

## SANCTIFICATION AND ECCLESIOLOGY SYLLABUS

[NOTE: THIS IS A HYBRID COURSE WITH ONLINE LECTURES DUE PRIOR TO THE FIRST LIVE SESSION ON SEPTEMBER 6, 2019]

### I. COURSE DESCRIPTION

A study of sanctification, the doctrine of the spiritual life; and ecclesiology, the doctrines of the body of Christ and the local church, including its organization, ministry, ordinances, government, and purpose.  
*Prerequisite:* ST101 Theological Method and Bibliology. 2-3 hours.<sup>1</sup>

### II. COURSE OBJECTIVES

| Hours  | Description   | Assessments  |
|--|---|--|
| All Students<br>(2 and 3 credits)<br>Core Objectives | The student will <b>understand</b> essential theological terms, concepts, and key biblical passages related to Sanctification and Ecclesiology.                             | Final objective exam   |
|  | The student will <b>articulate</b> the orthodox, protestant, evangelical doctrines of Sanctification and Ecclesiology accurately and succinctly.                            | Section 1 (Brief Statement) of the Doctrinal Synthesis Paper             |
|  | The student will <b>explain</b> his or her doctrinal convictions regarding Sanctification and Ecclesiology with biblical, theological, and historical support.              | Section 2 (Exposition) of the Doctrinal Synthesis Paper, including notes |
|  | The student will <b>relate</b> the doctrines of Sanctification and Ecclesiology to his or her life and ministry.  | Section 3 (Practical Reflection) of the Doctrinal Synthesis Paper        |
| 3 Hour Student Additional Objectives                 | The student will <b>construct</b> a basic biblical model of an ideal local church ecclesiology that is biblically, theologically, historically, and practically defensible. | Church Evaluation Paper  |
|  | The student will <b>evaluate</b> his or her church home in light of a biblically, historically, and theologically sound ecclesiological model.                              | Church Evaluation Paper  |
|  | The student will critically and constructively <b>appraise</b> various perspectives on contemporary practical issues in ecclesiology and sanctification.                    | Position Papers  |

### III. TEXTBOOKS

#### A. Required Textbooks

##### 1. All Students (course taken for 2 or 3 credits)

Clowney, Edmund. *The Church*. Downers Grove: InterVarsity Press, 1995. (336 pp.)

Holsteen, Nathan D. "Created in Christ Jesus: Church, Churches, and the Christian Life." Part One of Nathan D. Holsteen and Michael J. Svigel, eds., *Exploring Christian Theology: The Church*,

<sup>1</sup> NOTE: The 2-credit plan is only available to students enrolled in the Master of Arts in Biblical Counseling (MABC) degree as of Fall, 2017 or to those MABC students under an earlier catalogue curriculum who officially opted into the new 2017–2018 catalogue curriculum. All other students (including MABC students taking ST and BE courses for 3 credits) are to complete all work in this course.

*Spiritual Growth, and the End Times*. Minneapolis: Bethany House, 2014. (125 pp.) NOTE: For ST 105, only the first half of this volume must be read.

Svigel, Michael J. *RetroChristianity: Reclaiming the Forgotten Faith*. Wheaton: Crossway, 2012. (320 pp.)

Biblical books as Assigned in Schedule: Ephesians, Colossians, 1 & 2 Timothy, Titus, 1 Corinthians (about 50 pp.)

Miscellaneous readings as assigned in schedule. [All available online.] (about 50 pp.)

Sermons as assigned in schedule. [Available on Canvas.] (about 3 hours.)

**2. All 3-credit-hour students**

Allison, Gregg R. *Sojourners and Strangers: The Doctrine of the Church*. Foundations of Evangelical Theology, ed. John S. Feinberg. Wheaton: Crossway, 2012. (496 pp.=10 hours)

Svigel, Michael J. “Can an Ecclesiology Be Biblical if It’s Not Apostolic? Historical Problems in Evangelical Ecclesiological Method?” (14 pp.)

**IV. COURSE REQUIREMENTS**

See Section VII, Course Lectures and Assignment Schedule, below for reading and assignment due dates.

| All students (2 or 3 credits)   | All 3-credit-hour students   |
|---|--|
| <p><b>A. Reading and Listening Assignments:</b> The student will listen to required sermons and read textbooks, New Testament writings, and essays according to the course schedule below (Section VII). Approximate percentage of reading and listening (rounded up to the nearest 10%) will be reported on Canvas prior to the last day of finals week.</p>   |  |
| <p>Clowney, Edmund. <i>The Church</i>. Downers Grove: InterVarsity Press, 1995. (336 pp.)</p> <p>Holsteen, Nathan D. “Created in Christ Jesus: Church, Churches, and the Christian Life.” Part One of Nathan D. Holsteen and Michael J. Svigel, eds., <i>Exploring Christian Theology: The Church, Spiritual Growth, and the End Times</i>. Minneapolis: Bethany House, 2014. (125 pp.) NOTE: For ST 105, only the first half of this volume must be read.</p> <p>Svigel, Michael J. <i>RetroChristianity: Reclaiming the Forgotten Faith</i>. Wheaton: Crossway, 2012. (320 pp.)</p> <p>Biblical books as Assigned in Schedule: Ephesians, Colossians, 1 &amp; 2 Timothy, Titus, 1 Corinthians (50 pp.)</p> <p>Miscellaneous readings as assigned in schedule. [All available online.] (75 pp.)</p> <p>Sermons as assigned in schedule. [Available on Canvas.] (3 hours.)</p> <p><i>Students should plan on spending approximately 20 hours for reading in this list of required texts. (Estimates are based on average reading speed; actual time will vary.)</i></p> | <p><i>Students taking this course for 3 credits will complete reading/listening assignments for “all students” in the left column plus the following additional reading assignments:</i></p> <p>Allison, Gregg R. <i>Sojourners and Strangers: The Doctrine of the Church</i>. Foundations of Evangelical Theology, ed. John S. Feinberg. Wheaton: Crossway, 2012. (496 pp.)</p> <p>Svigel, Michael J. “Can an Ecclesiology Be Biblical if It’s Not Apostolic? Historical Problems in Evangelical Ecclesiological Method?” (14 pp.)</p> <p><i>Students should plan on spending approximately 13 hours for reading in this list of required texts. (Estimates are based on average reading speed; actual time will vary.)</i></p> |

**B. Written Assignments:** All students will complete the foundational written assignment B1—Doctrinal Synthesis Paper as described below. Students taking this course for 3 credits will also complete the written assignments B2—Church Evaluation Paper and B3—Position Papers.

**B1. Doctrinal Synthesis Paper**

The student will develop a 5–7 single-spaced doctrinal synthesis paper on Sanctification and Ecclesiology. There are three distinct parts to the paper: 1) a Brief Statement, 2) a Detailed Exposition, and 3) a Practical Implications Reflection. (Note that elements of this doctrinal synthesis paper will be reused in ST106 Eschatology in the student’s final capstone doctrinal synthesis assignment.)

1) The Brief Statement (150–200 words or one-fourth to one-third of a page). This first section will summarize Sanctification and Ecclesiology in non-technical (but biblically and theologically accurate) language similar to an article in a church’s or ministry’s doctrinal statement. It will include parenthetical key Scripture references and will reflect the orthodox, protestant, evangelical faith. (See sample doctrinal synthesis paper provided.)

2) The Detailed Exposition (500–750 words or two-thirds to three-fourths of a page). This second section will provide a succinct but thorough elucidation of Sanctification and Ecclesiology using technical, traditional language and covering the major issues related to Sanctification and Ecclesiology (see course description and outline for major issues in this area of doctrine). This exposition should read like a paper one would submit as part of an ordination or interviewing process. Substantiating his or her detailed exposition, the student will include three to five single-spaced pages of endnotes (not footnotes) that provide biblical-exegetical, historical-theological, and scientific-philosophical evidences, arguments, and explanations of the doctrinal assertions. These endnotes will include not only key biblical references but also interpretive notes that incorporate commentaries, theological works, or historical citations. Biblical citations should be without quotation, except when an exegetical point is not obvious. Justify interpretations of ambiguous passages with clarifying notes. Exegetical, theological, and historical sources, references, and observations should explain the student’s reasons for the affirmations in the main Detailed Exposition. In these notes, the student should incorporate insights gained from other courses in the curriculum, especially from other courses in the Biblical Studies and Theological Studies divisions. Bibliographic

*Students taking this course for 3 credits will complete written assignments for “all students” in the left column plus the following additional reflection, research, and writing assignments:*

**B2. Church Evaluation Paper**

In light of the course reading and lectures, each student will write a 12 to 15-page critical and constructive evaluation of his or her current church home. The paper must include the following:

1. A critical evaluation of how the church’s teachings conform to the orthodox, protestant, evangelical faith with a sense of community among fellow evangelical churches (catholicity, apostolicity, unity, holiness).
2. A critical evaluation of the church’s organization based on a biblically faithful, historically authentic, and practically workable leadership structure.
3. A critical evaluation of the church’s discipline, including the right administration of the ordinances of initiation (baptism) and covenant renewal (Lord’s Supper).
4. A critical evaluation of the church’s mission, including its work of evangelism and ministry to the physically suffering and spiritually lost.
5. A critical evaluation of the church’s discipleship, promoting corporate and personal spiritual growth through a proper functioning of the body of Christ.
6. A critical evaluation of the church’s worship, including a biblical, theological, and historical reflection on the essential elements of proper corporate worship.
7. A constructive evaluation of the church’s three greatest strengths and three greatest weaknesses in light of the preceding critical evaluations.

Criteria used for grading the church evaluation include: 1) responses to all elements of the questions, 2) use of biblical, theological, and historical arguments, 3) clarity, accuracy, and consistency of thought, 4) reflective integration of reading, course lecture, and course discussion, and 5) depth of creative and synthetic thinking consistent with graduate level work in theology.

Papers must be double-spaced, well-written, and well-edited, with footnotes conforming to Turabian format. Though acceptable quality papers can be written with only reference to assigned reading, exceptional papers will include research beyond those resources required in this course.

N.B.: Because of the large number of assignments to be graded, detailed critical evaluations by the professor will not be possible. However, if any students would like to discuss their assignments in detail, they may set up an appointment with the professor to do so.

*Students should plan on spending approximately 15 hours*

references should use Turabian formatting. E.g., Glenn R. Kreider, "Wise Unto Salvation: Gospel, Atonement, and Saving Grace," in Nathan D. Holsteen and Michael J. Svingel, eds., *Exploring Christian Theology*, vol. 2, Creation, Fall, and Salvation (Minneapolis: Bethany House, 2015), 127. The student must incorporate sources beyond the required reading for this course.

3) The Practical Implications Reflection (500–750 words). This section will provide a discussion of practical applications and ministry implications of Sanctification and Ecclesiology. In this section the student will integrate insights from the course into his or her ministry emphasis, degree program, or anticipated area of vocational ministry focus. The student should also incorporate any insights gained from other courses in the curriculum, especially from the Ministry and Communications Division, as well reflections on his or her Christian walk and ministry experiences. Footnotes in this section should be minimal, but the student must properly cite any sources or quotations.

The Doctrinal Synthesis Paper will be turned in online through the Canvas course page according to the schedule (VII) below. All written assignments will be analyzed by Turnitin, software that compares your work with published and internet sources, including other student papers from DTS and other institutions. It will determine quite accurately what percentage of the work is yours and what percentage is unoriginal. High Turnitin scores that indicate over-reliance on written sources (with or without citation) will result in grade reduction. This work should be your own.

A sample Doctrinal Synthesis Paper is available online at the Canvas course page under "files."

*Students should plan on spending approximately 15 hours for reading, research, reflection, writing, and editing the Doctrinal Synthesis Paper*

*for reading, research, reflection, writing, and editing the Church Evaluation Paper.*

### **B3. Position Papers**

Each student will write three (3) one-page, single-spaced "position papers" addressing key issues in ecclesiology or sanctification. These brief papers will present the student's answers to specific assigned questions based on course lectures or readings, defending answers with biblical, theological, and historical arguments and documenting the answers appropriately with footnotes (see Important Instructions section below). Each student will select *one topic* from the two options for each Position Paper, which is due according to the course schedule (Section VI) below.

#### ***Position Paper 1***

1. Discuss both positive impact and negative effects of parachurch ministries in the modern Church. Do you personally believe parachurch ministries are healthy and necessary for the life of the church catholic, or do you believe local churches could accomplish what parachurch ministries are doing more efficiently? Defend your answer biblically, theologically, and historically.

**OR**

2. Based on the readings and lectures so far, what do you believe are the essential elements of a local church's Sunday morning worship service? Evaluate your own church's Sunday morning worship. What is lacking? What may be over-done? What's being done very well? Defend your view biblically, theologically, and historically.

#### ***Position Paper 2***

1. Having read Svingel's essays, "7 Church Ministry Models from Ideal to Awful" and "Rise of the Anti-Church: Online Virtual Church," first put yourself in the role of defending the last three ministry models (Models 5-7) against Svingel's criticism in one paragraph. Then, in a second paragraph, put yourself in the role of defending the first three ministry models (Models 1-3). In the final analysis, do you agree or disagree with Svingel's assessments? Why? Defend your answers biblically, theologically, and historically.

**OR**

2. Identify three assertions from Dr. Jeffery VanGoethem's lectures on church renewal that *personally* challenged or changed your thinking on local church ministry. What made these so challenging? Based on your responses, give three applications that you can personally live or could share with others.

#### ***Position Paper 3***

1. Based on the "Elephant" and "Eucharist" essays, course lectures and discussion, as well as your reading of biblical books, *Exploring Christian Theology*, *RetroChristianity*, and *Sojourners and Strangers*, what is your current view of

Baptism and the Lord's Supper in the life of an individual believer (sanctification) and in the life of the church (ecclesiology)? Defend your position exegetically, theologically, and historically.

**OR**

2. How would you answer these questions regarding the "how to" of sanctification from a new believer: "How can I grow spiritually? I've been reading my Bible and praying every day, but I keep struggling with the same temptations and sins and don't feel any closer to God. Am I missing something?" Support your answer biblically, theologically, and historically.

**Important Instructions on Position Paper Assignments**

Position Papers are not simply "journaling assignments" or "reflection papers." They are to be well-thought-out, well-researched, well-written, and well-edited, as would be expected from graduated level work in theology. Please attend to the following important elements for quality position papers.

1. *Introductions and Conclusions.* This is simply standard graduate level practice. Each intro can have 1-2 sentences that state the topic and your argument in a thesis statement. A good thesis statement is very direct and succinct. Try writing a short intro with a thesis that states, "This paper will address the topic of \_\_\_\_\_ and will argue that \_\_\_\_\_." Also state whether you agree with Dr. Svigel's claims and use at least two lines for a conclusion. Forgetting intros and conclusions will result in a loss of points. Your conclusion says nothing new, but summarizes and restates your thesis statement.

2. *Appropriate Use of Sources.* There is probably no good reason to actually *quote* sources in these position papers. That is, do not quote sentences or paragraphs from your sources or from the Bible. You only have one page to make your case, so the majority of the page should be your own words and thoughts, summaries, arguments, and conclusions. They should not be packed with the words of others. You are expected to summarize and synthesize the content of sources, then cite the source of the information as a footnote. Scripture verses should be noted in parenthesis, e.g. (Gal 3:15). However, it is best to state how this passage supports what you are arguing.

3. *Overuse of Sources.* All written assignments will be analyzed by Turnitin, software that compares your work with published and internet sources, including other student papers from DTS and other institutions. It will determine quite accurately what percentage of the work is yours and what percentage is unoriginal. Quoting from sources will greatly increase the percentage of unoriginal work, which is unacceptable for position paper assignments (see #2 above). High Turnitin scores will result in grade reductions. If a Turnitin score is higher than 50% unoriginal material, the highest score that paper can get will be a 50, because only half of the paper expresses your own work.

4. *Make a Claim and Make a Case.* A good way to write these papers is to think of these papers as a dialogue/conversation with the person or material with which you are instructed to interact. You are interacting with the

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|--|---|
|  | <p>author or writing and making a case for or against it, or nuancing the position in some way. Tell us what they say in a sentence or two, then why you either support, reject, or would massage the positions. Then support your claim that with Scripture (do not write out passages—see #2 and #3 above!). Also support your view with theological citations (ecclesiology or other systematic theology books) and historical sources (primary or secondary sources). So, for example, if you don't believe that there is an “eschatological aspect of holiness because we are baptized into Christ's body, and since He is holy, we are,” then address the verses Svigel uses to support that concept and add the ones you think gives more weight to your argument; include historical precedence and the input of other theologians.</p> <p><i>5. Include Historical and Theological Support.</i> This is a requirement. Lectures often present biblical (exegetical), theological, and historical arguments to support the positions. Usually in position papers the historical dimension is missing. The historical aspect demonstrates awareness of how views have changed or developed, what the earliest Christians held and why, and how this factors into our understanding and application of Scripture. The majority of these sources are readily available in English and most are online. You can use the same sources, or find even more if you want to. But rooting your argument in history and interacting with other theologians, especially different theological positions, allows you to expand your dialogue partners and is a key difference between graduate level work in theology and undergraduate work. Get used to this.</p> <p><i>Students should plan to spend 12 hours completing 3 Position Papers (about 4 hours of reflection, writing, and editing per paper).</i></p> |
| <p><b>B. Exam:</b> There will be one online, multiple choice, comprehensive final exam at the end of the semester. It will be closed book, closed note, and closed Bible, with no helps. The goal of this exam is to prompt a thorough review of the course materials to firm up essential theological terms, concepts, and key biblical passages related to Sanctification and Ecclesiology. Studying the major biblical texts, central issues, and key definitions will best prepare the student for the exam. It is recommended that students utilize <i>Exploring Christian Theology</i> as a study guide.</p> <p><i>Students should plan on spending approximately 3 hours on preparation, study, and examination for the Final Exam.</i></p> |   |

## V. COURSE SUPPLEMENTAL INFORMATION

### A. Summary of Time Estimates for This Course

The *Student Handbook* states, “Graduate-level work is expected to be more rigorous than at the undergraduate level. However, in order to help ensure that the amount of work required of students in their classes at the Seminary is appropriate, the faculty follow the guideline that for every hour students spend in class each week, they may expect to spend on average two to three hours outside of class on reading and other assignments. The amount of work required for classes will vary based on the material and content of each course” (*Student Handbook 2016–2018*, p. 7, “Academic Workload”).

The Academic Dean has advised professors to estimate 2 hours of homework for every “class hour” (50-minute period). For a three-hour class, that is a total of 84 hours of work outside of class (3 class hours per semester week x 14 class weeks x 2). For MABC students taking this course for two credit hours while participating in the 3-hour class period, the total hours of work outside of class should total approximately 42 hours (2 class hours per semester week x 14 class weeks x 2 = 56, minus 14 hours spent in the extra third hour of class participation).

Please note that any time estimates are based on reasonably established averages; therefore, they are approximations only. Actual time spent on assignments will necessarily vary based on content of reading, the nature of assignments, and student’s own reading speeds and workload capacities. The inevitable variables between students and between assignments is a key factor in establishing time estimates that are on the lower end of the *Student Handbook’s* “average two to three hours outside of class.”

**B. Non-Discrimination Policy**

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications, such as extra time.

**C. Students with Disabilities or Medical Incidents**

Dallas Theological Seminary works to provide reasonable and appropriate accommodations to students with psychological, medical, physical, and learning disabilities. A student desiring or needing accommodations on the basis of such disabilities or of medical incidents such as hospitalization or severe injury is to contact the Director of Services for Students with Disabilities (<https://students.dts.edu/studentlife/disability-services/>). If the student is aware of a condition that may impact his/her studies, the student should contact the Director of Services for Students with Disabilities prior to the beginning of the semester or at the onset of a crisis.

**VI. COURSE POLICIES**

**A. Letter-Number Grade Scale**

|           |               |           |              |           |              |           |              |          |             |
|-----------|---------------|-----------|--------------|-----------|--------------|-----------|--------------|----------|-------------|
| <b>A+</b> | <b>99-100</b> | <b>B+</b> | <b>91-93</b> | <b>C+</b> | <b>83-85</b> | <b>D+</b> | <b>75-77</b> | <b>F</b> | <b>0-69</b> |
| <b>A</b>  | <b>96-98</b>  | <b>B</b>  | <b>88-90</b> | <b>C</b>  | <b>80-82</b> | <b>D</b>  | <b>72-74</b> |          |             |
| <b>A-</b> | <b>94-95</b>  | <b>B-</b> | <b>86-87</b> | <b>C-</b> | <b>78-79</b> | <b>D-</b> | <b>70-71</b> |          |             |

**B. Weight Given to Course Requirements for Grading**

| 2-hour students                                   |             | 3-hour students                                   |             |
|---|-------------|---|-------------|
| Required Assignments                              | % of Grade  | Required Assignments                              | % of Grade  |
| Foundational Reading                              | 30%         | Foundational Reading                              | 15%         |
| N/A   |             | Extended Reading                                  | 15%         |
| Doctrinal Synthesis Paper                         | 40%         | Doctrinal Synthesis Paper                         | 20%         |
| N/A   |             | Church Evaluation Paper                           | 20%         |
| N/A   |             | 3 Position Papers                                 | 15%         |
| Final Exam  | 30%         | Final Exam  | 15%         |
| <b>TOTAL</b>                                      | <b>100%</b> | <b>TOTAL:</b>                                     | <b>100%</b> |
| Total time estimated to complete all requirements | 40 hrs      | Total time estimated to complete all requirements | 80 hrs      |

**C. Class Participation**

Class sessions are intended to be dynamic, with the interaction of class members. The student is encouraged to participate in class and group discussions for her or his own learning and enrichment. All comments or questions should be collegial, polite, and respectful.

**D. Use of Electronics**

To promote class participation and avoid distraction, the use of electronic equipment—including cell phones, audio or video players, recording devices (except for recording lectures for personal use only), or applications such as internet or text messaging—is prohibited during class. Students may use laptop computers only for taking notes during lectures. Exceptions to this prohibition must be approved by the professor in advance.

**E. Terms of Assignments**

1. *Work Related to Previous or Parallel Course Work.* Work that has been done (or is being done) for other classes may not be used to earn credit in this class. However, students are encouraged to wisely use ministry- or work-related preparation in concert with coursework, and if minor adjustments to course requirements can be made to accommodate this arrangement, the professor will be open to reasonable proposals.

2. *Plagiarism.* Take note that *plagiarism* (copying from Internet, articles, or books) or any form of deception or cheating is strictly prohibited and can be grounds for expulsion from the Seminary. All sources should be fully documented and quotation marks used when appropriate. *See www.plagiarism.org for current issues in plagiarism.* Ignorance of guidelines is not a defense against charges of plagiarism.

3. *Late Assignments.* Assignments are due on Canvas as indicated in the schedule below. Reading due dates are strong recommendations, but there will be no grade penalty for late reading that is completed by the time the reading report is due at the end of the semester. Any assignments submitted on Canvas after the published due date will receive a grade reduction of 1 percentage point per calendar day late. For example, a paper due on 12/1 but submitted at 12:01 on 12/3 will be counted as two days late. Note: *No assignments can be accepted after noon on Friday of Finals Week unless special approval is granted by the Credits Committee for very extraordinary circumstances.*

**F. Absences**

Penalties for non-attendance will be assigned according to the *Student Handbook*. For block class instruction, 1 hour and 15 minutes of class time is counted as one class meeting missed.

**VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE**

| Date                               | Lecture/Discussion Topics   | Assignments Due<br>Shaded Items Indicate Assignments for Non-MABC<br>Students taking the course for 3 credits<br>***Starred items indicate assignments due on Canvas.   |
|------------------------------------|---|---|
| 8/26–9/4                           | <b>ONLINE</b><br>Introduction to the Course<br>Ecclesiology in the Context of<br>Christian Theology<br>Review of Theological Method | <b>View Module 1 Lecture Videos:</b> Ecclesiology in the<br>Context of Christian Theology<br><b>DUE: Read Holsteen, “Created in Christ Jesus,” in</b><br><i>Exploring Christian Theology, vol. 3, The Church,<br/>                     Spiritual Growth, and the End Times</i>  |
| 9/6<br>Friday<br>8:00am-<br>4:00pm | <b>LIVE</b><br>The Marks and Works of the Local<br>Church<br>Church Order, Ordination, and<br>Membership                            | <b>Module 2: LIVE</b><br><b>Read: Svigel and Cook, “Did the Apostles Establish the</b><br><b>Office of Diaconess?” online at</b><br><a href="http://www.retrochristianity.org/2012/04/14/did-the-apostles-establish-the-office-of-deaconess/">http://www.retrochristianity.org/2012/04/14/did-the-<br/>                     apostles-establish-the-office-of-deaconess/</a><br><b>Read: Svigel, “Church Membership as a Covenant</b><br><b>Commitment?” online at</b><br><a href="http://www.retrochristianity.org/2011/08/11/church-membership-as-a-covenant-commitment/">http://www.retrochristianity.org/2011/08/11/church-<br/>                     membership-as-a-covenant-commitment/</a><br><b>Read: Svigel, Michael J. “Can an Ecclesiology Be</b><br><b>Biblical if It’s Not Apostolic? Historical Problems in</b><br><b>Evangelical Ecclesiological Method?” online on the</b> |

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|  |  | <b>Canvas course page.</b>  |
| 9/7<br>Saturday<br>12:30pm-<br>4:30pm  | <b>LIVE</b><br>Continued   |   |
| 9/8–9/21                               | <b>ONLINE</b><br>A Brief History of Ecclesiology<br>Where Is the One True Church?          | <b>View Module 3 Lecture Videos:</b> What Is (and <i>Isn't</i> ) the Church? Brief History of Ecclesiology: Where Is the One True Church?<br><b>Read:</b> Clowney, <i>The Church</i><br><b>Read:</b> Ephesians  |
| 9/22–<br>10/3                          | <b>ONLINE</b><br>Traditional Marks of the Global Church                                    | <b>Read:</b> Svigel, <i>RetroChristianity</i><br><b>View Module 4 Lecture Videos:</b> Traditional Marks of the Global Church: One, Holy, Catholic, and Apostolic  |
| 10/4<br>Friday<br>8:00am-<br>4:00pm    | <b>LIVE</b><br>Ordinances and Sacraments   | <b>MODULE 5: LIVE</b><br><b>Read:</b> 1 & 2 Timothy, Titus<br><b>Read:</b> Svigel, “Embracing the Elephant—Toward a Fuller Doctrine and Practice of Water Baptism (Part 1 of 3)” online at<br><a href="http://www.retrochristianity.org/2013/01/09/embracing-the-elephant-toward-a-fuller-doctrine-and-practice-of-water-baptism-part-1-of-3/">http://www.retrochristianity.org/2013/01/09/embracing-the-elephant-toward-a-fuller-doctrine-and-practice-of-water-baptism-part-1-of-3/</a><br><b>Read:</b> Svigel, “Floating with the Elephant—Toward a Fuller Doctrine and Practice of Water Baptism (Part 2 of 3)” online at<br><a href="http://www.retrochristianity.org/2013/01/20/floating-with-the-elephant-toward-a-fuller-doctrine-and-practice-of-water-baptism-part-2-of-3/">http://www.retrochristianity.org/2013/01/20/floating-with-the-elephant-toward-a-fuller-doctrine-and-practice-of-water-baptism-part-2-of-3/</a><br><b>Read:</b> Svigel, “Dealing with the Elephants—Toward a Fuller Doctrine and Practice of Water Baptism (Part 3 of 3)” online at<br><a href="http://www.retrochristianity.org/2013/01/23/dealing-with-the-elephants-toward-a-fuller-doctrine-and-practice-of-water-baptism-part-3-of-3/">http://www.retrochristianity.org/2013/01/23/dealing-with-the-elephants-toward-a-fuller-doctrine-and-practice-of-water-baptism-part-3-of-3/</a><br><b>Read:</b> Svigel, “Riding the Elephant—Toward a Fuller Doctrine and Practice of Water Baptism (Part 4 of 3)” online at<br><a href="http://www.retrochristianity.org/2013/01/24/riding-the-elephant-toward-a-fuller-doctrine-and-practice-of-water-baptism-part-4-of-3/">http://www.retrochristianity.org/2013/01/24/riding-the-elephant-toward-a-fuller-doctrine-and-practice-of-water-baptism-part-4-of-3/</a><br><b>Read:</b> Svigel, “Should We Celebrate the Lord’s Supper Every Sunday in Church?” online at<br><a href="http://www.retrochristianity.org/2012/04/20/should-we-celebrate-the-lords-supper-every-sunday-in-church/">http://www.retrochristianity.org/2012/04/20/should-we-celebrate-the-lords-supper-every-sunday-in-church/</a><br><b>WRITTEN ASSIGNMENT DUE: Position Paper 3</b> |
| 10/5<br>Saturday<br>12:30pm-<br>4:30pm | <b>LIVE</b><br>Continued   |   |
| 10/6–<br>10/19                         | <b>ONLINE</b><br>The Church in God’s Program:<br>Dispensational Distinctives of the Church | <b>View Module 6 Lecture Videos:</b> The Church in God’s Program (Dispensational Distinctives in Ecclesiology)<br><b>Read:</b> Colossians   |
| 10/20–<br>11/2                         | <b>ONLINE</b><br>Purpose, Function, and Worship of   | <b>View Module 7 Lecture Videos:</b> Nature, Function, and Purpose of the Church, Its Ministry, and Its Worship   |

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|                 | the Church   | <b>WRITTEN ASSIGNMENT DUE: Position Paper 1</b>  |
| 11/3–<br>11/16  | <b>ONLINE</b><br>Church Renewal: An Experienced Pastor’s Perspective   | <b>View Module 8 Lecture Videos:</b> Church Renewal: An Experienced Pastor’s Perspective<br><b>Read:</b> Svigel, “Seven Church Ministry Models from Ideal to Awful,” online at <a href="http://www.retrochristianity.org/2012/02/13/7-church-ministry-models-from-ideal-to-awful/">http://www.retrochristianity.org/2012/02/13/7-church-ministry-models-from-ideal-to-awful/</a><br><b>Read:</b> Svigel, “Rise of the Anti-Church: Online Virtual ‘Church’,” online at <a href="http://www.retrochristianity.org/2012/04/12/rise-of-the-anti-church-online-virtual-church/">http://www.retrochristianity.org/2012/04/12/rise-of-the-anti-church-online-virtual-church/</a><br><b>Read:</b> Svigel, “No More Microwave Messages, Please!” online at <a href="http://www.retrochristianity.org/2012/05/19/no-more-microwave-messages-please/">http://www.retrochristianity.org/2012/05/19/no-more-microwave-messages-please/</a><br><b>DUE ON CANVAS: Position Paper 2</b> |
| 11/18–<br>11/29 | <b>Reading Week and Spring Break</b>   | <b>DUE:</b> Read Allison, <i>Sojourners and Strangers</i> .  |
| 12/1–<br>12/14  | <b>ONLINE</b><br>Soteriology and Sanctification Means and Models of Sanctification Spiritual Giftedness  | <b>Attend Module 11 Lecture Videos:</b> From Soteriology to Sanctification/Models of Sanctification<br><b>Listen:</b> VanGoethem, “Pouring out of the Spirit,” Parts 1–3, available online at the course website.<br><b>Read:</b> 1 Corinthians<br><b>Read:</b> Svigel, “[Ya’ll] Be Filled with the Spirit,” online at <a href="http://www.retrochristianity.org/2009/03/07/yall-be-filled-with-the-spirit/">http://www.retrochristianity.org/2009/03/07/yall-be-filled-with-the-spirit/</a><br><b>***DUE ON CANVAS: Position Paper 3</b>  |
| 12/15–<br>12/19 | Final Exam Week<br><i>NOTE: No assignments can be accepted after noon on Friday of Finals Week unless special approval is granted by the Credits Committee for very extraordinary circumstances.</i> | <b>***DUE ON CANVAS: Doctrinal Synthesis Paper</b><br><b>***DUE ON CANVAS: Church Evaluation Paper</b><br><b>***DUE ON CANVAS: Foundational Reading Report</b><br><b>***DUE ON CANVAS: Additional Reading Report</b><br><b>***DUE ON CANVAS: FINAL EXAM</b>  |

Note: The above course schedule is presented as an outline only. The professor reserves the right to make modifications to the schedule.