



The Doctrine of Salvation

Programmed Syllabus

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Course Description

“Sirs, what must I do to be saved?” No question is more important or more debated than this one posed by the Philippian jailer. This course presents a critical and historical overview of the message, plan, and components of salvation. The lectures trace each element of the salvation process, from God’s decree to our final glorification and union with Christ. Topics such as the order of salvation, the nature of justification, and the possibility of perfection are given in-depth treatment. The course emphasizes a Reformed view of salvation, while offering fair treatment to all sides.

Course Objectives

Upon completion of this course the student should be able to:

1. Understand and define the key terms used in the discussion of soteriology.
2. Explain the Reformed perspective on this process as it relates to our predestination, justification, sanctification, and glorification.
3. Interact with alternative viewpoints and offer arguments which support both sides of various issues.
4. Understand the study of soteriology within its historical context.

Course Texts

1. **Required Readings:** The Lecture Assignments (p. **Error! Bookmark not defined.**) present reading assignments, which correspond to the lecture material. By the time the course is finished, the following books will have been read:

Buchanan, James. *The Doctrine of Justification*. Vestavia Hills, AL: Solid Ground Christian Books, 2006. (Part II only: "Exposition of the Doctrine of Justification")

Hoekema, Anthony. *Saved by Grace*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1994.

Murray, John. *Redemption: Accomplished and Applied*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1955. (Part II only: "Redemption Applied.")

Warfield, Benjamin B. *The Plan of Salvation*. Whitefish, MT: Kessinger Publishing, 2006.



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2. **Collateral Reading:** The student should read a minimum of **750 pages** from the General Bibliography at the end of the Study Guide.

COLLABORATIVE LEARNING

Whether you sit in a traditional classroom or study from a distance, you will benefit from interaction, collaboration, and spiritual formation (ATS schools, note Standards 3.2.1.3; 10.3.3,3,3; 10.3.4.3). In order to meet this need in distance theological education, ITS is developing structures and resources to encourage spiritual formation and community interaction in our courses. In this course, we have included three collaborative learning features:

1. ITS Online Interactivity Forum (see course requirements) – fosters peer-to-peer interaction in a global, threaded discussion (required for all students)
2. Spiritual Formation Project (see course requirements) – fosters mentor-to-learner interaction in a mentor-guided reflection, discussion and application (required for all students)
3. Learning Community Assignments (see end of syllabus) – fosters peer-to-peer collaboration in a group approach to assignments (optional but recommended where possible)

Go to www.ITScourses.org/interactivity/ for the most up-to-date ITS resources.

Course Requirements

I. General Requirements

In order to receive three semester (or four quarter) hours of credit, the student must complete the course requirements within a one-year period unless the particular institution requires the completion of all the work within the framework of the semester or quarter. During this time, the student is expected to devote a minimum of 120 hours to the completion of the course including listening to the recorded lectures, doing the assigned readings, answering all study questions, completing a research paper, the ITS Online Interactivity Forum, Spiritual Formation Project, and two examinations.

II. Specific Requirements

A. Lectures: The student must listen carefully to all of the twenty-four (24) lectures by Dr. Roger Nicole.

B. Required Reading

1. Required Texts: The student must read the required texts in their entirety as assigned in the Lecture Assignments (p. **Error! Bookmark not defined.**). These reading assignments should be completed *before* listening to each lecture.



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2. **Collateral Reading:** The student must complete at least **750 pages** of reading outside of the required text. These can be selected from the Bibliography at the end of the Study Guide and can include readings done for the research paper (see below).

Reading Requirements Report: A reading statement is included with this Syllabus on p. **Error! Bookmark not defined.** At the conclusion of the course the student should return the form with the final exam, indicating what portion of the reading was completed. This includes supplemental reading for the research paper. The report should indicate the title of the book, author, publisher, date of publication, and the pages read.

- C. **Study Questions:** The Lecture Assignments (p. **Error! Bookmark not defined.**) include two to five study questions per lecture, which should be answered thoroughly and submitted in **two installments:** one prior to the midterm (lectures 1-11) and the other prior to the final exam (lectures 12-24). These questions are also located in the Study Guide.
- D. **Term Paper:** The student must write a **12-to-15 page paper**, which may be submitted at any time during the course. The paper may take either of two approaches:
 1. A **book report**, critiquing one of the listings from the bibliography provided in the *Study Guide*. You may NOT use the required reading books as your topic for the paper (i.e. Hoekema, Buchanan, Murray, and Warfield), but any of the books listed in the bibliography are acceptable. Interaction with the book should incorporate other sources as well.
 2. A **topical paper**, discussing any of the major themes of this lecture series. Papers should demonstrate a working knowledge of the lecture material, required readings, and supplemental readings.

For either of these papers, a significant amount of outside reading (at least 750 pages) will be expected. To allow for this, reading assignments corresponding to the lectures become smaller during the second half of the course, permitting more attention to supplemental reading. (The Reading Requirements Report requires the student to sign affirming that this supplemental reading has been completed.)

Papers should be typed and double-spaced, and must contain appropriate bibliographical notations. The paper must follow the latest edition of K.L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. Submit one copy to the instructor or proctor and keep a photocopy for reference.



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E. ITS Online Interactivity Forum:

Participate with other students worldwide in an ongoing asynchronous threaded discussion of two major course topics. Go to www.ITScourses.org/interactivity/ to register for and enter the ITS Online Interactivity Forum. In order to get the fullest benefit from the Forum, complete the assignment *after* you have listened to *all* the lectures. Be sure to return to the forum after finishing the course to see how others respond. Follow these steps to complete the assignment:

- ◆ Post an original answer to each question for your course (75 word min.).
- ◆ Post your response to any previous answer given to each question (75 word min.).
- ◆ Submit a document to your proctor that contains the original questions, your postings, and the postings to which you responded.

NOTE: Please read the “Assignment Instructions” in the Forum for details.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

F. Spiritual Formation Project:

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. **With this in mind**, ITS includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. *Identify your mentor early in the course*, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following

1. **Personal Reflection and Evaluation: *Reflect on the course*** – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.
 - a. Follow these steps in your reflection:



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Step 1: What **one** theme, principle, or concept in the course is the most significant to you personally? Why is it significant?

Step 2: What portion(s) of the course brought this theme/principle/concept to light?

Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

Step 4: How should this affect your thoughts and actions, and what *specific steps* should you take to *concretely* apply what you have learned?

- b. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: **approximately three pages**)
- c. Give a copy of this reflection to your mentor (see #2).

2. Community Reflection and Interaction: *Interview a mentor* – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- a. Who should you interview? (1-3 are required; 4-6 are recommended)
 1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is **not** your grader or a family member.
 4. Someone who values the spiritual formation process.
 5. Someone who is familiar with and values the subject of the course.
 6. Someone who has experience using the content of the course in ministry.

NOTE: ***Identify your mentor early in the course***, and give him/her the page entitled “Guidelines for Mentors.”

- b. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - ◆ What feedback can your mentor give in response to your essay?
 - ◆ In light of the course content, are the conclusions you made appropriate? Why or why not?
 - ◆ What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do **not** use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.



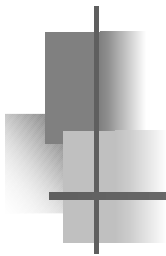
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3. **Synthesis and Application: *Draw your final conclusions*** – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:
- a. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
 - b. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - ◆ What were the mentor’s comments regarding your essay?
 - ◆ What advice did he/she give?
 - ◆ How did his/her comments expand or correct your application of the course?
 - ◆ Include the person’s name, occupation, and the length of the interview.
 - c. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - ◆ If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
 - ◆ Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
 - ◆ In light of the interview and further reflection, what additional, *specific* changes need to occur in your life and what *concrete* steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. **The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life.** If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation. Revised 10/05



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- G. Examinations: The student will take two exams, a mid-term and final, which are essay in format and cover material from the lectures and study questions. The mid-term should be taken after lectures 1-11 are completed (including the Study Guide questions), and the final should be taken after lectures 12-24. Both exams have a time limit of two hours.

Course Grading

The grade for the course shall be determined by the following:

Reading Requirement Report	5%
Study Questions	20%
Term Paper	20%
ITS Online Interactivity Forum	5%
Spiritual Formation Project	10%
Examinations (20% each)	40%
	<hr/>
	100%



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Notes Regarding This Downloaded Syllabus

This downloadable syllabus is not exhaustive. It is designed to provide learners with a picture of the course, not a full outline of the course. Grader Guidelines, Appendixes, Bibliographies, Lecture Outlines, and Review Questions have been removed. The complete course syllabus is included with purchase of the course in either a digital or hard-copy format.

Likewise, individuals taking the class for credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to alter or change the syllabus as deemed necessary.