



## T411 Soteriology

3 credits. Prerequisites: *none*

📺 Online Video

Jan 13-Apr 17, 2025  
Semester  
Online Video

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### Course Goals

#### **Course Description**

This course explores the Christian doctrine of salvation from historical, evangelical, and Pentecostal viewpoints. It focuses on salvation achieved through Christ's cross and resurrection and applied by the Holy Spirit in response to faith. Students will examine biblical theology and historical theological sources to understand key soteriological issues.

## Relationship to MCS-Horizon's Missions

This course on the Christian doctrine of salvation contributes significantly to MCS-Horizon's mission by providing a deep and comprehensive understanding of soteriology from multiple perspectives. This course provides students with historical knowledge and research skills that will help them grow in the following [core competency](#):

**Biblical and theological Literacy** is demonstrated by skilled interpretation of scripture and evaluation of theological issues in order to articulate how to think, live, and minister in light of who God is, who God's people are, and God's purposes for the world.

## Core Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy* students will:



1. Describe key soteriological concepts in the Old and New Testaments.
  - *Assessment: Soteriological concepts presentation*
2. Examine your own theology of salvation and spiritual practice in the context of biblical soteriology to identify similarities, differences, and areas for growth.
  - *Assessment: Soteriological concepts presentation; Research Paper*
3. Explain the Pentecostal or your tradition's view of salvation to both Christians and nonbelievers, articulating key theological concepts and distinctions clearly and accurately, incorporating a personal perspective.
  - *Assessment: Research Paper*
4. Evaluate historical developments in Christian soteriology, the influence of cultural contexts on soteriological models, and their impact on historical Christian orthodoxy.
  - *Assessment: Textbook Quiz; Research Paper*
5. Construct and sustain a theological argument regarding an aspect of soteriology.
  - *Assessment: Soteriology debates; Research Paper*

## Course Work

### Textbook

Holcomb, Justin S., ed. *Christian Theologies of Salvation: A Comparative Introduction*. New York: New York University Press, 2017.

DTL: <https://thedtl.on.worldcat.org/oclc/1006403060>

\*\*While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

## Course Assignments and Activities

\*\*All assignments are due at 11:59pm ET time unless otherwise stated.

### 1. Video Lesson Discussions

In order to pass the course, students are required to "attend" all video lectures and to discuss them via Padlet or on Zoom with the professor. Regardless of the discussion method, students

will: 1) confirm they have watched the required lectures for that time period, 2) summarize one thing they learned that will help them reach the course learning outcomes, and 3) explain at least one question they had after watching the class videos. Students are welcome to add an additional comment or two. This assignment will be considered complete or incomplete.

Lecture video recordings are housed on Masters-Horizon Video Centre. The link and password will be placed on Populi, under the “Syllabus” tab, under the list of “Links,” in the right column.

You can find instructions on how to access and post to Padlet in the “Padlet Instructions” lesson on Populi. **Due Dates Padlet video report Submissions:**

Week 1 Lecture (parts 1-3) reports due Saturday, January 18 at 11:59PM  
 Week 2 Lecture (parts 1-3) reports due Saturday, January 25 at 11:59PM  
 Week 3 Lecture (parts 1-3) reports due Saturday, February 1 at 11:59PM  
 Week 4 Lecture (parts 1-3) reports due Saturday, February 8 at 11:59PM  
 Week 5 Lecture (parts 1-3) reports due Saturday, February 15 at 11:59PM  
 Week 6 Lecture (parts 1-3) reports due Saturday, February 22 at 11:59PM  
 Week 7 Lecture (parts 1-3) reports due Saturday, March 1 at 11:59PM  
 Week 8 Lecture (parts 1-3) reports due Saturday, March 15 at 11:59PM  
 Week 9 Lecture (parts 1-3) reports due Saturday March 22 at 11:59PM  
 Week 10 Lecture (parts 1-3) reports due Saturday March 29 at 11:59PM

## 2. Soteriological Concepts Presentation – 15 %

This assignment will provide students with a foundational understanding of soteriological concepts, setting the stage for the rest of the course.

**During the first week of class by January 17** each student will choose one of the options provided in the list below to prepare a presentation on key theological concepts from the book entitled *Salvation*\*. **During the second week of class, by January 24**, students will present their chosen concepts in a Video Submission

\*Schreiner, Thomas R., and Christopher W. Morgan. *Salvation*. Edited by David S. Dockery and Nathan A. Finn. Grand Rapids: B&H Publishing Group, 2024. eBook ISBN 9781462757732.

DTL: <https://thedtl.on.worldcat.org/oclc/1417196793>

### Presentation options list

|   |  |
|---|--|
| <b>Option 1</b>                               | <b>Option 2</b>  |
| <i>Chapter 1. Union with Christ; 29 pages</i> | <i>Chapter 2. Election; 53 pages</i>   |
| <b>Option 3</b>                               | <b>Option 4</b>  |
| <i>Chapter 3. Calling; 24 pages</i>           | <i>Chapter 4. Regeneration; 20 pages</i><br><i>Chapter 5. Conversion; 22 pages</i> |
| <b>Option 5 and 6</b>                         | <b>Option 7</b>  |

|   |   |
|---|---|
| <i>Chapter 6. Justification; 60 pages</i>                     | <i>Chapter 7. Adoption; 20 pages</i>                          |
| <b>Option 8</b>   | <b>Option 9 and 10</b>  |
| <i>Chapter 8. Sanctification; 46 pages</i>                    | <i>Chapter 9. Preservation and Perseverance; 62 pages</i>     |
| <b>Option 11 and 12</b>                                       | <b>Option 13</b>  |
| <i>Chapter 11. Salvation and Theological Themes; 75 pages</i> | <i>Chapter 12. Salvation and the Christian Life; 24 pages</i> |
|   | <i>Chapter 13. Salvation and the Glory of God; 26 pages</i>   |

Your presentation should include:

- **A brief one-sentence definition of the concept:** Summarize with a clear and concise definition of the concept to set the stage for your presentation. This definition should be noted and written down by your peers.
- **An overview of the concept:** Provide a detailed explanation of the concept, including its main aspects and significance.
- **Different points of view on the concept:** Present various interpretations or perspectives on the concept from different scholars or theological viewpoints.
- **Your understanding of the concept:** Share your personal insights or reflections on the concept. Explain how you interpret the concept and what you find most compelling or challenging about it.

General requirements:

- Each presentation should last 5 to 7 minutes.
- Each student must post at least one question under their peer's video presentation, and the presenting student must respond by February 1.
- Enhance your presentation with visual elements to make it more engaging and to help illustrate key points effectively.

**Related learning outcome(s):** #1, 2

**Assignment length:** 5 – 7 min.

- **Due date: January 24, 2025. Upload your** video to a content-hosting site of your choice (YouTube, Google Drive, etc.) (5-7 mins) Provide the link to your professor in Populi.

### 3. *Textbook Quiz* – 30%

The textbook quiz is designed to assess understanding of the historical developments of soteriological models within Christian orthodoxy, as well as the influence of cultural contexts on these models and their impact on soteriology.

You will take the textbook quiz [on Populi](#). The quiz is open book, but you should be well-prepared before you begin. Please use the study guide provided on Populi as you read. You will have up to 2 hours to complete the quiz.

First Quiz (15%):

- **Due Date:** 11:59 PM on February 6, 2025
- **Coverage:** Part 1: Patristic (entire chapter) and Part 2: Middle Ages (Chapter 7: *Theologies of Salvation in the Middle Ages: An Introduction* and Chapter 9: *Saint Thomas Aquinas*)

Second Quiz (15%):

- **Due Date:** 11:59 PM on March 27, 2025
- **Coverage:** Part 3: Reformation and Catholic Counter-Reformation (Chapter 11: *Theologies of Salvation in the Reformation and Counter-Reformation: An Introduction* and Chapter 14: *The Catholic Reform*) and Part 4: Eighteenth to Twenty-First Centuries (Chapter 15: *Theologies of Salvation from the Eighteenth to the Twenty-First Century: An Introduction*, Chapter 17: *Friedrich Schleiermacher's Theology of Salvation*, and Chapter 18: *Karl Barth*)

After 11:59 PM on the due dates, the quiz will no longer be accessible, so you must finish it before the deadline. Students are encouraged to complete the quiz in advance of the due date.

**Related learning outcome(s):** #4

**Assignment length:** 7 hrs.

**Due date 1<sup>st</sup> Quiz:** February 6, 2025, 11:59PM

**Due Date 2<sup>nd</sup> Quiz:** March 27, 2025, 11:59PM

#### 4. Soteriology debates – 15%

The soteriology debates are designed to help students articulate their tradition's view of salvation and sustain their own theological arguments regarding specific aspects of soteriology.

On Saturday March 8, students will participate in soteriology debates. This will take place live via Zoom or Teams. The debates will be held between two students, with the professor moderating them. The debates should be prepared based on the professor's lecture material, the textbook, recommended readings researched independently by the students.

Students may choose their debate theme by informing the professor via Populi of their choice before February 8, 2024.

Debate teams will be formed by the professor based on student preferences and the order in which applications are received. On the day of the debates, students must submit their debate notes on Populi.

**The debate topics are:**

1. Eternal Suffering and Christian Universalism
2. Theosis and Penal Substitution
3. The Sovereignty of God and Human Volition
4. Original Sin and Free Will
5. Justification and Sanctification

**Structure:**

- **Opening Statements:** Each side presents their main arguments (2-3 minutes each).

- **Rebuttals:** Each side counters the other's points. (5 minutes each).
- **Cross-Examination:** Debaters ask each other 2 questions. Answer time is limited to 1 minute.
- **Closing Statements:** Final summary and address of remaining issues. (1 min)

**Related learning outcome(s):** # 5

**Assignment length:** 20-25 min.

**Due date for theme choice:** Feb 8, 2025

**Deu date for the debates:** March 8, 2025

5. *Research Paper* – 40 %

The research paper is intended to assess students' capability to analyze historical and cultural influences on soteriology, their ability to develop a well-supported theological argument, and their competence to effectively explain their personal theology of salvation.

**Objective:** Write a paper on the major soteriological theses of the following authors or chapters in their books, and critically engage with their soteriology. Analyze how cultural contexts influence soteriological models and present the students' soteriological views.

**Required Authors and Chapters:**

- **Holcomb** (Part 4: Eighteenth to Twenty-First Centuries, pp. 249-362): *Choose one of the theologians listed in the chapter* (Holcomb, Justin S., ed. *Christian Theologies of Salvation: A Comparative Introduction*. New York: New York University Press, 2017. eBook.)
- **Thiessen** (Part 6: Soteriology, pp. 199-308) (Thiessen, Henry Clarence, and Vernon D. Doerksen. *Lectures in Systematic Theology*. Rev. Grand Rapids: Eerdmans, 1979.)
- **Kärkkäinen** (Part 2: Salvation, pp. 159-324) (Kärkkäinen, Veli-Matti. *Spirit and Salvation*. Grand Rapids, Mich.: William B. Eerdmans Pub. Co., 2016.)

**Paper Requirements:**

- **Title Page:** Include a title page with your name, course information, and the paper title.
- **Introduction Page:** Follow the title page with an introduction that includes your thesis statement and describes your methodology.

**Body of the Paper:**

- **Integration:** For the first  $\frac{3}{4}$  of your paper, integrate **lecture material, recommended readings, and external [scholarly](#) research**. This assignment is not merely a book summary or review; focus on synthesis, analysis, and evaluation.
- **Critical Interaction:** Offer a critical interaction—both positive and negative—with the major theses presented by these authors.

Questions to Address:

1. **What are the major theses of the given author(s)?**

Identify and explain the core arguments and positions of each author concerning soteriology and show how the cultural context influenced their soteriological models.

**2. Do I agree or disagree, and why?**

Provide a reasoned analysis of whether you support or challenge the authors' theses, including the rationale for your position and its alignment with historical Christian orthodoxy.

**3. What needs to be further considered or developed, and why?**

Discuss any aspects of the soteriological debate that may require additional exploration or development, providing reasons for these considerations.

**Final Pages:**

- **Personal Reflection:** For the last one to two pages, provide personal reflections on your own soteriology and discuss how it has changed or remained the same during this course.

**As you write your paper:**

- Assignment length: 7-8 pages (minimum 2000 to maximum 2500 words), not including your bibliography, footnotes or title page.
- Please include a title page formatted as indicated in the [MCS-Horizon Format Guide](#).
- Your bibliography should be well-balanced, including at least 10 academic sources from a variety of books, journals, internet articles, etc. A book is often not *academic* if it does not have footnotes or endnotes.
- Web pages can qualify as a “scholarly” source. Read [web pages](#) for more.
- Students are expected to read 350-400 pages for this assignment. Please document your reading in the paper of your bibliography by indicating specific pages read in each source plus the total for that source.
- Follow the [MCS-Horizon Format Guide](#) submitting assignments.

**Related learning outcome(s):** #2, 3, 4, 5

**Due date for Thesis Statement:** February 14, 2025

**Due date for final project:** April 10, 2025

**Estimate of Time Investment** (individual time investments may vary)

|   | <b>Time (approx.)</b> | <b>Due date:</b> | <b>Assignment weighting</b> |
|---|-----------------------|------------------|-----------------------------|
| Classroom time                            | 30 hrs                | n/a              | n/a                         |
| Soteriological concept presentation prep. | 7 hrs                 | Jan 24           | 15 %                        |
| Textbook reading and quizzes              | 20 hrs                | Feb 6, Mar 22    | 30%                         |
| Soteriology debates preparation           | 5 hrs                 | March 8          | 15%                         |
| Research paper                            | 38 hrs                | April 10         | 40 %                        |
| Total =                                   | 100 hrs               |                  |                             |

**Assessment Rubrics**

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

**Course Outline**

|                  |  |                            |
|------------------|--|----------------------------|
| Week 1 Lectures  | Introduction   | Due January 18 at 11:59PM  |
| Week 2 Lectures  | Soteriological Concept Presentation                                    | Due January 25 at 11:59PM  |
| Week 3 Lectures  | Salvation in the Old and New Testament,                                | Due February 1 at 11:59PM  |
| Week 4 Lectures  | Salvation in the Old and New Testament,                                | Due February 8 at 11:59PM  |
| Week 5 Lectures  | Salvation according to the Apostolic Fathers and the Pre-Nicene Church | Due February 15 at 11:59PM |
| Week 6 Lectures  | Salvation in the Post-Nicene Church                                    | Due February 22 at 11:59PM |
| Week 7 Lectures  | Soteriology in the East-West Schism,                                   | Due March 1 at 11:59PM     |
| Week 8 Lectures  | Soteriology Debates  | Due March 15 at 11:59PM    |
| Week 9 Lectures  | Soteriology during the Reformation and the Enlightenment               | Due March 22 at 11:59PM    |
| Week 10 Lectures | Contemporary Perspectives on salvation                                 | Due March 29 at 11:59PM    |

- **Since this is a DE course, revisions will be requested throughout the semester. Watch Populi for due dates for revisions.**
- **NO WORK ACCEPTED AFTER April 17, 2025**

**Academic Policies****General Assignment Guidelines**

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

**Late Assignments and Extensions**

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* on Populi and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline. If one assignment is submitted more than five days late, the student will fail the course.

**Assignment Completion**



Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

| MCS-Horizon CBE Scale |                        | Descriptor  | Letter Grade | Grade Point | U of S Equivalency |
|-----------------------|------------------------|---|--------------|-------------|--------------------|
| E                     | Exceeding expectations | Student demonstrated <b>exceptional</b> achievement of the learning outcomes. | A+           | 4.0         | 90-100             |
|                       |                        | Student demonstrated <b>excellent</b> achievement of the learning outcomes.   | A            | 4.0         | 85-89              |
|                       |                        |   | A-           | 3.7         | 80-84              |
| M                     | Meeting expectations   | Student demonstrated <b>good</b> achievement of all learning outcomes.        | B+           | 3.3         | 77-79              |
|                       |                        |   | B            | 3.0         | 73-76              |
|                       |                        |   | B-           | 2.7         | 70-72              |

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

|     |                                |   |    |     |       |
|-----|--------------------------------|---|----|-----|-------|
| BTM | Beginning to meet expectations | Student was <b>beginning to meet</b> one or more learning outcomes.         | C+ | 2.3 | 67-69 |
|     |                                |   | C  | 2.0 | 63-66 |
|     |                                |   | C- | 1.7 | 60-62 |
| NYM | Not yet meeting expectations   | Student made <b>insufficient progress</b> toward meeting learning outcomes. | D+ | 1.3 | 57-59 |
|     |                                |   | D  | 1.0 | 53-56 |
|     |                                |   | D- | 0.7 | 50-52 |
|     |                                |   | F  | 0.0 | 0-49  |

### **Academic Integrity**

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

### **Accessible Learning Services Information**

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success ([wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu)), or Nataliia Khromyak, Horizon's Library Technician and Academic Accommodations Coordinator ([library@horizon.edu](mailto:library@horizon.edu)).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from

a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

### **Use of Technology**

MCS-Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

### **Bibliography**

#### **Primary sources:**

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