



SPURGEON COLLEGE

U-HT 351 CLD Christian Doctrine II: Syllabus
Contextualized Leadership Development (CLD)
Heartland Church Network
3 Credit Hours
Spring 2021

I. Class Information

The approximate course load for this class will equal approximately 135 hours (class times will account for reasonable breaks, approximately 10 minutes per hour) in the following format:

Synopsis of Hours	Hrs	Points
Class Time	45	-
Required Reading	30	-
Instructional Exercises	15	450
Midterm/Final	25	300
Doctrinal lesson	15	300
Development project	5-10	100
Total Course Load hrs.	135-140	-
Total Points Available	-	1150

Logistics:

Start and End Dates: January 12, 2021 - April 27, 2021 (every Tuesday Evening)

Class Times: 6:00 – 9:00 PM

Class Location: Heartland Church Network

Contact Information:

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II. Course Description

A systematic and topical study of the Christian doctrines of Christ, the Holy Spirit, Salvation, the Church, and Eschatology.

III. Course Objectives

Students who complete this course will be able to:

1. Evaluate the range of doctrinal positions in this class for their consistency with orthodox, evangelical, and Baptist convictions
2. Explain the roles of biblical interpretation, logical analysis, historical perspective, and cultural awareness in systematic theology
3. Employ sound theological methods to defend or critique doctrinal positions concerning the topics covered in this class
4. Equip believers to appreciate and pursue sound doctrine that grounds sound living

All instruction, activities, and assessments in this class will relate to one or more of these course objectives.

IV. Textbooks and Required Reading

Textbook: (Reading will be approximately 30 hrs. of coursework)

Grudem, Wayne A. *Systematic Theology: An introduction to Biblical Doctrine*. Leicester, England; Grand Rapids, Michigan: Inter-Varsity Press; Zondervan Publishing House, 2004. (Parts 4 – 7: The Doctrines of Christ, the Holy Spirit, Salvation/Redemption, the Church, and Eschatology/the Future; Total pages 629)

Credo Magazine. Led by Dr. Matthew Barrett, Credo produces articles, podcasts, and a quarterly online magazine dedicated to the study and practice of systematic theology. Web: <https://credomag.com/>. Twitter: @CredoMagazine. (Selected readings assigned by professor)

V. Assignments

1. Instructional Exercises (30 points each, 450 points total – Objectives 1, 2, 3, 4)

Description: Students will reflect upon the textbook and course instruction, practice the techniques taught, and utilize the tools taught.

Requirements: Instructors will assign the equivalent of 15 relevant exercises of 250-400 words or approximately 1 hour each.

Assignment Options:

- Take-home quizzes, open-book or closed-book
- Position essays relating to the week's instruction
- Reading and reflecting on relevant articles, chapters, videos, podcasts, or other resources
- Other written or reported exercises relevant to the course objectives

Grading: Submissions will be graded both for quality and for demonstrated familiarity with the textbook and/or class instruction.

Approximate Course Load: 15 Hours Total

2. Mid-Term and Final Exam (300 points – Objectives, 1, 2, 3, 4)

Description: Students will demonstrate their comprehension and competence of course content and skills through a mid-term exam and a final exam.

Requirements: Students will answer a variety of questions (true-false, multiple choice, short answer, paragraph, or essay, as assigned by the instructor) relating to the required reading, assignments, and instruction. The mid-term exam should take place in roughly the middle of the term and cover only the instruction up to that point (100 points, roughly 1-2 hours test time). The final exam should take place at the end of the term and cover all instruction up to that point (including materials covered on the mid-term; 200 points, roughly 2-4 hours test time). The instructor should make students appropriately aware of what they will be expected to know for exams.

Submission: The instructor may choose to offer either (a) in-class, closed-book exams or (b) take-home, open-book exams. The entire class is required to complete the option chosen by the instructor.

Course Load: 25 Hours

3. Doctrinal Sermon/Lesson (300 points – Objectives 1, 2, 3)

Description: Students will implement the truths, tools, and techniques explained in this course to prepare a sermon/lesson manuscript teaching a doctrine from Scripture.

Requirements: This sermon/lesson will be 2,400-3,600 words (8-12 pages if formatting according to the *Midwestern Style Manual*). Instructors will inform students of any more detailed requirements (e.g., sections, subsections, and formatting). Sermons/lessons will include the following sections: 1. Introduction (100-150 words), 2. Summary of Doctrine from Scripture with Examples, Explanation, and Illustrations (1,600-2,400 words), 4. Significance, Implications, and/or Application (600-900 words), and 5. Conclusion (100-150 words).

Assignment Options: Instructors will either (a) allow students to choose a topic or (b) assign students a topic. Topic options include:

- A topic assigned by the instructor
- A topic chosen by the student and approved by the instructor

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- What is the Chalcedonian orthodox view of Christ's two natures, and how does it differ from the various Christological heresies?
- What is the doctrine of eternal generation, and is it biblically and theologically sound?
- What is the doctrine of the virgin birth of Christ, and why does it matter?
- How does Christ fulfill Old Testament prophecies and patterns?
- How does the whole Bible portray the deity of Christ?
- What are the purposes of Christ's miracles?
- What are the three offices of Christ (prophet, priest, king), and why do they matter?
- What does it mean that Christ 'descended to the dead'?
- What is the ascension of Christ, and why does it matter?
- How does the whole Bible portray the deity of the Holy Spirit?
- How does the indwelling of the Spirit differ for Old Covenant members from the Spirit's indwelling of New Covenant members?
- Do the miraculous 'sign-gifts' (tongues, healing, miracles) continue in the Church today?
- What is the gift of 'tongues'?
- What is the doctrine of penal substitutionary atonement, and why does it matter?
- Did Christ's death atone only for those who will believe (the 'elect') or also for those who will never believe?
- What is 'predestination' biblically, and how does it affect the doctrine of salvation?
- How does God 'draw' people to faith?
- What is 'justification by faith alone', and why does it matter?
- Is there a 'Covenant of Redemption' among the Persons of the Trinity?
- Are there a single 'Covenant of Grace' and 'Covenant of Works' with various administrations?
- Which framework best outlines the biblical program of redemption: covenant theology, dispensationalism, or progressive covenantalism?
- What role does the Old Testament Law code play in the life of Christians?
- Should churches seek out multiple elders/pastors or just one? If multiple, how should they relate to one another?
- What are the roles of elders/pastors and deacons in the local church?
- What is 'regenerate church membership', and why does it matter for Baptist churches?
- Why is the office of pastor reserved for men?
- What is the relationship between ancient Israel, the Church, and modern Israel?
- How should church discipline be practiced?
- How should Christians relate to the cultures around them?
- What is the relationship between Christ's presence and the Lord's Supper (transubstantiation, consubstantiation, 'real spiritual presence,' or memorial view)?
- Will the return of Christ be premillennial, postmillennial, or amillennial?
- What is the relationship between modern Israel and the return of Christ?
- What is the doctrine of 'eternal conscious torment,' and why does it matter?

Submission/Presentation: Instructors will provide details on formatting, submission, and due date. Additionally, instructors may require students to present their sermons or lessons in class or in a ministry context. *Students must choose a different topic for this assignment than their doctrinal position paper. Students are not required to present this sermon or lesson for credit unless otherwise directed by the instructor.*

Course Load: 15 Hours

4. Ministry Portfolio (5 hrs. – Objectives 2, 3, 4)

Description: Students will participate in some form of ministry that *directly* relates to one or more of the objectives of this course. Instructors should have an intimate understanding of the student’s responsibilities and workload.

Requirements: Students will submit sufficient evidence of this field work in the form of a portfolio, including at least 1,500 words of explanation, reflection, or presentation. (formatting and exact requirements to be determined by the instructor). Portfolios might include elements such as lesson plans, video links, sermon manuscripts, meeting agendas, etc.

Assignment Options: Appropriate field work for this course will include activities similar to the following:

- Teaching doctrinal classes
- Preaching doctrinal sermons

Grading: Instructors will complete an overall evaluation of the student’s portfolio, found in Appendix 2.

Course Load: 5-10 hrs.

Grading: Submissions will be graded both for quality and for demonstrated familiarity with the textbook and/or class instruction.

VI. Grading Scale

A	93-100	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62
C+	78-79	F	59 or less

VII. Class Schedule

The schedule for all presentations, assignments, tests, and quizzes will be presented to the class as the course progresses throughout the semester.

Separately from the syllabus, a calendar with class sessions, lecture/discussion topics, assignment due dates, exam times, or unusual class times, etc. The instructor to ensure adequate communication of the class schedule and the responsibility of the student to request any additional details. Any changes to the class schedule should be communicated with appropriate notice.

The Class will meet every Tuesday.

VIII. General Information

1. Questions regarding this syllabus, class schedule, or class policies should be addressed to the instructor. The instructor of this class reserves the right to reasonably amend the details of this syllabus as needed. It will be the responsibility of the instructor to communicate any changes to all students with appropriate notice. It will be the responsibility of the student to inquire about apparent discrepancies or request further detail.
2. Plagiarism is a serious ethical and legal matter, and instances of plagiarism will result in an “F” for an assignment and possibly an “F” for the course. Students are to read and abide by the section entitled “Integrity in Theological Studies” in t.
3. Spurgeon College is committed to facilitating students with disabilities. Students seeking effective auxiliary aids for a current documented disability—including exams, classroom participation, or assignments—should contact the instructor at the beginning of the semester or term in order for special arrangements to be considered. Students should conform with institutional policies and procedures as listed in the Midwestern Students with Disabilities Information Brochure, available at <http://www.mbts.edu/consumer-information>.
4. Class Attendance: Attendance is considered a necessary factor in the learning process. **Absences, for any reason, should not exceed 25% of the total class time.** Withdrawal from the course is required after a student is absent from more than 25% of the class sessions, except in cases of confining illnesses or serious circumstance.
5. In Christian higher education institutions, it can be assumed that each believer-learner is at a different place of personal maturity and educational preparedness. For these reasons, it is requested and expected that each student exhibits mutual respect, even when divergent viewpoints are expressed in the classroom. Students should refrain from behaviors that negatively affect the teaching environment. Students should conduct themselves as ministerial professionals who give, and are worthy of, a high level of respect.

