The Mission of the Seminary

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.

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. 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.

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 2015-16 academic year is Mission Focus.

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.

Biblical Authority

This course operates under the assumption that the Bible is the inspired, totally true and trustworthy Word of God. While history, tradition, and reason play no small role in the
theological task, the Bible holds ultimate authority in Christian doctrine and practice. *The Baptist Faith and Message* (2000) provides the structure of this course’s content.

**A Note about Web-Based Learning**

Web-based courses are, by nature, a different kind of learning experience than courses based in the traditional classroom. 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 your own pace, to engage in student-led discussions, and to take ownership of the course content. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom settings. 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. Note that your instructors are praying for your success.

**Primary Texts**


**Recommended Texts**


**Course Requirements**

1. Vocabulary Quizzes (15%)

Weekly quizzes will cover the words from the vocabulary lists included in the syllabus. Each quiz covers the words in the corresponding vocabulary list (e.g. Quiz #1 will cover the words on Vocabulary List #1). The definitions may be found in the Erickson dictionary. Each quiz will be “active” for 7 days beginning on the Monday morning of that week. The allotted time is 15
minutes. Never use the back button or the test will end and you will be graded on what you have completed. The quizzes are NOT open book. Each quiz is worth 50 points. **During the 8-week schedule, students will sometimes be expected to complete two quizzes per week.**

2. **Discussion Board Questions (20%)**

Students will be required to answer discussion board questions. These discussion questions will be based on the assigned reading and additional resources located in Course Documents. Students are required to make at least three (3) substantive posts 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 answer to the question by Thursday night in order to give classmates time to reply to the initial student posts.

3. **Critical Book Review (20%)**

All students are required to read and review John Stott’s *The Cross of Christ*. The review should include:

1. a bibliography entry,
2. a brief biographical data about the author(s) (e.g., his position, degrees, research interests, and other works),
3. an assessment of the main purpose and/or thesis of the book,
4. a concise summary of the book’s contents (No more than 1/3 of the total review should be summary),
5. a thorough critical analysis of the book,
6. a discussion of the relevance of the book to your particular ministry, and
7. a conclusion with a recommendation or dismissal.

The reviews should be between 2000-4000 words and should conform to Turabian or SBL style guides. Because book reviews are primarily about one source, use parenthetical citations for the primary text and footnotes only for external sources.

A few questions to consider when preparing for a critical book review: What is the main purpose or thesis of this book? To whom is this book written? Did the author(s) fulfill his or her purpose? What are some of the author’s working assumptions (e.g., his or her denominational background, field of research, or view of Scripture)? Does the author provide strong biblical, philosophical, and historical support for his or her positions? Are there any points of contact between this book/writer and other texts read during the course of the semester? How might the content of this book affect ministry in the local church or ministry within your particular calling? Are there any ideas that changed your particular way of thinking on the subject matter at hand? Would you recommend this book to someone else?
• **A papers (93-100)** clearly state the book’s thesis, successfully and succinctly outline its argument in its own terms, demonstrate advanced critical engagement with the argument and content of the book, make clear and well structured arguments, and exhibit a proficient grasp of grammar, spelling, and style.

• **B papers (85-92)** clearly state the book’s thesis, show an attempt to understand the book on its own terms and critically reflect on the issues at hand, make arguments, and show sufficiency in grammar, spelling, and style.

• **C papers (77-84)** state the book’s thesis, present the content of the book, raise preliminary critical questions for further evaluation, limit evaluation to approval or disapproval of the author’s arguments, and make repeated mistakes in grammar, spelling, and style.

• **D (70-76) and F (0-69)** papers lack evidence of grasping the book’s thesis and content, limit evaluation to preformed judgments without serious consideration of the book’s ideas, contain major grammatical, spelling, and stylistic errors, and demonstrate little or no attempt to proofread.

4. Cross of Christ Ministry Project (15%)

Theology done well should result in faithful Christian ministry. After reading the course materials on the doctrine of salvation and John Stott’s *The Cross of Christ*, students will be required to do a ministry project related to the doctrine of the doctrine of salvation. Students may choose to do one of the following:

(1) Write a full-length sermon or Bible study manuscript on the doctrine of salvation and present it in a church or Bible study group.

(2) Share the gospel with a non-believer and write a detailed report of the witnessing encounter, integrating insights from *The Cross of Christ* into the analysis of the encounter.

(3) Write a counseling case study based on the contents in *The Cross of Christ*.

Whatever option the student chooses, he or she must write a brief reflection on the value of doctrinal study for completing these tasks. This report should be between 3-5 double spaced pages. Please submit both the project and the reflection in the online classroom.

5. Theological Research Paper (25%)

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.

**Possible Paper Topics (or Mix and Match)**

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<td>Hermeneutical Approaches to Revelation</td>
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6. Reading Report (5%)

At the end of the course, students will report in the online classroom the total percentage of the assigned readings which were completed.

**Course Evaluation**

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.

Class Policies

1. Late Work

Because life and ministry happens, late work will be accepted—but with a penalty. For every day an assignment is late, five points will be deducted. No assignment over two weeks late will be accepted. Failure to submit every assignment will result in failure of the course.

2. Plagiarism

The instructor calls attention to the policy on plagiarism found in the NOBTS Graduate Catalog and Student Handbook. Remember the words of the proverb: “Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out” (Prov 10:19).

Lectures, Readings, and Assignments Schedule

The schedule runs Mondays through Saturdays. Though materials will be available on Sunday, the course instructor encourages (but does not require) students to take a day of rest and worship on Sundays.

Book reviews, ministry projects, and research papers are due Saturday at 11:59 PM CST at the end of the unit week (units begin on Monday).

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• Atonement  
• Atonement, Example theory of  
• Atonement, Governmental theory of the  
• Atonement, Limited  
• Atonement, Moral-influence theory of  
• Atonement, Penal-Substitution theory of  
• Atonement, Ransom theory of the  
• Atonement, Unlimited  
• Descent into Hell  
• Theology of the cross | Erickson, ch. 35  
Grudem, ch. 28-29  
Discussion Board Question #1 |
| 9/7         | The Work of Christ, pt. 2 | Vocabulary Quiz #2  
• Ascension of Christ  
• Christ, Exaltation of  
• Christ, Humiliation of  
• Expiation  
• Imputation  
• Propitiation  
• Recapitulation  
• Reconciliation  
• Resurrection  
• Session | Erickson, chs. 36-38  
Grudem, ch. 27 |
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- Baptism, believers’  
- Congregational form of church government  
- Episcopacy  
- Eucharist  
- *Ex cathedra*  
- *Ex operer operato*  
- Memorialism  
- Paedobaptism  
- Papacy  
- Presbyterianism  
- Sacrament | Erickson, chs. 49-51  
Grudem, ch. 44-48 |
| 11 11/9    | Ordinances of the Church | Vocabulary Quiz #9  
- Amillennialism  
- Annihilationism proper  
- Antichrist  
- Chiliasm  
- Dispensationalism  
- Eschatology  
- Immortality  
- Parousia  
- Postmillennialism  
- Premillennialism  
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- Rapture, the | Erickson, ch. 52-53  
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| 12 11/16   | Eschatology, Pt. 1 | | Erickson, chs. 54, 56-57  
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| 14 12/7    |                      |                                   | Research Paper Due                           |
|            |                      |                                   | Graduating Seniors Must Submit by 12/9 at 11:59 p.m. |

**Supplementary Bibliography**

Doctrine of Christ


**Doctrine of Salvation**


Doctrine of Holy Spirit


Doctrine of the Church


Doctrine of Last Things


Biblical Theologies


Historical Theologies


Systematic Theologies


Theological Dictionaries
