



Systematic Theology I - THEO5300
New Orleans Baptist Theological Seminary
Division of Theological & Historical Studies
Spring 2020—Internet

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

The seminary has five core values.

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

The core value focus for this academic year is **Spiritual Vitality**.

Curriculum Competencies

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

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

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

Course Description

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

Student Learning Outcomes

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

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

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.

Embedded Assignment

All students enrolled in every section of Systematic Theology I have a common Embedded Assignment utilized in evaluating our projected Student Learning Outcomes. The assignment, listed below, is one of the discussion board questions.

1. Using the materials from your assigned systematic theology textbook and other theological resources (like commentaries, other theological textbooks or monographs), briefly explain your understanding of the doctrine of general revelation, highlighting the differences between general and special revelation.
2. What impact does the doctrine of general revelation have on your understanding of missions and evangelism?
3. Describe how the doctrine of general revelation can affect your communication of the Gospel.
4. This assignment should be 800-1200 words in length.

The rubric below shows how the question will be evaluated in terms of addressing Student Learning Outcomes.

DOMAIN	LEVEL	INADEQUATE (0 PTS)	BASIC (1 PT)	COMPETENT (2 PTS)	GOOD (3 PTS)	EXCELLENT (4PTS)
UNDERSTANDING	Able to understand the doctrinal topic.					
APPLICATION	Able to apply knowledge by relating it to the broader Christian worldview.					

COMMUNICATION	Able to communicate the doctrine to a ministry audience.					
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Required Texts

Allison, Gregg R. *Historical Theology: An Introduction to Christian Doctrine*. Grand Rapids: Zondervan, 2011.

Dr. Allison designed his textbook to be a companion to Wayne Grudem’s Systematic Theology. This book contains valuable background information about the historical development of doctrines treated in this course. It is recommended that you read your assignments from this text **AFTER READING GRUDEM AND/OR ERICKSON.**

Erickson, Millard. *Christian Theology*. 3d ed. Grand Rapids: Baker, 2013.

Millard Erickson’s text is one of the best contemporary Baptist treatments of Christian doctrine available presently. This textbook is slightly more challenging than Grudem’s text because it includes more philosophical and apologetic content. Erickson writes from a modified Calvinistic perspective.

Grudem, Wayne. *Systematic Theology*. Grand Rapids: Zondervan, 2000.

Grudem’s text is a very readable introduction to Christian doctrine. It is also practical and helpful in a number of ways. It includes devotional content, a glossary of terms, and a great bibliography for research papers. Grudem writes from a more traditional five-point Calvinistic perspective.

Sanders, Fred. *The Triune God*. New Studies in Dogmatics, ed. Michael Allen and Scott Swain. Grand Rapids: Zondervan, 2016.

This is a new book on the Trinity in a new series on theology. This text is a resource for you for your Trinity Ministry project. I would encourage you to read/skim/reference this book to help you complete your Trinity Ministry project.

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

This is Dr. Putman’s book on theological method, wherein he makes an apology doctrine’s importance for the church, and how the church should continue to develop doctrine. He explains doctrinal development as a hermeneutic endeavor.

Recommended Texts

Elwell, Walter A. *Evangelical Dictionary of Theology*. 2d ed. Grand Rapids: Baker, 2001.

Garrett, James Leo. *Systematic Theology*. Vols. 1-2. North Richland Hills, TX: BIBAL Press, 2006, 2007.

McKim, Donald K. Westminster Dictionary of Theological Terms. Louisville: Westminster John Knox Press, 1996.

Turabian, Kate L. A Manual for Writers of Research Papers, Theses, and Dissertations. 7th ed. Rev. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Chicago: The University of Chicago Press, 2007.

Course Teaching Methodology

The course will involve the following methodologies:

- Lectures
- Online discussions
- Written assignments
- Assigned reading
- Ministry task

Course Requirements

1. Reading Quizzes (15%)

Students will take weekly quizzes based on the assigned readings from Erickson, Grudem, and Allison. The quizzes draw on key terms, the theological ideas of the authors, and significant figures and movements in the history of theology. Quizzes can consist of multiple choice, true/false, fill-in-the-blank, short answer, and matching questions. ***Students are strongly encouraged to read ALL of the assigned reading materials before beginning the quiz. These are NOT open-book quizzes.***

2. Biweekly Discussion Board Questions (20%)

Students will be required to answer discussion board questions on a ***biweekly basis***. 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 each week 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. Trinity Ministry Project (10%)

Theology done well should result in faithful Christian ministry. After reading the course materials on the doctrine of the Trinity and Fred Sander's *The Triune God*, students will be required to do a ministry project related to the doctrine of the Trinity. Students may either write (1) a full-length sermon or Bible study manuscript on the doctrine of the Trinity and present it in a church or Bible study group or (2) share the gospel with a member of a cult that denies the doctrine of the Trinity (e.g., Jehovah's Witnesses or Mormons) and write a detailed report of the

witnessing encounter. Whatever option the student chooses, he or she must write a brief reflection on the value of doctrinal study for completing these tasks. *These reports should be between 3-5 double spaced pages. If you write a sermon or Bible study, please include the manuscript in your submission.*

4. Critical Book Review (20%)

All students are required to read and review Putman's Lint's *In Defense of Doctrine*. The review should include:

- (1) a bibliography entry
- (2) a brief biographical data about the author (e.g., his position, degrees, research interests, and other works) (3-4 sentences)
- (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 A THIRD 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
- (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 fulfill his purpose? What are some of the author's working assumptions (e.g., his denominational background, field of research, or view of Scripture)? Does the author provide strong biblical, philosophical, and historical support for his 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.

5. Theological Research Paper (30%)

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.

PLEASE READ THE DOCUMENTS IN THE “PAPER WRITING RESOURCES” SECTION BEFORE WRITING—particularly John Frame’s paper “How to Write a Theological Research Paper” and the research paper grading rubric.

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)	
The Inspiration of Scripture	Anselm of Canterbury
The Authority of Scripture	Arminius, James
Biblical Inerrancy	Athanasius
General Revelation and World Religions	Augustine
Arguments for God’s Existence	Barth, Karl
God’s Incommunicable Attributes	Brunner, Emil
God’s Communicable Attributes	Bultmann, Rudolf
The Trinity	Calvin, John
Creation	Cappadocian Fathers, The
Providence	Edwards, Jonathan
God and Evil	Hodge, Charles
The Image of God	Justin Martyr
The Imputation of Adam’s Sin	Luther, Martin
Total Depravity	Mullins, E. Y.
The Age of Accountability	Origen
The Historical Jesus	Schleiermacher, Friedrich
The Humanity of Christ	Thomas Aquinas
The Peccability/Impeccability of Christ	Wesley, John
The Hypostatic Union	Zwingli, Huldruch

PLEASE READ THE DOCUMENTS IN THE “PAPER WRITING RESOURCES” SECTION BEFORE WRITING—particularly John Frame’s paper “How to Write a Theological Research Paper” and the research paper grading rubric.

6. Reading Report (5%)

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

Evaluation of Grade

The student's grade will be computed as follows:

• Reading Quizzes	15%
• Biweekly Discussion Board Questions	20%
• Trinity Ministry Project	10%
• Critical Book Review	20%
• Theological Research Paper	30%
• <u>Reading Report</u>	<u>5%</u>
TOTAL	100%

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.

Technical Assistance

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

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

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.

Course Schedule

THEO5300 NOBTS Internet Edition Lectures, Readings, and Assignments Schedule				
<u>Unit</u>	<u>Date</u>	<u>Class Topic</u>	<u>Assignments</u>	<u>Readings / Quiz Materials</u>
1	1/21	Introduction	Introduce yourself Watch Grudem videos	Read Syllabus
2	1/27	Prolegomena and Theological Method	Prolegomena Quiz	Erickson, chs. 1, 3-5 Grudem, ch. 1
3	2/3	General Revelation and Natural Theology	Discussion Board General Revelation Quiz	Erickson, ch. 8 Allison, ch. 9
4	2/10	Special Revelation and Bibliology, pt. 1	Scripture pt.1 Quiz	Erickson, chs. 9-10, 12 Grudem, chs. 2, 4 Allison, chs. 3-4
5	2/17	Special Revelation and Bibliology, pt. 2	Discussion Board Scripture pt. 2 Quiz	Erickson, ch. 11 Grudem, chs. 5-8 Allison, ch. 5, 7, 8
6	2/24	God's Attributes, pt. 1	God, pt. 1 Quiz Putman Book Review Due	Erickson, chs. 13, 15 Grudem, ch. 11 Allison, ch. 10
7	3/2	God's Attributes, pt. 2	Discussion Board God, pt. 2 quiz	Erickson, ch. 14 Grudem, chs. 12-13
8	3/9	The Trinity	Trinity Quiz Paper Topics Due	Erickson, ch. 16 Grudem, ch. 14 Allison, ch. 11
3/16-3/20		Spring Break		
9	3/23	Creation	Discussion Board Creation Quiz	Erickson, ch. 18 Grudem, ch. 15 Allison, ch. 12
10	3/30	Providence	Providence Quiz Trinity Ministry Project Due	Erickson, chs. 19-20 Grudem, ch. 16 Allison, ch. 13
11	4/6	Theological Anthropology	Discussion Board Anthropology Quiz	Erickson, chs. 23-25 Grudem, chs. 21-23

				Allison, ch. 15
12	4/13	Hamartiology	Hamartiology Quiz	Erickson, chs. 27-31 Grudem, ch. 24 Allison, ch. 16
13	4/20	Christology, pt. 1	Discussion Board Christology, pt.1 Quiz Watch videos	Erickson, chs. 32, 34 Grudem, ch. 26A
14	4/27	Christology, pt. 2	Research Paper Due Reading Report Due	Erickson, chs. 33, 35 Grudem, ch. 26B-C Allison, ch. 17

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