

Course THE 6110. A (2020_spr_the6110.a_hammett_syllabus)

Professor John Hammett

Spring 2020

CHRISTIAN THEOLOGY I: REVELATION, GOD, HUMANITY, SIN

- I. **SOUTHEASTERN MISSION STATEMENT:** Southeastern Baptist Theological Seminary seeks to glorify the Lord Jesus Christ by equipping students to serve the church and fulfill the Great Commission.
- II. **PURPOSE:** This course is designed to introduce the student to the discipline of systematic theology and the doctrines of the Christian faith dealing with revelation, God, humanity, and sin. Study will include the biblical foundations and historical development of each doctrine, leading to a contemporary systematic formulation, capable of guiding and shaping practical application of these doctrines in Christian life and ministry.
- III. **TEXT:** The most important textbook for theology is the Bible. Have yours available as you listen to lectures. In addition, we will read the relevant sections from Millard Erickson, *Christian Theology (3rd edition only)*, and Timothy Tennent, *Theology in the Context of World Christianity*, and will be supplementing these texts with J. I. Packer, *Knowing God*. Students should purchase these books. Further supplementary reading on the doctrine of humanity will be chapters of a prospective book by the professor (see quizzes 8, 9, and 10). Those chapters, along with a set of lecture notes by the professor, will be available on Moodle. The professor strongly encourages students to print for themselves a bound hard copy of the notes (from the Locker or elsewhere) and to bring them to class every day. Additional supplemental material will be posted on Moodle throughout the semester.
- IV. **CORE COMPETENCIES:** All Southeastern courses are designed to contribute to the development of five core competencies in the lives of our students. These competencies are: (1) Spiritual Formation, (2) Biblical Exposition, (3) Theological Integration, (4) Ministry Preparation, and (5) Critical Thinking and Communication.
- V. **STUDENT LEARNING OUTCOMES:** There are six student learning outcomes for this course, each related to one or more of the core competencies listed above. The competencies related to each outcome are indicated by the numbers in parentheses following the outcome. By the end of this course, students will be able:
 1. To identify and express in a systematic, coherent way the Christian teaching on the doctrines of revelation, God, humanity and sin (2, 3).
 2. To explain the theological controversies that have swirled around these doctrines in the course of church history, to critically evaluate the various positions taken in these controversies, and to choose at least a provisional position to take on the issues raised by those controversies (3, 4, 5).

3. To examine contemporary contextual challenges to theology and the responses we may give (1, 3, 4).
 4. To formulate and defend a theological basis upon which they can build their ministry (1, 3, 4).
 5. To research the differing theological positions on a point of doctrine, critically evaluate those different positions, and demonstrate how their position on that doctrine would be implemented in their Christian life and ministry (1, 3, 5).
 6. To integrate theological concepts with their personal spiritual formation (1).
- VI. **COURSE REQUIREMENTS:** There are six major requirements for this course. They are designed to accomplish the outcomes listed above. The specific student learning outcomes related to each course requirements are indicated in the parentheses following each requirement. These requirements satisfy the SEBTS credit hour policy (2250 minutes per credit hour).
1. **Understanding and assimilation of the material presented in the class lectures.** Comprehension will be tested by means of a mid-term and final examination on the material presented in the lectures, with each counting 25% of the final course grade (1, 2, 3, 4, 6). These exams will be closed book, closed notes.
 2. **Careful reading of the material in the textbooks by Erickson and Tennent, and the supplementary chapters by Hammett.** Completion of this assignment will be checked by means of 12 weekly quizzes on the reading assignments. The chapters or pages to be read each week are listed under the Course Outline. Quizzes will be taken online, will be open book, and will include a question regarding lectures listened to as well as questions on the reading. See Moodle for when quizzes open and close. The two lowest of these will be dropped; the highest 10 will be averaged and will count 15% toward the final course grade (1, 2, 3, 4).
 3. **Completion of Science and the Christian Faith Assignment.** With the growing importance of the interface between science and the Christian faith, students will (1) watch the video “Science and Religion: The Draper-White Conflict Thesis” (link on Moodle); (2) read the article by Joshua Moritz, “The War that Never Was: Exploding the Myth of the Historical Conflict between Christianity and Science” (article on Moodle); (3) attend or watch online the “Science and the Christian Faith: Moments That Shaped History” conference (held at Southeastern’s Center for Faith and Culture, Feb. 20-22); and (4) write an essay of at least 500 words describing their responses to this material (positive or negative) and how this assignment has impacted their view of the relationship of science to the Christian faith. The essay must be posted on Moodle by 11:55 pm March 1, along with an affirmation that the student viewed the video, read the article and attended or watched online the conference. This assignment will be worth 10% of the final course grade (2, 3, 6).

4. **Reading and journaling on J. I. Packer, *Knowing God*.** Completion of this assignment will require reading of the book, accompanied by at least one paragraph of written reflection on each chapter, recording significant insights, points of application, and/or questions. The focus for this assignment is personal application, not academic critique, and may even take the form of a written prayer. Chapters for each week are given in the Course Outline. Reflections should be uploaded each week on Moodle and will be graded for completeness (a thoughtful reflection on each chapter), personal application (“I” rather than “we” or “you”), and posting on time. This assignment will count 5% toward the final course grade (1, 2, 6).

5. **Preparation of a personal doctrinal statement.** As we progress through the semester, students should be developing and/or refining their convictions on the doctrines we study. As we near the end of the semester, students will be asked to submit where they stand on the key issues studied this semester. You are simply to state your views, without support or rationale, and thus this assignment may be thoroughly completed in a few pages. You may consult historic statements of faith and formulations given in the notes, but this statement should be your convictions in your words. Students will not be graded for agreement with the professor, but for clarity, awareness of key issues, and completeness. A template giving the topics that should be addressed is provided below (see p. 6-7). This assignment should be uploaded to Moodle, no later than 11:55 pm, May 9, and will count 5% toward the final course grade (1, 2, 4).

6. **Theological Integration Assignment.** Students will be asked to write a Theological Integration/Research paper of about 12-20 pages on a specific aspect of one of the doctrines studied this semester (Prolegomena, Revelation, God, Humanity, Sin). Instructions for this assignment are attached to this syllabus (see pp. 8-9) and should be read carefully. Research supporting this paper should include **at least 500 pages beyond required class reading**, from at least 10 sources. **To verify that you have read at least 500 pages from at least 10 sources, each paper must include a bibliography listing the sources read and the number of pages read from each source.**

Note carefully the title of this paper. It is in reality two papers in one. The first is a traditional research paper, in which you come to affirm and defend a position based on thorough research. The second is a theological integration paper, in which you connect the theological point you have just affirmed to the way you live your life and minister. This is based, not on research but on careful thought showing how the way you live and minister is (or will be) impacted by this belief. Write this part of the paper in the first person singular and devote at least one full page to it.

As a starting point for research, the professor has placed a bibliography of major sources relating to each doctrine studied this semester on the Moodle page for this course (see Christian Theology I, II Bibliography).

Students must upload to Moodle research proposals, containing (1) an affirmation that the student has read the sample research paper posted on Moodle, noting the way the paper is carefully built on research, with claims substantiated by properly formatted footnotes,

and concluding with thoughtful integration, (2) a tentative thesis statement, and (3) a preliminary bibliography, by 11:55 pm, February 14. The full paper must be uploaded to Moodle as an MS Word file, no later than 11:55 pm on May 2 and will count 15% of the course grade (2, 5, 6).

- VII. GRADING: Grading for the course will be as follows: A: 95-100; B: 87-94; C: 77-86; D: 70-76; F: below 70.

Cheating, academic theft or plagiarism of any type will be grounds for an automatic F. Christians should follow the highest standards of integrity in all areas of life, including academics. Exams taken in the privacy of one's home expose students to temptations to cheat. For the glory of God and the good of your soul, resist these temptations.

- VIII. PROFESSOR: Dr. John S. Hammett, Professor of Theology. Office: 227 Stephens-Mackie; office phone: (919) 761-2489; cell phone: (919) 414-6452; email: jhammett@sebts.edu

THE PROFESSOR'S GRADER is Dalton Fowler (dtfowler@yahoo.com). Questions about the quizzes and the reading in Packer should be directed to Mr. Fowler via email.

IX. COURSE OUTLINE:

Date	Topic	Assignment
Jan. 23	Unit 1: Prolegomena	Read & Study: Erickson, chs. 1, 3, 4; Tennent, ch. 1; Packer, chs. 1-2. Assignments: Quiz 1: Erickson, chs. 1, 3, 4; Tennent, ch. 1.
Jan. 30	Unit 2: The Doctrine of Revelation Part A: Universal Revelation	Read & Study: Erickson, chs. 6-7; Packer, chs. 3-5. Assignments: Quiz 2: Erickson, chs. 6-7.
Feb. 6	Unit 2: The Doctrine of Revelation; Part B: Special Revelation	Read & Study: Erickson, chs. 8-9; Packer, chs. 6-8. Assignments: Quiz 3: Erickson, chs. 8-9.
Feb. 13	Part B: Special Revelation (cont.)	Read & Study: Erickson, ch. 10; Tennent, ch. 3; Packer, chs. 9-11. Assignments:

		Quiz 4: Erickson, ch. 10; Tennent, ch. 3. Post Research Proposals on Moodle by 11:55 pm, Feb. 14.
Feb. 20	Unit 3: The Doctrine of God; Part A: The Nature and Attributes of God	Read & Study: Erickson, chs. 11-13; Packer, chs. 12-14. Assignments: Quiz 5: Erickson, chs. 11-13.
Feb. 27	Part A: The Nature and Attributes of God (cont.) Science and the Christian Faith Assignment Due March 1	Read & Study: Erickson, ch. 14; Tennent, ch. 2; Packer, chs. 15-17. Assignments: Quiz 6: Erickson, ch. 14; Tennent, ch. 2.
Mar. 5	Unit 3: The Doctrine of God; Part B: The Works of God	Read & Study: Erickson, chs. 16-19; Packer, ch. 18 Assignments: Quiz 7: Erickson, chs. 16-19.
Mar. 12	SPRING BREAK	MID-TERM EXAM: Must be taken on Moodle between 6:30 pm, Mar. 5, and 11:55 pm, Mar. 14.
Mar. 19	Part B: The Works of God (cont.).	Read & Study: Packer, ch. 19; Packer, ch. 20.
Mar. 26	Unit 4: The Doctrine of God the Father	Read & Study: Hammett, chs. 1-2 (on Moodle). Assignments: Quiz 8: Hammett, chs. 1-2.
April 2	Unit 5: The Doctrine of Humanity	Read & Study: Hammett, chs. 3-4; Packer ch. 21. Assignments: Quiz 9: Hammett, chs. 3-4.
April 9	Easter Break	Assignment: Worship!
April 16	Unit 5: The Doctrine of Humanity (cont.)	Read & Study: Hammett, chs. 5-7; Packer, ch. 22. Assignments: Quiz 10: Hammett, chs. 5-7.

April 23	Unit 5: The Doctrine of Humanity (cont.) Unit 6: The Doctrine of Sin	Read & Study: Erickson, chs. 25-26; Tennent, ch. 4. Assignments: Quiz 11: Erickson, chs. 25-26; Tennent, ch. 4.
April 30	Unit 6: The Doctrine of Sin (cont.)	Read & Study: Erickson, chs. 27-29. Assignments: Quiz 12: Erickson, chs. 27-29; Post Theological Integration paper on Moodle by 11:55 pm, May 2.
May 7	Unit 6: The Doctrine of Sin (cont.)	Assignments: Post Personal Doctrinal Statement by 11:55 pm, May 9. FINAL EXAM: Must be taken on Moodle between 6:30 pm, May 7 and 11:55 pm, May 12.

X. TEMPLATE FOR PERSONAL DOCTRINAL STATEMENT.

Respond to each question by stating succinctly what you believe.

The Doctrine of Revelation:

A. Universal Revelation. Do you believe that God has revealed himself universally or generally? If so, by what means? If so, for what purposes? For example, can universal revelation lead someone who never hears the gospel to salvation?

B. Special Revelation. Do you believe God has revealed himself in the Bible? What is the Bible? Is it inerrant? What does that term mean? Does God give special revelation today beyond Scripture?

The Doctrine of God

A. His Nature and Attributes. Does God exist? What is he like? What attributes may he be said to possess? Also, does God exist as a Trinity? If so, what do you understand that to mean?

B. The Works of God. What do you believe about God's work of creation? What are your convictions about when God created and how God created? What do you believe about angels and demons? What do you believe about God's work of providence?

The Doctrine of God the Father

What do you believe about adoption (who is adopted; how is one adopted; what does it mean to be adopted)? Do you believe that it is appropriate and important to speak of God as Father, or does masculine language for God marginalize women?

The Doctrine of Humanity

What do you believe about our creation by God? Were Adam and Eve historic individuals? What does it mean to say that we were created in the image of God? Why did God make us male and female? What do you believe about our relationship to work? What do you believe about the human constitution?

The Doctrine of Sin

What is sin? What has happened to human nature as a result of the fall? What is the essence or root of sin? What is your view of original sin?

XI. TITLES OF PREVIOUS PAPERS

Is Everything that Happens God's Will?
 The Source of Temptation
 The Biblical Theology of Homosexuality
 The Doctrine of the Trinity
 The Destiny of Those Who Never Hear
 The Providence of God
 The Theology of Prayer
 The Transcendence and Immanence of God
 Creation versus Evolution
 The Origin and Activity of Angels
 The Wrath of God
 Why God Made Us Male and Female
 The Theological Significance of the Names of God
 The Eternality of God
 The Omnipotence of God
 The Fatherhood of God
 Divine Immutability
 The Holiness of God
 How Does God Speak to Believers Today?
 The Problem of Evil
 Spiritual Warfare in the Life of a Christian
 Biblical Inerrancy
 The Canon of Scripture
 Four Views of Original Sin

XII. FINAL CHECK LIST FOR GOOD THEOLOGICAL INTEGRATION PAPERS. Before you post your paper on Moodle, here is a check list to consider.

1. Do you have a clear, explicit thesis statement, preferably on the first page?
2. Is your paper well organized, such that the reader can discern a logical outline? Section headings are often helpful, with the sections themselves sub-divided into paragraphs (good paragraphs should rarely be as long as a page, and usually shorter).
3. Is it in fact a research paper and not an opinion paper? Are your claims supported by evidence from your research, which you document in footnotes?
4. Do you document the breadth and depth of your research by listing the number of pages you read from each source in your bibliography?
5. Do you include specific ways that you integrate the theological belief affirmed and defended in this paper with your life and ministry? Are the applications specific to your life and ministry and written in first person singular?

XIII. THEOLOGICAL INTEGRATION ASSIGNMENT INSTRUCTIONS

The **objective of this assignment** is two-fold. First, you are to demonstrate your understanding of a key Christian doctrine or a specific aspect of a doctrine. Second, you are to integrate that doctrine with your Christian life and ministry. You must provide **three applications** to life and ministry that are direct and significant implications of your position.

Structure:

Students are required to include headings in their paper to denote each section. The number and nature of these headings will differ according to the purpose of the paper, but recommended section headings are noted below. The first and last recommended headings should be included in all papers.

- (1) **Recommended Heading: *Introduction*.** *Introduce your paper, its purpose and direction.* Your introduction should identify the important theological issue that your paper addresses and should state the question that you are seeking to answer in your paper. You should also provide a one to two sentence answer to the question.
- (2) **Recommended Heading: *Theological Perspectives*.** *Situate your perspective.* In this section, you should provide an overview of the most significant theological answers to your question. You should select two to four of the most important positions related to your topic. You should briefly state the position, identify the key theologians who hold the position, and summarize and briefly interact with the most important arguments for the positions.
- (3) **Recommended Heading: *Theological Position*.** *State your position and give your argument for the position.* In this section, you should clearly restate your position, and give supporting evidence for your thesis that developed from your research. Identify,

summarize, organize, and document your reasons clearly and fully. Unsupported preferences and mere assertions are not persuasive as an argument. Remember that evidence and reasons for your position should be biblical and theological.

- (4) **Recommended Heading: Objections.** *Address Objections against your position.* You must consider and answer possible objections to your position. In most cases, these objections are contrasting positions you should have encountered in your research. Show from the evidence why your position is the best position.
- (5) **Recommended Heading: Integration and Conclusion.** *Make specific applications to life and ministry and summarize the findings of your research.* You must show in this section how your theological position is integrated with your life and ministry. If your thesis is true, how does it impact your life and ministry as a believer? Give **at least three** specific and personal applications and implications. Here is a list of prompts **to help** you think about application:
- a. How is the truth essential to your Spirituality? How does the truth explain your Spiritual experience?
 - b. Why is the truth important to fellowship between persons? Between Christians? Between Non-Christians? Christian and Non-Christian?
 - c. How does the truth function as a vehicle of life and power?
 - d. How does the truth reinforce personal faithfulness?
 - e. How does the truth inform your Christian service?
 - f. What apologetic questions does the truth address?
 - g. What clarity does the truth bring to other doctrines that relate to life and ministry?

Length/Format/Style:

The paper should be **at least 3000 words** (approximately 12 pp.) of body text including footnotes. All text and footnotes must conform to Turabian's "Notes and Bibliography" style (chs. 16-17, 7th ed.). Include both a Title Page and Bibliography (not included in the word count). The bibliography should include at least 10 sources. Resources in support of the paper should total at least 500 pages. Keep the tone academic and scholarly rather than devotional or sermonic. An exemplary sample paper is posted on the Moodle page for this course.

Students are encouraged but not required to submit a draft to the Writing Center. Do so no less than 2 weeks before the due date for the final submission.

Final Submission:

Your paper's final version must be submitted as an MS Word file (doc. or docx.) that is uploaded to Moodle. The Turnitin assessment tool is utilized to report on the level of matching and/or originality of your text to others in its database (online texts, other student papers, etc.)

Writing Tips:

Please see the "**Tips for Writing a Good Paper**" document posted in Moodle. Please review this document and visit the Writing Center Moodle page for additional helps.

CHRISTIAN THEOLOGY I

Professor of Record: Dr. Benjamin Quinn

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Mission Statement:

Southeastern Baptist Theological Seminary seeks to glorify the Lord Jesus Christ by equipping students to serve the Church and fulfill the Great Commission (Matthew 28:19-20).

Core Competencies:

To equip students to serve the church and fulfill the Great Commission, the Southeastern Faculty build curricula and courses, drawing upon the great tradition of Christian orthodoxy and our Baptist heritage, to develop the following core competencies so that Southeastern graduates:

Spiritual Formation

Demonstrate the knowledge and skills necessary to pursue an authentically Christian way of life, manifested by trust in God, obedience to Christ's commands, and love of God and neighbor.

Biblical Exposition

Demonstrate the ability to properly and effectively interpret, apply, and communicate the Scriptures.

Theological Integration

Demonstrate the ability to understand and apply the doctrines of Christianity to life and ministry.

Ministry Preparation

Demonstrate the knowledge, skills, and Christian disposition necessary for ministry and leadership in the church and the world.

Critical Thinking and Communication

Demonstrate the ability to think critically, argue persuasively, and communicate clearly.

We strive to do all of this while cultivating in students a delight in God, His Word, and His Church.

Core Competency Addressed:

Theological Integration: The goals of this course are (1) to provide the student with a working knowledge of the basic Christian doctrines and (2) equip the student with the tools necessary to do further theological study.

Course Description:

Christian Theology I is an introduction to the foundations of Christian theology, including a study of the doctrines of revelation, Scripture, and God. Also included in this semester is the study of the doctrines of humanity and sin. The nature of theology, its methods and claims are discussed. Theology I is a comprehensive study of the major doctrines of the Christian faith from the point of view of those who are within the Christian church.

Student Learning Outcomes:

1. Students will be able to identify and express in a systematic, coherent way the biblical teaching on the doctrines of revelation, God, and humanity.
2. Students will be able to explain the theological controversies that have swirled around these doctrines in the course of church history and to choose at least a provisional position to take on the issues raised by these controversies.

3. Students will be able to recognize the challenges being raised for theology by the contemporary context and the responses we may give.
4. Students will be able to formulate a theological basis upon which they can build their ministry.
5. Students will be able to research the differing theological positions on a point of doctrine, compare different positions on that point of doctrine, and demonstrate how their position on that point of doctrine would be implemented in their Christian life and ministry.
6. Students will be able to relate theological concepts to their personal spiritual formation.

Course Requirements:

1. **Threaded Discussions:** Three times during the semester the instructor will post a theological question in the Moodle Forum (see schedule and Moodle course page for dates). Each student is required to engage in a class-discussion engaging the topic. Each student should respond personally to the question asked in no less than **200 words**, and then engage thoughtfully with at least three other students' posts in no less than **50 words** each.
2. **Reading**
The class schedule lists the pages of the textbooks the student must read each week. The reading load is substantial, and the student should be diligent to complete the weekly assignments.
3. **Quizzes**
Each week there will be an open-book online quiz over the textbook readings assigned for that week. The quizzes are located on the Moodle course page. The student has fifteen minutes to complete ten questions. There will be a total of twelve quizzes, of which the top ten will be averaged and the lowest two will be dropped.
4. **Science and the Christian Faith Assignment**
The student will attend or watch online the *Science and the Christian Faith: Moments that Shaped History* Conference and write a 1-2 page essay on their observations and impressions of the topics discussed. Prior to the conference, the student will watch the video "Science and Religion: The Draper-White Conflict Thesis" found here ([5-minute video](#)) and read Joshua Mortiz's article "The War that Never Was: Exploding the Myth of the Historical Conflict between Christianity and Science" available on Moodle.
5. **Exams**
There will be a midterm and final exam over material from the **lecture videos and lecture notes**, and do not include material from the assigned reading. The exam questions will be comprised of true/false and multiple-choice for the objective portion, and several short essay questions for a subjective portion. Students may use course notes for this exam, but they may **not** cut-and-paste from the course notes to the exam essay questions.
6. **Doctrinal Portfolio**
Students will complete a Doctrinal Portfolio in which they provide 5 entries covering the following doctrines: Revelation, Theology Proper (Doctrine of God), Creation and Providence, Humanity, and Sin. Each entry will be 2-4 double-spaced pages in length and will provide an overview of the relevant biblical passages related to these doctrines, key issues related to each doctrine, a student's statement of belief of particular important topics related to each doctrine, and a brief explanation for why students hold to these positions.

This assignment will be submitted all together as a single MS Word file uploaded to Moodle. See Appendix #1 for detailed instructions.

7. **Research Component : "A" Option Theological Integration Paper or "B" Option Critical Book Review**
In order to receive an A in this course, students will be required to write a Theological Integration paper. Students will select a topic pertaining to one of doctrines covered in this course and argue a thesis related to that topic in the form of a research paper. See below for instructions regarding the Theological Integration Paper assignment.

Additionally, students may choose to do a Critical Book Review **instead** of the Integration Paper, however in doing so, students will have their final grade capped at a "B." This is an option extended to students who may need to opt to do less work for this course, though with no less excellence, in exchange for a lower overall grade. See instructions below (Appendix #2) regarding the Critical Book Review.

Students may not choose to review the book they have chosen for the Selected Book Reading assignment, but must choose an additional book.

Students will upload the Theological Integration Paper/Critical Book Review as an MS Word file to Moodle

Required Course Textbooks:

Akin, Daniel, ed. *A Theology for the Church*. Revised Edition. Nashville, TN: B&H Academic, 2014.

Keathley, Kenneth D. and Rooker, Mark F. *40 Questions About Creation and Evolution*. Ed. Benjamin L. Merkle. Grand Rapids, MI: Kregel Academic, 2014.

Piper, John. *A Peculiar Glory: How the Christian Scriptures Reveal Their Complete Truthfulness*. Wheaton, IL: Crossway, 2016. (You may download a **free** .PDF version of John Piper's book on his website <http://www.desiringgod.org/books/peculiar-glory>)

Plantinga, Cornelius Jr. *Not the Way It's Supposed to Be: A Breviary of Sin*. Grand Rapids: Wm. B. Eerdmans, 1996.

Recommended Textbooks:

Treier, Daniel J. and Walter A. Elwell, eds. *Evangelical Dictionary of Theology*, 3rd ed. Grand Rapids, MI: Baker Academic, 2017.

Course Schedule:

See Moodle Course Page for outline of course schedule and due dates.

Course Objectives:

Christian Theology I should provide the student with a working knowledge of the following theological topics. Also, research topics must fall into one of these categories.

1. *Prolegomena*

We will cover the importance of presuppositions and essential criteria in establishing a credible belief system; identify major approaches (methods) to theology; and survey the relationships between historical theology, biblical theology, philosophical theology, systematic theology, and pastoral theology.

2. *Revelation*

We will explore the nature of revelation; define and outline the issues concerning the nature of biblical inspiration and authority; and expound methods of applying this authority to contemporary issues.

3. *Theology Proper*

We will address the issues involved in arguing for the existence of God; survey the divine attributes; and develop a biblical doctrine of the Trinity.

4. *Providence*

We will explore the ways that God relates to his Creation; survey the issues related to the creation vs. evolution debate; study the relation of God's sovereignty to humanity's freedom and nature; examine the nature of miracles; and special attention will be given to the problem of evil.

5. *Humanity*

We will cover the nature of the divine image; the constitution of the soul; and biblical understanding of male and female.

6. *Hamartiology*

We will discuss the effects of The Fall and the nature of human depravity; define the nature of sin; and explore the various approaches to the concept of original sin.

Grading:

Participation	10%
Quizzes	20%
Science/Christian Faith Assignment	10%
Final Exam	20%
Doctrinal Portfolio	20%
Research Component	20%

Scale:

A:	95 – 100
B:	87 – 94
C:	77 – 86
D:	70 – 76
F:	Below 70

Workload Expectations:

1. The professor expects students to give two hours (120 min.) of course work outside of class for every hour (60 min.) in class; therefore, for a three-hour (180 min.) class, that is six hours (360 min.) per week.
2. The professor expects you to read approximately 20 pages per hour (60 min.) in order to meet the requirements of the class.
3. The professor expects you to study a total of 12 hours (720 min.) for the midterm exam.
4. The professor expects you to study a total of 12 hours (720 min.) for the final exam.
5. In order to prepare for exams, the professor expects you to study your lecture notes 30 to 60 minutes each week looking over the notes.

Assignment Due Dates:

All assignments are due by 11:55 pm Eastern on the due date and are to be turned in electronically via Moodle. A two-point-per-day deduction will be applied to all late submissions of the written assignments. Additionally, no late work after the final day of class will be accepted. No late quizzes are accepted.

Plagiarism:

Cheating or plagiarism of any kind will result in an immediate failing grade on the assignment with no chance for resubmission. The professor does have the option either to allow the student to remain in and complete the course or to dismiss the student from the course completely. Regardless of the professor's ruling, all cases of cheating or plagiarism will be reported to the Dean of Students Office and the appropriate Academic Dean(s) where further disciplinary action will be considered. At the very least, a permanent record of the infraction will be kept in the student's file. For further information regarding this policy, please refer to the 'Plagiarism & Cheating' section of the Student Handbook.

Extra Credit:

1. Students are welcome to read books related to the material covered in class for extra credit. **Extra Credit is 1 point on your final grade per 100 pages read and reviewed, up to 5 total points.** Students must receive approval from the professor regarding their reading, then after completing the book submit a one-page reading report following the same rubric for other class readings. **All extra credit assignments must be submitted by the last day of class.**
2. Major SEBTS conferences (i.e. 9Marks or 20/20) are also opportunities for Extra Credit. Attend every plenary session, and a breakout session at every opportunity, write a one-page reflection on each session attended and submit by the end of the semester. You must attend in person, not simply watch online after the event to receive credit. If all expectations are met, students can receive up to 2 points on their final grade. Students may also attend other conferences provided that they pertain to theology in some way and they have been preapproved by the professor.
3. Attending events at the Center for Faith and Culture is also an extra credit opportunity. It is the student's responsibility to sign the class roster at the CFC event and ask that your attendance be validated with the professor by the CFC.
4. Other campus events are possible extra credit opportunities; talk with the professor about the possibility of attending a campus event for extra credit. You will not receive credit without communicating with the professor beforehand.
5. A total of 5 points is the max that one may receive in Extra Credit for a given course.
6. Students who choose the "B" Option instead of the Theological Integration paper as describe above in this syllabus, will still have their final grade capped at a B+ regardless of the amount of extra credit earned.
- 7.

Disclaimer: This syllabus is intended to reflect accurately the course description, course objectives, general content, grading criteria, course requirements, attendance requirements, and other information necessary for students to appraise the course. However, the professor reserves the right to modify any portion of this syllabus as may appear necessary because of events and circumstances that change during the term.

Disability Statement: Southeastern Baptist Theological Seminary and The College at Southeastern comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests and submit documentation to the Dean of Students Office.

APPENDIX 1: DOCTRINAL PORTFOLIO

Students will develop a Doctrinal Portfolio in which they provide 5 entries covering major issues and personal statements related to the 5 doctrines covered in this course: Revelation, Theology Proper (Doctrine of God), Creation and Providence, Humanity, and Sin. The goal for this assignment is for students to be able to articulate the major issues related to each doctrine, survey the important biblical passages that contribute to their formulation, and to be able to clearly and succinctly state their position on important issues related to each doctrine and why they hold to these. Therefore, this assignment is intended to provide students with a self-developed resource to serve them in their future ministry contexts.

For this assignment, students will construct each entry according to the following format:

- 1) Entries must be 2-4 double-spaced pages in length.
- 2) Entries must contain the following section headings:
 - a. **Title** identifying the doctrine
 - b. **Section 1 – Biblical Passages** – in this section students will identify and briefly discuss (2-3 sentences) the relevant biblical passages which serve to construct this doctrine. Students will briefly describe the contribution each passage makes to the articulation of the doctrine. Students must provide no less than 5 passages per doctrine.
 - c. **Section 2 – Key Issues** – in this section students will identify key issues or debates related to this doctrine. This can include historical areas of disagreement or different approaches to this doctrine. Students will describe each viewpoint on the issues identified and identify the central reasons for disagreement. Students are free to identify as many issues as they see relevant to the discussion, but in doing so they must not exceed the allotted page requirements for each entry. No citation of sources is necessary for this exercise.
 - d. **Section 3 – Personal Statement** – in this section students will briefly (2-3 sentences) articulate their own views on the issues identified in section 2. The goal for this section is short statements of affirmation, identifying the students position.
 - e. **Section 4 – Warrant for Position** – in this final section students will briefly explain why they hold to the beliefs stated in section 3. This could include interpretations of biblical passages, compelling theological arguments, deficiencies perceived in the opposing viewpoints, or the compelling nature of one's own viewpoint. Students should aim to demonstrate why their positions are tenable and briefly provide evidence in support of this. No citation of sources is necessary for this exercise.

APPENDIX 2: B-OPTION CRITICAL BOOK REVIEW

Students will select a book from a list of pre-approved books taken from Dr. Daniel Akin's *Building a Theological Library* (2013 Update), which can be found [here](#). Students can choose any book from Akin's list if it meets the following criteria:

- 1) The book must be from the following sections related to the **doctrines covered in this course** (pages 36-42): Prolegomena, Revelation and Scripture, Hermeneutics, Theology Proper, Creation, Angelology, and Humanity and Sin.
- 2) The book must be greater than **200 pages in length**. Students are responsible for checking the length of their book selections.

Books from Akin's list that meet these criteria are automatically approved, and students do not need to inquire about approval from the professor.

If students wish to request a book not on this pre-approved list, they may do so with the understanding that it must be **an upper-level academic book of 200pgs or more**, and be **related to the doctrines covered in the course**. If students wish to receive an exemption from the pre-approved book list, **they must receive written approval** of their selected book from the professor or teaching assistant by **Feb 16th at 11:55pm**.

Students **cannot** choose one of the assigned textbooks for review.

Please email Mr. Greeson with questions about the book you would like to review.

If students do not get their selected book approved prior to submitting their review, book reviews will receive a grade no higher than a 70.

Length//Format//Style:

Book Reviews are to be double-spaced, 12 pt. Times New Roman Font, 1" margins, with page numbers. Reviews should be no less than **1000 words**, and no greater than **1500 words** in length. Points will be deducted for reviews that are longer or shorter than what is prescribed by this syllabus.

Students do **not** need to include a Title Page. Rather, students will begin with the book citation at the top of the first page, following Turabian citation style, along with the total pages of the book, followed by the students' name.

For example:

Wilken, Robert Louis. *The First Thousand Years: A Global History of Christianity*. New Haven, CT: Yale University Press, 2012. 416pp. Reviewed by Jane Smith.

Students will use **parenthetical citations** to refer to page numbers cited in their review. Additional sources are not necessary, but if used they must be cited in a footnote according to Turabian style. No bibliography is needed.

Book Reviews must include the following headings and sections:

- a. **Citation** – You must cite the book you are reviewing in Turabian format on the first line(s) of your review.
- b. **Introduction** – You must provide a brief introduction to the book, describing the topic addressed by the book and identifying its **main thesis**. (Note: students must explicitly state what they believe is the book's thesis. If the work is a multi-author volume of collected essays, students must state what they believe is the overall thesis of the book in lieu of all the material presented.). Students should not state that an author's **thesis** is not the same as the author's **purpose** ("purpose" designates what the author wants the book to accomplish, "thesis" designates the position(s) the author is arguing for).
- c. **Summary** – You must provide a summary of the book's **argument**, identifying its main points and support the author gives for them and not merely stating the content of each chapter. This section should constitute **no more than 50% of your paper**. As such, you will not be able to summarize everything the author says. Therefore, focus on the major points that support the author's thesis.

- d. **Evaluation** – You must critically interact with the author’s **argument and thesis**. Evaluate the author’s thesis and main points and discuss why the evidence given by the author does or does not support their conclusions. Discuss the author’s conclusions in light of what you have learned concerning that doctrine as a whole. In what ways does the author contribute to or detract from the doctrine? In what ways is the author’s thesis helpful? What are areas not addressed by the author?
- e. **Application/Conclusion** – You must discuss the significance of the author’s argument for Christian life and ministry. What impact does the book have on Christian theology in general? What are the main points of application of the author’s argument for Christian devotion?

Final Submission:

Your paper’s final version must be submitted as an MS Word file (.doc or .docx) that is uploaded to Moodle. The TurnItIn assessment tool is utilized to report on the level of matching and/or originality of your text to others in its database (online texts, other student papers, etc.) Feedback will be given as comments throughout the text, and students will see their final scores according to the rubric categories by viewing the rubric tool on the right of the screen.

Assessment:

Students will be graded according to the following rubric.

Critical Book Review Rubric				
Criteria	Exemplary – A (20 pts)	Proficient to Satisfactory – B/C (15-19 pts)	Minimal to Unsatisfactory – D/F (0-14 pts)	Points
Grammar/Format 20 pts	Free of grammar and punctuation mistakes, properly formatted according to Turabian 8th ed., 12pt. Times New Roman, page numbers correct, 1" margins, double spaced, etc.	Some grammar and punctuation mistakes, improper formatting.	Significant grammar and punctuation mistakes, formatting against instructions or significant wrong.	___ / 20
Clarity/Style 20 pts	Clearly organized, logical argument, free of overly complex sentences, flows well, proper use of quotations.	Organized loosely, some informal language used, sparse quotations or abrupt insertion of quotations without analysis provided.	Unclear sentences, significant use of informal language, no quotations.	___ / 20
Thesis 20 pts	Identification of author's topic and thesis provided.	No identification of author's thesis provided, but author's purpose noted.	No identification of author's thesis or purpose.	___ / 20
Summary 20 pts	Clear summary of author's argument, of appropriate length, accurate to author's content, etc.	Some summary of author's argument, though mostly simply a summary of the book's contents. Inaccurate or unclear at times.	Little summary provided, inaccurate or unclear throughout.	___ / 20
Critique 20 pts	Critical evaluation of author's thesis and evidence provided to support it, identifies strengths and weaknesses of author's argument, proposes worth of author's argument for further study or application, etc.	Evaluation of author's style, academic level of writing, or whether the reviewer found the book useful or enjoyable.	No critique provided.	___ / 20
Comments:				Total: ___

APPENDIX 3: THEOLOGICAL INTEGRATION PAPER

Each student will write a Theological Integration Paper on an aspect of Christian Theology appropriate to the present semester (see above list of doctrines covered in this course).

A Theological Integration Paper is an essay that presents an opinion about a topic and discusses its importance for Christian life and ministry. For this assignment, you are to state and argue for your position on a particular doctrine (addressed in this course) or a significant issue related to a particular doctrine.

The objective of this assignment is two-fold. First, you are to demonstrate your understanding of a key Christian doctrine. Second, you are to apply that doctrine to the Christian life and ministry. You must provide three applications to life and ministry that are direct and significant implications of your position. (Failure to provide these points of application will result in a 10-point deduction on your paper.)

Topic Approval:

Students must have their topics pre-approved by the professor or teaching assistant prior to submitting their paper. Students are to complete a Topic Approval Sheet found on the Moodle course page in which they detail their research question and tentative thesis, a brief description of opposing viewpoints related to their thesis, and a brief bibliography (major sources the students wishes to draw upon in answering their research question).

Topic Approval Sheets must be submitted no later than **Feb 16th at 11:55pm.**

A student's Topic Approval Sheet will comprise **5%** of the student's overall Theological Integration Paper grade.

Structure:

Students are required to include headings in their paper to denote each section. Recommended section headings are noted below, though students may use different headings if they so choose. (**Failure to include headings will result in a 10-point deduction.**)

- 1) **Recommended Heading: Introduction** – Introduce your paper, its purpose and direction. Your introduction should identify the important theological issue that your paper addresses and should state the question that you are seeking to answer in your paper. You should also provide a one to two sentence answer to the question. These sentences should be your **thesis**. The thesis indicates the position you are defending.
- 2) **Recommended Heading: Theological Perspectives** – Situate your perspective. In this section, you should provide an overview of the most significant theological answers to your question. You should select two to four of the most important positions related to your topic. You should briefly state the position, identify the key theologians who hold the position, and summarize and briefly interact with the most important arguments for the positions. (This can be accomplished successfully in one or two paragraphs per position. You should be prepared to read 30-50 pages to write that one paragraph.)
- 3) **Recommended Heading: Theological Position** – State your position and give your argument for the position. In this section, you should clearly restate your position, and give supporting evidence for your thesis that developed from your research. Identify, summarize, organize, and document your reasons clearly and fully. Unsupported preferences and mere assertions are not persuasive as an argument. Remember that evidence and reasons for your position should be biblical and theological.
- 4) **Recommended Heading: Objections** – Address Objections against your position. You must consider and answer possible objections to your position. In most cases, these objections are contrasting positions you should have encountered in your research. Show from the evidence why your position is the best position.
- 5) **Recommended Heading: Integration and Conclusion** – Make specific applications to life and ministry and summarize the findings of your research. You must show in this section how your theological position is integrated with your life and ministry. If your thesis is true, how does it impact your life and ministry as a believer? Give at least three specific and personal applications and implications. Here is a list of prompts to help you think about application:
 - a) How is the truth essential to your Spirituality? How does the truth explain your Spiritual experience?

- b) Why is the truth important to fellowship between persons? Between Christians? Between Non-Christians? Christian and Non-Christian?
- c) How does the truth function as a vehicle of life and power?
- d) How does the truth reinforce personal faithfulness?
- e) How does the truth inform your Christian service?
- f) What apologetic questions does the truth address?
- g) What clarity does the truth bring to other doctrines that relate to life and ministry?

Length/Format/Style:

Theological Integration Papers are to be double-spaced, 12 pt. Times New Roman font, with 1" margins, and include page numbers and a title page. Title pages should include the title of the paper, the student's name, course and professor information, and submission date. Page numbers must begin on the first page of text of the paper, not the title page.

The paper should be **at least 3500 words** of body text including footnotes. All text and footnotes must conform to Turabian's "Notes and Bibliography" style (chs. 16-17, 8th ed.). Include both a Title Page and Bibliography (not included in the word count).

The bibliography should include at least 15 sources. Resources in support of the paper should **total at least 500 pages**. Students must document the number of pages read by including in their citations for their bibliography the number of pages read for each source in parentheses at the end. Students will then total the number of pages read for each source at the bottom of the last page of their bibliography.

For example:

George, Timothy. *Theology of the Reformers*. Revised Edition. Nashville, TN: B&H Academic, 2013. **(158 pages read)**

Keep the tone academic and scholarly rather than devotional or sermonic. Avoid the use of first-person language. For example, instead of "I found Timothy George's chapter on Luther beneficial because..." phrase you point like this: "Readers will find Timothy George's chapter on Luther especially beneficial for the following reasons..."

Students are encouraged but not required to submit a draft to the Writing Center. Do so no less than 2 weeks before the due date for the final submission.

Final Submission:

Your paper's final version must be submitted as an MS Word file (.doc or .docx) that is uploaded to Moodle. The TurnItIn assessment tool is utilized to report on the level of matching and/or originality of your text to others in its database (online texts, other student papers, etc.) Feedback will be given as comments throughout the text, and students will see their final scores according to the rubric categories by viewing the rubric tool on the right of the screen.

Assessment:

Students will be graded according to the following rubric.

Theological Integration Paper Rubric				
	Exemplary – A (20 pts)	Proficient to Satisfactory – B/C (15-19 pts)	Minimal to Unsatisfactory – D/F (0-14 pts)	Points
Introduction and Thesis 20 pts	<ul style="list-style-type: none"> ▪ Articulates a clear and cogent thesis. ▪ Frames thesis in reference to a provocative question. ▪ Provides an outline for how the thesis will be argued. ▪ Notes why this question is important. 	<ul style="list-style-type: none"> ▪ Provides introductory statements that frame the topic to be discussed. ▪ Expresses a generic question. ▪ Provides a purpose statement, though without a clear thesis to be argued. 	<ul style="list-style-type: none"> ▪ Identifies an unfocused or vague question. ▪ Provides neither a thesis statement nor a purpose statement. 	____ / 20
Situate Perspective 20 pts	<ul style="list-style-type: none"> ▪ Discusses the topic by framing the discussion in reference to the broader conversation surrounding the issue. ▪ Provides a range of perspectives with accurate representations of opposing viewpoints utilizing the best representative sources. ▪ Situates thesis in reference to these opposing viewpoints and identifies the crucial areas of contention. 	<ul style="list-style-type: none"> ▪ Presents research of important positions that include some opposing viewpoints that are somewhat accurate to those positions. ▪ Situates personal perspective against opposing viewpoints, but without a sense of the central issues of contention. 	<ul style="list-style-type: none"> ▪ Provides one-sided research without consideration of opposing perspectives. ▪ If opposing viewpoints are discussed, misrepresents these viewpoints. 	____ / 20
Clearly articulate and support a position 20 pts	<ul style="list-style-type: none"> ▪ Organizes excellent reasons for holding the thesis. ▪ Develops evidences that are clear, objective, well-researched, and persuasive for every step of the argument. ▪ Considers exegetical, historical, and theological lines or argumentation. 	<ul style="list-style-type: none"> ▪ Explains good reasons for supporting the thesis. ▪ Develops evidences that are clear, objective, and well-researched, but tend toward a general overview or without a compelling warrant. 	<ul style="list-style-type: none"> ▪ Assembles unclear or irrelevant reasons for position taken with little organization. ▪ Presents biased and/or undocumented positions in lieu of evidence. 	____ / 20
Engage objections 20 pts	<ul style="list-style-type: none"> ▪ Anticipates major objections to the position and identifies the rationale for these objections. ▪ Assesses fairly the strength of opposing views or validity of opposition. ▪ Competently demonstrates the weaknesses of opposing views. ▪ Demonstrates why the position taken overcomes these objections. 	<ul style="list-style-type: none"> ▪ Identifies some objections to the position. ▪ Explains some strengths and some weaknesses of the objections but with little depth. 	<ul style="list-style-type: none"> ▪ Acknowledges some or no objections. ▪ Offers little or no explanation of objections. 	____ / 20
Integration/Application and Conclusion 20 pts	<ul style="list-style-type: none"> ▪ Creates strong conclusion with valid and significant implications or applications drawn from thesis and evidence. ▪ Integrates and connects conclusion with thesis clearly and distinctly. ▪ Includes at least three implications/applications. 	<ul style="list-style-type: none"> ▪ Creates strong conclusion with valid but weak implications or applications drawn from the thesis and evidence. ▪ Merely echoes thesis. ▪ Includes less than three implications/applications. 	<ul style="list-style-type: none"> ▪ Includes a general conclusion without reference to the points made in the paper. ▪ Includes less than three implications/applications. 	____ / 20
Comments:				Total Points ____ / 100

Appendix 4: Tips for Good Writing¹

What are some key aspects of a good essay?

- Clear thesis statement
- Well-signposted, logical structure
- Coherent and well-developed argument
- Analysis of the subject/topic/positions as well as a description of the ideas and positions
- Explicit and well-supported conclusions
- Clear and grammatically correct prose
- Appropriate (and limited) quotations used to illustrate positions or support arguments
- Fulfill the stipulated requirements for the project

How should you start the research process?

- Choose a question that interests and challenges you or connects with your ministry. Do not simply go for the easiest topic.
- Spend some time thinking about the essay well in advance (to become familiar with the subject, to allow for interruptions, to allow for follow-up research). Begin with your own thoughts. Then turn to other sources.
- Break down the task into manageable chunks.
- Start with overviews and work down into details.
- Make notes as you research. Write down page numbers with notes. Do not write too many notes – you need a manageable amount that you can organize later. Try to summarize information in your own words.
- Identify good quotes. Make sure quotes are accurate
- Organize your thoughts and research.
- Draft your paper.
- Allow time to proof-read before the paper is due.
- Save all your work meticulously.

What tone should you use for good writing?

- Write in a way that comes naturally. Do not overwrite. Do not overstate or be emotive. Let the facts speak for themselves.
- Think about your readers and address them in a natural way. Develop the essay as an imaginary explanation to them. But address them as you would in a seminar, not as you would on the street or in a one-on-one meeting.
- Write about the subject, not about what you feel. Make sure the reader knows who is talking or whose opinion is being offered. Avoid unsubstantiated opinion.
- Make sure *your voice* is heard in the essay or paper. *This is not license for you merely to state your opinion about the topic.*
 - Don't let your understanding of the issues related to the topic and your analyses on the topic get missed in merely reporting on what others have said about the topic. The paper is about what you have to say. You are to do research on the topic, analyze what others have said, draw theological conclusions, and explain how to integrate the topic to life and ministry. What we mean by make your voice heard is your paper is not merely a report/description of what others have said. We want to see you interact with the topic and the ideas of others in a way that demonstrates that you understand the ideas and that you also have something to say about topic. There are usually two parts of a research paper: research and analysis. In the research section, your voice is heard in the way you organize the research, the way you explain the research, and the way you demonstrate the most significant features of someone else's view. In the analysis section, your voice is heard as you make informed and reasonable theological judgments and conclusions.

Do you know your “big idea”?

You cannot expect to write clearly if you do not have a clear idea about what you are writing. Wherever possible identify your “big idea” – the main thing you want to communicate or your central argument. Try to give a two or three sentence summary. This “big idea” will give a clear goal to your essay and help to structure your essay coherently.

Why use a clear structure and headings in your paper?

¹ This document is adapted from Porterbrook Seminary material.

A good plan will help you write your essay, and it will also help others read it. For instance, headings give the readers an overview of the ideas and the place of each section in the context of the whole.

1. Structure and headings are key in a good essay.

good headings = good structure = good argument

2. Good headings, structure and argument start with **ordered ideas**.
 1. Brainstorm ideas. List all the ideas, facts, sources, and evidence you think may be relevant.
 2. Organize ideas.
 3. Identify the big idea/thesis.
 4. Order ideas again in a way that builds and supports an argument for the thesis.
 5. Give your sections clear headings.
 6. Edit the amount of information you will use in your paper. Use questions like: What do your readers need to know for you make your argument? Which ideas contribute to the big idea?
3. Example of a simple structure: introduce issue and state your thesis, address arguments for and arguments against, argue for your position, and draw a conclusion that includes relevant application.
4. Remember: The conclusion should integrate or critique, and your voice should be the defining voice in the paper.
5. Everyone has their own way of doing this initial process. For example:
 - mind-mapping
 - color-coding - write all your ideas on paper and color-code them into groups
 - on PC - just type ideas into a PC document before cut-and-pasting into sections
 - for other brainstorming techniques, see this summary of many helpful practices: <http://writingcenter.unc.edu/handouts/brainstorming/>

Citations

Turabian formatting should be used for all writing assignments, unless stated otherwise by your instructor. Tips for the use of Turabian formatting can be found at the following link: <http://campusnet.sebts.edu/moodle/course/view.php?id=40>

Some Big No-No's

- Do not over quote. We are looking for your thought.
- Do not make lists. We want to see an argument developed and be applied.
- Do not include “fluff” paragraphs. Make sure all paragraphs have a purpose, namely to support the thesis for which you are arguing.
- Do not turn in your first draft. Proofread your paper carefully and have someone else help you if necessary.