

tual development and ministry. This course focuses specifically on the issue of salvation doctrine and seeks to touch on the way Christians in all periods of Church history have expressed this doctrine.

It is the teacher's intention that by the end of the term, students will:

1. **Understand** the various frameworks within which Christians in different times and places have expressed salvation.
2. **Grasp** the significance of historical context in **any** expression of salvation.
3. Gain experience in **evaluating** expressions of salvation from traditions other than their own and **using** these expressions for their own proclamation of the gospel.
4. Begin to **critique** and to **enhance** their own expression of salvation in light of other expressions considered in the course

COURSE METHOD:

The purpose and objectives of this course will be achieved through three learning components. The first is the **Content Component**, the student's own mastery of the categories and frameworks by which the Church has expressed salvation. This component addresses objectives 1 and 2 above, and it will be accomplished through an introductory lecture and through the students' use of this content in reaction papers throughout the course.

The second component is the **Evaluative Component**. The major learning activity of the course will be discussions of texts from the history of salvation doctrine. These discussions will comprise the primary means of gaining experience in evaluating and using other Christian traditions, as well as critiquing and enhancing one's own. Students will write reaction papers in order to begin the process of evaluation and prepare for the discussions. This component addresses objective 3 above.

The third is the **Reflective Component**. Students will reflect on their own expressions of salvation and on the expressions discussed in class, and they will identify ways in which their own expressions can be augmented, enhanced, or modified. In this way, they will prepare to express the gospel in their ministries in ways that will be consistent and powerful. This component addresses objective 4 above.

REQUIRED TEXTBOOKS:

The course will focus on reading and discussion of selections from 12 important primary texts illustrating the historical development of the doctrine of salvation. Students should purchase the books in which three of these texts are found, and these are listed below and are available in the on-line bookstore (www.ecampus.com/erskine). Photocopies of the other texts are on reserve in the library, and students should photocopy them so that they will have copies of the texts in front of them during the class discussions.

St. Augustine. *The Enchiridion on Faith, Hope, and Love*. Edited by Henry Paolucci.

Translated by J. F. Shaw. Chicago: Gateway, Reprint 1996. (ISBN 0895267039)

St. Irenaeus of Lyons, *On the Apostolic Preaching*. Translated and edited by John Behr.

Crestwood, N.Y.: St. Vladimir's Seminary Press, 1997. (ISBN 0881411744)

Machen, J. Gresham. *Christianity and Liberalism*. Grand Rapids, Mich.: Eerdmans, Reprint 2002. (ISBN 0802811213)

COURSE REQUIREMENTS:

Requirement One: Each student must complete the assigned reading for at least 10 of the 12 weeks from Feb. 12 through May 7. One must complete this reading prior to the class session when it will be discussed. (By requiring you to complete the reading 10 times out of 12, the professor is giving you two free “cuts” and is urging you to come to class to listen and learn even if you have not done the reading for a given week.)

Requirement Two (100 points): Each student must write a 2-page reaction paper (double or 1-1/2 spaced, with type size and margins similar to those used in this syllabus) on at least 10 of the 12 readings from Feb. 12 through May 7. The reaction papers will include the elements listed below, and the writing of these papers will prepare students for the class discussions. (You may miss two of the weekly papers without penalty, but again, please come to class even if you are not prepared on a given week. If you wish to write papers on all 12 of the readings, I will drop the two lowest paper grades.)

Elements to Include in Reaction Papers

Evaluation of the text in light of categories and frameworks given in lecture on Feb. 5

Explanation of major similarities to the student’s own expression of salvation

Explanation of major differences from the student’s own expression of salvation

Preliminary analysis of the text:

Is this way of looking at salvation Biblical?

Is it helpful?

Will it connect with people today if we proclaim salvation in this way?

Requirement Three (100 points): Each student will write a final paper reflecting on the material of the course and forging a direction for that student’s own expression of salvation. This paper should be approximately 8-10 pages (double or 1-1/2 spaced, with type size and margins similar to those used in this syllabus) and is due on Wednesday, May 13.

Elements to Include in Final Paper

Summary of the student’s way of explaining salvation prior to the course

Explanation of ways the course has prompted the student to modify his/her way of expressing salvation

Explanation of ways the course has prompted the student to augment his/her way of expressing salvation

Statement of the student’s comprehensive expression of salvation

Suggestions for ways specific elements of this expression can be used fruitfully in preaching and ministry

(It is **not** necessary to use other sources besides the texts in any of the papers, although, of course, the student is expected to *think* Biblically even if he/she is not actually quoting Biblical passages in the papers. The student may wish to use his/her denomination’s confessional documents in the final paper, but this is not a requirement.)

Policies Pertaining to Papers

Form of Written Work: The reaction papers and the final reflective paper must be typed/processed (twelve point type, double-spaced, with one-inch margins). Because of the relatively informal nature of these papers, footnotes and a bibliography are **not** required. Students may simply indicate their sources with parenthetical references.

Language about God and Humanity: Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

Plagiarism: Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. Plagiarism is a serious offense that undermines both the witness and integrity of the Christian community. Any student who commits plagiarism is in violation of Seminary policy and is liable for dismissal. See the academic section of the *Catalog* for complete information.

CRITERIA FOR GRADING PAPERS

Writing that is grammatically correct and stylistically clear
 Understanding of theological categories, frameworks, and concepts
 Evidence of serious engagement with the texts
 Depth and creativity in handling subjects

OVERALL GRADING SCALE:

100-95	A	85-84	C+	71-70	D-
94-93	A-	83-80	C		
92-91	B+	79-78	C-	69-0	F
90-88	B	77-76	D+		
87-86	B-	75-72	D		

COURSE EXPECTATIONS and SEMINARY POLICIES:

Drop/Add/Withdrawal: Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a "drop/add" form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to with-

draw from the class properly will result in the student's receiving a grade of "F" for the course, and full tuition charges will apply. No exceptions will be made to this policy.

Attendance: Class discussion is the central learning activity of this course, so class attendance is crucial to the students' progress in the understanding of salvation doctrine. Accordingly, students are expected to be present at all class meetings, even if they have not prepared the reading/paper for that week. If a student misses more than one class period (3 hours), or significant time from classes totaling more than 3 class hours during the semester, he/she may be required to do make-up work. All make-up work must be handed in by noon on Monday, May 18 (or noon on Thursday, May 14 for graduating seniors). Except in extraordinary circumstances, a student cannot complete this course if he/she misses more than two class days (or 6 hours total). If this happens, the student must consult with the professor as soon as possible to see whether the reasons for the absences warrant special arrangements to complete the material for the course.

Conduct in Theological Discussions: Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the *Catalog* for more information.

Return of Written Work: Federal privacy guidelines do not allow the return of student documents to an unsecured mail box *unless* the student grants permission in writing. Students who wish to have their work returned as early as possible to their student mail boxes will place their student box number on the front page of their work. This will be viewed as written permission to return documents in this manner. Students who decline to give such permission (that is, students who do not write their box numbers on the work) will get their work back in person at a later time.

Late Work: Because this course is designed so that students may skip two of the reaction papers, there is no provision for late reaction papers. If a student does not have his/her paper at the beginning of class on any given week, the professor will assume that the student is taking one of the allotted "cuts" that week. There is no provision for late final papers for graduating seniors, since the due date for the paper is less than 48 hours prior to the Seminary's final deadline for turning in senior grades. Late papers from non-seniors will be assessed a late penalty, and they must be received prior to the absolute deadline of noon on Monday, May 18. Any papers not received by this deadline will be given a grade of "0," unless the student has made **prior** arrangements to take an incomplete for the course. (See the policy on incompletes just below.)

Incompletes: The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally fill out an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he will sign the incomplete form and turn it in with his final grade report. An "I" in this course must be removed by August

1, 2009. Only the Dean may grant the extension of an incomplete beyond the established completion date. Otherwise, the grade automatically becomes an “F.”

Chapel Attendance Policy: Since this is an evening course, it does not affect the chapel attendance requirement.

COURSE OUTLINE: DISCUSSION TOPICS and READING GUIDE:

- Feb. 5** Salvation in Church History: The Big Picture
- Feb 12** Irenaeus, *On the Apostolic Preaching*, pp. 39-101
Against Heresies, 3.18-19, 4.38-9, 5.1 (photocopy on reserve)
- Feb. 19** Cyril of Jerusalem, Selections from the *Catecheses* (photocopy on reserve)
- Feb. 26** Augustine, *Enchiridion on Faith, Hope, and Love*, Chs. 9-10, 23-83, 93-113
(pp. 9-11, 30-99, 107-32)
- Mar. 5** John of Damascus, *The Orthodox Faith*, 1.4-1.10; 2.12; 2.24-2.30; 3.26-3.29; 4.1-4.11
(photocopy on reserve)
- Mar. 12** Anselm, *Why God Became Man*, Book 1, Chs. 1-16, 19-25; Book 2, Chs. 1-14, 18-22
(photocopy on reserve)
- Mar. 19** Aquinas, *Summa Theologiae*, Summaries of Selections (photocopy on reserve)
- Mar. 26** Martin Luther, *The Freedom of a Christian; The Bondage of the Will*
(photocopy on reserve)
- Apr. 2** John Calvin, *Institutes of the Christian Religion*, Bk. 2, Chs. 12-14; Bk. 3, Chs. 1-2
(photocopy on reserve)
- Apr. 9** No Class – Holy Week Break
- Apr. 16** Articles of the Remonstrants and Canons of the Synod of Dort (photocopy on reserve)
- Apr. 23** John Wesley, *Sermons 141, 40, 5, 45, 43, 59, 85* (photocopy on reserve)
- Apr. 30** Schleiermacher, *The Christian Faith*, Chapters 11-14, 94-7, 101 (photocopy on reserve)
- May 7** Machen, *Christianity and Liberalism*, Chapters 3, 5, 6, 7 (pp. 54-68, 80-180)
- May 13 (Wednesday) Final papers due**
- May 14 (Thursday) All make-up and late work due at noon from graduating seniors**
- May 18 (Monday) All make-up and late work due at noon from non-seniors**

**Addendum to HT 715 Syllabus
Special Requirements for Th.M. Students
Spring 2009**

In place of Requirement One

Each student must complete the assigned reading for the 12 weeks from Feb. 12 through May 7. This reading must be done prior to the class session when it will be discussed. (Th.M. students do not get “cuts,” the way master’s-level students do.)

In place of Requirement Two (100 points)

Each Th.M. student must write a reaction paper of 3-4 pages (double or 1-1/2 spaced, with type size and margins similar to those used in this syllabus) on the 12 readings from Feb. 12 through May 7. The reaction papers will include the elements listed below, and the writing of these papers will prepare students for the class discussions.

Elements to Include in Reaction Papers

Evaluation of the text in light of categories and frameworks given in lecture on Feb. 5

Explanation of major similarities to the student’s own expression of salvation

Explanation of major differences from the student’s own expression of salvation

Preliminary analysis of the text:

Is this way of looking at salvation Biblical?

Is it helpful?

Will it connect with people today if we proclaim salvation in this way?

In place of Requirement Three (100 points)

Each Th.M. student will write a final research paper on some aspect of the doctrine of salvation related to the material of the course. The student will work out the specific topic in consultation with the professor. The paper will involve research on at least two major theologians from two different periods of Christian history, and it may also incorporate what was learned in the course about other theologians, as well as the student’s confessional documents. Furthermore, the paper will involve forging a concrete direction for that student’s own expression of salvation. This paper should be approximately 12-15 pages (double or 1-1/2 spaced, with type size and margins similar to those used in this syllabus) and is due on Friday, May 15.