



On-Campus Course Syllabus

THS203

Systematic Theology I

Summer 2025

Class Information

Day and Time: T/TH 9:00 am – 11:00 am

Room Number: E204

Contact Information

Instructor Name: Dr. Caroline Buie

Instructor Email: cbuie@criswell.edu

Instructor Phone: 214-818-1397

Instructor Office Hours: [M-TH 8:30-4:00](#)

Course Description and Prerequisites

[This course introduces](#) key topics in theology, such as how to study theology (Prolegomena), the Bible (Bibliology), God (Theology Proper), creation, God's ongoing care for the world (Providence), angels (Angelology), human nature (Anthropology), and sin (Hamartiology). The course looks at what the Bible says about each topic, explains the reasons behind those beliefs, addresses other viewpoints, and highlights why theology matters for living out the Christian faith and sharing it with others. (Prerequisite: BIB105)

Course Objectives

1. CO1: Students will define key words and concepts of the specific doctrines of Revelation, Bibliology, Trinitarianism, and Anthropology.
2. CO2: Students will identify key biblical texts and definitions related to the specific doctrines of Revelation, Bibliology, Trinitarianism, and Anthropology
3. CO3: Students will defend orthodox views of a specific doctrine of choice.
4. CO4: Students will synthesize the doctrines to inform Christian ministry and life.

Required Textbooks

Erickson, Millard J. *Introducing Christian Doctrine*. Edited by L. Arnold Hustad. 3rd ed. Grand Rapids: Baker Academic, 2015. (ISBN: 9781441222541)

Kapic, Kelly M. *Embodied Hope: A Theological Meditation on Pain and Suffering*. Downers Grove: IVP Academic, 2017. (ISBN: 9780830851799).

McLaughlin, Rebecca. *Confronting Christianity: 12 Hard Questions for the World's Largest Religion*. Wheaton: Crossway, 2019. (ISBN: 9781433564260)

Selected Readings: I will use Dr. Kieser's Reading Anthology which provides excerpts from various theologians throughout the centuries. See the Course schedule for when these are due.

Course Requirements and Assignments

Reading Assignments (30%) CO1, CO2

Students are expected to complete all assigned readings in accordance with the course schedule. These readings include selections from the primary course textbook, relevant Scripture passages that support each doctrine, and occasional supplemental articles. Supplemental readings are available in the **Files section** on Canvas.

Upon completing the assigned reading, students are required to take a Reading Comprehension Quiz, designed to assess their understanding of key concepts. Refer to the Course Schedule in this syllabus and the Modules section on Canvas for specific assignments and their respective due dates.

Diligent completion of the readings will significantly enhance the student's performance on the weekly quizzes

Reading Comprehension Quizzes (10%) CO1, CO2

Students will complete ten weekly quizzes based on the assigned readings and lectures. Quizzes are to be taken independently at home after completing the required reading. Each quiz will include multiple-choice questions, definitions, and two short essay questions focused on practical application.

Quizzes are open book; however, the use of external search engines (e.g., Google) and AI tools (e.g., ChatGPT) is strictly prohibited. Each quiz is designed to be completed within 40 minutes. Students are permitted to retake the quizzes as many times as needed to achieve their desired score.CO1, CO2.

Exams (30%) CO1, CO2, CO3

There will be two examinations administered during the semester, each assessing the material covered in its respective half. These exams are designed to evaluate the student's overall grasp of key doctrines and are not comprehensive in scope. Each exam will include a section on definitions and three essay questions that require theological synthesis and engagement with common challenges to the doctrines under consideration.

Exams will be conducted through Canvas, are open book, and students will have 75 minutes to complete them.

Term Project (30%): CO2, CO3, CO4

Students will choose one aspect of Trinitarian doctrine. They will have two choices on how they want to present the project. *The student will submit the assignment in the last third of the semester.* See Canvas and Course Schedule for the due date.

1. Option 1: The student could research and write a 7 – 10-page paper following this format: (1) Introduction, (2) description of the doctrine of choice, (3) interaction with the scripture that supports the doctrine, (4) application of the doctrine for the church, marriage, or everyday living, and (5) conclusion. The paper will be written in proper Turabian format and should be biblically supported and will use at least 5 sources, two of which are Systematic Theologies. See Canvas for the due date. CO2, CO3, CO4.

2. Option 2: The student will research and prepare a PowerPoint presentation that includes the relevant information needed to demonstrate mastery of the specific doctrine. The presentation should have enough information to present as a 7-page paper, along with footnotes and a bibliography. It should be creatively presented and include: (1) Introduction, (2) description of the doctrinal topic, (3) interaction with the scripture that supports the doctrine, (4) application of the doctrine for the church, marriage, or everyday living, and (5) conclusion. The presentation should be biblically supported and use at least 5 sources, two of which are Systematic Theologies treatments of all doctrines.

Due Dates and Late Assignments

All assignments are expected to be completed by the due date. Any late work will receive a 5% daily penalty for up to 4 days, including quizzes. Any assignment past this date will get a zero.

Class Attendance

Since this course must be completed in such a short time, only one missed class will be accepted. If you are sick, you can still come to the class via Zoom. Just let the professor know before the class starts. Two absences will incur a failure in the course.

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,

- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	

C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

All assignments should be the individual work of each student. ChatGPT, Google, Wikipedia, and blogs can be used to find initial resources, however, these technological search engines can NOT be used to write your papers or summarize the content of your sources.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Week	Date	Topic	Assignment
1	6/3	Syllabus/Course Introduction What is Theology?	Read the Syllabus thoroughly See Canvas for detailed instructions for assignments.
	6/5	Sources of Theology Theological Method	Read - Erickson: Ch. 1-2 - Theology Anthology, pp. 1–3 - Bible Verses) Take Quiz #1 on the Reading (Due 6.6.25)
2	6/10	Revelation/ Inspiration	Read - Erickson: Ch. 3–5 <i>Theology Anthology</i>, #19–25 - Bible Verses
	6/12	Inerrancy/Authority	Read - Erickson: Ch. 6–7 - McLaughlin, <i>Confronting Christianity</i>, Ch 6, “How can you take the Bible Literally?” - Bible Verses Take Quiz #2 on the Reading (due 6.13.25)

3	6/17	Theology Proper (Attributes and Names of God)	Read: • Erickson: Ch. 8 – 10 • <i>Theology Anthology</i>, 26–28 • Bible Verses Study Names and Attributes of God in Canvas Files Take Quiz #3 on the Reading (due 6.20.25) Work on your paper's or PowerPoint's Thesis and outline this weekend.
	6/19	College Closed	Juneteenth Holiday We will not meet. Still, take Quiz 3 by 6.20.25
4	6/24	Theology Proper Trinity in the Old Testament	Read • Erickson: Ch. 11 • McLaughlin, <i>Confronting Christianity</i>, Ch 3 • Bible Verses
	6/26	Trinity Proper The Persons of the Trinity	Read • <i>Theology Anthology</i>, 29–51 • Bible Verses Take Quiz #4 on the Reading (due 6.29.25) Take Exam #1 at Home through Canvas Due 7.1.29
5	7/1	God's Plan, Providence	Read • Erickson: Ch. 12, 14 • <i>Theology Anthology</i>, 44–51 • Bible Verses Turn in the Project and Outline (due 7.01.25)
	7/3	Creation (God's Masterpiece)	Read • Erickson, Ch 13 • <i>Theology Anthology</i>, 52–67 • McLaughlin, <i>Confronting Christianity</i>, Ch 7 Take Quiz #5 on the Reading (due 7.6.25)
6	7/8	Evil (The Effects of Sin in the World)	Read Erickson: Ch. 15, 16 Kapic, <i>Embodied Hope</i>, Prelude & Ch 1

			McLaughlin, <i>Confronting Christianity</i> , Ch 11 Read Bible Verses
	7/10	Anthropology (Humanity)	Read • Erickson: Ch. 17, 18, 19 • Read “Created in His Image” in Canvas Files • <i>Theology Anthology</i>, 69 – 80 • Kapic, <i>Embodied Hope</i>, Ch 2 & 3 • Bible Verses Take Quiz #6 on the Reading (due 7.13.25)
7	7/15	Race, Ethnicity, Gender	Read: • McLaughlin, <i>Confronting Christianity</i>, Ch 8, 9, 10 • Kapic, <i>Embodied Hope</i>, Ch 4 • <i>Theology Anthology</i>, 85–96
	7/17	Hamartiology (Sin)	Read • Erickson: Ch. 20, • Read Bible Verses (See Canvas for list) • “Doesn’t the Bible Condone Slavery?” Take Quiz #6 on the Reading (due 7.20.25)
8	7/22	Hamartiology (Sin)	Read: • Erickson: Ch. 21, 22 • “Doesn’t Christianity Denigrate Women?” Turn in your Paper or PowerPoint on the Trinity by 11:59 pm on 7.22.25
	7/24		Take Exam 2 Turn in the Reading Report via Canvas

Selected Bibliography

Blocher, Henri. *Original Sin: Illuminating the Riddle*. Downers Grove: InterVarsity, 2000. Bruce, F. F. *The Canon of Scripture*. Downers Grove, IL: InterVarsity, 2018.

- Cole, Graham. *Against the Darkness: The Doctrine of Angels, Satan, and Demons*. Wheaton, IL: Crossway, 2019.
- Cortez, Marc. *Christological Anthropology in Historical Perspective: Ancient and Contemporary Approaches to Theological Anthropology*. Grand Rapids: Zondervan, 2016.
- Crouch, Andy. *Culture Making: Recovering Our Creative Calling*. Downers Grove, IL: InterVarsity, 2008.
- Dembski, William and Jonathan Witt. *Intelligent Design Uncensored*. Downers Grove, IL: InterVarsity, 2010.
- Erickson, Millard J. *God the Father Almighty: A Contemporary Exploration of the Divine Attributes*. Grand Rapids: Baker, 2003.
- Greene-McCreight, Kathryn. *Darkness Is My Only Companion*. Revised, expanded ed. Grand Rapids: Baker, 2015.
- Helm, Paul. *The Providence of God*. Downers Grove: InterVarsity, 1994.
- Grenz, Stanley, and Roger E. Olson. *Who Needs Theology?* Downers Grove, IL: InterVarsity, 1996.
- McGrath, Alister E. *Christian Theology: An Introduction*. 6th ed. Oxford: Blackwell, 2016.
- Hoekema, Anthony. *Created in God's Image*. 1986. Reprint, Grand Rapids: Eerdmans, 1994.
- Jones, Beth Felker. *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically*. Grand Rapids: Baker, 2014.
- Nichols, Stephen J., and Eric T. Brandt. *Ancient Word, Changing Worlds: The Doctrine of Scripture in a Modern Age*. Wheaton, IL: Crossway, 2009.
- Packer, J. I. *Knowing God*. Downers Grove, IL: InterVarsity, 1993.