



THEO 5301 – Systematic Theology 2
New Orleans Baptist Theological Seminary
Theological & Historical Studies Division
Fall 2020 – Online

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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.

Core Value Focus

The seminary has five core values.

- 1. Doctrinal Integrity:** Believing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit our lives to it. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith and Message 2000.
- 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.
- 3. Mission Focus:** Our Seminary does not exist merely to get an education or to give an education. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.
- 4. Characteristic Excellence:** We want everything we do to be characterized by offering the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.
- 5. Servant Leadership:** We follow the model of Jesus to exert leadership through nurturing and encouraging those around us.

The core value focus for the 2020–2021 academic year is **Mission Focus**.

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 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. Prerequisite: It is highly suggested that students take THEO5300 Systematic Theology 1 before taking this course.

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.

Course Teaching Methodology

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

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 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.

Required Textbooks

- Erickson, Millard J. *Christian Theology*, 3rd ed. Grand Rapids, MI: Baker, 2013. (You may substitute Erickson's 2nd edition or Grudem's *Systematic Theology*; a chart for converting the reading assignment is provided in this syllabus.)
- _____. *The Concise Dictionary of Christian Theology*, rev. ed. Wheaton, IL: Crossway, 2001.
- Harwood, Adam, and Kevin Lawson, eds. *Infants and Children in the Church: Five Views on Theology & Ministry*. Nashville, TN: B&H Academic, 2017.
- Holy Bible. You may use any reliable, modern translation.
- Stott, John R. W. *The Cross of Christ*. Any edition.

Course Requirements (450 total points possible)

Summary:

Vocabulary Quizzes. Ten at 10 points each = 100 points.

Discussion Boards. Five initial posts at 10 pts. each and ten replies at 5 pts. each = 100 points.

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

Cross of Christ Ministry Project. 50 points.

Research Paper. 100 points.

Details:

- **Vocabulary Quizzes.** 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 6 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. Ten quizzes at 10 points each = **100 points**.
- **Discussion Boards.** 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 **initial post** will be your answer to the question posed. This post should be 250–300 words. The **two replies** offered in response to other student posts should be 100–150 words. 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 reply posts (see above), furthers the discussion thread by posing new questions or thoughts to which other students may respond. Each initial post must be submitted by **Thursday** of the week it is due so that peers will have time to submit a reply. When replying to a post, please be respectful and **peaceable**, especially when disagreeing with the views of another person. Be sure to address the **content** of the initial post, not the tone or personality of the author. Please cite the textbook and another source parenthetically (for example: Erickson, 225). Be sure to support your assertions with biblical-theological support, rather than providing only unsupported assertions (also called opinions). When possible, avoid first person (“I, me, my”); simply state things as fact. You may cite Bible verses, but please do not include any quotations due to space constraints. In order to facilitate informed discussions, these discussion board posts and replies should only be composed after

reading the assigned material. Each of the initial **posts** will be graded as follows (**replies** will be each graded similarly on a 5-point scale):

- 10 pts. - meets length requirement; excellent content, grammar, and syntax.
- 9 pts. - minor problem with the length, grammar, or syntax.
- 8 pts. or less - multiple problems.
- There are 5 initial posts (10 pts. each) and 10 replies (5 pts. each) = **100 points**.

- **Book Reviews** (1,500–1,800 words each). Students will read and review **two books**, *Infants and Children in the Church* and *The Cross of Christ*. For a helpful overview of critical book reviews, see this [paper](#). Each review should be structured as follows:

Summary (500–600 words)

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

Critique (1,000–1,200 words)

The critique should address many of the following:

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

Cite page numbers parenthetically. Footnote only outside sources. Use quotations sparingly. Avoid first person. No title page is required (Students should provide name, date, and word count for each section at the top of page one). Please format in single-spaced, 12-point Times New Roman font. 50 points each. = 100 points.

Book Review Grading Rubric

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

- **Cross of Christ Ministry Project.** 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 (2,000–4,000 words) on the doctrine of salvation and present it in a church or Bible study group, and write a reflection paper (800–1,000 words) after making the presentation.
 - 2) Share the gospel with a non-believer and write a reflection (800–1,000 words) on the witnessing encounter.
 - 3) Write a counseling case study (appropriate length) based on the contents in *The Cross of Christ* and a reflection (800–1,000 words) on the case study.

Whatever option the student chooses, the student must write a brief reflection on the value of doctrinal study for completing these tasks. Please submit **both** the project and the reflection in the online classroom. **50 points.**

- **Research Paper.** 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 focused paper is usually better than a broad paper (e.g., don’t try to cover the doctrine of Christ in ten pages; rather, you could write on Hodge’s view of Athanasius’s view of the person of Christ). Students may select a doctrinal topic and seek to investigate how a particular theologian addressed that issue, or may begin with a particular theologian and investigate his or her unique theological perspective (e.g., Calvin’s understanding of imputation or Karl Barth’s doctrine of inspiration). Not every theologian wrote about every doctrine, so students will need to read before selecting their research topic.

Possible Paper Topics (or Mix and Match)

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

Grades will be determined on the basis of the NOBTS grading scale:
A 93–100; B 85–92; C 77–84; D 70–76; F 69 or below.

Class Policies

Late Work

Because life and ministry happens, late work will be accepted—but with a penalty. Five points will be deducted for every day an assignment is late.

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).

Help for Writing Papers at the Writing Center

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

IT 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.

Instructor Response & Grading Time

The instructor will usually answer email within 24 hours; assignments are typically graded within one week of the due date.

When Assignments are Due

Each unit begins on a Monday and the work for that unit is due by Sunday at 11:59 PM. Initial discussion board posts are due by Thursday night.

Chart for Converting Reading Assignments

Doctrine	Grudem	Erickson, 2nd edition	Erickson, 3rd edition
The Work of Christ: Offices, Stages	28–29	37	35
The Work of Christ: Theories & Extent	27	38–40	36–38
Soteriology: Predestination	32	44	43
Soteriology: Order, Conversion, Regeneration	33–35	45	44
Soteriology: Union, Justification, Adoption	36–37	46	45
Soteriology; Sanctification & Christian Life	38, 43	47	46
Soteriology: Perseverance & Glorification	40, 42	48	47
Pneumatology	30, 39, 52–53	41–42	39–41
Ecclesiology: The Nature of the Church	44–45	50	49
Ecclesiology: The Role of the Church	46	51	50
Ecclesiology: Government	47–48	52, 55	51
Ecclesiology: Baptism & Lord's Supper	49–50	53–54	52–53
Eschatology: Return of Christ; Mill. Views	54–55	56, 58–59	54, 56–57
Eschatology: Death, Hell, Heaven	41, 56–57	57, 60	55, 58

Online Resources

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

Class Schedule

Unit & Date	Class Topic	Vocabulary Words	Readings & Assignments Due
1 Aug. 24–30	Introduction		Read Syllabus
2 Aug. 31– Sept. 6	The Work of Christ, pt. 1	<u>Vocabulary Quiz #1</u> <ul style="list-style-type: none"> • Atonement • Atonement, Example theory • Atonement, Governmental theory • Atonement, Limited • Atonement, Moral-influence theory • Atonement, Penal-Substitution theory • Atonement, Ransom theory • Atonement, Unlimited • Descent into Hell • Theology of the cross 	Erickson, ch. 35 Discussion Board Question #1
3 Sept. 7–13	The Work of Christ, pt. 2	<u>Vocabulary Quiz #2</u> <ul style="list-style-type: none"> • Ascension of Christ • Christ, Exaltation of • Christ, Humiliation of • Expiation • Imputation • Propitiation • Recapitulation • Reconciliation • Resurrection • Session 	Erickson, chs. 36–38
4 Sept. 14–20	Election	<u>Vocabulary Quiz #3</u> <ul style="list-style-type: none"> • Determinism • Election • Fatalism • Foreknowledge • Grace, Common • Grace, Special • Predestination • Preterition • Reprobation • Total depravity 	Erickson, ch. 43 Eric Hankins, “ Beyond Calvinism & Arminianism: Toward a Southern Baptist Soteriology ,” <i>JBTM</i> 8.1 (2011): 87–100. Discussion Board Question #2

Unit & Date	Class Topic	Vocabulary Words	Readings & Assignments Due
5 Sept. 21–27	Conversion, Regeneration	<u>Vocabulary Quiz #4</u> <ul style="list-style-type: none"> • Arminianism • Augustinianism • Effectual calling • Grace • Irresistible grace • Pelagianism • Penance • Regeneration • Repentance • Semi-Pelagianism 	Erickson, ch. 44 Adam Harwood, “ Is the Gospel for All People or Only Some People? ” <i>JBTM</i> 11.2 (2014): 16–33.
6 Sept. 28– Oct. 4	Justification, Adoption, Union with Christ	<u>Vocabulary Quiz #5</u> <ul style="list-style-type: none"> • Adoption • Apostasy • Assurance of salvation • Communion of saints • Eternal security of the believer • Justification • Merit • Perfectionism • Perseverance, Doctrine of • Sanctification 	Erickson, ch. 45 Discussion Board Question #3
7 Oct. 5–11	Sanctification		Erickson, ch. 46 Review of <i>The Cross of Christ</i>
8 Oct. 12–18	Perseverance and Apostasy	<u>Vocabulary Quiz #6</u> <ul style="list-style-type: none"> • Body of Christ • Church discipline • Heresy • Invisible church, the • <i>Kerygma</i> • <i>Koinonia</i> • Laity • Missions • Schism • Sect • Spiritual warfare • Visible church 	Erickson, ch. 47 Discussion Board Question #4
Oct. 19–25	<i>Fall Break</i>		

Unit & Date	Class Topic	Vocabulary Words	Readings & Assignments Due
9 Oct. 26– Nov. 1	The Work of the Holy Spirit	<u>Vocabulary Quiz #7</u> <ul style="list-style-type: none"> • Affusion • Anathema • Consubstantiation • Ecumenism • Excommunication • Free churches • Immersion • Real presence of Christ • Separation of church & state • Spiritual presence • Transubstantiation • Worship 	Erickson, chs. 39–41 Discussion Board Question #5 Cross of Christ Ministry Project
10 Nov. 2–8	The Nature and Government of the Church	<u>Vocabulary Quiz #8</u> <ul style="list-style-type: none"> • Apostolic succession • Baptism, believers’ • Congregational form of church government • Episcopacy • Eucharist • <i>Ex cathedra</i> • <i>Ex operer operato</i> • Memorialism • Paedobaptism • Papacy • Presbyterianism • Sacrament 	Erickson, chs. 49, 51
11 Nov. 9–15	Ordinances of the Church	<u>Vocabulary Quiz #9</u> <ul style="list-style-type: none"> • Amillennialism • Annihilationism proper • Antichrist • Chiliasm • Dispensationalism • Eschatology • Immortality • Parousia • Postmillennialism • Premillennialism • Prophecy • Rapture, the 	Erickson, ch. 52–53 Review of <i>Infants and Children in the Church</i>

Unit & Date	Class Topic	Vocabulary Words	Readings & Assignments Due
12 Nov. 16–22	Eschatology, Pt. 1		Erickson, chs. 54, 56–57
Nov. 23–29	Thanksgiving Break		
13 Nov. 30– Dec. 6	Eschatology, Pt. 2	<u>Vocabulary Quiz #10</u> <ul style="list-style-type: none"> • Apokatastasis • Beatific vision • Conditional immortality • Filioque • Hades • Intermediate state • Limbo • Paraclete • Purgatory • Sheol • Universalism 	Erickson, chs. 55, 58 Research Paper due

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