



LEE ONLINE

SYLLABUS

THEO-251: Systematic Theology II

Date: 08/08/2016

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the undergraduate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course continues the survey of Christian doctrines begun in THEO-250 by focusing on the person and work of Christ and the Holy Spirit, the doctrines of salvation and sanctification, the work of the Holy Spirit in Pentecostal perspective, ecclesiology and eschatology. Students will build upon the theological skills of evaluation and assessment of theological arguments begun in the previous course.

Required Text(s) and/or Supporting Resources:**Required Texts:**

The Christian Theology Reader. Edited by Alister E. McGrath. 5th edition. Malden, MA: Blackwell Publishers Incorporated, 2011. [Provided as a link in the course and charged to your Lee account as “Book Bundle” fee.]

If you took THEO-250, you have already purchased the following books which should be in your RedShelf account (you can use the link in the course). If you have not taken THEO-250, you will need to purchase the books either through www.redshelf.com (which will also allow you access through the link in the course if you use your Lee email address) or through some other venue:

Hall, Christopher A. *Learning Theology with the Church Fathers*. Downers Grove, IL: InterVarsity Press, 2002. ISBN: 9780830826865.

Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*. 3rd edition. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2014. ISBN: 9780802871855.

Weston, Anthony. *A Rulebook for Arguments*. Most recent edition. Indianapolis: Hackett Publishing Company, 2008.

Additional Supporting Resources:

Resources included in Learning Management System (LMS).

Prerequisite Skills and Knowledge:

THEO-250

Course Goals and Learning Outcomes:**PURPOSE**

This course provides students with knowledge of foundational doctrines and methods of Christian theology, with skills necessary for research, study, and application of theological principles in the life of the Church, and with an understanding of the formational elements of theology for individual believers and the body of Christ.

General Learning Objectives (Course Goals):

This course seeks to:

*A. In the realm of **knowing** (content), this course seeks to:*

1. acquaint the student with the fundamentals of the discipline of systematic theology and theological vocabulary related to the doctrines under study this session.
2. cultivate in students an appreciation for the fundamental doctrines of Christianity.
3. give students an historical perspective on and a working knowledge of the philosophical and logical systems that are brought to bear on the doctrines of Christianity in the organization of systematic theology.
4. describe the various doctrines in this course with a look to historical background in the history of doctrine.

*B. In the realm of **doing** (skills), this course seeks to:*

5. provide students with analytical and evaluative skills for critiquing theological arguments and writings.
6. compare and contrast doctrinal views that are under study this session.
7. analyze and evaluate doctrinal views and arguments.
8. illustrate the synthesis and integration of sources/ideas within a theological trajectory.
9. demonstrate how to construct a theological argument.

*C. In the realm of **being** (character formation), this course seeks to:*

10. illustrate the integration of theology and worship.
11. examine how thinking about Christian faith and doctrine assist Christians with living out the faith in Church and society.

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

*A. In the realm of **knowing** (content), the student should be able to:*

1. locate the broad field of systematic theology within the educational preparation of students so that it will serve as a foundation for their ministry.
2. demonstrate an appreciation for and knowledge of theological vocabulary as related to the doctrines under study this session.
3. identify systems of thought that have influenced the development of systematic theology.
4. make use of the historical background of doctrines in order to understand better their context.

*B. In the realm of **doing** (skills), students should be able to:*

5. analyze and evaluate various positions of theological writings with the skills learned in course.
6. compare and contrast various theologies and methods.
7. evaluate a theological argument within a research/position paper that offers critical analysis while building on that analysis in order to provide constructive theological bases for one's own doctrinal position.
8. demonstrate an integration of sources/ideas within a theological doctrine.
9. show how to construct a theological argument.

C. In the realm of **being** (character formation), students should be able to:

10. discover the integration of theology and worship.
11. discuss the ways that reflection on faith and doctrine can assist Christians in living out their faith in today's world and church.
12. demonstrate the relationship of this academic area to the practical Christian life in both its individual and corporate dimensions.

Major Topics:

- A. The Doctrine of Jesus the Christ (Christology)
- B. The Doctrine of the Holy Spirit (Pneumatology)
- C. The Doctrine of Salvation (Soteriology)
- D. The Doctrine of the Church (Ecclesiology)
- E. The Doctrine of Last Things (Eschatology)

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments. ***It is strongly supported and expected that gender inclusive language be used in all written and oral communication.***
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- C. **Unit Assignments (Quizzes).** Throughout the course, various announced quizzes will occur. These are meant to exam your knowledge of "Theological Vocabulary" or new skills that you will be learning, such as bibliographic reference work and citation.
- D. **Unit Assignments (Core).** In most of the units, core questions will be asked regarding the reading. These are meant for your benefit in order to prepare you for the exams. Since reading the texts is an important part of this course, the core questions will keep you on task.
- E. **Course Project.** In preparation for the Research-Position Paper, several skills will be introduced and practiced. One of these is the **Thesis Formation Project** in which students will learn how to view a research paper as more than a "report" from primary or secondary sources. Instead, students will learn how to prepare a thesis statement for a writing project (in this case, a research paper). Further instructions will be provided in the course itself. Students will prepare a **Research Position Paper** due at the end of the course. It will cover an area of doctrine studied during this course. Further explanation and instructions will be provided within the course itself.
- F. **Exams.** There are two exams scheduled for this course: at the conclusion of Units 4 (which covers Units 1-4) and 7 (which covers Units 5-7).

Evaluation:

A. Threaded Discussions	175
B. Unit Assignments	175
C. Course Project	450
D. Exams	200

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 - 869
B-	2.7	800 - 829
C+	2.3	770 - 799
C	2.0	730 - 769
C-	1.7	700 - 729
D+	1.3	670 - 699
D	1.0	600 - 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 14-16 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES**Attendance Policy:**

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS**Faculty Expectations of Students:**

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.

- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

The Doctrine of Christ (Christology)

- Anselm. *Cur Deus Homo? (Why the God-man?)*. Translated by S. N. Deane. In *St. Anselm: Basic Writings*. LaSalle, IL: Open Court Publishing, 1968.
- Baillie, Donald M. *God was in Christ: An Essay on Incarnation and Atonement*. London: Faber & Faber, 1948.
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- Dorner, I. A. *History and Development of the Doctrine of the Person of Christ*. 5 vols. Edinburgh, 1878.
- Gore, Charles. *The Incarnation of the Son of God*. New York, 1900.
- Kärkkäinen, Veli-Matti. *Christology: A Global Introduction. An Ecumenical, International, and Contextual Perspective*. Grand Rapids: Baker Academic, 2003.
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- Schwarz, Hans. *Christology*. Grand Rapids: Eerdmans, 1998.
- Tanner, Kathryn. *Jesus, Humanity and the Trinity: A Brief Systematic Theology*. Minneapolis: Fortress Press, 2001.
- Torrance, T. F. *The Mediation of Christ*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1983.
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The Doctrine of the Holy Spirit (Pneumatology)

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- Bulgakov, Sergius. *The Comforter*. Translated by Boris Jakim. Grand Rapids: Eerdmans, 2004.
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- Gause, R. Hollis. *Living in the Spirit: The Way of Salvation*. Cleveland, TN: Pathway Press, 1980.
- Lombard, John A. and Jerald J. Daffe. *Speaking in Tongues: Initial Evidence of Spirit Baptism?* Cleveland, TN: Pathway Press, 2005.
- McDonnell, Kilian. *The Other Hand of God: The Holy Spirit as the Universal Touch and Goal*. Collegeville, MN: Liturgical Press, 2003.
- Perspectives on Spirit Baptism: Five Views*. Edited by Chad Owen Brand. Series Editor Leonard G. Goss. Nashville: B & H Publishing Group, 2004.
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The Doctrine of Salvation & The Christian Life (Soteriology)

- Aulén, Gustaf. *Christus Victor: An Historical Study of the Three Main Types of the Idea of the Atonement*. Translated by A. G. Hebert. New York: Macmillan Publishing Company, Inc., 1969.
- Berkouwer, G. C. *Divine Election*. Studies in Dogmatics. Grand Rapids: Eerdmans, 1960.
- Boersma, Hans. *Violence, Hospitality, and the Cross: Reappropriating the Atonement Tradition*. Grand Rapids: Baker Academic, 2004.
- Bowdle, Donald N. *Redemption Accomplished and Applied*. Cleveland, TN: Pathway Press, 1972.
- Four Views on Eternal Security*. Edited by Stanley N. Gundry and J. Matthew Pinson. Grand Rapids: Zondervan, 2002.
- Justification: Five Views*. Edited by James K. Beilby and Paul Rhodes Eddy. Downers Grove, IL: The InterVarsity Press, 2011.
- Justification in Perspective: Historical Developments and Contemporary Challenges*. Edited by Bruce L. McCormack. Grand Rapids: Baker Academic, 2006.
- McGrath, Alister E. *Iustitia Dei: A History of the Christian Doctrine of Justification*. 3rd ed. Cambridge: Cambridge University Press, 2005.
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