

TH 503 – Theology III: Man, Sin, and Salvation
SHEPHERDS THEOLOGICAL SEMINARY

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SYLLABUS
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I. Course Description:

A survey of the doctrines of man (anthropology), sin (hamartiology), and salvation (soteriology). Introduces, defines, and supports each doctrine using pertinent passages of Scripture. Prereq. TH 501.

II. Student Learning Outcomes:

- Demonstrate how the doctrines of man, sin, and salvation are relevant to the Christian life.
- Formulate personal convictions on doctrinal matters.
- Distinguish orthodox and unorthodox doctrines related to man, sin, and salvation
- Evaluate contemporary doctrinal issues through analysis of theological literature.

III. Course Requirements

- A. Required Reading (~1,000 pages; 42 hours)
1. Students are expected to complete all the required readings. You will submit on Canvas the percentage of reading you accomplished *by the last day of class (5/30)*.
 2. Skimming or listening to the books does not count.
 3. The following pages in the books need to be read:
 - a. *Biblical Doctrine: A Systematic Summary of Bible Truth* – 399–450
 - b. *The Cross and Salvation* – Whole Book
 - c. *Created in God's Image* – All but chapter 6
- B. Theological Position Papers (30 hours)
1. Summary:
 - a. You will write on five distinct questions concerning the doctrines we are studying.
 - b. These questions are designed to lead you into developing personal conclusions on debated doctrines or theological practices.
 2. Format:
 - a. 600-800 words per paper.
 - b. Single-spaced.
 - c. Include your name at the top of your paper.
 3. Research:
 - a. Do not quote long passages from scripture or other sources. References and summaries will suffice.
 - b. Number your sources at the bottom of your paper (you need 3 to get full credit). Use Turabian to document them.
 - c. When you cite a resource, put the resource # in parentheses after your citation e.g., (3:175)
 - d. Good research will be the best step towards a good essay. Here are a couple of guidelines on the essay research:
 - 1) You may use the instructor's notes (a good ideal), but they will not count as a resource.
 - 2) Because you are only using three, use good resources. Systematic theology books or theological articles are your best options.
 - 3) Avoid online resources (unless they are journals hosted online).
 4. Writing:
 - a. A large part of your grade is based on organization.

- 1) Provide a thesis statement and then clearly develop that thesis.
- 2) Use paragraphs and make each paragraph a distinct thought.
- 3) **Your thesis statement must be in bold**
- b. I implore you to make an outline prior to writing the paper.
5. Grading:
 - a. Each paper is 10% of your overall grade.
 - b. I will grade these with the rubric found at the end of this syllabus.
- C. Comparison Of Systematic Theologies (6 hours)
 1. Choose four systematic theology books and compare them.
 - a. Options include, but are not limited to Grudem, Ryrie, Strong, Frame, Erickson, Beeke, MacArthur, McCune, Thiessen, Hodge, Bavinck, Berkhof, Kelly, Horton, Letham, Bray, Reymond)
 - b. You will need to read the same section in all four books. You may select any theme you wish but try not to pick something too large (e.g., election) or something too small (trichotomy). The wise student may select a section based on one of their theological position papers.
 2. Format
 - a. The paper should be 800–1200 words and should be comparative.
 - b. Things you might note:
 - 1) Doctrinal differences
 - 2) Exegetical differences
 - 3) Thematic differences
 - 4) Organizational differences
 - 5) Etc.
 3. The point of this exercise is for you to get an awareness of different theology books. Accordingly, it might be best to choose your current favorite and then select a few with which you are unfamiliar. You might also choose some from different theological vantage points.
- D. Video Assignments
 1. God has blessed us with the ability to hear from various gifted speakers on the topics of interest in Systematic Theology 3. We will take advantage of this by engaging in video assignments.
 2. For each video, there are accompanying questions, which give students the opportunity to reflect on the content of the videos.
- E. Final Exam (5 hours)
 1. The exam for this course will be an open–note examination. A study guide for the exam will be provided, and students will be able to use the study guide and any *hand–written notes* for the exam.
 2. My goal for the exam is for you to re-engage with the notes, thinking through what we talked about one more time. Because it is too easy to copy/paste, I am asking for handwritten notes, which require you to think and summarize in your own words.
 3. Students who exert proper effort will be appropriately rewarded.

IV. Late Work

Work done at the last minute is almost never done well, and it does not usually assist the student in learning the material the homework assignment was designed to teach. I encourage students to take their time on assignments and homework projects, because both are integral to their learning. I further encourage students to finish a project a week in advance of the due date. While this is not a requirement, students who utilize this advice will find that their projects are more profitable, and usually receive a higher grade. Late Work Penalties: Because we often go over written assignments in class, the late penalty is quite severe. 25% is deducted for the first week late. Every day thereafter the penalty is 5% per day. The penalty will not go beyond 50%.

V. Textbooks

- A. Demarest, Bruce. *The Cross and Salvation*. Wheaton: Crossway, 1997.

- B. Hoekema, Anthony. *Created in God's Image*. Grand Rapids: Eerdmans, 1986.
- C. MacArthur & Mayhue. *Biblical Doctrine: A Systematic Summary of Bible Truth*. Wheaton: Crossway, 2017.
- D. Miller course notes (to be referenced in class)

VI. Grading:

Grading Scale:		Grade Distribution:	
96-100 A	80-83 C	Reading	15%
94-95 A-	78-79 C-	Position papers	50%
92-93 B+	76-77 D+	SYS Comparison	7.5%
88-91 B	72-75 D	Exam	20%
86-87 B-	70-71 D-	Video Assignments	7.5%
84-85 C+	0-69 F		

VII. Attendance Policy

A student who misses more than 20% of the class (one class day) will receive a grade of F. Videos may be posted prior or after class. If so, these are part of the attendance. There may be viewing quizzes associated with the videos that represents your "attendance." More will be communicated via Canvas.

VIII. Late Course Work Policy

Late work will be accepted with the penalty of 10% off the total points that could be earned on the assignment, each day it is late, up to a maximum of 50%.

IX. Academic Dishonesty Policy

Seminary education is based upon certain shared values concerning the nature of learning and the pursuit of knowledge. One of the most basic assumptions is the respect for intellectual property and right of recognition for this pursuit of knowledge. Violation of this basic assumption includes such practices as cheating, plagiarism, abuse of technology, falsification of research data, unapproved collaborative research, and other deceptive academic practices. Sometimes these abuses are unintentional, but much intentional abuse is found in higher educational institutions, even Christian seminaries.

X. Credit Hour Calculation

STS follows the Carnegie Method for Credit Hour calculations. This means that for every credit hour, there should be 15 hours of instruction and 30 hours of work outside the classroom. Therefore, a 3-credit course requires 135 hours of workload, while a 2-credit course requires 90 hours. This course meets these requirements in the following way:

ASSIGNMENT	HOUR LOAD
Class Lectures	30
Reading (1000 pages)	42
Position papers (5)	30
Systematic Comparison	6
Video Assignments	10
Exam	5
EXPECTED HOURS: 135	TOTAL HOURS: 123

XI. Artificial Intelligence (AI)

Artificial Intelligence (AI) can be used ethically or unethically. In this course, we allow students to use AI with restrictions: 1) it cannot be used as source material; 2) it cannot be used to create content for submission; 3) it cannot be used to rewrite student work; 4) it can be used as a logical or grammar check as long as the student is learning in the revision process. The overall goal is to ensure that AI is used to support learning, not to replace it. For more clarity on these principles and why we have embraced them see the student handbook. Any more specific questions on the policy should be directed to your professor.

XII. Academic Success and ADA Policy

Shepherds Theological Seminary desires every student to succeed meeting our high standards of academic excellence. When difficulty arises, we encourage the student to meet with their academic advisor to determine an appropriate plan to address the student's needs.

Where there are learning disabilities, Shepherds is in full compliance with the Americans with Disabilities Act (ADA). To receive accommodation, students must supply formal documentation from a qualified professional to the Academic Dean (TMiller@shepherds.edu). Please note that such accommodations are not retroactive.

Schedule

	Date	Topic
Day 1	Monday	Intro to Anthropology; Image of God; Human Constitution; Soul; Gender
Day 2	Tuesday	Personhood; Society; BT of Man; Intro to Hamartiology; Consequences of the Fall; BT of Sin
Day 3	Wednesday	Grace; Predestination; Election; Atonement
Day 4	Thursday	Atonement; Repentance; Conversion; Union with Christ; Justification
Day 5	Friday	Law and the Christian; Sanctification; Perseverance; Glorification

Due Dates:

Paper 1	5/20	Paper 4	5/26	Reading	5/30
Paper 2	5/22	Paper 5	5/28	Exam	5/30
Paper 3	5/24	Comp. Paper	5/30		

RUBRIC FOR RESEARCH ARTICLES

	Poor Work->		
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<u>Research</u>	Only 1 resource, or poor resources (1)	2 resources, or resources of average quality (2)	3 or more resources that display excellent research methodology (3)	
<u>Directions</u>	Failed two of the directions (0)	Failed one of the directions (1)	Includes word count, single space, fits on one page, includes sources at the bottom, box # at top (2)	
<u>TOTAL SCORE</u>				

Systematic Theology Essay Questions:

- Please choose among the following options for your first essay
 - Look up all the references to the conscience in the Bible (even OT) and give a detailed report concerning your findings. Some areas you should explore include: why God has given us a conscience; do unbelievers have a conscience; if unbelievers have a conscience, how does it differ from a Christians; how does the conscience differ from the Holy Spirit; what is the danger of ignoring your conscience; what is the purpose of the conscience? Again, seek to understand the major concepts from the Scripture alone before turning to other resources. However, you must also use those other resources! Also, make sure to back up your findings with Scriptural support. NOTE: After searching for conscience in a concordance or online, recognize that the OT does not have a specific word for conscience, though the concept does exist. See, 1 Sam 24:4, 2 Sam 24:10, Psalm 32, etc. Helpful reminder: writing an outline prior to writing the essay will greatly help.
 - William Lane Craig is known as one of the most popular apologists for Christianity. He has recently argued that we can merge Christian thought with modern views of evolutionary theory by positing that Adam was chosen among the multitudes of human-like creatures and given an intellect. You can read more of his view in [this article](#).¹ Respond to his view, noting why such a view is inconsistent with the theology of Scripture.
 - How does one balance environmental concerns with human primacy in creation? This should be based on both specific passages and on the Bible's theological view of man and creation. One may contrast a biblical position with unbiblical environmental positions, or build a positive case.
- Choose from among these options for your second essay:
 - A friend tells you that he has stopped paying taxes and refuses to recognize the US government, because the government has turned its back on God. Respond to your friend, addressing God's purpose for government based on Scripture and its theology.
 - Please read John Shore's article, "[The Best Case for the Bible Not Condemning Homosexuality](#)."² You can also take a look at [Christiangays.com](#)'s defense of gay Christianity. Offer a biblical response, particularly noting how both biblical passages and the theology of man negates such ideas.
 - You are a pastor or pastor's wife and a congregant tells you that he/she just watched a youtube video that showed that submission in marriage is a result of the fall of man into sin. Eve was not told to submit until after sin, and then it was said to her that her husband would "rule over her" (Gen 3:16). Address this passage and other pertinent passages to respond to the question.
- Choose among these options for your third essay:
 - You are teaching at a Christian University, and a student comes to you believing they have committed the unpardonable sin. After reading Matthew 12:23-37, their mind thought blasphemous

¹ <https://www.firstthings.com/article/2021/10/the-historical-adam>

² http://www.huffingtonpost.com/john-shore/the-best-case-for-the-bible-not-condemning-homosexuality_b_1396345.html

things concerning the Spirit. They did not intend it, yet they know they mocked the Spirit, who has definitively rejected them. What do you say to this clearly distraught student?

- b. You are a counselor and the person you are counseling has committed a grievous sin. The courts have required them to get counseling, and the case has been assigned to you. Despite their serious predicament, they approach the counseling session with ease. They say, "I am a Christian, and though people believe I sinned significantly, God does not. He sees all sin the same." Would you agree or disagree? Show how you would respond to the counselee using Scripture.
- c. You are a deacon (or deacon's wife) of a large church in Seattle. The pastor has asked that you and your spouse interview church attendees when they come forward for membership. One couple seemed wonderful—until your interview. In your meeting they claimed that they were 1) not born as sinners, though they did fall into sin when they were young. After coming to Christ, however, 2) they have entered into a state of perfection. After showing them that their beliefs did not fit with the theology of the church, they were refused membership. When leaving, however, they asked whether you would write them a letter explaining why their views were wrong. Read Romans 1-7 and write to them a scriptural response from those chapters. Make sure to include all of the pertinent passages from Romans 1-7 before using other passages.

NOTE: You do not have to use resources for this assignment. I encourage you to read through Romans multiple times, however.

4. Choose among the following options for your fourth essay:

- a. From II Cor. 7:5-16 explain the difference between godly and worldly remorse. Explain the circumstances that produced the passage—thereby showing how godly repentance is displayed. Also, give three examples of godly repentance—two from Scripture and one from your experience. Finally, give one example of worldly remorse from Scripture. Note: you must research the passage to determine the historical context.
- b. A friend from college recently unfriended you. With surprise, you ask them why they did so. They respond that a post you made about sinners needing to repent upset them. They say that you are adding to the gospel when you tell people they need to believe *and* repent. All they need to do is believe. This friend now doubts your salvation, because you might be relying on your own work of repentance to save you. Use Scripture to respond.
- c. You are meeting with a young person who has been interested in the gospel, yet they have come up to a problem they struggle to resolve. They say they cannot fathom the truth that salvation is in Christ alone, and they say, "but what about those innocent people who have never heard?" They claim that it is not compatible with God's attributes to condemn those who never heard the gospel. Provide a response from Scripture.

5. Choose among the following options for your fifth essay:

- a. You are a parent with a teenage son. After going to college and hearing a popular evangelist speak at the opening meetings, your son is convinced he has lost his salvation. The central passage he is struggling with is Hebrews 6:1-8. He has called you, distraught and sounding as if there is no hope. Write an email to your son explaining this passage and showing him from two other passages that he has eternal security in Christ.

NOTE: Avoid generalizing—make sure to deal with the language of the text! You should spend 2/3 your text dealing with the language of Hebrews 6. Show your 'son' how to properly interpret the passage.

- b. As you and a friend were discussing eternity, he said something that shocked you. He argued that we will not have rewards in eternity. He said his view was based on a few articles he had read recently. He sent the articles to you to review and see if you agree or disagree. See the articles [here](#) and [here](#). Give a summary response, either noting that you are convinced and why, or that you are not convinced and why.
- c. You receive a letter from a friend from high school who doubts her salvation. She thought she was saved at four, eight, twelve, and sixteen. Now she is eighteen, and asks, "I think I prayed the right

prayer, I am just not sure..." Carefully read through the book of I John while asking the question, How can I know that I am saved? Next, on the basis of your study, write a letter back to your friend concerning how they can know they are saved. You should read through the text 2-3 times in order to fully understand how to write the essay. Note: You are not limited to the book of I John, but you should use all of the material in that text. *You do not need extra resources for this paper. You may use them if you desire, however.*