



**BIOLA**  
UNIVERSITY

**TALBOT SCHOOL OF THEOLOGY**

**THEOLOGY II**

*TTH 512 (3 Units) • Course Outline • Summer 2014 • Kevin Lewis  
May 31, June 7, 14 & 28 • Saturday • 8:00 AM – 4:30 PM.*

***I. PROFESSOR & CLASS INFORMATION***

*Professor: Kevin Lewis*

<u>Course Title:</u>	<b>Theology II</b>	<u>Credit Hours/Units:</u>	3 Units
<u>Course Code:</u>	TTH 512	<u>Class Days &amp; Time:</u>	Saturday 8:00-4:30
<u>Term:</u>	Summer 2014	<u>Department Secretary.:</u>	Sandra Orr
<u>Location:</u>	Biola Campus	<u>Secretary Email:</u>	<a href="mailto:sandra.orr@biola.edu">sandra.orr@biola.edu</a>
<u>Office Phone:</u>	562-903-6000 X5506	<u>Prof. Office Location:</u>	Biola Professional Building
<u>Office Hours:</u>	By Appointment	<u>Office Mailing Address:</u>	
<u>E-Mail:</u>	<a href="mailto:kevin.lewis@biola.edu">kevin.lewis@biola.edu</a>		Talbot School of Theology
<u>Course Website:</u>	<a href="http://www.theolaw.org">www.theolaw.org</a>		13800 Biola Avenue, La Mirada, CA 90639
<u>Dept. Website:</u>	<a href="http://www.talbot.edu">www.talbot.edu</a>	<u>ITL Website:</u>	<a href="http://www.itlnet.org">www.itlnet.org</a>
<u>School Website:</u>	<a href="http://www.biola.edu">www.biola.edu</a>		

***II. DISABILITY SERVICES***

Disability Services exist to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from on campus.

***III. NON-DISCRIMINATION POLICY***

As Christian scholars, we are keenly aware of the power of language, and believe in treating others with dignity. As such, it is important that our language be equitable and prejudice free. Good writing and speech do not make unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, sex, or sexual orientation. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the Biola community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of invitation.

Avoid the use of stereotypes or terminology that demeans persons or groups based on age, disability, ethnicity, gender, race, language or national origin. Avoid drawing attention to irrelevant identifiers of race or gender. Avoid gender-specific language when referencing people in general. Avoid terms that assume the universality of human experience, and in particular presume the normativity of the socially dominant group. (Biola Policy Statement)

## **IV. BIOLA UNIVERSITY MISSION STATEMENT**

### **TRUTH~TRANSFORMATION~TESTIMONY**

The mission of Biola University is biblically-centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

## **V. COURSE DESCRIPTION & TOPICS**

**TTTH 512 – Theology II:** *“God’s eternal plan including His kingdom purpose and redemptive focus; His work of creation and continued activity within creation. The angels, both good and evil; including their origin, present state, work and destiny. Creation of mankind in God’s image, human nature, the fall and the effect of sin on humanity. Human life in relation to the divine institutions of the family and civil government. Required of M.Div. and M.A. students.”*  
(This course is offered every school year.)

## **VI. COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES**

**Theology II (TTTH 512):** This master’s-level course is a core course required of M.A. and M.Div. Students. Offered every Fall semester and sometimes in other school terms. Successful completion of this course will prepare students to demonstrate proficiency toward the accomplishment of relevant Program Learning Outcomes listed in the next section.

### **Theology Learning Outcomes**

1. To Build an intellectual framework, to demonstrate students’ understanding of the Christian faith; and to formulate responses to future challenges
2. Display and practice Christ-like character, so as to present and defend the gospel in a winsome manner and gracious spirit
3. Argue effectively to correct misconceptions about historic Christianity; to answer the perennial problems that are offered to discredit Christianity intellectually; and make the case proactively that it is reasonable to put one’s faith in Christ

## VII. COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

*By completion of this course including class participation during summer lectures, online interaction with the professor, fellow students, and lecture materials, assigned readings with assigned student responses, and the practical application of doctrines learned, students will accomplish the following objectives and the following learning outcomes will be assessed and demonstrated:*

**IDEA Objective #1:** Gaining factual knowledge (biblical and theological facts, terminology, and topics) concerning the following: (1) the Trinity & Works of God, which includes the doctrines of the decree, creation, and providence, (2) Angels, Satan and Demons, (3) Theological Anthropology, (4) Hamartiology, and (5) Theology of Civil Government. (*Essential* emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #1 by being able to):

1. **Identify, define** and **investigate** essential terminology in (1) the Trinity & Works of God, which includes the doctrines of the decree, creation, and providence, (2) Angels, Satan and Demons, (3) Theological Anthropology, (4) Hamartiology, and (5) Theology of Civil Government. (Fulfilled by classroom lectures and the Shedd written reports.).
2. **Investigate** some selected topics in the theology of creation and civil government (Fulfilled by Duncan and culver précis assignments.).

**IDEA Objective #2:** Learning Bible doctrines about (1) the Trinity & Works of God, which includes the doctrines of the decree, creation, and providence, (2) Angels, Satan and Demons, (3) Theological Anthropology, (4) Hamartiology, and (5) Theology of Civil Government and interrelating these doctrines into a defensible theological system (*Essential* emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #2 by being able to):

1. **Explain** briefly the major doctrines of (1) the Trinity & Works of God, which includes the doctrines of the decree, creation, and providence, (2) Angels, Satan and Demons, (3) Theological Anthropology, (4) Hamartiology, and (5) Theology of Civil Government. (Fulfilled by the Shedd & précis written reports).

**IDEA Objective #4:** Developing skills in communicating doctrines about the assigned theological topics in written form (*Important* emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #4 by being able to):

1. **Produce** appropriate theological responses to theological questions by means of the Shedd Report and be able to state the essence of a particular theological doctrine by means of the

précis assignments.

2. **Develop** in written form an inventory of the student's own ability to concisely state the argument for some doctrines by means of their written assignments.

## VIII. ACADEMIC HONESTY

Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the undergraduate/graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

<http://studentlife.biola.edu/handbook/policies-procedure/academic-integrity/>

<http://plagiarism.org/plagiarism-101/overview/>

## IX. REQUIRED & RECOMMENDED TEXTBOOKS

### A. REQUIRED TEXTS

1. Culver, Robert D. *Civil Government: A Biblical View*. Wipf and Stock Publishers, 2009.
2. Duncan, J. Lingon, David Hall, et al. *The Genesis Debate: Three Views on the Days of Creation*, Global Publishing Services, 2000.
3. Lewis, Kevin. *Theology II Syllabus (Summer 2014 Version)*. Note that this resource will be available in sections on my Biola faculty website at <http://www.theolaw.org>.
4. Shedd, W.G.T. *Dogmatic Theology*. 3<sup>rd</sup> Ed., Grand Rapids: P & R Publishers, 2003.

### B. RECOMMENDED TEXTS

1. Elwell, Walter A., Ed. *Evangelical Dictionary of Theology*. 2<sup>nd</sup> ed. Grand Rapids: Baker, 2001.
2. Muller, Richard A. *Dictionary of Latin & Greek Theological Terms*. Grand Rapids: Baker, 1985.

## X. LEARNING TASKS (ASSIGNMENTS)

### A. ATTENDANCE & PARTICIPATION

The student must regularly attend the class and be prepared to participate in class discussions. See the course policies below for an expanded discussion of the attendance requirements.

### B. EXAM

There will be one in-class final exam. The exam will include material from the course syllabus and class lectures. No textbook materials will be tested. A study guide will be given prior to the exam.

### C. READING

You will complete the assigned reading for the course as listed in the course schedule. You will also complete certain written assignments in connection with your reading. (See discussion of these assignments, *infra*.)

### D. SHEDD REPORT (DOGMATIC THEOLOGY)

#### 1. Introduction

Before reading the general guidelines for this assignment, please read in their entirety the extended entries at the end of this course outline on choosing a systematic theology text and the nature of theological education at Biola University. These sections are entitled: “Theology Textbooks & Shedd” and “Teaching & Learning Theology at Biola.”

#### 2. General Paper Guidelines

- a. In connection with your reading of Shedd’s *Dogmatic Theology*, you will write responses to the assigned questions for each section. The Microsoft Word document containing the questions for this assignment must be downloaded from my website at <http://www.kevinlewis.info> or <http://www.theolaw.org>. Please check to ensure you are downloading the correct version of the Shedd Report for this course.
- b. After reading the assigned section of Shedd, the written responses to the questions must be typed in the “Answer” section for each question. No hand-written answers will be accepted.
- c. At the top of the first page of the downloaded Shedd Report, retain the title and formatting of the assignment, but type your name and student number in the space indicated. See the example, *infra*, at the end of this document.
- d. **“Skip this section” Sections:** The student is not required to read the sections of Shedd marked “Skip this section.”
- e. **Reading the Supplements:** However edifying they may be, the student is not required to read the supplement sections of Shedd.

#### 3. Format of the Shedd Assignment

- a. The student must not change the format and outline numbering of the Shedd Report as given in the downloaded Microsoft Word document (i.e. the Shedd Report). The student must keep the same outline numbering and headings as given in the document.
- b. The student shall only add to the “Answer” section for each question and add his or her name and student number as required above.

- c. To begin work on this assignment, the student may download the Microsoft Word copy of the Shedd Report on my webpage at <http://www.kevinlewis.info> or <http://www.theolaw.org>.
- d. See the Shedd example, *infra*, for further clarification.

#### 4. Answering the Shedd Questions

##### a. Answer Criteria

- (1) Answer each question based on the material presented in the assigned section of Shedd.
- (2) Do *not* use material from other texts in your answers. Note that this is a book report and catechism in Shedd. It is not a research or reaction paper.
- (3) There is no word limit for this assignment, but your *minimum* answer for each question should be *one well-written paragraph*.
- (4) The length of the answer may vary depending on the nature of the question and the material required for the answer.
- (5) The student is strongly encouraged to review the exemplar below for quality sample answers.
- (6) **NOTE:** In the Shedd Questions, the numbers in parentheses indicate the pages of Shedd you must read to answer the question[s] presented. For example, when you see “Omnipotence (288-290),” it means you must read pages 288-290 to answer the question[s] that follow.

- b. Your responses will be due as indicated in the course schedule (See *infra*).

#### A. PRECIS ASSIGNMENT (DUNCAN TEXT)

The student will write a précis for the Duncan text. For the précis, please observe the following procedure:

##### 1. Paper Guidelines

- a. The word count for each précis should be 3,000 words (+ or – 50). Place the word count on the first page of your report.<sup>1</sup>
- b. Note that the student may elect to include or exclude the headers, footnotes, and student information in the reported word count.
- c. The paper must be typed, double-spaced with one inch margins, using a 12 point font. It must have page numbers at the bottom of each page.
- d. **Important:** Use appropriate headings to make your paper’s structure evident at a glance.
- e. **Format**
  - (1) The student *must* submit papers in the format specified in this course outline.
  - (2) At the top of the page, type the title of the assignment, your name, student number, course information (e.g., Theology II, *et al.*), and the word count (e.g., 2,999).
  - (3) See the example, *infra*, for formatting details.
- f. Spelling and grammar count. See the explanation, *infra*, for details.
- g. Be certain to *footnote* your work. That is, when you directly quote or allude to a portion of the book, properly reference your material.

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<sup>1</sup> Note that most word processors have a word count function located on the “Tools” menu.

## 2. Substantive Content of the Précis

- a. Write a concise summary (i.e., a précis) of the book.
- b. Do not analyze or comment on the material presented. Simply summarize the text. This means you should write a 3,000 word abstract of the book, reducing the book material to reflect its essential content and arguments.

### E. PRECIS ASSIGNMENT (CULVER TEXT)

The student will write a précis for the Culver text. For the précis, please observe the following procedure:

#### 1. Paper Guidelines

- a. The word count for the paper should be 3,000 words (+ or – 50). Place the word count on the first page of your report.<sup>2</sup>
- b. Note that the student may elect to include or exclude the headers, footnotes, and student information in the reported word count.
- c. The paper must be typed, double-spaced with one inch margins, using a 12 point font. It must have page numbers at the bottom of each page.
- d. **Important:** Use appropriate headings to make your paper's structure evident at a glance.

#### e. Format

- (1) The student *must* submit papers in the format specified in this course outline.
  - (2) At the top of the page, type the title of the assignment, your name, student number, course information (e.g., Theology II, *et al.*), and the word count (e.g., 2,999).
  - (3) See the example, *infra*, for formatting details.
- f. Spelling and grammar count. See the explanation, *infra*, for details.
  - g. Be certain to *footnote* your work. That is, when you directly quote or allude to a portion of the book, properly reference your material.

## 2. Substantive Content of the Précis

- a. Write a concise summary (i.e., a précis) of the book.
- b. Do not analyze or comment on the material presented. Simply summarize the text. This means you should write a 3,000 word abstract of the book, reducing the book material to reflect its essential content and arguments.

### F. SUBMITTING WRITTEN ASSIGNMENTS

#### 1. Required Information

Students must have their student name, student number, course name, semester, title of the assignment, and any other required information on each submitted assignment.

#### 2. Email Etiquette

- a. Please treat your emails as formal communications. Use complete sentences. Do not use a “texting” style for your messages.
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- b. Be certain to include your full name, course name, and the semester in which you are enrolled (e.g. Summer 2014) in each email you send.

### 3. *Emailing Assignments*

- a. For all assignments, please email them as attachments—on or before the due date—to my Biola faculty email address at [kevin.lewis@biola.edu](mailto:kevin.lewis@biola.edu).
- b. All assignments must be submitted as Microsoft Word documents.
- c. **NOTE: Send all assignments (i.e., Shedd, Duncan & Culver) attached in one email.**

### 4. **Required Labeling of Student Assignments [READ CAREFULLY HERE]**

- c. Each assignment you send as a MS Word document must be properly labeled.

- a. The file name shall contain the following information:

- (1) Semester
- (2) Course Name
- (3) Assignment Name
- (4) Full Student Name (last name first name)

- b. ***Shedd Report File Name***

- (1) File Name: “SUM14 Th2 Shedd Last Name First Name”
- (2) Example: SUM14 Th2 Shedd Lewis Kevin

- c. ***Duncan Precis File Name***

- (1) File Name: “SUM14 Th2 Duncan Last Name First Name”
- (2) Example: SUM14 Th2 Duncan Lewis Kevin

- d. ***Culver Precis File Name***

- (1) File Name: “SUM14 Th2 Culver Last Name First Name”
- (2) Example: SUM14 Th2 Culver Lewis Kevin

- e. ***Email Subject Line for Emailing Assignments***

- (1) Subject Line Name: SUM14 Th2 Assignments Last Name First Name
- (2) Subject Line Example: SUM14 Th2 Assignments Lewis Kevin

- f. ***Naming Clarification***

- (1) Please do not include quotation marks, hyphens, or underlining in your subject line or file names.
- (2) In sum, please use spaces between words, rather than hyphens, dashes, or underlining, when writing your Subject Lines and File Names.
- (3) Please follow the guidelines for emails and naming files as it helps me organize the large number of student emails and files I receive each semester.



## XI. IMPORTANT DUE DATES

Wk #	Date	Events & Assignments Due
1	5/31	Course Introduction/Lecture
2	6/7	Lecture
3	6/14	Lecture
4	6/28	Final Exam/Lecture (Attendance required after exam)
5	6/30	Shedd, Culver & Duncan Assignments Due

## XII. ASSESSMENT (GRADING)

### A. GRADING CHART (ASSIGNMENT WEIGHT)

The value of each assignment as it relates to your final grade can be seen in the following scale:

Assignment	% of Final Grade
Final Exam	30%
Shedd Report	30%
Duncan Precis	20%
Culver Precis	20%

### B. GRADING CRITERIA

#### 1. Quality of Student Work

- a. In order for a student to receive an “A” grade on any assignment, the student must do *outstanding*, graduate level work.
- b. If the student submits *failing*, *below average*, *average*, or *above average* graduate level work, the assigned letter grade will reflect the quality of the work submitted.

#### 2. Grading Standards for All Written Work

Whereas Talbot School of Theology and Biola University desire to maintain the highest standards with respect to the composition of all written work, any student paper exhibiting poor grammar, spelling errors, typographical errors, or other substandard academic expression shall have the overall grade for that paper reduced accordingly. Generally, a paper will be deemed substandard and ineligible to receive an “A” grade when it averages three or more compositional errors per page. Moreover, at the discretion of the professor, the substandard paper may be returned to the student for correction and resubmission with appropriate grade penalties. Graduate papers are expected to demonstrate a higher level of academic expression than undergraduate papers. Students deficient in writing skills may seek assistance at the Biola Writing Center.

#### 3. Formalities & Mechanics of Assignments

- a. **Format & Required Information:** At the top of the first page of all written assignments the student *must* have the:
  - (1) Title of the assignment,
  - (2) Student’s name,

- (3) Student's identification number,
- (4) Title of the course,
- (5) Date of the course (e.g., Summer 2014),
- (6) Name of the professor, and
- (7) Additional information requested for that specific assignment (e.g., word count). The student may examine the sample outline of the assignment given at the end of this Course Outline for further clarification.

**b. *Following Instructions & Grade Penalties***

- (1) The grade for student papers and assignments will be reduced if the student fails to follow the directions listed in this course outline. Please consult the course outline when completing your assignments.
- (2) Note that the grade for all assignments will be *reduced one point* for each instance of a failure to conform to the guidelines. For example, if you are five sources short for your bibliography, you will receive a five point reduction, one for *each* of those five omissions, *not* a single point reduction for a "deficient bibliography." Thus "each instance" should be understood as "each particular instance."
- (3) Note that all of the requirements listed in the course outline are mandatory, not discretionary, for students. All assignments will be graded according to the criteria listed in this course outline.
- (4) Please check your work carefully before you submit it for grading.

**4. *Late Work***

- a. All assignments must be submitted on time. All late assignments will *be reduced one percentage point* for each calendar day they are tardy.
- b. Only in the case of *extreme* emergencies will an exception to this policy be granted. If you believe you meet the requirement for an exception, submit a detailed explanation to the professor via email.

**5. *Academic Dishonesty***

- a. *University Policy:* Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.
- b. Biola University regards all forms of plagiarism and cheating on exams as serious problems with serious consequences.

- c. *Professor's Policy*: Any student who represents the words or ideas of another as his or her own without giving credit for the source (i.e. plagiarism) or who cheats on an exam will not receive credit for the course and will be referred for additional disciplinary action.

#### 6. Guidelines for Citations in Written Assignments

- a. The student must cite the source (e.g., have a footnote) for any idea found in the student's paper that is not the student's original idea or a matter of common knowledge.
- b. Secondary source citations must be properly cited with reference to the primary text. Thus, if an author cites another author, the footnote must reflect this citation-in-a-citation relationship. See the footnote below for an example.<sup>3</sup>

#### 7. Additional Grading Criteria for Written Work

The student must examine and employ the criteria listed in the Written Assignment Code Key when preparing written assignments. See the Code Key at the end of this course outline, *infra*. The quality of the written assignments will be measured by the applicable criteria in the Code Key.

#### 8. Disabled Students & Disability Services

Students desiring accommodations for this class on the basis of physical, learning, psychological, or emotional disability are to contact The Learning Center, which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, upper level, Room U-137, and the office can be reached by calling 562.906.4542 or x4542 when on campus.

### C. GRADING SCALE

Final grades will be awarded according to the following scale:

Graduate	Scale
A = 96-100 points (Excellent)	C = 78-80 points (Average)
A- = 93-95 points	C- = 75-77 points
B+ = 90-92 points	D+ = 73-74 points
B = 87-89 points (Above Average)	D = 71-72 points (Below Average)
B- = 84-86 points	D- = 69-70 points
C+ = 81-83 points	F = 0-68 points (Fail)

### D. THE PRIVACY ACT

In order to comply with the Privacy Act, professors are not able to leave graded papers and exams in offices or designated areas for the purpose of returning those items to students.

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<sup>3</sup> John Witte Jr., *Law and Protestantism* (Cambridge: Cambridge University Press, 2002), 2-3, cited in David W. Hall, *Calvin in the Public Square* (Phillipsburg: P & R Publishing, 2009), 73. [Example of a secondary source citation]

### ***XIII. GENERAL CLASS INFORMATION & PROFESSOR POLICIES***

#### **A. DOCTRINAL EXPECTATIONS FOR STUDENTS: BIOLA'S DOCTRINAL STATEMENT & EXPLANATORY NOTES**

1. Since its inception, Biola has been a conservative evangelical protestant institution. Biola's theological distinctives are affirmed in its Doctrinal Statement and Explanatory Notes (DSEN), which function as the doctrinal standard for the university. Talbot School of Theology expects all graduate students to affirm all of the precepts in the DSEN. The only exception to this policy is for those students who have requested and received an exception on the DSEN's Eschatology and Spiritual Gifts statements. This decision for an exception is made at the time of admission. And if an exception is granted in the aforementioned areas, the student may not actively argue against Biola's teaching position on these issues while they are students. Biola's DSEN can be viewed at <http://www.biola.edu/about/doctrinal-statement/>.
2. Since Biola's DSEN does not address every possible theological issue, the university permits a diversity of opinion on issues not covered by the DSEN, such as the doctrines involved in the Calvinism-Arminianism debate. However, apart from the exceptions listed above, Talbot School of Theology does not permit students to hold views contrary to the DSEN, such as Theistic Evolution, Open Theism, any view that rejects the full inspiration and inerrancy of Scripture, any view that rejects the full deity or full humanity of Jesus Christ, or any view that rejects eternal conscious punishment for the unsaved.
3. Given the school's policies on these matters, it is an expectation for this course that enrolled students affirm the required views of the DSEN. The purpose for this requirement is to establish true unity and avoid unnecessary dissention on these important theological issues in our university community. As well, this policy helps to foster the best possible discipleship experience for all students in Biola's diverse conservative evangelical protestant learning environment.
4. Finally, note that this expectation is not intended to hinder important reflection, discussion, or queries on these matters. Students are encouraged to engage in candid discussions, ask questions about any theological issue, raise counterarguments they have encountered, or even express genuine doubts or confusion about these items. The goal is to foster genuine camaraderie, unity, and *koinonia* among students as fellow travelers in their theological education.

## **B. LECTURES, SYLLABUS & COPYRIGHT**

1. The course syllabus, handouts, Power Point presentations, and class lectures are the intellectual property of the professor. As such they are subject to the protections of Federal Copyright Law (Title 17 of the United States Code).
2. Students desiring to copy course materials, printed or electronic, or record lectures must first obtain permission from the professor. The professor reserves all rights unless explicitly waived.

## **C. MISCELLANEOUS POLICIES**

### **1. *Technology in the Classroom***

- a. *Cell Phones:* Please turn off or set to silent mode all devices, electronic or otherwise, that may cause a distraction in class. Items include, but are not limited to, cell phones, PDAs, iPods, and pagers. It is an expectation that both faculty and students will neither take calls, nor leave the classroom to take calls during class—except in the case of emergencies.
- b. *Cell Phones & Exams:* Cell phones and related items must be switched off and put away during exams, unless the professor gives explicit permission otherwise. Students with cell phones or related items on during exams will receive a failing grade for that exam.
- c. *Computers:* Computers and PDAs may be used during class for note taking purposes. Any other use, such as for email, is not permitted. Students must wait for breaks or the end of class to use their computers for non-note taking purposes.

### **2. *Minimizing Interruptions and Distractions***

- a. *Talking:* Please do not talk in class. It is a distraction for me and your fellow students.
- b. *Work:* Please do not work on assignments for other classes while in the classroom.
- c. *Punctuality:* Please try to be punctual.
- d. *Leaving Early:* If a student must leave the class before the scheduled ending time, the student must inform the professor of this fact and sit as close to the door as possible to minimize the interruption to the class when she leaves.

### **3. *Classroom Etiquette***

- a. Do not interrupt either the professor or a fellow student when they are talking.
- b. Students must raise their hands to ask a question. Often, I will not answer a question immediately if I am in the middle of a lecture. When I have finished a particular section of the lecture, I will ask for questions.

### **4. *Fairness to All Students***

- a. Please do not request an exemption from the rules or to have a deadline extended unless there is an unanticipated emergency. It is presumed that all students and faculty are busy with jobs, church, family and other issues. Students must adjust their schedules to meet the deadlines. If not, they will receive the appropriate grade penalty.
- b. Please do not ask me to change your grade unless I have made an error in calculating the grade. There is a single grading standard for all students. I will not create a different grading standard for any individual student.

**5. Missing Class**

- a. The student is responsible for all lecture materials covered in class. If the student misses class or is tardy, the student should ask a fellow student for his or her notes for that missed class or portion of the class. After the student has carefully reviewed the notes, the student may request clarification from the professor.
- b. If the student knows he will miss a class, the student does not need to contact me in advance. I will take attendance at each class session.

**6. Email Etiquette**

- a. Please treat your emails as formal communications. Use complete sentences. Do not use a “texting” style for your messages.
- b. Be certain to include your full name and the course name in each email until I direct you to do otherwise.
- c. Be certain to include the program in which you are enrolled such as Talbot, or the M.A. Apologetics Program.

**D. ATTENDANCE**

1. Regular attendance of the course is required. I will take attendance in each class session to verify your presence or absence.
2. Per University policy, if you miss more than 20% of the class sessions for a course you will not be able to receive credit for the course.
3. Arriving late or leaving early counts as a partial absence in proportion to the time you missed.
4. If other commitments prohibit the student from meeting the attendance requirement as outlined above, the student should drop the course and take it when the student is able to meet the attendance requirement.
5. Note that the professor has no discretion to grant an exception to this policy.

**XIV. PROFESSOR AVAILABILITY  
& CONTACT INFORMATION**

1. *Office Location:* My faculty office is located in the Biola Professional Building.
2. *Office Phone:* I may be reached at extension 5506 on campus. The Biola Campus telephone number is 562-903-6000.
3. *Office Hours:* Students may meet with me at breaks, after class, and by appointment.
4. *Biola E-mail:* [kevin.lewis@biola.edu](mailto:kevin.lewis@biola.edu)
5. *Biola Faculty Home Page:* [www.theolaw.org](http://www.theolaw.org) or [www.kevinlewis.info](http://www.kevinlewis.info) .
6. *ITL Home Page:* [www.itlnet.org](http://www.itlnet.org) Note: I will have many study materials linked on this site.
7. *Department Secretary:* The Theology Department Secretary is Sandra Orr. She may be reached at 562-903-6000 X4829 or at [sandra.orr@biola.edu](mailto:sandra.orr@biola.edu).

**XV. EXAMPLE ASSIGNMENTS****A. EXAMPLE OF FORMAT FOR SHEDD REPORT****Theology II  
Shedd Report**

Student Name: Bilbo Baggins

Student Number: 13131314

Theology II

Summer 2014 – Lewis

***Part 3: Theology (The Doctrine of God)*****1. The Divine Decrees****a. Preliminary Considerations (311-314)**

(1) How does the divine decree relate to the attributes of God?

Answer: The divine decree relates to the attributes in such a way that...[followed by an exceedingly stimulating and intelligent response to the question based on the material in Shedd] (Student Answer)

(2) Is the divine decree a necessary condition of divine foreknowledge? Do you agree with Shedd's analysis? Why or why not?

Answer: Shedd argues that .... I agree (or disagree) with Shedd's analysis because... [followed by an exceedingly stimulating and intelligent response to the question based on the material in Shedd] (Student Answer)



**B. SAMPLE HIGH QUALITY STUDENT ANSWER FOR SHEDD REPORTS**

Note the qualities of this excerpt of a Shedd Report that earned the student a high grade. (1) It is complete, easy to read, and well organized. (2) It is written in a carefully well-worded manner and is grammatically correct. (3) It does not give the appearance of being a hastily written, last-minute assignment. (4) The answers are comprehensive and reflect an extensive synthesis of the material by the student. (5) And, note that the rest of the Shedd report (omitted here), was written in the same manner. It did not decrease in quality toward the end of the report.

**Student Example****b. Christ's Divine Nature and the Second Trinitarian Person (615-616)**

(1) Did the entire Trinity become incarnate in Christ? Explain.

Answer: The entire Trinity did not become incarnate in Christ. Shedd states that the Godhead did not become incarnate, because the Godhead is the divine essence in all three modes; and the essence in all three modes did not become incarnate. Neither God the Father nor God the Spirit became man. The second Person of the Godhead who was at one time the unincarnate Christ, became the incarnate Christ. Christ a divine Person assumed a human nature. The personal characteristics of the 1<sup>st</sup> and 3<sup>rd</sup> person of the Godhead do not belong to the 2<sup>nd</sup> person and so remained distinct from the person of Christ and his incarnation.

(2) What is the best reason Shedd gives for the incarnation of the Second Person of the Trinity, rather than the First or Third Person? Explain.

Answer: Shedd gives five different reasons for the incarnation of the second Person, rather than of the first or third. All of the arguments Shedd gives are sound, but the fourth reason is the strongest. Shedd asserts that it was proper that the fallen nature of man, which was created by the Word (John 1:3), should be restored by him. All of the other reasons Shedd gives in some way show a special link between man and Christ, but his fourth reason provides the strongest link between fallen man and Christ. It was through the Word that man was created and it is by the Word that man is saved and restored by divine propitiation.

**c. Incarnation vs. Transmutation (616-617)**

(1) What is the essential difference between the concept of "incarnation" and the concept of "transmutation"?

Answer: Shedd states that incarnation means that the Word (2<sup>nd</sup> Person of the Godhead) came to possess human characteristics in addition to His divine, which still remained as

before. He further adds that a human nature was united with the divine Person in order that the resulting Person might have a human form of consciousness as well as a divine. Shedd clarifies that transmutation or transubstantiation is quite a different idea and must be distinguished. Transmutation would mean that God changed himself into man, which would constitute the transmutation of one nature into another. If this were to happen the second person of the Trinity would cease to be God and become man.

(2) Why is it important to make this distinction?

Answer: It is important to make this distinction because a failure to do so would allow for one to wrongly think that the substance of the divine Person loses its properties and nature as it assumes a new nature (though it could also be argued that the human nature also loses some of its essential properties and, thus, a completely new substance would emerge from the two). The second Person of the Godhead did not transmute into another substance, but took on a second nature. “The Word was made flesh” (John 1:14), means that the Word came to possess human characteristics in addition to his divine, as Shedd states. Christ is a single Person with two natures and a failure to make the distinction between incarnation and transmutation cripples one’s understanding of this blessed fact.

**C. EXAMPLE OF FORMAT FOR THE CULVER PRECIS**

***CIVIL GOVERNMENT***

By Robert Culver

Student Name: John Jay  
Student Number: 17761600  
Theology II  
Summer 2014 –Lewis  
Word Count: e.g., 2,999

**Main Heading 1**

***Subheading 1***

Precis begins here! Write well!

Be certain to list Chapter and Sub-chapter headings for the remainder of the text.

**B. EXAMPLE OF FORMAT FOR CREATION PRECIS**

***THE GENESIS DEBATE***

By J. Lingon Duncan, *et al.*

Student Name: Mad Eye Moody

Student Number: 777776

Theology II

Summer 2014 – Lewis

Word Count: *e.g.*, 2,999

**Heading 1**

***Sub-heading***

Precis begins here! Write well!

Be certain to list Part and Chapter headings for the remainder of the text.

**D. SAMPLE HIGH QUALITY STUDENT PRECIS EXCERPT  
[TEXTBOOK NOT FOR THIS COURSE]**

Note the qualities of this précis excerpt that earned the student a high grade. (1) It is complete, easy to read, and well organized. (2) It is well documented and referenced. The student explained where each section summary originated. (3) It is written in a carefully well-worded manner and is grammatically correct. (4) It truly condenses the author's ideas in the student's prose without resorting to random selections of the author's direct quotes.

**PRINCIPALITIES & POWERS<sup>1</sup>**

by John Warwick Montgomery

Student Name: Abraham Van Helsing

Student Number: 8675309

Demonology & The Occult

Summer 2014 - Lewis

Word Count: 3,043 <sup>2</sup>

**Chapter One: But Is It Real?**

Discussion of the occult must not be trivialized or made meaningless.<sup>3</sup> References to the occult should not be offhandedly vague, nor should the credibility of the existence of the supernatural be dismissed on an *ad hoc* basis.<sup>4</sup>

While almost impossible to capture the myriad of phenomena fitting within the scope of “the occult” with a single definition or description, it is dangerous error to permit the three broad categories into which occult activity are categorized – (1) the paranormal, (2) the supernatural, or (3) the “secret” or “hidden” – to become vehicles for simple reductionism.<sup>5</sup>

One of the real dangers of the occult is that the elements often overlap or appear in combination when considering any specific occult phenomena.<sup>6</sup> It is the supernatural (the immaterial, spiritual, or other-worldly) that is foremost in thought when the “occult” is mentioned<sup>7</sup> – probably because those who claim to have, or those who desire and pursue the knowledge and power linked with, special abilities are generally not deterred by consideration of

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<sup>1</sup> John Warwick Montgomery, *Principalities and Powers* (Edmonton, AB, Canada: Canadian Institute for Law, Theology, and Public Policy, Inc., 2001)

<sup>2</sup> Based on text only, without counting headers and footnotes.

<sup>3</sup> Montgomery, p. 25.

<sup>4</sup> *Ibid.*, pp. 25, 43-46

<sup>5</sup> *Ibid.*, pp. 25-26

<sup>6</sup> *Ibid.*, pp. 26, *et seq.*, synthesized and summarized

<sup>7</sup> *Ibid.*, p. 26

the hazy line between the supernatural and the paranormal<sup>8</sup> (powers and abilities possibly part of the genetic makeup of all human beings, accessible by some).<sup>9</sup> The failure of rational explanations based on rules governing the material world to explain actual recorded incidents makes “hidden” or “secret” not merely a catch-all category of specialized practitioners or organizations justifies the application of the term “occult” -- whose historic root meant “hidden” – to all these phenomena generally.<sup>10</sup>

Concealment (usually intentional) of knowledge and practices to a select few so as to preclude the ability to verify of truth claims is the key distinction between the occult and legitimate scientific inquiry and the truth claims of religion. The life, death, and resurrection of Jesus is not so different in type from occult phenomena, but the broad exposure of the occurrence to public scrutiny is quite distinct.<sup>11</sup>

Denial of the reality of the occult rejects the truth claims of the Bible. Worse, it is inherently illogical to reject all the non-biblical recorded data on a preconception against the reality of such phenomena.<sup>12</sup>

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<sup>8</sup> *Ibid.*, pp. 26-27

<sup>9</sup> *Ibid.*, p. 26

<sup>10</sup> *Ibid.*, pp. 27-29 synthesized and summarized..

<sup>11</sup> *Ibid.*, pp. 27-28 [footnote applies to entire paragraph of my text]

<sup>12</sup> *Ibid.*, pp. 30-46 synthesized and summarized [while some guidelines regarding writing a precis permit inclusion of examples provided in the text, this precis follows the simple rule of summarizing argument presented and offers examples, which filled most of this text, only when directly necessary to explain development of the underlying argument]

## **XVI. GRADING CODE KEY FOR WRITTEN WORK**

### **WRITTEN ASSIGNMENT CODE KEY**

*Note: If one instance of a certain kind of problem is noted in your paper,  
you should look for other instances of the same problem.*

<b>Code</b>	<b>Short Description</b>	<b>Detailed Description</b>
<b>¶</b>	New Paragraph	Your paragraph is too long. Divide this paragraph into two or more paragraphs.
<b>AAN</b>	Additional Argumentation Needed	Expand your analysis to include additional arguments needed to deal fully with the issue.
<b>ACA</b>	Anticipate Counter Argument	Here, you should anticipate what your opponent will argue against you and refute it in advance.
<b>AE</b>	Article Error	The word requires a definite article “the” or an indefinite article “a” or “an” before it.
<b>AGB</b>	A Good Beginning	Your paper is a good start for research in this area. However, it requires additional research to adequately cover the topic.
<b>AI</b>	Argument Inadequate	The argument provided is inadequate. Either the material cited is irrelevant to the point in question or you have failed to show how it is.
<b>AM</b>	Argument Missing	You have failed to present an argument for your position. Do not merely assert your ideas.
<b>AQ</b>	Abridge Quote	The quote given is too long. Cite only the relevant and necessary portions it.
<b>AR</b>	Argument	Argue your point. No not merely narrate.
<b>AWK</b>	Awkward	This sentence is awkward. Reword it for clarity.
<b>BB</b>	Blah, Blah, . . .	This section of the paper is not relevant to the topic. Eliminate blah-blah from your work.
<b>BI</b>	Bibliography Inadequate	The quantity or quality of sources, or both, is inadequate.
<b>BM</b>	Bibliography Missing	Where is the bibliography?
<b>BP</b>	Bibliography Padded	The bibliography contains a title or titles that are not cited in the body of your paper.
<b>CAP</b>	Capitalization Error	The word is either capitalized or not capitalized appropriately.
<b>CF</b>	Citation Form	The citation in your bibliography or footnote does not conform to standard citation form.
<b>CNCL</b>	Conclusory	You have stated a conclusion without sufficient supporting argumentation.
<b>COL</b>	Colloquialism	The word or phrase you employed is too informal or conversational.
<b>CONT</b>	Contraction	Do not (don't) use contractions in formal writing.
<b>CPS</b>	Cite Primary Source	You need to cite this material directly from a primary source. Either (1) you did not cite a primary source at all, or (2) you cited a primary source indirectly, i.e., by way of a secondary source.
<b>DQN</b>	Direct Quotation Needed	You need to provide a direct quotation to establish your point.
<b>DS</b>	Double Space	Double space this portion of the paper or the entire paper as required.
<b>DT</b>	Define Term(s)	You used a term that requires definition. Explain the significance and meaning of this word or phrase.
<b>EA</b>	Endnote Abomination	Endnotes are abominations! Use either footnotes (Turabian) or in-text citations (MLA or APA) as required for this class.
<b>ED</b>	Em Dash	Use an em dash “—” rather than parentheses “( )” to distinguish parenthetical remarks from the rest of the sentence.
<b>EF</b>	Ellipsis Form	This ellipsis does not follow the proper form. For example, it may not contain the proper number of periods, or the spacing between periods is incorrect. See Turabian for the proper way to set up ellipses.
<b>EV</b>	Exegete Verse	You need to give details regarding why the passage means what you say it means.
<b>FE</b>	Factual Error	The statement is factually incorrect.



<b>GA</b>	Good Argument	You made your point well.
<b>GI</b>	Grammatically Incorrect	The sentence is grammatically incorrect. Follow the proper rules for grammar and syntax.
<b>HE</b>	Heading Error	Your headings are not correctly formatted or they are located at the bottom of the page. See the appropriate style guide for instruction.
<b>HM</b>	Headings Missing	Your paper is either missing the appropriate headings to divide the sections according to the guidelines or the headings are formatted incorrectly.
<b>IA</b>	Integrate Analytically	Integrate this block quote analytically into your own sentence. You may wish to summarize the quotation's content or use portions of the quotation with your own wording.
<b>IDU</b>	I Do Not Understand	Your sentence or argument does not make sense to me.
<b>IM</b>	Information Missing	You have omitted important information from your paper or exam.
<b>INP</b>	Indent New Paragraph	<i>Res Ipsa Loquitur</i> (The thing speaks for itself.)
<b>IS</b>	Issue Spotting	You either failed to spot an issue or misidentified an issue.
<b>IV/IP</b>	Interact with Verse or Passage	You have cited a passage as a proof text, but failed to demonstrate how the verse supports your argument or point. Explain how the verse or passage supports your argument.
<b>LF</b>	Logical Flow	The logical flow of the idea is unclear or erroneous. See also "IDU" and "PR."
<b>MXC</b>	Mixed Citation	Use either footnotes or an in-text citation method, but do not use both.
<b>MI</b>	Missing Information	You have omitted important information from your paper or exam.
<b>NAN</b>	No Annunciation Necessary	Do not announce what you will do in the paper. It is not necessary. Simply proceed with your paper.
<b>OAO</b>	One Argument Only	This assignment requires the student to select the single strongest and weakest argument. You have analyzed more than one argument in the section. See course outline.
<b>OGP</b>	Overall, A Good Paper	<i>Res Ipsa Loquitur</i>
<b>OUM</b>	Oversized or Undersized Margin	The margin or margins for this paper do not conform to the paper guidelines. Use proper margin settings (cf. Paper Guidelines).
<b>OST</b>	Overstated	You have overstated your case.
<b>OUF</b>	Over-Undersized Font	The font size for this paper is too large or small. Use an appropriately sized font (12 point).
<b>PE</b>	Punctuation Error	There is a punctuation error.
<b>PIQ</b>	Punctuation Inside Quotation Mark	The punctuation mark should be placed inside the quotation mark (e.g., "He is a beast.")
<b>PNM</b>	Page Numbers Missing	Page numbers do not appear on all of the pages. Number all of the pages of your paper.
<b>PR</b>	Proof Required	You need to give supporting evidence for this assertion
<b>PRM</b>	% Read Missing	You failed to state the percentage of the text you actually read. See the Course Outline.
<b>PTS</b>	Paper Too Short	The paper is too short. It either (1) contains less than the required number of pages or words, or (2) has margins, a font size, or line spacing that is too large. (cf. paper guidelines outline).
<b>PV</b>	Passive Voice	The passive voice was unnecessarily being used by you. Use the active voice whenever possible.
<b>QME</b>	Quotation Mark Error	You have either used a " for a ' or a ' for a ".
<b>QMM</b>	Quotation Mark Missing	Either the opening or closing quotation mark is missing.
<b>QRE</b>	Quotation Requires Explanation	The material you cited is not self-explanatory. Explain the relevance of the quote.
<b>QRP</b>	Quote Relevant Portion	The quotation given contains information that is not relevant to your point. Use only the portion of the quote that supports or explains your point.
<b>RBTR</b>	Rebuttal Required	You failed to rebut an argument or point raised against your view. That is, you need to demonstrate that the arguments raised are insufficient.
<b>REL</b>	Relevance	This does not appear to be relevant to your argument. Relevance is the tendency for the information to prove or disprove the matter in issue.
<b>REP</b>	Repeated Material	You already stated this point. Move on.
<b>RI</b>	Reference Incomplete	The reference lacks key information, such as the author, page, title, <i>et cetera</i> .

<b>RM</b>	Reference Missing	This quotation or idea needs support by a footnote reference.
<b>RN</b>	Refutation Needed	You raised a view that needs to be <i>proven</i> false.
<b>RO</b>	Re-number Outline	The outline needs to be numbered appropriately.
<b>SCN</b>	See Course Notes	Consult the course syllabus, notes, handouts, or powerpoint slides for additional details on this topic.
<b>SCO</b>	See Course Outline	You need to make your paper conform to the guidelines given in the course outline.
<b>SF</b>	Sentence Fragment	This is not a complete, grammatically correct sentence.
<b>SGR</b>	See Grading Rubric	Consult the grading rubric for this exam.
<b>SHM</b>	Sub-Headings Missing	You have failed to subdivide your paper and place the appropriate headings on the subsections.
<b>SP</b>	Spelling Error	<i>Res ipsa loquitur</i>
<b>SS</b>	Single Space	This section needs to be single-spaced. (E.g., it is a block quote, or a footnote, <i>et cetera.</i> )
<b>SSN</b>	Summary Statement Needed	You should provide a summary statement of the position from an authoritative source.
<b>STL</b>	Sentence Too Long	The sentence is too long. Break this up into two or more shorter sentences.
<b>SVA</b>	Subject Verb Agreement	The "number" of the subject does not agree with the number of the verb. (E.g., you have a plural subject with a singular verb or <i>vice versa.</i> )
<b>UFW</b>	Underline Foreign Words	Underline or italicize foreign language words.
<b>UT</b>	Underline Title	Underline or italicize book titles.
<b>VA</b>	Vague	Your argument or citation is not clear in its meaning or application.
<b>VRE</b>	Verse Reference Error	You have quoted a verse without giving a reference or have given a reference without citing the appropriate portion of the verse.
<b>VT</b>	Verb Tense	Change the verb tense as appropriate.
<b>WBH</b>	Why Believe Her?	You have cited the conclusions of an "expert witness." Why should I believe the truth claim solely on his or her authority? Establish why the expert's cited conclusions should be believed.
<b>WC</b>	Word Choice	The meaning of this word or expression does not fit here.
<b>WCM</b>	Word Count Missing	You failed to declare the total number of words used in paper.
<b>WM</b>	Word Missing	You have omitted a word from the sentence.
<b>WS</b>	Write Succinctly	You have employed far too many words to express your thought. Express the same thought using fewer words.
<b>WSN</b>	Word Study Needed	Show how this word is used in various contexts and why it has the meaning you say it has in this instance.
<b>WST</b>	Where Saith That?	This is a statement requiring a reference. See also RM.

## **XVII. THEOLOGY TEXTBOOKS & SHEDD**

### **A. WHY CHOOSE SHEDD AS A TEXTBOOK?**

1. The student will note that Shedd is a Reformed (i.e., “Calvinist”) theologian. As such, *Dogmatic Theology* proffers a Reformed view on the respective doctrinal issues, such as election, and engages in polemic against contrasting views, such as types of Arminianism. The student should also note that Shedd was selected as a textbook due to his extensive, detailed discussions of essential doctrines such as the Trinity, Deity of Christ, the Atonement, and his breadth and depth as a theologian, and *not* for his polemic against competing evangelical traditions.
2. In the opinion of the professor, there are no Shedd, Turretins, Hodges, or Bavincks around these days. Presently, there are good theologians and texts, but the older ones are better. Even in the 20<sup>th</sup> century, great thinkers like Berkhof and Mueller produced good technical theologies, but not as comprehensive in scope and depth as many of the older ones, such as Shedd. This is why I use a 100-year-old text, supplementing it with my own materials.
3. Currently there are some good, in-depth monographs on theological topics (See, for example, John Frame on the *Doctrine of God*), but there is no single, comprehensive systematic theology that matches the scope of the older texts.
4. Also, selecting a systematic theology text for a school like Biola is difficult because it is an interdenominational/non-denominational school with a minimalist evangelical doctrinal statement. As such, at Biola we have 4 Point Calvinists (Amyraldians), 5 Point Calvinists, simple foreknowledge Arminians, Molinistic Arminians, Wesleyan Arminians, Charismatics, Cessationists, and so forth. As such, no single theology text will make everyone happy as there is no multi-denominational systematic theology that has been written. The closest book to a comparative systematic theology is F. E. Mayer’s, *The Religious Bodies of America*. This was published in 1961 by a Lutheran theologian. The basic information it gives on each theological group is accurate and helpful, but it is not a full systematic theology text.
5. I also understand that some of the vocabulary in Shedd is difficult for beginning theological students. This is true. But every graduate discipline, such as law or medicine, has its own technical vocabulary. It is no different for graduate level theology students. For this reason I recommend Richard Muller's *Dictionary of Latin & Greek Theological Terms* in the course outline. Muller was written for the purpose of helping graduate theology students understand the technical terms in works like Shedd and Turretin.

### **B. WHY NOT USE GRUDEM’S SYSTEMATIC THEOLOGY?**

1. Many students have asked me why I do not use a text like Grudem’s Systematic Theology, which is easier to understand.
2. I know many undergraduate professors and some graduate professors use Grudem as a text.
3. I heartily concur that Grudem is a clear and easy to read systematic theology text. It is one of the most popular texts around today. However, it was written at a high school to undergraduate level. As such, I will not use it for a graduate level theology course.

### C. SHEDD & ARMINIANISM

1. As previously stated, there is no perfect Systematic Theology text to assign for the course that will please everyone at an interdenominational Christian university. Shedd is no exception. If I assigned an Arminian text or a Lutheran text, the students who did not share these views would likely be disappointed. There simply is no in depth, graduate level Systematic Theology text available that surveys every major view.
2. One item the student will read in Shedd that requires a clarification is his use of the term “Semi-Pelagian” with respect to Arminianism. Regarding the accusation of Semi-Pelagianism, the Monergists (including Calvinists), have labeled Arminianism as Semi-Pelagianism because, (1) in *some* cases some popular Arminians (such as Charles Finney), cross the line into the camp and are not explicitly rejected by their fellow Arminians (generally) and (2) the Monergists tend to reject the sufficiency of the explanation and distinction given by the Arminians against the charge of Semi-Pelagianism.
3. However, this is one area where Shedd needs to be more precise in his critique. Classic and Wesleyan Arminians and the Calvinists both affirm human moral inability, the inability of the natural man in spiritual matters, and the absolute necessity for prevenient grace for salvation. And with the Calvinists, the Arminians agree that, apart from God’s grace, no one would willingly come to Christ, which distinguishes the Classic and Wesleyan Arminian views from Semi-Pelagianism and Finneyism, both of which reject the absolute need for prevenient grace.
4. The reason the Monergists, such as Shedd, generally reject the affirmation of the Arminians is that he and other Monergists believe that Arminianism is *functionally* Semi-Pelagian despite its affirmation otherwise. Why? Because, the Monergists reason, the doctrine of universally applied prevenient grace does not change the fact that Arminians affirm that fallen man, by nature, universally, has the moral and spiritual ability to pursue God. So they see this as a contradiction to affirm both, that is, that the natural man is both able and unable to pursue God with practical result that every fallen human being can pursue God.
5. So the debate is really reduced to whether each side believes the other side’s explanations are sufficient. Many Arminians and Calvinists reject their opponents’ explanations of the alleged difficulties in their systems.
6. For example, Libertarian Arminians tend to reject a Calvinistic (Compatibilist) understanding of free choice because they (the Libertarians) believe that counterfactuals of freedom are necessary for true freedom of the will. Since Compatibilists reject counterfactuals of freedom, the Libertarian Arminians accuse them of rejecting free will and being hard determinists, which the Calvinist-Compatibilists deny.

### D. CONCLUSION

1. I disagree with Shedd’s use of the term “Semi-Pelagian” as applied to all Arminianism. Each Calvinistic, Lutheran, Arminian, Wesleyan Arminian, and Amyraldian theologian or student should be assessed as individuals according to the arguments they actually proffer, not on the basis of the group to which they belong.

## **XVIII. TEACHING & LEARNING THEOLOGY AT BIOLA**

### **A. TEACHING & LEARNING THEOLOGY AT AN INTERDENOMINATIONAL UNIVERSITY**

1. Unlike other academic disciplines, there are inherent pedagogical difficulties associated with teaching theology at an interdenominational Christian university.
2. Unlike a Greek or Hebrew course, all students arrive at Biola holding a wide variety of ideas about Christian theology and what it ought to be. This is not true of most other disciplines. For example, most new NT Greek students will not have an opinion about whether New Testament Greek should have a 5 case or 8 case system, but just about everyone has an opinion on issues such as young or old earth creationism, charismatic gifts, or the Calvinism & Arminianism issue.
3. As such, it is common for Biola students to be in disagreement with each other and the professor on discretionary theological issues, that is, doctrinal topics not covered by the Biola Doctrinal Statement and Explanatory Notes.
4. The key for the Biola community is to be charitable towards other believers regarding discretionary theological matters permitted by the Biola doctrinal statement. See the ECD Course Outline on page 12 for doctrinal expectation for students.

### **B. THIS IS A SYSTEMATIC THEOLOGY COURSE.**

1. This course is primarily a systematic theology course. It is not a philosophy, philosophy of religion, or general apologetics course.
2. As such, the methodology and substantive content of the course will reflect this fact. Other academic disciplines and methodologies, such as those employed in philosophy, will be considered and employed at the discretion of the professor.
3. The goal for this course is for the student to learn essential Christian doctrine.

### **C. BIOLA IS A CONSERVATIVE EVANGELICAL PROTESTANT UNIVERSITY.**

1. Biola is a conservative evangelical Protestant university.
2. As such, it is defined by the distinctives of the Protestant Reformation. These include, but are not limited to, the following doctrines:
  - a. Justification is by Grace alone (*Sola Gratia*),
  - b. through Faith alone (*Sola Fide*),
  - c. in Christ alone (*Solus Christus*),
  - d. to the Glory of God alone (*Soli Deo Gloria*); and

e. *Sola Scriptura*

- (1) *Sola Scriptura* means the Sixty-Six Books of the Protestant Canon of Scripture are both necessary and sufficient for all matters pertaining to the Christian life.
  - (2) They are the final say on all matters they address (*Sola Scriptura*).
  - (3) The writings of the church fathers, creeds and confessions, and a ministerial use of philosophy can be helpful in the task of doing systematic theology, but they are secondary authorities.
3. Since the student has decided to enroll in this type of institution, that is, a conservative, evangelical Protestant institution, the expectation is that each student will reflect these and other relevant theological presumptions in their work.