THEO 250
Fundamental Theological Issues

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes
THEO 250 Fundamental Theological Issues
Professor’s notes*
As of April 1, 2007

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From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 7. THEO 250 is an excellent mid-level course so far as work load is required, but it is one of the few current DLP Religion courses still utilizing DVD lectures as part of the teaching structure of the class, and thus may require considerable time from the student (an estimated 15 hours a week for the first two weeks, and 10 hours a week for the following six weeks). There are four objective exams, one assessing the content of the DVD lectures and the other three assessing the student’s reading of the one required textbook, Across the Spectrum. THEO 250 also requires students to write three theological position papers and participate in three online group discussions.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 5. For a theology course, the reading required in this course is relatively light (one mid-length book). However, students without an introductory knowledge of systematic theology may struggle with this reading.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 8. In the first two weeks, students are required to watch over 20 hours of DVD based lectures. These lectures are then assessed as students take an exam based on the lectures due at the end of the second week.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 6
This course contains four online multiple choice & true/false exams, the first being on the DVD lectures and the other three based on the textbook reading. These exams are relatively straightforward, with questions (for the final three exams) based straight out of
the textbook reading. Students are further aided in the preparation for these exams by the study notes provided in the course contents.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?**

Level of demand = 7
This course contains three online graded group discussion boards. They are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned weeks of the course) but the requirements are clearly stated and defined. Even though the discussion boards provide clear-cut instructions, the postings do involve a thorough understanding of the topic at hand.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?**

Level of demand = 7. There are three position papers required in this course. These are not true research papers, but will challenge the student to know the material in their reading and to do some additional research for “A” quality writing.

**Additional comments:**

As a prerequisite, students should have a basic knowledge of systematic theology. I would rate this course a “6” on the “workloadometer”, but the time required may be greater than this rating represents due to the required DVD lectures.
## Course Chart

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**Textbook:** *Across the Spectrum: Understanding Issues in Evangelical Theology*

<table>
<thead>
<tr>
<th>MODULE/WEEKS</th>
<th>TEXTBOOK READING</th>
<th>LECTURE NOTES</th>
<th>LEARNING ACTIVITIES</th>
<th>% OF TOTAL</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Lessons 1–8:</td>
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<td></td>
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<td>Lessons 9–15:</td>
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<td>DVD lecture for each lesson</td>
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<tr>
<td><strong>Exam #1:</strong></td>
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<tr>
<td>3</td>
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<td>Lessons 16–18</td>
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<td>4</td>
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<td>Lessons 19–21</td>
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<td>Chs. 9, 11</td>
<td>Lessons 22–23</td>
<td>Position Paper #2: The Salvation Debate (Calvinism vs. Arminianism)</td>
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<td>DVD lectures 16–18</td>
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<td>6</td>
<td>Chs. 2–3, 7–8</td>
<td>Lessons 24–27</td>
<td>Group Discussion Board #2: Calvinism vs. Arminianism</td>
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<td>Lessons 34–36: DVD lectures 21–23</td>
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<th>Exam #4: Reading Assignments in Modules 7–8 &amp; DVD Lectures 19–23</th>
<th>10%</th>
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<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Syllabus

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LIBERTY UNIVERSITY DISTANCE LEARNING PROGRAM
SCHOOL OF RELIGION

THEO 250
FUNDAMENTAL THEOLOGICAL ISSUES

REQUIRED TEXTBOOK

COURSE DESCRIPTION
A study of the major theological questions which arise in the defense of biblical inerrancy, scriptural separation, creationism, and dispensationalism. It also deals with such contemporary issues as the charismatic movement, feminism, situation ethics, and other vital concerns to the fundamentalist in today’s world.

I. RATIONALE
This course is required of religion majors. It offers dialogue concerning issues vital to the self-identity and mission of biblically conservative Christians. Christian leaders must be discerning and circumspect in their efforts to define and promote doctrinal truth – especially controversial issues. This course is offered to help students recognize the issues at hand, formulate an approach for careful discernment, and articulate their own positions in a consistent manner.

II. PREREQUISITES
THEO 201 and 202

III. LEARNING OUTCOMES
1. Cognitive
   a. To begin to understand the ministry relevance of theological systems.
   b. To develop, strengthen, and clarify your theological vocabulary.
c. To increase your ability to biblically evaluate theological issues.

2. Affective
   a. To build confidence in basic doctrine through theological discourse.
   b. To build sensitivity for which theological issues are vital or peripheral.
   c. To build appreciation for the relevance of theology to ministry.

IV. MATERIALS FOR LEARNING
   A. Internet access, email, and Microsoft Word
   B. Textbook
   C. DVDs or videos (featuring Dr. Gary Habermas, 2003 edition – 23 DVD lessons)

V. INSTRUCTIONAL PROCEDURES AND TECHNIQUES
   Students will be exposed to major theological issues through 36 lessons arranged within an eight-week (8-module) format. These 36 lessons should not be confused with the 23 DVD lessons. The 36 course lessons may include DVD lectures, textbook reading, written assignments, and interactive group discussion boards. Learning assessment will be conducted through four on-line exams and three personalized position papers covering theological issues relevant to course content. Students will also be graded on their participation in three interactive group discussion boards which entail the posting of personal position papers.

Personalized Position Papers
   Students will be required to submit three position papers, one in Modules 3, 5, and 7. Each position paper should be approximately 2 to 4 double-spaced pages in length, using default margins, and with a 12 font in Times New Roman. Position papers, while not true research papers, should properly cite all sources used in support of arguing any particular position. If sources are used and cited, the position paper should then also include a bibliography. At the very least, students should seek to support their theological positions with an accurate use of Scripture (Bible references need not be footnoted, but should be cited in text). Papers will be graded according to grammar and syntax, clarity and concision, the strength of the student’s argument, and how well the student has exegetically or theologically supported his/her argument. Do not take the time to summarize all possible positions; rather, simply state and defend your own position, providing as much of a reasoned, biblical treatment as you can in the confines of 2 to 4 pages. Students should strive for excellence in writing these papers; not only will the professor grade each paper, but each paper will also be read and critiqued by fellow students in group discussion boards.
Position Paper #1 (required to be completed and submitted during Module 3):
The Destiny of the Unevangelized and the Nature of Hell
Students must state and support their positions on each of the above two topics. (While in some ways associated, these really are two distinct topics and should be treated as such.) At the very least, students should prepare for this paper by reading *Across the Spectrum*, chapters 12 and 18. Additional readings may be consulted, but are not necessarily required.

Position Paper #2 (required to be completed and submitted during Module 5):
The Salvation Debate – Calvinism and Arminianism
Students must state and support their positions regarding election and predestination; namely, the role of the sovereignty of God and the freewill of man in salvation. Be sure to focus your attention on the realm of salvation, not on peripheral areas of concern (such as providence). Students should prepare for this paper by viewing DVD lessons 18 and 20, and by reading *Across the Spectrum*, chapter 9. Additional readings may be consulted, but are not necessarily required.

Position Paper #3 (required to be completed and submitted during Module 7):
The Charismatic Gifts Debate – Are the Sign Gifts Present Today?
Students must state and support their position on the continuation or cessation of sign gifts for today. Students should prepare for this paper by viewing DVD lessons 19 and 20, and by reading *Across the Spectrum*, chapter 15. Additional readings may be consulted, but are not necessarily required.

**Group Discussion Boards**

Students will participate in three group discussion boards, one during Modules 4, 6, and 8. Groups will be arranged at the beginning of each class by the professor, and will typically contain 5 to 7 students, depending upon total class enrollment. As a catalyst to initiate discussion, each student is required to post his or her position paper from the corresponding previous module to the discussion board. This should be done at the beginning of the module so that fellow students will have time to read and respond to each position paper accordingly. The topic to be discussed in each discussion board corresponds with the position paper topics, and thus is as follows:

**Discussion Board #1** (participation is required during the week of Module 4):
Post your position paper from Module 3 (The Destiny of the Unevangelized and the Nature of Hell). Proceed to read and evaluate those of the other members of your group, and continue to interact with one another on the given topic throughout the week. Be sure to interact actively with the whole group. Posting at least 5 discussion threads should be considered minimal participation.
Discussion Board #2 (participation is required during the week of Module 6):
Post your position paper from Module 5 (Calvinism and Arminianism in the realm of Soteriology). Proceed to read and evaluate those of the other members of your group, and continue to interact with one another on the given topic throughout the week. Be sure to interact actively with the whole group. Posting at least 5 discussion threads should be considered minimal participation.

Discussion Board #3 (participation is required during the week of Module 8):
Post your position paper from Module 7 (Continuation or cessation of sign gifts for today). Proceed to read and evaluate those of the other members of your group, and continue to interact with one another on the given topic throughout the week. Be sure to interact actively with the whole group. Posting at least 5 discussion threads should be considered minimal participation.

The faculty member managing the course will be responsible for providing closing remarks to each discussion board. Students will be graded for their involvement in the discussion board based upon depth of interaction and the ability to articulate biblical responses to the issues that are brought to light through the discussion board. The discussion board is not meant to be an informal chat room – students will be responsible for their use of English grammar and composition, as well as their ability to interact biblically and theologically. A gracious attitude should always be present among discussion board participants. Remember, a critique is not simple negative criticism, but it is a well-argued position that addresses the shortcomings of another position through constructive evaluation. Using phrases such as “you might consider” ensures that you come to the discussion board with well-supported alternatives.

Exams
Four (4) on-line exams will evaluate a student’s comprehension of material from the DVD lectures and the textbook Across the Spectrum. Exams are taken electronically, and will be timed but not proctored. Students should prepare for each exam by viewing the DVD lessons according to the course schedule, reading the textbook assignments according to the course schedule, and being able to answer the study questions provided in each lesson overview. Exams must be taken during the appropriate assigned modules; they cannot be taken early or late.

VI. EVALUATION AND GRADING
A. Weight

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Personalized Position Papers (3)</td>
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<tr>
<td>Discussion Board (3)</td>
<td>30%</td>
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<td>Exams (4)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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B. Scale

A = 92–100  B = 84–91  C = 74–83  D = 65–73  F = 0–64