



**THEO5301 Systematic Theology II**  
**New Orleans Baptist Theological Seminary**  
**Division of Theological and Historical Studies**  
**Spring 2017 Hybrid**

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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**

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. These values shape both the context and manner in which all curricula are taught, with “doctrinal integrity” and “mission focus” especially highlighted in this course. The core value focus for the 2016-17 year is *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.

### **Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Biblical Exposition and Christian Theological Heritage.

### **Course Description**

This second course in systematic theology introduces the student to the doctrines of the work of Christ, salvation and the Christian life, the Holy Spirit, the church, and last things (eschatology). The biblical foundation and the relevant historical developments are considered in developing a comprehensive statement of Christian teaching concerning 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 the work of Christ, salvation, the Holy Spirit, the church, and last things 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.

## Textbooks

**Erickson, Millard J. *Christian Theology*. 3d ed. Grand Rapids: Baker, 2013.** Reading assignments are drawn from the third and most recent edition of the book, but students who have the second edition may use the text as long as they read chapters that correspond with the third edition.

*and one (1) of the following texts:*

**Akin, Daniel, ed. *A Theology for the Church*. 2d ed. Nashville: B&H Academic, 2014.** This “systematic” theology is a collection of essays on different doctrinal topics written by some of the leading voices in the Southern Baptist Convention.

**Bird, Michael F. *Evangelical Theology: A Biblical and Systematic Introduction*. Grand Rapids: Zondervan, 2013.** Bird is an Anglican and Reformed NT scholar from Australia who has written a systematic theology that integrates the insights of contemporary biblical theology into a systematic textbook.

**Elwell, Walter A., ed. *Evangelical Dictionary of Theology*. 2d ed. Grand Rapids: Baker, 2001.** An encyclopedia of theological knowledge from an evangelical perspective. A very helpful resource for research papers.

**Forlines, F. Leroy. *The Quest for Truth: Theology for a Postmodern World*. Nashville: Randall House, 2001.** Forlines writes a clear, compelling systematic theology from a Reformed Arminian or classical Arminian perspective. Forlines is one of the most significant voices in contemporary Free Will Baptist theology.

**Frame, John. *Systematic Theology: An Introduction to Christian Belief*. Phillipsburg, NJ: P&R, 2013.** Frame is a Presbyterian and Reformed theologian in the Westminster Tradition.

- Garrett, James L.** *Systematic Theology: Biblical, Historical, and Evangelical*, vol. 1, 4th ed. North Richland Hills, TX: BIBAL Press, 2011. Dr. Garrett is a SBC theologian who offers an excellent historical examination of each of the doctrines discussed. Dr. Garrett is the go-to expert on Baptist doctrine.
- Grudem, Wayne.** *Systematic Theology*. Grand Rapids: Zondervan, 1994. Grudem, a Calvinistic Baptist with charismatic undertones, has written one of the most popular and accessible theology texts available today.
- Horton, Michael F.** *The Christian Faith: A Systematic Theology for Pilgrims on the Way*. Grand Rapids: Zondervan, 2011. Horton is a well-known Reformed theologian and apologist who engages many contemporary issues and important philosophical trends in his work.
- Lewis, Gordon and Bruce Demarest.** *Integrative Theology*. Grand Rapids: Zondervan, 2010. This evangelical theology—available in one-volume and three-volume editions—integrates biblical exegesis, historical research, apologetics, and pastoral application in its discussion of every doctrine.
- McKim, Donald K.** *Westminster Dictionary of Theological Terms*. Louisville: Westminster John Knox Press, 1996. A nice, concise dictionary of theological terms.
- Oden, Thomas C.** *Classic Christianity: A Systematic Theology*. New York: HarperOne, 2011. Oden is a Methodist/Wesleyan evangelical theologian who utilizes the resources of patristic Christianity to make a case for Christian doctrines. This book is a valuable resource for anyone interested in the thought of early church fathers.
- Ryrie, Charles C.** *Basic Theology: A Popular Systematic Guide to Understanding Biblical Truth*. 2d ed. Chicago: Moody, 1999. This volume is a systematic theology written with lay persons in mind. Ryrie writes from a classic Dispensationalist perspective.
- Towns, Elmer.** *Theology for Today*. 2d ed. Belmont, CA: Wadsworth, 2001. Towns, co-founder of Liberty University, offers an accessible systematic theology text from a “traditional” Baptist perspective.
- Williams, J. Rodman.** *Renewal Theology: Systematic Theology from a Charismatic Perspective*. Grand Rapids: Zondervan, 1996. Williams was a leading intellectual figure in the neo-charismatic movement called “renewal theology.” This is an excellent exposition of contemporary charismatic and Pentecostal theology.

### Course Teaching Methodology

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry.

It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

## **Course Requirements**

### **1. Attendance and Participation (15%)**

Students are expected to participate in classroom discussion and to read all required materials prior to class attendance.

### **2. Discussion Board Questions (25%)**

Students will be required to answer discussion board questions in several units. These discussion questions will be based on the assigned reading from Erickson, the corresponding sections from the theologies written by their select theologian, and additional resources located in Course Documents.

Students are required to make at least three (3) substantive responses to each question. The **first post** will be your answer to the question posed. This post should be longer and more detailed than the remaining posts. The other two posts should be offered in response to other student posts. A substantive post is defined as a post that both exhibits a thoughtful response based upon the class material and that, in the case of response posts (see above), furthers the discussion thread by posing new questions or thoughts to which other students may respond. To earn credit, students **MUST** post their first comment no later than Thursday night to give classmates time to respond.

**3. Student Dictionary Assignments (15%)**

Each student will be required to create his or her own “theological dictionary” with the list of the following terms. Students will read Erickson and their selected theologian in order to help formulate their definitions. The definitions for these terms (1) must be in the student’s own words and (2) one to two complete sentences in length.

<b>Vocabulary Lists for THEO5301 Systematic Theology II</b>			
<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 1</u></p> <p>Ascension Session Exaltation of Christ Humiliation of Christ Resurrection Incarnation Descent into hades Atonement Example theory (Socinianism) Governmental theory Moral influence theory Satisfaction theory Ransom theory</p>	<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 2</u></p> <p>Propitiation Recapitulation Reconciliation Redemption Sacrifice Expiation Substitution Impute/imputation Unlimited atonement Limited atonement</p>	<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 3</u></p> <p>Ordo salutis Bondage of the will Common grace Depravity/total depravity Determinism Election Fatalism Foreknowledge Freedom of the will Predestination Preterition Reprobation Special grace</p>	<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 4</u></p> <p>Effectual calling Regeneration Irresistible grace Augustinianism Arminianism Pelagianism Semi-Pelagianism Hyper-calvinism Forensic Grace Merit Penance Repentance</p>
<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 5</u></p> <p>Union with Christ Forensic justification Adoption Righteousness Simul justus et peccator</p>	<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 6</u></p> <p>Sanctification Complete sanctification Incomplete sanctification <u>Union with Christ</u> Communion of saints Conditional forgiveness Unconditional forgiveness</p>	<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 7</u></p> <p>Perseverance of the saints Assurance of salvation Apostasy Dying with Christ Eternal security Perfectionism Glorification</p>	<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 8</u></p> <p>Apostle Cessationist Distinguishing between spirits Healing Miracles Prophecy Speaking in tongues Teaching Word of wisdom Word of knowledge Paraclete</p>
<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 9</u></p> <p>Heresy Laity Body of Christ Invisible church <u>Visible church</u>  Separation of church and state Ecumenism  Congregationalism Presbyterianism Episcopacy Papacy Priesthood of all believers</p>	<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 10</u></p> <p>Believer’s baptism Pedobaptism Immersion Affusion Aspersion Alien immersion  Transubstantiation Consubstantiation Real presence Spiritual presence Memorial supper Eucharist Ubiquity of Christ’s human nature Open communion</p>	<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 11</u></p> <p>Eschatology Immortality Imminence Apocalyptic Kairos Chronos Maranatha Parousia Intermediate state Personal eschatology General/Corporate eschatology</p>	<p style="text-align: center; color: #4F81BD;"><u>Vocabulary List 12</u></p> <p>Millennialism, chilism Premillennialism Dispensationalism Postmillennialism Amillennialism Historic premillennialism Rapture Antichrist Annihilationism</p>

**4. Theological Research Paper (35%)**

All students are required to write a brief research paper (12-15 double-spaced pages in length) on a particular doctrinal topic/question. Students may choose from the following topics or seek approval from the professor on another topic.

Students should read the available research paper resources in the “Paper Writing Resources” section before writing. This includes an essay by John Frame entitled “How to Write a Theological Research Paper” and a comprehensive grading rubric for the assignment.

**A more focused paper is usually a better product than an overly broad paper** (e.g., like trying to cover all the doctrine of Christ in ten pages!). Students may select a doctrinal topic and seek to investigate how a particular theologian in history addressed that issue, or one may start with a particular theologian and investigate his or her unique theological perspectives (e.g., Calvin’s understanding of imputation or Karl Barth’s doctrine of inspiration). Students may also feel free to pick one of the doctrinal topics below and offer a biblical, philosophical, and historical analysis of the doctrine.

<b>Possible Paper Topics (or Mix and Match)</b>	
The Work of Christ	Anselm of Canterbury
Theories of the Atonement	Arminius, James
Election	Athanasius
Reprobation	Augustine
Conversion	Barth, Karl
Justification	Brunner, Emil
Regeneration	Bultmann, Rudolf
Sanctification	Calvin, John
Glorification	Cappadocian Fathers, The
Adoption (Soteriology)	Edwards, Jonathan
Eternal Security/Apostasy	Hodge, Charles
The Person of the Holy Spirit	Justin Martyr
Baptism in the Holy Spirit	Luther, Martin
Gifts of the Holy Spirit	Mullins, E. Y.
Miracles	Origen
Speaking in Tongues	Schleiermacher, Friedrich
The Nature of the Church	Thomas Aquinas
Church Polity	Wesley, John
Baptism	Zwingli, Huldruch
Lord’s Supper	
Personal Eschatology	
The Millennium	
New Heaven and New Earth	
Interpretative Approaches to Revelation	

### **5. Reading Report (10%)**

Students will complete the semester by giving a reading report of the total percentage of reading completed.

### **Evaluation of Grade**

Grades will be determined on the basis of the NOBTS grading scale—an A for 93-100, B for 85-92, C for 77-84, D for 70-76, and F for 69 or below. Borderline grades will normally be determined by the numerical grade received (I round up from .5), unless the student's promptness and faithfulness in class attendance, positive attitude and contribution in class discussions, and preparedness and attentiveness in class warrants special consideration. These factors only apply when the student is fractionally close to the next highest grade.

• Attendance and Course Participation	15%
• Discussion Board Questions	25%
• Student Dictionary Assignments	15%
• Research Paper	35%
• Reading Report	10%
<b>Total</b>	<b>100%</b>

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### **Technical Assistance**

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.

### **Blackboard**

An important instrument in the implementation of this course is the Blackboard Learning System. *All assignments will be submitted using Blackboard SafeAssign technology.* Tests will also be conducted in Blackboard. Because this technology is accessible at home or office, there is a **trust policy** in place that the student will not compromise his or her integrity by looking at notes or books during the test. And as the proverb notes, "Whoever walks in integrity will be delivered" (Prov. 28:18).

## Class Policies

### 1. Attendance and Class Participation

As noted above, attendance and class participation are necessary for meeting the requirements of this class. Students are expected to be attentive and prepared for each class session. Students who are engaged in private conversations or doing work for other classes may be asked to leave the class; repeat violations may result in removal from the course. Rude or disruptive behavior is also not permitted.

### 2. Laptop Guidelines

Laptops are permitted in class as long as they are used for taking notes or accessing Blackboard materials related to this particular course. *Students using laptops are requested to sit in the front of the classroom for accountability purposes.* Gaming, e-mail, social networking, and web browsing of any kind are strictly prohibited. Failure to heed this policy *will* result in dismissal from the class session; repeat violations may result in removal from the course. *Any student using Facebook during a class meeting may be asked to leave the class, repeat offenders for the remainder of the semester.*

### 3. Late Work

Because life and ministry happens, late work will be accepted—but not without penalty. For every day an assignment is late, five points will be taken off. *No assignment over two weeks late will be accepted.* Failure to submit every assignment will result in failure of the course.

## Extra Credit

Students may read *In Defense of Doctrine: Evangelicalism, Theology, and Scripture* for **five (5) points** on their final grade. Each student who reads the book can inform the professor and receive the credit. The book is available in LifeWay and on Amazon.

## **Help for Writing Papers at “The Write Stuff”**

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.

## **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.



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THEO5301 Spring 2017 Saturday Hybrids Lectures, Readings, and Assignments Schedule		
Date	Class Topic	Readings/Assignments
Jan 23-27	<b>Unit 1</b> Introduction <i>On-campus meeting Jan 28</i> <i>1-5 PM CT</i>	<ul style="list-style-type: none"> <li>• Discussion Board Question #0: Introduce Yourself</li> </ul>
Jan 30 Feb 3	<b>Unit 2</b> The Work of Christ, Pt. 1	<b>Erickson, chs. 35-36</b> <ul style="list-style-type: none"> <li>• Discussion Board Question #1</li> <li>• Student Dictionary Assignment #1</li> </ul>
Feb 6-10	<b>Unit 3</b> The Work of Christ, Pt. 2	<b>Erickson, chs. 37-38</b> <ul style="list-style-type: none"> <li>• Student Dictionary Assignment #2</li> </ul>
Feb 13-17	<b>Unit 4</b> Election/Predestination <i>On-campus meeting Feb 18</i> <i>1-5 PM CT</i>	<b>Erickson, ch. 43</b> <ul style="list-style-type: none"> <li>• Discussion Board Question #2</li> <li>• Student Dictionary Assignment #3</li> </ul>
Feb 20-24	<b>Unit 5</b> Conversion, Regeneration	<b>Erickson, ch. 44</b> <ul style="list-style-type: none"> <li>• Student Dictionary Assignment #4</li> </ul>
Feb 27 Mar 3	<b>Unit 6</b> Justification, Adoption, Union with Christ	<b>Erickson, ch. 45</b> <ul style="list-style-type: none"> <li>• Discussion Board Question #3</li> <li>• Student Dictionary Assignment #5</li> </ul>
Mar 6-10	<b>Unit 7</b> Sanctification	<b>Erickson, ch. 46</b> <ul style="list-style-type: none"> <li>• Discussion Board Question #4</li> <li>• Student Dictionary Assignment #6</li> </ul>
Mar 13-17	<b>Spring BREAK</b> “...give him rest from days of trouble...” (Psalm 94:13)	
Mar 20-24	<b>Unit 8</b> Perseverance and Apostasy	<b>Erickson, ch. 47</b> <ul style="list-style-type: none"> <li>• Discussion Board Question #5</li> <li>• Student Dictionary Assignment #7</li> <li>• Paper Topic Due</li> </ul>
Mar 27-31	<b>Unit 9</b> The Work of the Holy Spirit <i>On-campus meeting Apr 1</i> <i>1-5 PM CT</i>	<b>Erickson, chs. 39-40</b> <ul style="list-style-type: none"> <li>• Discussion Board Question #6</li> <li>• Student Dictionary Assignment #8</li> </ul>

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Apr 3-7	<b>Unit 10</b> The Nature and Government of the Church	<b>Erickson, chs. 49-51</b> <ul style="list-style-type: none"><li>• Student Dictionary Assignment #9</li></ul>
Apr 10-14	<b>Unit 11</b> Ordinances of the Church	<b>Erickson, chs. 52-53</b> <ul style="list-style-type: none"><li>• Discussion Board Question #7</li><li>• Student Dictionary Assignment #10</li></ul>
Apr 17-21	<b>Unit 12</b> Eschatology, Pt. 1	<b>Erickson, chs. 54-56</b> <ul style="list-style-type: none"><li>• Discussion Board Question #8</li><li>• Student Dictionary Assignment #11</li></ul>
Apr 24-28	<b>Unit 13</b> Eschatology, Pt. 2 <i>On-campus meeting Apr 29 1-5 PM CT</i>	<b>Erickson, chs. 57-58</b> <ul style="list-style-type: none"><li>• Student Dictionary Assignment #12</li></ul>
May 1-5	<b>Unit 14</b> Research Paper, Final Reading Report	<ul style="list-style-type: none"><li>• Research paper due</li><li>• Reading report due</li></ul>

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