



LEAVELL COLLEGE

NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

THCM 2300-35: Christian Doctrine
Fall 2019/20, Term 201
Monday 4x Hybrid 6:00 pm – 9:50 pm
Class Dates: 10/21, 11/4, 11/18, 12/2

Dr. Mitchell L. Landress
Adjunct Professor
Office: 863-773-6947

mitchell.landress@gmail.com
Cell: 863-448-2986

The mission of Leavell College 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

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 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. Classroom department models servant Leadership.

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

Course Description

The purpose of this course is to survey the doctrines of the Christian faith. Students are introduced to the biblical, historical, philosophical, and systematic aspects of theology. Special attention is given to Baptist doctrine.

General Education Competencies (GECs)

Leavell College has identified four General Education Competencies:

1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Quantitative Reasoning

This course addresses GECs #1 & #3.

Bachelor of Arts in Christian Ministry Program Student Learning Outcomes (BACM PSLOs) AND Bachelor of Arts in Music with an Emphasis in Worship Program Student Learning Outcomes (BAM PSLOs)

Leavell College has identified three program Student Learning Outcomes:

1. Biblical Interpretation (BACM PSLO #1)
1. Worship Leadership (BAM PSLO #1)
2. Service and Leadership (both BACM PSLO #2 and BAM PSLO #2)
3. Historical and Theological Interpretation (both BACM PSLO #3 and BAM PSLO #3)

This course addresses BACM PSLO #3.

Course Student Learning Outcomes

At the conclusion of the semester, the student will:

1. Understand the biblical-theological elements of fundamental Christian doctrines.
2. Apply the principles of theological method to doctrinal positions.
3. Communicate a summary and critique of a theologian's doctrinal perspective.

Course Texts

- Holy Bible. You may bring any reliable, modern translation.
- Erickson, Millard. *Introducing Christian Doctrine*. 3rd ed. Edited by L. Arnold Hustad. Grand Rapids: Baker, 2015. Print or digital.
- Harwood, Adam. *The Spiritual Condition of Infants: A Biblical-Historical Survey and Systematic Proposal*. Eugene, OR: Wipf and Stock, 2011. Print or digital.
- Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers*. Chicago: Univ. of Chicago Press, 2013. \$18.00.

Course Requirements and Grading (400 points possible + extra credit opportunity)

- 1. Attendance** Each student will be required to attend class and to participate in class discussion. Class attendance is essential for effective learning. The student will attend and participate in the class sessions. **Because of the extremely limited class time in these Hybrid courses, students cannot miss any of the four class sessions.** A grade of “F” will be assigned to students who fail to attend the class. This policy will be strictly enforced.
- 2. Reflective Essays** (1 double-spaced page, 250-300 words). Each paper is worth a possible 20 points and is meant to be a creative, reflective essay. Avoid first person (“I, me, my”); simply state things as fact. You may cite names and Bible verses, but please do not include any quotations due to space constraints. This reflective essay is not meant to be a summary of a doctrine but your thoughts on the topic **after reviewing the textbook or videos.** Reflective essays will only be accepted by the due date. See **Rubric for Assessing Reflective Essays** below. *This assignment relates to GEC #3 and CSLO #1 and #2.* **100 points possible.**
- 3. Book Review** (4-5 double-spaced pages in Times New Roman 12-point font). Students will review *The Spiritual Condition of Infants*. The review should be 4-5 double-spaced pages in Times New Roman 12-point font. The review should address issues such as: summary and critique of the author’s thesis, arguments, assumptions, method, sources, logic, and style; specific examples of strengths and weaknesses of the book; discussion of its usefulness for the intended audience, how the book contributes to its field, other books which explore the issue, and whether or not you would recommend the book and why. Cite page numbers parenthetically; no footnotes; use quotations sparingly. See **Rubric for Grading Book Reviews** below. *This assignment relates to GECs #1 & #3, and CSLOs #1 & #3.* **100 points possible.**
- 4. Research Paper** (8-12 double-spaced pages plus bibliography). **This assignment is an embedded assignment that will be completed by all students for all sections of the course.** The rubric for assessing this assignment is attached to this syllabus. Please complete the assignment according to this rubric. The paper will be a summary and critique of a particular doctrine of a selected theologian. Due in stages. See **Guidelines for Research Paper** below. *This assignment relates to GECs #1 & #3, BAM/BACM PSLO #3, and CSLOs #1, #2, & #3.* **100 pts.**
- 5. Final Exam.** The final will be comprehensive and will consist of various types of questions (multiple choice, short essay, T/F, etc.) based on class notes, discussions, and textbooks. **100 points possible.** *This assignment relates to GEC #1, BAM/BACM PSLO #3, and CSLOs #1-#3.*

Extra credit: Students may present one of their Essays to the class for discussion and defense. The student must provide a paper copy for each student present and be prepared to defend their understanding of the Doctrine they choose. Also, a student may choose a current doctrinal

controversy and present the BF&M statement of that doctrine as well as the counter points. After giving a fair assessment of the doctrine, differences etc., the student will discuss their findings in an open forum with the student body. A handout of points/counterpoints must be provided for every student. **Up to 25 points available.** All Extra Credit opportunities must be cleared with the professor and scheduled to fit in the flow of the semester.

Course Outline

E 12 = Erickson chapter 12

Date	Topic	Completed Readings	Assignments Due
10/21 Class Meets	Course Intro Theol. Sources & Methods Revelation-General & Special Revelation-Insp. & Inerrancy	E 1-2 E 3-4 E 5-7	
10/22-10/26	God-Trinity God-Creation	E 11 E 13, 16	Submit Theologian & Doctrine for Paper Essay: “Can a person know God without access to a Bible?” Watch Brunn Presentation
10/28-11/2	God-Providence God-Evil & Suffering	E 12, 14 Read Craig/Helm article E 15	Reference Summary Due Essay: “Does God cause events, allow events, or both?”
11/4 Class Meets	God-Trinity God-Creation	E 11 E 13, 16	

Date	Topic	Completed Readings	Assignments Due
11/5-11/9	God-Providence God-Evil & Suffering	E 12, 14 E 15	Bibliography Due
11/11-11/16	Man Sin	E 17-19 E 20-22	Essay: “What is the relationship between human freedom and the origin and persistence of sin and evil?”
11/18 Class Meets	Christ-Humanity Christ-Deity Christ-Union	E 23-25	Two Article Summaries
11/19--11/23	Christ-Death & Resurrection	E 26-27	Book Review Due
11/25-11/30	The Holy Spirit	E 28-30	Essay: “What is the gospel?”
12/2 Class Meets	Election/ Salvation Salvation/ Church Heaven, Hell & Last Things Review	E 31-34; Read Hankins article E-35-38; Read Newsom article E 39-42	Essay: “Does the Holy Spirit gift some believers with miraculous gifts?”
12/3-12/7	Study		Research Paper Due
12/9	Final Exam		

Additional Course Information

Classroom Behavior

Students are expected to maintain a Christian attitude both inside and outside the classroom. Derogatory and abusive language will not be tolerated. Any behavior not becoming of a minister may result in dismissal from class. First-time offenses will be documented, and subsequent offenses will be submitted to the Dean of Leavell College.

Computer/Phone Usage Policy

Using computers, smart phones, tablets, or other electronic devices in class is a privilege rather than a right. Any student abusing the privilege will be asked to turn off such devices. Students should place electronic devices on silent mode during class time. Students needing to make or receive texts or calls should arrange to do so outside of class time. At no time during class hours should students use computers or tablets for anything other than class notes or assignments. The professor reserves the right to ask students to leave electronic devices at home. **Unless given permission, students are not to record or quote the instructor, guest speakers, or students on social media sites.**

Blackboard

You should already be enrolled in the Blackboard course. In the Blackboard course, you may access the course syllabus, PowerPoint presentations, handouts, or other course documents.

Disability

Leavell College provides accommodations for students who have a disability. Students should consult the current Leavell College *Student Handbook and Catalog* for policies regarding disabilities.

Technical Assistance

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

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. Students can receive writing guides, tips, and valuable information to help in becoming a better writer. You may also consult their website at www.nobts.edu/writing/default.html

Plagiarism and Academic Dishonesty

The *Student Handbook* section on Ethical Conduct includes plagiarism as one type of unacceptable conduct. A high standard of personal integrity is expected of all Leavell College

students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and committing other such forms of dishonesty are strictly forbidden. Although anything cited in three sources is considered public domain, we require that all sources be cited. Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Leavell College for further action.

Late Work

Assignments are due at the beginning of class. Late assignments will be accepted within 48-hours after the due date but at a penalty of one letter grade per 24-hour period. No assignments will be accepted after the 48-hour period. Assignments are due at the beginning of class on the assigned day. See the schedule below.

Communication

The official means of communication are email and Blackboard, the Institutions learning management system. Students may communicate with professors via email, phone, or office visit.

Guidelines for Research Papers

Students will submit an 8-12 page (plus bibliography), double-spaced research paper. You may choose the theologian and doctrine from the list below. The paper is to be a summary and critique of a selected theologian and doctrine. Please properly cite your sources and follow Turabian's *A Manual for Writers*, 8th edition for the paper's form (footnotes) and style. The grade will be comprised of these assignments:

1. **Choose a theologian and doctrine.** Select one theologian and one corresponding doctrine from the list below (**5 points**):

Tertullian (ca. 160–235) - Trinity

Athanasius (296–373) - Christ, salvation

Augustine (354–430) - Trinity, creation, man, sin, salvation, church

Anselm of Canterbury (1033–1109) - existence of God

Thomas Aquinas (1224–1274) - existence of God, salvation

John Calvin (1509–1564) - revelation, God, man, salvation

Martin Luther (1483–1546) - salvation, church

Balthasar Hubmaier (d. 1528) - salvation, baptism

Jonathan Edwards (1703–1758) - God, original sin, salvation

Karl Barth (1886–1968) - revelation, Christ

C. S. Lewis (1898–1963) - theodicy, salvation

Howard Thurman (1899–1981) - Christology

Karl Rahner (1904–1984) - Trinity, salvation

Jürgen Moltmann (b. 1926) - theodicy, last things

Wolfhart Pannenberg (1928–2014) - Christ

Gustavo Gutiérrez (b. 1928) - salvation

Clark Pinnock (1937–2010) - inerrancy, God, salvation, Holy Spirit, last things

James H. Cone (b. 1938) - theological method, God, salvation
Marilyn McCord Adams (1943–2017) - Christology

2. **Reference Summary.** Get a working knowledge of your theologian and topic. Consult at least three different types of in-print reference works to learn about your topic. The different types of published reference works include: theological dictionaries, theological encyclopedias, historical or systematic theologies (not including your textbooks), and works of church history. After you have read the three sections or chapters about your topic, write a two-page, double-spaced summary of what you learned about the topic. No footnotes are necessary for this assignment. Mention the major issues, significant personalities, controversies (with dates and places), writings, and theological questions (“Why does this matter?”) involved in your topic. List your sources on page three of your summary in Turabian format. See syllabus for due date. **15 points.**

3. **Bibliography.** Find at least four primary sources (written by the theologian) and six secondary sources (written about the theologian). Four of those ten sources must be from a peer-reviewed academic journal (*Journal of the Evangelical Theological Society*, not *Christianity Today*). The secondary sources must have been published in the last 25 years. Be sure to search ATLA through EBSCOHost; please contact the NOBTS library for the login information and passkey; check syllabus for due date; use Turabian format. Submit online. **10 points.**

4. **Two Article Summaries.** Find and read two articles (6-page minimum) from a peer-reviewed academic journal from the last 25 years on your topic. Then, write a one-page, single-spaced summary for each article. You will find these through ATLA via EBSCOHost. Please provide bibliographic information. Submit online. 10 points each = **20 points.**

5. **Research Paper.** The paper must have the following **distinct sections**:

- a. 2–3 pages of **biography** on your theologian. Be sure to include why he was remembered as a notable theologian. What were his most important works? Where did he teach or pastor?
- b. 4–6 pages of **summary**. Be sure to include his theological perspective (Roman Catholic, Orthodox, Baptist, etc.) as you summarize his understanding of the doctrine. Provide examples from primary sources and interact with secondary sources.
- c. 3–4 pages of **critique**. What are the strengths and weaknesses of the views that you summarized? Be sure to interact with secondary sources at this point.

Rubric for Grading Theology Research Papers

The Research Paper will be graded as follows (50 points possible):

Content, 25 points

Up to 25 pts. will be awarded for the three sections as described above.

- 2–3 pages of biography on your theologian
- 4–6 pages to summarize his view of the doctrine, drawing from primary sources
- 3–4 pages of critical reflection on his view of the doctrine, noting the strengths and weaknesses of the theologian’s view, interacting with secondary sources.

- “A” quality work (23–25 points) - the paper presents a thorough biography, a clear summary of his view on the selected doctrine, and an astute theological critique
- “B” quality work (21–22 points)
- “C” quality work (19–20 points) - the paper lacks a thorough biography, clear doctrinal summary, and/or significant theological critique

Selection and use of sources, 10 points

Up to 10 points will be awarded for the ten sources which are relevant to the topic, meet the requirements for number and type of sources (four primary and six secondary; at least four from peer-reviewed academic journals), and are used and cited properly.

Form, 5 points

Up to 5 pts. will be awarded for conformity to Turabian format for title page, footnotes, and the works cited page.

- “A” quality work (5)
- “B” quality work (4)
- “C” quality work (3)

Style and Grammar, 10 points

- style - refers to the ability to construct clear and meaningful sentences and paragraphs
- grammar - proper use of English, including spelling, punctuation, and syntax
 - “A” quality work (9-10)
 - “B” quality work (8)
 - “C” quality work (7)

TOTAL...../50 pts.

Rubrics

LEAVELL COLLEGE PROJECT RUBRIC

Course Name and Number _____

Term _____

Location _____

WRITING CRITERIA	4 – Excellent	3 - Good	2 – Meets Requirements	1 – Needs Improvement	0 – Inadequate
The student completes well developed and logical assignments.	-Skillful logical organization with a clear line of reasoning -Effective and smooth transitions	-Clear logical organization with a clear line of reasoning -Competent transitions	-Adequate logical organization with some digression -Basic transitions	-Some level of logical organization with frequent digressions -Ineffective transitions	-No apparent organization to the paper -No or poor transitions
The student composes grammatically correct sentences.	-Minimal or no grammatical errors; no major grammatical errors.	-Few minor grammatical errors; no major grammatical errors	-Some grammatical errors; may include one major grammatical error	-Many grammatical errors	-Excessive grammatical errors
The student uses an effective writing style.	-Consistently varied sentence structure -Communicates concisely -Proper use of appropriate vocabulary	-Frequently varies sentence structure -Rarely wordy -Rare use of colloquialisms and clichés	-Sometimes varies sentence structure -Occasional wordiness -Occasional use of colloquialisms and clichés	-Seldom varies sentence structure -Frequently wordy -Frequent use of colloquialisms and clichés	-Does not vary sentence structure -Excessive wordiness -Excessive use of colloquialisms and clichés
The student incorporates appropriate supporting material.	-Skillful use of credible, relevant sources and/or examples	-Consistent use of credible, relevant sources and/or examples	-Adequate use of credible and/or relevant sources and/or examples	-Attempts to use credible and/or relevant sources and/or examples	-Fails to use credible, relevant sources and/or examples appropriately
The student follows prescribed style guide.	-Detailed attention to the prescribed style guide.	-Consistent use of the prescribed style guide.	-Adequate use of the prescribed style guide.	-Attempts to use the prescribed style guide.	-Failure to use the prescribed style guide.
Comments					

CRITICAL THINKING CRITERIA	4 – Excellent	3 - Good	2 – Meets Requirements	1 – Needs Improvement	0 – Inadequate
The student will recognize validity of arguments.	-Skillful ability to distinguish between arguments and unsupported claims -Skillful ability to identify central claim of an argument	-Competent ability to distinguish between arguments and unsupported claims -Competent ability to identify central claim of an argument	-Adequate ability to distinguish between arguments and unsupported claims with some noted confusion -Adequate ability to identify central claim of an argument with occasional inconsistency	-Poor ability to distinguish between arguments and unsupported claims with frequent confusion -Poor ability to identify central claim of an argument with frequent inconsistency	-Inability to distinguish between arguments and unsupported claims -Inability to identify central claim of an argument
The student will analyze arguments.	-Skillful ability to determine components of an argument -Skillful ability to relate an argument to the whole (thesis/position)	-Competent ability to determine components of an argument -Competent ability to relate an argument to the whole (thesis/position)	-Adequate ability to determine components of an argument with occasional mistakes -Adequate ability to relate an argument to the whole (thesis/position) with occasional mistakes	-Poor ability to determine components of an argument with frequent mistakes -Adequate ability to relate an argument to the whole (thesis/position) with frequent mistakes	-Inability to determine components of an argument -Inability to relate an argument to the whole (thesis/position)
The student will critique arguments.	-Skillful ability to evaluate assumptions and reliability of evidence -Skillful ability to evaluate different types of arguments and potential counterarguments	-Competent ability to evaluate assumptions and reliability of evidence -Competent ability to evaluate different types of arguments and potential counterarguments	-Adequate ability to evaluate assumptions and reliability of evidence with occasional mistakes -Adequate ability to evaluate different types of arguments and potential counterarguments with occasional mistakes	-Poor ability to evaluate assumptions and reliability of evidence with frequent mistakes -Poor ability to evaluate different types of arguments and potential counterarguments with frequent mistakes	-Inability to evaluate assumptions and reliability of evidence -Inability to evaluate different types of arguments and potential counterarguments
The student will synthesize arguments.	-Skillful ability to integrate evidence that provides persuasive support for a position and a conclusion	-Competent ability to integrate evidence that provides persuasive support for a position and a conclusion	-Adequate ability to integrate evidence that provides persuasive support for a position and a conclusion with occasional digressions	-Poor ability to integrate evidence that provides persuasive support for a position and a conclusion with frequent digressions	-Inability to integrate evidence that provides persuasive support for a position and a conclusion
Comments					

BIBLICAL INTERPRETATION CRITERIA	4 – Excellent	3 - Good	2 – Meets Requirements	1 – Needs Improvement	0 – Inadequate
The student interprets Scripture in light of the original context.	-Has given careful attention to the historical context and demonstrated the context clearly	-Has given attention to the historical context and research is obvious in background thought	-Shows an awareness of the original context of the Scripture	-Some level of awareness of context but lacks consistency to the point that argument within the paper is greatly weakened	-Utilization of proof texting
The student applies appropriate hermeneutical principles.	-Addresses a range of interpretive concerns aptly, skillfully, critically, and effectively.	-Shows awareness of such concerns, addressing most in a consistently appropriate and critically responsible manner.	-Shows awareness of such concerns, addressing some in a consistently appropriate and critically responsible manner	-Shows awareness of only a few of such concerns, addressing them in ways that are problematic, inaccurate, uncritical, or unhelpful	-Displays broad lack of awareness of such concerns and/or incompetence in addressing them.
The student demonstrates a consistent theological approach.	-Demonstrates a consistent theology throughout the presentation with no lapses	-Demonstrates a consistent theological approach through the paper with only a minor lapse	-Demonstrates a consistent theological approach throughout the paper with several noted lapses	-Demonstrates inconsistencies in the paper to the point that the argument within the paper is weakened greatly.	-Fails to demonstrate an awareness of a consistent theological framework for the paper
Comments					

**Book Review Grading Rubric for:
THCM2300 Christian Doctrine**

	20	16	12	8	4
Content	4-5 pgs. in length provides a robust explanation and critique of author's thesis all details accurate	3 1/2 pgs. in length acceptable explanation and critique of author's thesis minimal inaccuracies	3 pages in length provides some explanation and critique of author's thesis some inaccurate details	2 pages in length provides little explanation and critique of author's thesis many inaccurate details	<2 pages in length neither explains nor critiques the author's 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 from the topic 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

**Reflective Essay Grading Rubric for:
THCM2300 Christian Doctrine**

	4.0	3.2	2.4	1.6	0.8
Content	Nails the topic All details accurate	Stays on topic Minimal inaccuracies	Some deviation from topic; Some inaccurate details	Deviates from topic; Major inaccurate details	Deviates significantly from topic; No accurate details
Organization	Highly organized structure	Organized structure	Somewhat organized structure	Unorganized structure	No discernable structure
Logical Support Is evidence presented to support the claim(s)?	Superior logical support of topic or claim(s)	Logical support	Acceptable logical support	Minimal support	No logical support
Communication	Exceptionally clear meaning	Clear meaning	Somewhat clear meaning	Unclear meaning	Incoherent
Grammar, Punctuation, and Spelling	No errors	1 error	2 different errors (rather than 2 occurrences of the same error)	3-4 different errors	5 or more errors

Selected Bibliography

- Akin, Daniel, ed. *A Theology for the Church*. Rev. ed. Nashville: B&H Academic, 2014. **Systematic Theology**.
- Allen, David L., Eric Hankins, and Adam Harwood, ed. *Anyone Can Be Saved: A Defense of "Traditional" Southern Baptist Soteriology*. Eugene, OR: Wipf and Stock, 2016. **Soteriology**.
- Blocher, Henri. *Original Sin: Illuminating the Riddle*. New Studies in Biblical Theology 5. Edited by D. A. Carson. Downers Grove: InterVarsity, 1997. **Anthropology**.
- Elwell, Walter, ed. *Evangelical Dictionary of Theology*. 2nd ed. Grand Rapids: Baker Academic, 2001. **Theological Dictionary**.
- Garrett, James Leo, Jr. *Systematic Theology: Biblical, Historical, & Evangelical*. 2 Vols. Grand Rapids: Eerdmans, 1990, 1995. **Historical Theology**.
- Hammett, John S. *Biblical Foundations for Baptist Churches*. Grand Rapids: Kregel Academic, 2005. **Ecclesiology**.
- Henry, Carl F. H. *God, Revelation and Authority*. 6 Vols. Wheaton, IL: Crossway, 1999. **Revelation**.
- Huffman, Douglas, ed. *God Under Fire*. Grand Rapids: Zondervan, 2002. **Theology Proper**.
- Keathley, Kenneth. *Salvation and Sovereignty: A Molinist Approach*. Nashville: B&H Academic, 2010. **Soteriology**.
- Putman, Rhyne R. *In Defense of Doctrine: Evangelicalism, Theology, and Scripture*. Minneapolis: Fortress, 2015. **Theological Method**.
- Stott, John. *The Cross of Christ*. Downers Grove: IVP, 2006. **Christology**.
- Thiselton, Anthony C. *Life After Death: A New Approach to the Last Things*. Grand Rapids: Eerdmans, 2012. **Eschatology**.
- _____. *The Holy Spirit—In Biblical Teaching, through the Centuries, and Today*. Grand Rapids: Eerdmans, 2013. **Pneumatology**.
- Torrance, Thomas F. *Atonement: The Person and Work of Christ*, ed. Robert. T. Walker. Downers Grove: IVP, 2009. **Christology**.
- Wright, N. T. *The Resurrection of the Son of God*. Christian Origins and the Question of God, vol. 3. Minneapolis: Fortress, 2003. **Christology**.