages of **biography** on your theologian. Be sure to include why he was remembered as a notable theologian. What were his most important works? Where did he teach or pastor?
- b. 4–6 pages of **summary**. Be sure to include his theological perspective (Roman Catholic, Orthodox, Baptist, etc.) as you summarize his understanding of the doctrine. Provide examples from primary sources and interact with secondary sources.
- c. 3–4 pages of **critique**. What are the strengths and weaknesses of the views that you summarized? Be sure to interact with secondary sources at this point.

### **Tips for Writing a Research Paper:**

- Begin early. Do a little bit of work each week. Set an early, “false” deadline to finish your paper. That gives you time to follow the next suggestion. Work to obtain books weeks in advance of needing them in case the library does not own them. Books can sometimes be borrowed from other libraries; others may be available digitally.
- Write and rewrite. The key to good writing is rewriting. Words rarely come out right the first time. All of us need to put a draft away for a couple of days and return to it with “fresh eyes.” Enlist a reader who will provide constructive feedback. Rewriting will improve your work.

## **Rubric for Grading Theology Research Papers**

The Research Paper will be graded as follows (50 points possible):

### **Content, 25 points**

Up to 25 pts. will be awarded for the three sections as described above.

- 2–3 pages of biography on your theologian
- 4–6 pages to summarize his view of the doctrine, drawing from primary sources
- 3–4 pages of critical reflection on his view of the doctrine, noting the strengths and weaknesses of the theologian’s view, interacting with secondary sources.
  - “A” quality work (23–25 points) - the paper presents a thorough biography, a clear summary of his view on the selected doctrine, and an astute theological critique
  - “B” quality work (21–22 points)
  - “C” quality work (19–20 points) - the paper lacks a thorough biography, clear doctrinal summary, and/or significant theological critique

### **Selection and use of sources, 10 points**

Up to 10 points will be awarded for the ten sources which are relevant to the topic, meet the requirements for number and type of sources (4 primary and 6 secondary; at least 4 sources from peer-reviewed academic journals), and are used and cited properly.

### **Form, 5 points**

Up to 5 points will be awarded for conformity to Turabian format for title page, footnotes, and the works cited page.

- “A” or “B” quality work (5)
- “C” quality work (4)

### **Style and Grammar, 10 points**

- style - refers to the ability to construct clear and meaningful sentences and paragraphs
- grammar - proper use of English, including spelling, punctuation, and syntax
  - “A” quality work (10)
  - “B” quality work (9)
  - “C” quality work (8)

**TOTAL...../50 pts.**

See syllabus for due date of the research paper. Because the paper will be collected and graded in stages, the final research paper will be worth only 50 points.

## **Evaluation of Grade**

The student's course grade will be computed as follows:

Students can earn up to 374 points in the course.

- Reflective Essays. Ten at 10 points each = 100 points.
- General Revelation Assignment. 24 points.
- Conference Attendance & Reflection (or Laing review) = 50 points.
- Book Reviews. Two at 50 points each = 100 points.
- Research Paper. Multiples assignments then the final paper. Total of 100 points.

The percentage of the total number of points earned divided by the total number of points possible will constitute the student's final course grade, according to this NOBTS grading scale:

A - 93–100

B - 85–92

C - 77–84

D - 70–76

F - Below 70

## **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

## **Attendance**

Per the catalog, "Class attendance is essential for effective learning. Students will be expected to attend all classes unless prevented by illness or emergency." Also, "The maximum number of absences without failure for classroom courses is as follows: . . . 3-hour courses - 9 classroom hours absent." Students who miss 4 class meetings will not receive credit for the course.

## **Policy Regarding Late Work**

Late work will be accepted for a reduced grade.

## **Special Accommodations**

Please see Dr. Norris Grubbs to request special educational accommodations.

## **Study Tips**

1. Plan to study 2–3 hours for every 1 hour in class.
2. Read your assigned texts even when you do not expect to be tested.
3. Rewrite your new class notes each week.

### Using Technology in the Classroom

In this class, you may:

- not use laptops or phones because they often distract from the topic being discussed in class.
- record classes with any type of audio or video recording device. Please let me know if you plan to do so.

### Online Resources

Although Wikipedia or Theopedia can be helpful places to begin research, websites typically should not be cited in academic research. They may be consulted for a survey of the subject and to lead you to credible primary and secondary sources. However, they cannot be trusted for accuracy since they are not subject to academic peer-review. Your goal is to find academic, peer-reviewed articles and published resources, whether they are accessed online or in print.

**Note:** Please join us in asking God to guide our thoughts as we seek to grow in our knowledge and love for him through the study of God, his word, and his creation.

### Help for Writing Papers at the Writing Center

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer. See <http://www.nobts.edu/writing/>.

### Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism. Plagiarism is:

- borrowing another person's ideas without citing the work. If information can be found in five or more sources, it is considered common knowledge and does not need to be cited. When in doubt, cite.
- borrowing another person's phrases or sentences without quoting the work.
- resubmitting work you completed for another class. Even if you wrote the original paper, it is cheating to submit the work a second time.

### Course Schedule

#### Topics & Reading Schedule

E = Erickson      G 3.1 = Grenz chapter 3, section 1      H = Harwood  
TSCOI 1–5 = *The Spiritual Condition of Infants* chs. 1–5

Date	Topic	Reading Due (Students may read E or G)	Assignments Due at Beginning of Class
Jan. 28	Class Intro; Syllabus		
Jan. 28	The Nature & Task of Theology	G Preface-Intro; E1–3	

<b>Date</b>	<b>Topic</b>	<b>Reading Due</b> (Students may read E or G)	<b>Assignments Due at Beginning of Class</b>
Feb. 4	The Reality & Knowledge of God	G 1; E 4–5	Essay 1: “What role should our experiences have in our theology?”
Feb. 4	God – Trinity	H chapter	<b>Toward Research Paper: Submit Theologian &amp; Doctrine</b>
<b>Feb. 11</b>	<b>No class – prof is away</b>		
Feb. 18	Revelation – General & Special	G 5.1–2; E 6–7; H <a href="#">Article</a>	
Feb. 18	Revelation – The Canon	G 14; E 8–10	<b>Toward Research Paper: Reference Summary Due</b>
Feb. 25	Revelation – Bible Translation	Watch <a href="#">Brunn Video</a>	Essay 2: “Which Bible translation(s) do I use and why?” (First person language is permitted in this essay.)
Feb. 25	The Nature of the Relational God	G 3.1; E 13	<b>General Revelation Assignment Due</b>
March 4	The Divine Attributes	G 3.2; E 11–12	Essay 3: “Are we like or unlike God?”
March 4	The Creator God	H chapter	Essay 4: “Gen 1. Days or ages? Does it matter?”
<b>March 8-9 Fri &amp; Sat</b>	<b>Regional ETS Meeting</b>		<b>Attend Regional ETS Meeting</b>
March 11	Angels, Satan & Demons	H chapter	<b>Toward Research Paper: Bibliography Due</b>
March 11	God – Providence	G 4.2; E17; Craig/Helm <a href="#">article</a>	Essay 5: “Does God cause events, allow events, or both?”
<b>March 18</b>	<b>No Class - Spring Break</b>		
March 25	God – Evil & Suffering	E 18	<b>Reflection of ETS Meeting or Review of Laing</b>
March 25	Book Presentations, Set #1		<b>Book Reviews Due, Set #1</b>

<b>Date</b>	<b>Topic</b>	<b>Reading Due</b> (Students may read E or G)	<b>Assignments Due at Beginning of Class</b>
April 1	Human Identity	G 5; E 20–21, 24	Essay 6: “What does it mean to be made in the image of God?”
April 1	Human Nature	G 6; E 22–23	<b>Toward Research Paper: Article Summary 1 Due</b>
April 8	Book Presentations, Set #2		<b>Book Reviews Due, Set #2</b>
April 8	Humanity – Male & Female		
April 15	Humanity & Sin	G 7; E 25–29	<b>Toward Research Paper: Article Summary 2 Due</b>
April 15	Man – Homosexuality	TSCOI 1–5	Essay 7: “Can one be a gay Christian?”
April 22	Man – Who is Guilty of Adam’s Sin?	TSCOI 6–12	Essay 8: “Are you guilty before God because of Adam’s sin or your sin?”
April 22	Discussion of H Book	TSCOI 13–end	<b>TSCOI Book Review Due</b>
April 29	Person of Christ – NT Survey	H chapter	Essay 9: “Compare the presentations of Jesus by Paul and the Gospel writers.”
April 29	Person of Christ – Historical Theology	H chapter	Essay 10: “How might the study of Christological heresies aid us today?”
May 6	Book Presentations, Set #3		<b>Book Reviews Due, Set #3</b>
May 6	Person of Christ – Theological Issues	H chapter	
May 13	Final Exam Date		<b>Research Paper Due</b>

### Selected Bibliography

#### Theological Method

Clark, David K. *To Know and Love God: Method for Theology*. Foundations of Evangelical Theology. Edited by John S. Feinberg. Wheaton: Crossway, 2003.

Putman, Rhyne R. *In Defense of Doctrine: Evangelicalism, Theology, and Scripture*. Minneapolis, MN: Fortress, 2015.

Yarnell, Malcolm. *The Formation of Christian Doctrine*. Nashville: B&H Academic, 2007.

### **Doctrine of Revelation**

Brunn, Dave. *One Bible, Many Versions: Are All Translations Created Equal?* Downers Grove: IVP, 2013.

Cowan, Steven B., and Terry L. Wilder, ed. *In Defense of the Bible: A Comprehensive Apologetic for the Authority of the Bible*. Nashville: B&H Academic, 2013.

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