

# Southern Christian University

## STUDIES IN THEOLOGY: INTRODUCTION TO CHRISTIAN THEOLOGY, PART 1 (TH7321A)

### CLASS SESSION OUTLINE & SYLLABUS, SUMMER 1999

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#### Class Session Outline

<u>Date</u>	<u>Time</u>	<u>Learning Objective</u>	<u>Student Reading Assignments</u>
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June 3

9-9:50 a.m.	Introduction	Syllabus
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#### **PROLEGOMENA**

10-10:50 a.m.	LO 1: What is Theology?	E:1
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11-11:50 a.m.	LO 2: Scripture, Tradition, and Culture
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1-1:50 p.m.	LO 3: Hermeneutics and the Development of Doctrine	E:2
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2-2:50 p.m.	LO 4: Fields of Christian Theology
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3-3:50 p.m.	LO 5: Who Are We? Christian Theological Traditions	LO: 1,2,3,4
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4-4:50 p.m.	LO 6: Christian Theology in the Modern Era
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June 4

9-9:50 a.m.	LO 7: Evangelicalism and Liberal Protestantism
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10-10:50 a.m.	LO 7: Churches of Christ and American Evangelicals	Dockery, Mohler LO: 5,6,7
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11-11:50 a.m.	LO 7: Four Challenges, Part 1	E:4,5
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1-1:50 p.m.	LO 7: Four Challenges, Part 2	E:6,7
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#### **REVELATION AND BIBLIOLOGY**

2-2:50 p.m.	LO 8: Introduction to the Idea of Revelation	
3-3:50 p.m.	LO 9: Differing Ideas of Revelation	
4-4:50 p.m.	Review	E: 3

June 5

<b>9-9:50 a.m.</b>	<b>Exam 1 (covering material up to and including to LO 7)</b>	
10-10:50 a.m.	LO 10: Revelation in the Grammar of Scripture	LO: 8,9
11-11:50 a.m.	LO 11: Biblical Inspiration	
1-1:50 p.m.	LO 12: The Doctrine of Inspiration	E: 10
2-2:50 p.m.	LO 13: Inerrancy	E: 11
3-3:50 p.m.	LO 13: Inerrancy, continued.	LO: 11,12,13
4-4:50 p.m.	GROUP DISCUSSION: <i>Reason in the Balance</i>	

July 29

9-9:50 a.m.	14: The Canon of Scripture	E:12
10-10:50 a.m.	14: The Canon of Scripture, continued.	Review E:4
11-11:50 a.m.	15: Evangelical Hermeneutics and Biblical Criticism	
1-1:50 p.m.	17: The Holy Spirit and the Word of God	LO: 14
2-2:50 p.m.	18: An Evangelical Doctrine of Revelation	E: 8,9

### **CHRISTIAN THEISM**

3-3:50 p.m.	19: Ideas of God and the God of the Bible, Part 1	E: 13
4-4:50 p.m.	Review	LO:17,18

July 30

<b>9-9:50 a.m.</b>	<b>Exam 2 (Covering material from LO 8 to LO 18, inclusive)</b>	
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10-10:50 a.m.	20: Ideas of God and the God of the Bible, Part 2	E: 14
11-11:50 a.m.	21: Attributes of God, Part 1	
1-1:50 p.m.	22: Attributes of God, Part 2	E: 15
2-2:50 p.m.	23: Issues in Trinitarianism	E: 16 (part 1) LO:19,20,21,22
3-3:50 p.m.	24: Issues in Trinitarianism, continued	E: 16 (part 2)
4-4:50 p.m.	25: Issues in Trinitarianism, continued	E: 16 (part 3)

July 31

### **CREATION AND PROVIDENCE**

9-9:50 a.m.	26: Creation	E: 18 (part 1) LO: 23,24,25
10-10:50 a.m.	27: Creation and Evolution	E: 18 (part 2)
11-11:50 a.m.	28: Providence	E: 19; LO26,27
1-1:50 p.m.	29: Providence and Theodicy	E: 20
2-2:50 p.m.	GROUP DISCUSSION: <i>Disappointment With God</i>	

### **ANTHROPOLOGY**

3-3:50 p.m.	Issues in Anthropology, Discussion of Erickson	E:22,23,24, 25,26
4-4:50 p.m.	Review	LO 28,29

Final Exam Week                      Exam 3

### **Reading Key**

E:# = Erickson, *Christian Theology*, and chapter #

LO: # = Lecture Outline # (each Lecture Outline distributed to the class is numbered)

Dockery = Dockery and White, "Introduction," in *Southern Baptists and American Evangelicals*

Mohler = Mohler, "A New Era for Baptist Evangelicals and Evangelical Baptists"

## **Part II, Syllabus**

### **Course Description**

A survey of and introduction to Christian Theology. A study of methodology, revelation, God, Trinity, creation, and humanity.

### **General Course Goals**

This course has been designed so that you will:

1. Gain an appreciation for the value and significance of theology.
2. Become familiar with theological method and thinking.
3. Acquire an introductory knowledge of the fields of prolegomena, bibliology, theism, trinitarianism, and anthropology from an evangelical perspective.
4. Grow in your familiarity with and confidence in the Scriptures.
5. Deepen your own relationship with the God we worship.

### **Specific Course Objectives**

In that this course proposes to introduce students to the task of systematic theology and the specific areas of bibliology, theism, trinitarianism and anthropology, students should be able to

1. Identify key persons and movements in the history of Christian thought.
2. Explain the interaction of various sources in theological method.
3. Define the various forms of divine revelation and explain their roles in theology.
4. Understand and define the various doctrines of bibliology, theism, trinitarianism, and anthropology.
5. Explain how the Bible functions in Christian living.
6. Evaluate the usefulness or critical methods in the study of Scripture.

### **Course Requirements**

1. **Attend Class Lectures.** To prepare students for the fulfillment of the objectives of this course, lectures are given Thursdays, Fridays, and Saturdays, June 3-5 and July 29-31 1999, from 9:00 a.m. to 5:00 p.m. Each day students will have hourly breaks of ten minutes and a lunch break from 11:50 - 1:00 p.m. The topics of the lectures are listed on the **Course Schedule** provided in this syllabus. Attendance at each of the lectures is required. Up to four absences for illness or other conflicts may be excused without notification. In cases of prolonged illness or injury that will cause you to miss several class sessions, you should consult with the professor for options regarding your status in the course. Otherwise, absences in excess of four class sessions will be reflected in the course grade.

- a. “Handouts”-- Photocopied materials will be distributed in class from time to time. If you do not receive a copy, please see the professor. **Note:** These materials are for your own use only. Do not copy or distribute them to individuals not registered for this course. Any requests for these materials by persons not registered for this course should be directed to the professor.
- b. Taping You may tape class lectures for your own study only. Such tapes are not to be distributed to individuals not registered for the course.

## 2. Read the following in the manner described below:

Millard I. Erickson *Christian Theology*. second Edition.

Kevin James Gilbert, Lecture Outlines for Introduction to Christian Theology, Pt. 1.

“The Chicago Statement on Biblical Inerrancy”

David S. Dockery and James E. White "Introduction," in *Southern Baptists and American Evangelicals*.

R. Albert Mohler, Jr., “A New Era for Baptist Evangelicals and Evangelical Baptists”

**Disclaimer:** Course materials may or may not reflect the views of the instructor, faculty, staff, or administration. Course materials are chosen for the potential instructive value, which includes the refutation of error.

- a. Readings are to be completed and recorded by units. Units are whole articles, groups of articles, whole chapters, or groups of pages within a chapter. The units which you are to read are listed on the **Course Schedule** and on the “Reading Assignment Grade Sheets.” **These units must be read prior to the class hour on which they are due. Late readings are not accepted for credit** except in extreme circumstances of lengthy incapacitation which requires extension of all course requirements beyond the end of the semester.
- b. In order to report a unit of reading, you must have read its contents in their **entirety, intelligently, and critically**. “Entirety” means that all of the unit must be read before credit will be assigned. Partial completion of a reading unit will not be credited. “Intelligently” means understanding what you are reading when you are “reading” it. **(This may involve looking up words in a dictionary!)** It means being able to follow the authors train of thought including any arguments that are presented. “Critically” means judging the strength or soundness of the author's presentation. **Note: To receive credit for reading from assigned lecture outlines, you must look up and read major Scripture texts cited in that reading.**
- c. **How to report reading assignments for credit.** On the Reading Assignment Grade Sheet, keep a record of reading units which you have completed in the manner described above (see b. above) Be sure to write your name and date submitted on the form. Write the **total number** of units completed in the space provided and sign your name on the signature line confirming your completion of the assigned units. Turn in the forms on Saturday at the last class of each tri-meet session (RAGS I due at last class session on the first Saturday, June 5, 1999; RAGS II due at last class session on second

Saturday, July 31, 1999).

### **3. Take Three Exams.**

- a. These exams will cover the assigned readings (except the reading for group discussions, see requirement 4 below), as well all class lectures They will be multiple choice.
- b. Study questions will be provided to guide your preparation. Do not use or consult exams given in this course in previous years. You should think carefully about how the class reading or lecture presentation answers the study questions. Compare and contrast issues, ideas, and names with one another to make sure you have a grasp on the material. Note the specific terms, vocabulary, and grammar of the author as you study any particular issue. Note especially biblical texts and the language of those texts which are taken up by the author in developing a theological position, idea or issue. The study questions guide you to specific areas in the class readings and lectures which you are to study and master. The multiple choice questions on the exam are designed to test how well you understand them.
- c. The exams must be taken in class on the dates for which they are scheduled, unless an alternate time has been approved by the professor. Rescheduling due to out of town travel must & made during the first two weeks of class (emergency travel for critical illness or funeral services exempted). In such cases, the exam must be taken by the fifth class day following the exam. Exams may not be taken prior to their dates listed on the Course Schedule or the Final exam Schedule. Other alternate arrangements for taking an exam late are allowed only in the case of physical incapacitation at the time of the exams and must be made by the class period following the scheduled exam. In all such cases, make arrangements with the instructor to take the exam in the library under his supervision, or in an approved library or educational facility under the supervision of an SCU/instructor-approved proctor. As a rule of thumb, a last minute excuse from an exam is equivalent to a last minute excuse from a scheduled preaching assignment.
- d. If the average of your first two exams is below 80, you will have an opportunity to be reexamined over the combined material of those first two exams in order to raise that average up to an 80. (A score of 80 or higher on this retake exam will raise the average of your first two exams to an 80.) This reexamination will be given during the second hour of the final exam period. The exam format will be the same as in 3.a. above. Use the same study questions that were distributed for exams 1 and 2 to guide your preparation
- e. Usually, the grades for tie first two exams will be posted outside the classroom the first class day following the exam A time for reviewing questions missed on the first two exams will be arranged 5:00 p.m. on the first class day following each exam.
- f. All exams are the property of the professor. You are not to take your exam from the examination or reviewing session. You are not to make any copy of the exam or exam questions.

#### 4. Participate in class and group discussions on the following books:

Philip Johnson, *Reason in the Balance*;

Philip Yancey, *Disappointment with God*

- a. Read each of these books.
- b. Write out [machine print–type or word process] answers to specific questions about your reading found on the sheets entitled “Preparation For Group Discussion.” These answers must be completed and brought in their machine printed form to the scheduled class or group discussions. The process of writing out your answers will prepare your mind for discussion and your written answers will function as a reference for you during oral discussion. At the class or group meeting you may take notes on the discussion, but these notes must be kept separate from the written answers you prepared prior to discussion. At the end of your discussion turn in only those answers you prepared prior to discussion.
- c. At your group meeting, you will bring with you your written responses to your “Preparation” questions. The group discussion should follow the guidelines on the form entitled “Group Discussion On . . . ” (followed by the title of the book you are discussing). Toward the end of the discussion the group must summarize its conclusions as indicated on the “Group Discussion” form. These summary group responses will contribute to the final grade or the project (see below). But First, before you start your discussion, you will need some organization. Do this as quickly as possible. Specifically, two persons will need to function as: director and reporter. These positions are not honors nor do they receive extra credit. They are simply ways of serving one another. So, don't spend a lot of time choosing these positions. Anyone who feels he or she can volunteer to perform one of these positions should do so. Practice Christian grace: humility, deference to one another, and sacrificial service.
  - i The director is not the spokesperson for the group. His or her only responsibility is to pace the discussion so that it does not bog down and waste time. The director should make sure the discussion covers all of the questions or otherwise fulfills the directions on the form titled “Group Discussion On.” Keep things moving by majority consensus, being sensitive to the need of the group to spend more or less time on any one issue.
  - ii The reporter's responsibility is to record the names of those present at the discussion, to accurately write down the group's official conclusions to its discussions, and to collect individual written work (completed prior to discussion) from each member at the end of the session.

- d. The grade for each discussion project will be as follows:

Reading Completed	Missing both thoughtful written responses and participation in group discussion	Missing either thoughtful written responses or participation in group discussion	Completed both thoughtful written responses and participation in group discussion
0 - 49%	F	F	D
50 - 74%	F	D	C
75 - 99%	D	C	B
100%	C	B	A

**Outstanding or poor group conclusions will affect individual grades in the following manner:** insightful conclusions clearly written with well reasoned argumentation will raise all individual grades to a plus (+); missing or superficial conclusions will reduce all individual grades to a minus (-).

- e. Participation in group discussion is excused only In cases of travel arrangements (made by the end of the second week of the semester), infectious disease or paralysis. In such cases, an 8 page essay (normal margins, spacing and font size) on the group discussion questions will be accepted as a substitute for verbal participation in the group meeting.

**5. The above requirements may be altered or other requirements added at the discretion of the professor.**

**Basis for Evaluation**

1. Factors determining the Course Grade:

The Overall grade is a composite of several factors. It is not a measure of personal worth or necessarily of the amount of information that a student feels he or she has learned. Rather it is a cumulative figure that bears a relationship to the student's successful completion of the course requirements:

- The three exams will be averaged together and count as 50% of the course grade
- Each discussion project counts as 15% of the course grade.
- The reading grade is the percentage of reading units completed against the number assigned. The reading grade counts as 20% of the final course grade.



- d. Class attendance. Four absences are excused. Each absence in excess of the prescribed limit will result in a reduction of the final grade by 4.5%. Contact the professor regarding any prolonged absence
- e. Late Work. Grades on late assignments will be automatically reduced by 20%, and an additional 5% will be subtracted from the grade for each day late thereafter.

## 2. Course Grade:

### a. Explanation of Letter Symbols:

A = work of exceptional quality.

B = work of commendable quality. Commendable means praiseworthy. A majority of students usually achieve this quality in their overall course grade.

C = work of an acceptable but not distinguished quality. Such work is deemed a satisfactory and adequate completion of the course objectives.

D = work of a minimal but passing quality.

F = Failure to do minimal work with no credit given.

### b. Numerical and Letter Distribution

100-95	A	85-83	B	75-73	C	65-63	D
94-90	A–	82-80	B–	72-70	C–	62-60	D–
89-86	B+	79-76	C+	69-66	D+	59-0	F