

Saint Louis Christian College  
BTH 205n **CHRISTIAN THEOLOGY I**  
Professor Claycomb  
3 Credit Hours

**Fall Semester, 2014**

**Mondays 8 - 10 pm**

**MISSION STATEMENT**

Saint Louis Christian College pursues excellence in the Word and develops servant-leaders for urban, suburban, rural and global ministry.

**COURSE DESCRIPTION**

Christian Theology I is a systematic study of basic biblical doctrines: Word of God, God, Angels, Man & Sin.

Systematic theology is descriptive of that systematized and holistic study which has as its purpose the determination of what the Biblical teaching is on the major subjects of Holy Scripture. This presupposes the methodological approach of both identifying and interpreting the relevant passages in the Bible on specific topics and then summarizing the conclusions reached in a manner that is in harmony with and under the authority of the Scripture itself.

**COURSE RATIONALE**

It might be asked, however, what the value or advantage of Systematic Theology is over just simple Bible knowledge. The answer to this is in part found in that *God-breathed* passage in which Timothy and by extension, all Christians are, exhorted to "*Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.*" (2 Timothy 2:15; KJV)

Consider the importance of sound doctrine from the Apostle John's warning. "*Everyone who goes on ahead and does not abide in the teaching of Christ, does not have God. Whoever abides in the teaching has both the Father and the Son*" (1 John 1:9; ESV) Again from the KJV, "*Whosoever transgresseth, and abideth not in the doctrine of Christ, hath not God. He that abideth in the doctrine of Christ, he hath both the Father and the Son.*"

The "*teaching of Christ*", or "*doctrine of Christ*", is that category of systematic theology called Christology. Here implicitly stated is the prime importance of systematically theologizing about the Biblical teaching concerning Christ; His Person and His Work. I assert on the basis of this, and many other passages of Holy Scripture, that under the guidance of the Holy Spirit, using Biblically based time honored hermeneutical approaches, while also pondering the wisdom of preceding ages Christians today must be about serious Systematic Theologizing.

Doctrinal error is no less prevalent in our day than it was in the days of the First Council of Nicea (A.D. 325). Vitally important was, and is today, that Council for the Doctrine of Christ - Christology. The individual believer or Church that simply trusts to tradition and/or superficial Bible reading and teaching that does not seek to plumb the depths of Scriptural wisdom and doctrine, will be poorly equipped for the multitudinous "*winds of doctrine*" that blow in every generation (Ephesians 4:14).

In the words of one who rejected many former beliefs to embrace what he found the Scripture teaching, "Unless I am convinced by Scripture and plain reason - I do not accept the authority of the

popes and councils, for they have contradicted each other - my conscience is captive to the Word of God. I cannot and I will not recant anything for to go against conscience is neither right nor safe. God help me. Amen."(Martin Luther, Imperial Diet of Worms, 1521 A.D.)

## **COURSE OBJECTIVES**

Course objectives are related to the following selected Divisional Objectives which are being addressed in this course:

1. Given instruction in the Bible and in biblical theology, the student will exhibit knowledge of the messages of the various Old and New Testament books and the saving message of the Bible as a whole.
2. Shown how to use tools and sound methods for interpreting the Bible, the student will demonstrate the ability to properly interpret, apply and communicate Scripture.
3. Presented the biblical mandates for worldwide evangelism, the student will communicate the imperative that every person needs Jesus Christ as Savior.

Upon completion of this course the student should be able to:

1. Describe the framework of systematic theology.
2. Demonstrate knowledge of the doctrines covered.
3. Apply the Scriptural doctrines to the student's spiritual growth in Christ as well as contemporary issues within the Church.

## **COURSE REQUIREMENTS**

### **Textbooks read in their entirety: (required)**

*Delighting in the Trinity*, by Michael Reeves

*The Forgotten Trinity*, by James White

*Scripture Alone*, by James White

### **Textbooks from which particular readings will be assigned: (not-required)**

*The Faith Once For All: Bible Doctrine for Today*, by Jack Cottrell

*Concise Theology: A Guide to Historic Christian Beliefs*, by J.I. Packer

*Knowing God*, by J.I. Packer

*Quest for Truth*, by Leroy Forlines

*Think Biblically*, by John MacArthur

## **1. MEMORIZATION ASSIGNMENTS**

**The student will memorize the assigned passages.** At the beginning of the assigned session the student will turn in a typed copy of the assigned memory work for that session. This must include student name, assigned passage & translation used. Furthermore, the student is responsible to grade the assignment identifying the total number of words vs. the total number of errors. You may use the ESV, NASV, HCSB or NKJV; no other. The dates assigned per passage are as follows: **Session 2** (1 Pet 3:15); **Session 4** (2 Tim 3:16); **Session 6** (Matt 28:18-20).

Students will memorize the major doctrines of Scripture (in proper order): **Bible, God, Angels, Man, Sin, Christ, Holy Spirit, Salvation, Church & Future**. These quizzes will match the Bible Memory schedule. Thus, this memory work will also be typed along with the Scripture memory work.

## **2. WRITTEN ASSIGNMENTS**

### **A. Head, Heart & Hand Reflections**

A typed “reflection” is due per session based on the reading assigned for that session. Each is due on the session they are named. Exactly one is due for each session; not one for each book assigned, but only one per session for all the readings of that session combined. How were you impacted at a **head level**; intellectual? How has your understanding of God’s Word been changed, made stronger or more firmly rooted? How were you impacted at a **heart level**? Was there a new conviction of sin or conviction of a duty in your life or your church? How has your position in Christ been solidified, your affections toward God intensified? How were you impacted on a **hand level**; in other words, what behavioral change will you pursue as a result of this session’s reading? Be specific. Do not generalize. A Head, Heart & Hand Reflection should be between 1-2 pages in length (double spaced) & typed using MLA style; font times new roman; font size 12.

**All assignments shall have the following as a header:**

Format: the top of all assignments will identify...

Class name

Student name

Mailbox (if any)

Session number & either “required readings” or “recommended bonus readings”

### **B. Prep Papers**

Two typed papers are assigned & due on the scheduled dates. These will provide individual direction through professorial feedback & grading which will benefit the content of your Final Paper. They must heavily take into account what you are learning through the readings & lectures; 2-3 pages in length. Same specifications apply.

### **C. Final Paper (Doctrinal study)**

Students will submit a comprehensive Final Paper (typed) based on their two Prep Papers. The paper must demonstrate a sound understanding of the contribution of differing portions of Holy Scripture this doctrine or theology covers. The paper shall be 10-12 pages in length, typed, double spaced, using MLA style. This paper will be turned in Session Eleven; the last session. The topic is:

“The Holy Trinity: Relationally & Propositionally Revealed”

### **D. Comprehensive Final Exam – Session Eleven**

## **COURSE ASSESSMENT (1000 points possible)**

50 points total are assigned to the HHH Reflections (5 points ea.)

50 points total are assigned to the Memory Quizzes (10 points ea.)

100 points is assigned to the Mid Class Exam (Sessions 5, 6 or 7)

200 points is assigned to the two Prep Papers (Sessions 7&8; 100 pts. ea.)

300 points is assigned to the Final Exam (Session 11)

300 points is assigned to the Final Paper (Session 11)

## COURSE SCHEDULE

There are 733 pages of reading with the bulk weighted at the beginning of the Course opening up research & writing time toward the latter end of the Course.

Session	Assignments
<b>Session One</b> (144 pages) Doctrine of Revelation & Holy Scripture	<i>Think Biblically</i> , (p 21-35) <i>Knowing God</i> , (p 17-42) <i>Scripture Alone</i> , (Intro – chapter 4) <i>Concise Theology</i> , (p 3-18)
<b>Session Two</b> (164 pages) Doctrine of Holy Scripture	<i>The Faith Once for All</i> , (p 100-111) <i>Scripture Alone</i> , (chapters 5-12) <i>Think Biblically</i> , (p 55-84)
<b>Session Three</b> (175 pages) Doctrine of God	<i>Delighting in the Trinity</i> , (Intro – Conclusion; 122 pages) <i>Forgotten Trinity</i> , (p 13-64)
<b>Session Four</b> (84 pages) Doctrine of God	<i>Forgotten Trinity</i> , (p 65-130) <a href="http://www.biblicalstudies.org.uk/article_canon_nicole.html">http://www.biblicalstudies.org.uk/article_canon_nicole.html</a>
<b>Session Five</b> (66 pages) Doctrine of God	<i>Forgotten Trinity</i> , (p 131-196)
<b>Session Six</b> (6 pages) Doctrine of Angels	<i>The Faith Once for All</i> , (p 127-132)
<b>Session Seven</b> (31 pages) Doctrine of Man	<i>Think Biblically</i> , (p 155-185) <b>Prep Paper #1</b> : “The Holy Trinity revealed relationally”
<b>Session Eight</b> (23 pages) Doctrine of Man	<i>Faith Once for All</i> , (p179-201) <b>Prep Paper #2</b> : “The Holy Trinity revealed propositionally”
<b>Session Nine</b> (24 pages) Doctrine of Sin	<i>Think Biblically</i> , (p 85-100) <i>Concise Theology</i> , (p 79-86)
<b>Session Ten</b> (16 pages)	<i>Quest for Truth</i> , (p 467-482)
<b>Session Eleven</b>	Final Exam & Final Paper due

## COURSE POLICIES

**Attendance:** The expectation is that the student will be neither tardy nor absent. Attendance at each session is fundamental to the overall purpose of the course. Tardiness or absenteeism will be dealt with in consultation with the Academic Dean.

**Late Work is not accepted.** Assignments are due on stated dates at the start of the class. Student physical absence does not excuse required hard-copy due at start of class.

**Incompletes:** See college catalog for the conditions under which an incomplete may be granted.

**Special Circumstances** – Students with a diagnosed learning disability will need to see The Hundred (Student Center for Success) to discuss strategies that would enhance the learning experience.

### **Electronic Devices AIM Classes**

The professor reserves the right to ban all electronic devices immediately upon the suspicion of a misuse by even one student. No video recording is permitted.

**Academic Honesty:** Dishonesty will result in a grade of F (zero) for the assignment involved. See the college catalog.

**Disclaimer:** The professor reserves the right to modify the course plan by changing topics, due dates, or even assignments so long as the change does not add to the student's work load.

## **PROFESSOR CONTACT INFORMATION**

### **Send First Class Mail ONLY**

Professor Claycomb  
312 East E. St. Belleville, IL 62220  
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## **Final Paper Criteria**

### **Argument of the Paper**

#### **Does the paper fulfill the assignment?**

No	Somewhat	Average	Mostly	Excellently						
0	1	2	3	4	5	6	7	8	9	10

#### **Is there a clear, unified progression of thought, a central organizing thesis?**

No	Somewhat	Average	Mostly	Excellently						
0	1	2	3	4	5	6	7	8	9	10

#### **Is it logically structured; including fluid transitions? Did the flow make sense?**

No	Somewhat	Average	Mostly	Excellently						
0	1	2	3	4	5	6	7	8	9	10

### **Content of the Paper**

#### **Is the argumentation of the paper supported with the necessary research?**

No	Somewhat	Average	Mostly	Excellently						
0	1	2	3	4	5	6	7	8	9	10

**Is it thorough in its support of the argument?**

No		Somewhat		Average		Mostly		Excellently
0	1	2	3	4	5	6	7	8
							9	10

**Are propositions supported by logical & sound reasoning?**

No		Somewhat		Average		Mostly		Excellently
0	1	2	3	4	5	6	7	8
							9	10

**Style and Clarity of Writing****Is there clarity in the argumentation?**

No		Somewhat		Average		Mostly		Excellently
0	1	2	3	4	5	6	7	8
							9	10

**Are the sentences constructed well?**

No		Somewhat		Average		Mostly		Excellently
0	1	2	3	4	5	6	7	8
							9	10

**Is the grammar precise and appropriate?**

No		Somewhat		Average		Mostly		Excellently
0	1	2	3	4	5	6	7	8
							9	10

**Is the paper thoroughly proofread?**

No		Somewhat		Average		Mostly		Excellently
0	1	2	3	4	5	6	7	8
							9	10

For the papers I will react to all the concerns addressed above and apportion a grade appropriate to how your paper handled these issues. Argumentation, content, and methodology of development of your thoughts are central factors in the grade assigned.

- A Thoroughly researched, insightful, creative, very well written and organized
- A- Thoroughly researched, insightful at times, very well written and organized
- B Detailed, perhaps some insights, solidly written and organized
- B- Insufficiently thorough, but satisfactorily written and organized
- C Perhaps partially detailed account, sufficiently written and organized to be understandable
- C- Insufficiently thorough, but satisfactorily written and organized
- D Unacceptable, but nonetheless effort exerted
- D- Insufficiently detailed, poorly written
- F Nothing submitted