




## T220 Theology I

3 credits. Prerequisites: T101 Introduction to Theology.

 Mississauga Campus  Livestream  Video on Demand

 Saskatoon Campus with Remote Prof

November 3-7, 2025

Module B

Monday – Friday 10am-5pm ET (9am-4pm SK)

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### Course Goals

#### Course Description

An examination of theological methodology followed by a study of the Christian doctrines of revelation, God, creation, providence, humanity, and sin. Students will think critically about areas of theological diversity and consensus, read primary sources, and begin to form their own statement of faith.

#### Relationship to Horizon and MCS's Mission

This course helps students develop their competence as Christian leaders by becoming more knowledgeable as to how theology (i.e., Christian teaching about God and all things in relation to God) is formed, by practicing the statement and revision of one's own theology, and by evaluating the theology of others with a humble and teachable spirit.

#### Core Competencies and Learning Outcomes



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

- 1) Create and discuss a personal statement of faith regarding the Christian doctrines of revelation, God, creation, providence, humanity, and sin.
  - *Assessment:* Statement of Faith
- 2) Identify the areas of historical consensus and key areas of debate regarding the Christian doctrines of revelation, God, creation, providence, humanity, and sin.
  - *Assessment:* Theology Tests
- 3) Interpret and evaluate primary and secondary source theological texts.
  - *Assessment:* Theology Comparison Papers



To demonstrate competency in **Spiritual Maturity** students will:

- 4) Evaluate their ability to discuss and debate theological topics in a humble manner.
  - *Assessment:* Humility Reflection

## **Course Work**

### **Required Readings**

Jones, Beth Felker. *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically*. 2nd edition. Grand Rapids: Baker Academic, 2023. (ISBN: 978-1540965141)  
DTL: <https://thedtl.on.worldcat.org/oclc/1381097640>.

Statements of Faith of the [Evangelical Fellowship of Canada](#) and Horizon's partner denominations: [Christian & Missionary Alliance](#), [Church of God](#), [Mennonite Brethren](#), and [Pentecostal Assemblies of Canada](#).

ONE OF:

Grenz, Stanley. *Theology for the Community of God*. Grand Rapids: Eerdmans, 2000. (ISBN: 9780802847553) Stanley Grenz (1950-2005) was a leading American Baptist theologian who creatively engaged postmodern thought.  
DTL: <https://thedtl.on.worldcat.org/oclc/1239992580>.

Macchia, Frank D. *Tongues of Fire: A Systematic Theology of the Christian Faith*. Eugene, OR: Cascade, 2023. (ISBN: 978-1666730227) Frank Macchia (b.1952) is perhaps the greatest living Pentecostal theologian.  
DTL: <https://thedtl.on.worldcat.org/oclc/1376363985>.

Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Christian Theology*. 4th edition. Grand Rapids: Eerdmans, 2023. (ISBN: 978-0802882851) Daniel Migliore (b.1935) is a Presbyterian theologian influenced by Karl Barth and calls for social justice.  
DTL: <https://thedtl.on.worldcat.org/oclc/1372398616>.

### **Recommended Readings**

McKim, Donald K. *The Westminster Dictionary of Theological Terms*. 2nd edition. Louisville, KY: Westminster John Knox, 2014. (ISBN: 978-0664238353)

\*\*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**

1. *Reading Summaries* (formative).

You will write four (4) Reading Summaries, one each on chapters 2 through 5 of Jones, *Practicing Christian Doctrine*. For each of these Reading Summaries you need to do the following:

- i. Write a 3-4 sentence Statement of Consensus of the Christian teaching on the topic(s) of the chapter. (Your Reading Summaries for Jones, ch. 4 and Jones, ch. 5

- require two Statements of Consensus, since those chapters deal with two topics each [creation and providence; humanity and sin, respectively]).
- ii. Make a list of theological concepts that appear in the chapter. For each, (a) attempt to classify the concept as consensus, diversity, or aberrant; and (b) give a one-sentence definition.

These assignments will be self-assessed, meaning I will give you feedback on your (i) Statement of Consensus, but return an answer key for you to compare your own (ii) list of theological concepts. No resubmissions are required, as this assignment is not formally assessed for competency. An example Reading Summary is available on Populi under Lessons (Example Reading Summary – Jones, ch. 8).

This assignment has many *purposes*: to serve, in addition to the lectures, as the main preparation for your Theology Tests (Assignment 2); to give you the foundation needed to evaluate the theology of others, as you will do in your Comparison Papers (Assignment 4); and to *begin* demonstrating competency in identifying areas of historical consensus and key areas of debate regarding the Christian doctrines, and interpreting secondary source theological texts (see Learning Outcomes #2 and #3).

- Related learning outcome(s): #2, 3.
- **Assignment length:** 300-600 words / 1-2 pages each.
- **Due dates:** Nov 10, 14, 17, 21

## 2. *Theology Tests* (30%).

You will write two (2) short tests (up to two hours each) during the course on major ideas in Christian theology. The tests will take place on [Populi](#). You must finish your tests before 11:59pm. To prepare for the tests you will attend class and complete your Reading Summaries (Assignment 1). When taking the tests, you will *not* be allowed to use any notes nor the textbook; the tests are closed book. The tests will ask you to:

- i. Part 1: briefly explain in 3-4 sentences the historical consensus of the church (i.e., orthodoxy) regarding the beliefs studied in this course.
- ii. Part 2: attempt to classify (as consensus, aberrant or diversity, with explanation) and identify various beliefs studied in this course.

Before you take your test, please see the Lesson called “Notes Regarding Your Theology Tests.”

The *purpose* of this assignment is to demonstrate competence in identifying the areas of historical consensus and key areas of debate regarding the Christian doctrines of revelation, God, creation, providence, humanity, and sin (see Learning Outcome #2).

- Related learning outcome(s): #2.
- **Assignment length:** <2 hours.
- **Due dates:** Nov 24, Dec 1

## 3. *Humility Reflection* (15%).

Throughout the course I will read excerpts from Kelly Kapic, *A Little Book for New Theologians*, one of which be from chapter 7, “Humility and Repentance.” You will develop a short reflection in which you will:

- i. identify at least two (2) reasons humility is required in theological discussion and two (2) challenges to humility identified by Kopic, including *why* they are challenges (draw on and explicitly quote, with page references, Kopic, ch. 7 – see under Lessons on Populi);
- ii. reflect on how well you have exhibited humility in your theological discussions with others (i.e., in-class group Statement of Faith and debate assignments) and whether this is cause for repentance and/or gratitude before God.

You can complete this assignment either as a video or short paper.

*Option 1:* Submit a 4–5-minute video, along with a written outline of your video script (does not need to be word for word), emphasizing the main points covered in the video and the structure of your argument. Upload your video to a free online video hosting page (e.g., YouTube) and submit the link of your video to Populi.

*Option 2:* You will write a short reflection of no more than two (2) pages. To save space, do *not* include an introductory or concluding paragraph.

The *purpose* of this assignment is to demonstrate competency in evaluating your own ability to discuss and debate theological topics in a humble manner (see Learning Outcome #4).

- Remember to follow these basic guidelines:
  - Follow the [Horizon](#) & [MCS](#) Format Guide.
  - Directly reference and draw upon Kopic, *A Little Book for New Theologians*
  - Do not include an introduction or conclusion (if written)
  - Include a written outline that emphasizes the main points covered in the video and the structure of the argument (if a video)
- Related learning outcome(s): #4.
- **Assignment length:** 4-5 minutes *or* 600 words /  $\leq 2$  pages.
- **Due date:** Nov 29

#### 4. *Theology Comparison Papers* (Paper #2-20%).

You will write two papers comparing a chapter from Jones, *Practicing Christian Doctrine* with one or more other readings. We will practice the skills required for a Comparison Paper in groups in class.

For Comparison Paper #1, write one page or less ( $\leq 300$  words) comparing Jones, ch. 2 *and* one of Grenz, ch. 14; Macchia, ch. 3; or Migliore, chs. 2-3 (see Required Readings above). The focus of this brief paper is *interpretation*, that is, whether or not you can correctly identify similarities and differences between the two readings. This paper will receive comments but will not be formally assessed. No resubmissions are required; rather, it is preparatory to Comparison Paper #2. Comparison Paper #1 is due Fri 22 Nov.

For Comparison Paper #2, write 3-4 pages (900-1200 words) comparing *one* of the following:

- Jones, ch. 3 (Trinity) *and* one of Grenz, ch. 2; Macchia, ch. 6; *or* Migliore, ch. 4.

- Jones, ch. 4 (creation/providence) *and* one of Grenz, ch. 4; Macchia, ch. 5; *or* Migliore, chs. 5-6.
- Jones, ch. 5 (humanity) *and* one of Grenz, chs. 5-6; Macchia, ch. 10; *or* Migliore, ch. 7.

In addition to demonstrating competency in *interpretation*, that is, whether or not you can correctly identify similarities and differences between the two readings, this paper requires *evaluation*. Roughly one-third of the paper (1-1 ½ pages) should be given over to evaluating the theological claims made by both authors. Comparison Paper #2 is due Fri 6 Dec.

The *purpose* of Comparison Paper #1 is to *begin* demonstrating competency in interpreting primary and secondary source theological texts in preparation for the longer, second assignment. The *purpose* of Comparison Paper #2 is to demonstrate competency in interpreting *and evaluating* primary and secondary source theological texts (see Learning Outcome #3).

- Remember to follow these basic guidelines:
  - Follow the [Horizon](#) & [MCS](#) Format Guide.
  - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
  - Complete Comparison Paper #1.
  - Compare one chapter (ch. 3, 4, or 5) from Jones with one of the related sections from Grenz, Migliore, or Macchia.
  - 2/3 of the paper is interpretation; 1/3 of the paper is evaluation.
- Related learning outcome(s): #3.
- **Assignment length:** 300 words ≤1 page (#1) & 900-1200 words / ≤4 pages (#2).
- **Due dates:** Nov 27, Dec 5

### 5. *Statement of Faith* (35%).

Over the course of Theology I & II, as well as in T311 Holy Spirit and the Church, you will develop your own Statement of Faith. You will write the first half of a Statement of Faith on the six theological topics covered in this course. You will write 1/3 to 1/2 of a page for each of the following six topics: revelation, God, creation, providence, humanity, and sin. These six must be included as headings for your Statement of Faith. You should be guided by the class lectures; the readings from Jones, *Practicing Christian Doctrine*; and the in-class group discussion of a denominational Statement of Faith. We will spend some time in-class practicing the writing of a Statement of Faith. Your Statement of Faith should:

- address the topics you consider most important in Christian teaching (in less than 3 pages);
- use theological terminology properly, explaining the teachings in some detail;
- speak, additionally, to issues that are disputed among Christians (if these are among what you consider most important to say).

Do not include quotations from Scripture in the body of your Statement of Faith; rather, cite Scripture in parentheses following the SBL abbreviations for biblical books (see MCS-Horizon Format Guide p.10). For example: everything God makes is good (Gen 1:31).

By Friday, December 12 at the latest, and after you have submitted your Statement of Faith, you will have a short 15-minute interview with the professor in which he will ask you questions

specifically about what you have written. These questions may ask you to clarify or explain certain statements, ask why you regarded certain topics as important (or left others out), and/or ask you to explain why you believe what you believe. Your assessment for this assignment will be based on both the final written Statement of Faith and your interview.

The *purpose* of this assignment is to demonstrate competency in creating and discussing a personal statement of faith.

- Remember to follow these basic guidelines:
  - Follow the MCS-Horizon Format Guide.
  - Outline the SOF according to the syllabus instructions (6 sections).
  - Scripture references are included in parentheses.
  - Use class lectures, *Practicing Christian Doctrine*, and the in-class group discussion of a denominational SOF.
- Related learning outcome(s): #1.
- **Assignment length:** 900 words /  $\leq 3$  pages.
- **Due dates:** Dec 9 Fri Dec 12 (by the latest).

### Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *the same* assignment due dates as in-class students.
  - Each week for five weeks, VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module, according to the following schedule:
    - Day 1 Lectures & Padlet Report: completed by November 8, 2025.
    - Day 2 Lectures & Padlet Report: completed by November 8, 2025.
    - Day 3 Lectures & Padlet Report: completed by November 15, 2025.
    - Day 4 Lectures & Padlet Report: completed by November 22, 2025.
    - Day 5 Lectures & Padlet Report: completed by November 29, 2025.
- By Saturday at 11:59pm of each week, VOD students will submit to Padlet a 2–3-minute video that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

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

Classroom time	30 hrs	N/A	Assignment
1. Reading Summaries	18 hrs	Nov10, 14, 17, 21	Weighting
2. Theology Tests	10 hrs	Nov 24, Dec 1	30%

3. Humility Reflection	4 hrs	Nov 29	15%
4. Theology Comparison Papers	20 hrs	Nov 27, Dec 5	20%
5. Statement of Faith	10 hrs	Dec 9, 12*	35%
Total =	92 hrs		

All assignments are due at 11:59pm ET unless otherwise indicated.

### Assessment Rubrics

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

### Course Outline

#### Module Week

Mon	Introduction Theology as Christian teaching <i>Exercise:</i> Statement of Faith practice #1 Scripture and tradition
Tues	The mystery of God The Trinity that God is Maker of heaven and earth <i>Exercise:</i> Comparison Paper practice
Wed	Creation and creatures <i>Exercise:</i> Debate on creation/evolution <i>Exercise:</i> Theology Test practice The powerful care of God
	*Wed 2pm-3:15pm ET/1pm-2:15pm SK*
Thurs	God's image-bearers The fall(s) of humanity <i>Exercise:</i> Group Statement of Faith on selected topic
Fri	Sons of Adam and daughters of Eve <i>Exercise:</i> Group work on denominational Statement of Faith <i>Exercise:</i> Statement of Faith practice #2

#### Assignment Schedule

Reading Sum Chp 2	Nov 10
Reading Sum Chp 3	Nov 14
Reading Sum Chp 4	Nov 17
Reading Sum Chp 5	Nov 21
Theology Test 1	Nov 24
Theology Comparison Paper #1	Nov 27
Humility Reflection	Nov 29
Theology Test 2	Dec 1

Theology Comparison Paper #2	Dec 5
SOF	Dec 9
SOF Interview	Dec 12

- **Revision Week** is December 15-19, 2025. Your instructor may also request revisions on some assignments before Revision Week.
- No assignments will be accepted after **Friday, December 19**.

## Academic Policies

### General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

### 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.

### Horizon and MCS's 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. Assignments that do not meet competency will receive a 0. 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.

Horizon and MCS 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
			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 Horizon and MCS. 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### **Artificial Intelligence (AI) Usage**

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### **Accessible Learning Services Information**

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### **Class Attendance (On Campus or Livestreaming)**

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**

Horizon and MCS encourage 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**

#### ***Internet***

Be sure you check out the [Christian Theology Virtual Reading Room](#). You can also search for books on [Google Books](#), which often provides access of up to 75% of a book's content.

#### ***Selected Theological Journals***

*International Journal of Systematic  
Theology*  
*Journal of the Evangelical Theological  
Society*  
*Journal of Pentecostal Theology*  
*Modern Theology*  
*New Blackfriars*

*Pneuma*  
*Pro Ecclesia*  
*Scottish Bulletin of Evangelical Theology*  
*Scottish Journal of Theology*  
*Theological Studies*  
*Theology Today*  
*Westminster Theological Journal*

## **Books**

### Encyclopedias and Dictionaries

- Davie, Martin et al., eds. *New Dictionary of Theology: Historical and Systematic*. 2<sup>nd</sup> ed. London: InterVarsity, 2016.
- Dryness, William A., and Veli-Matti Kärkkäinen, eds. *Global Dictionary of Theology: A Resource for the Worldwide Church*. Downers Grove, IL: InterVarsity, 2008.
- Treier, Daniel J., and Walter A. Elwell, ed., *Evangelical Dictionary of Theology*. 3rd ed. Grand Rapids: Baker Academic, 2017.

### Introductory: Good Places to Begin

- Akin, Daniel L., ed. *A Theology for the Church*. Nashville: B & H Academic, 2007.  
(Baptist)
- Berkhof, Hendrikus, [\*Christian Faith: An Introduction to the Study of Faith\*](#), trans. Sierd Woudstra. Rev. ed. Grand Rapids: Eerdmans, 1979. (Reformed)
- Bloesch, Donald. *Essentials of Evangelical Theology*. 2 vols. San Francisco: Harper and Row, 1978. (Congregationalist)
- Buschart, W. David. [\*Exploring Protestant Traditions: An Invitation to Theological Hospitality\*](#). Downers Grove: InterVarsity Press, 2006.
- [\*Catechism of the Catholic Church\*](#). Rev. ed. London: Geoffrey Chapman, 1999. (Catholic)
- Erickson, Millard. *Christian Theology*. 3rd ed. Grand Rapids: Baker Academic, 2013.  
(Baptist, Reformed)
- Gunton, Colin. [\*The Christian Faith: An Introduction to Christian Doctrine\*](#). Oxford: Blackwell, 2002. (Reformed)
- Horton, Stanley, ed. *Systematic Theology*. Rev. ed. Springfield, MS: Logion, 1995.  
(Pentecostal)
- Lossky, Vladimir. [\*Orthodox Theology: An Introduction\*](#), trans. Ian and Ihita Kesarcodi-Watson. Crestwood, NY: St. Vladimir's Seminary Press, 1978. (Eastern Orthodox)
- McGrath, Alister E. [\*Christian Theology: An Introduction\*](#). 6th ed. Oxford: Wiley Blackwell, 2017. (Evangelical Anglican)
- McGrath, Alister E., ed. *The Christian Theology Reader*. 4th ed. Malden, MA: Blackwell, 2011.
- McIntosh, Mark. *Divine Teaching: An Introduction to Christian Theology*. Malden, MA: Blackwell, 2008. (Anglican)
- Olson, Roger E. [\*The Mosaic of Christian Belief: Twenty Centuries of Unity and Diversity\*](#). Downers Grove: InterVarsity, 2002. (Arminian Baptist)
- Packer, J. I., and Thomas C. Oden, ed. [\*One Faith: The Evangelical Consensus\*](#). Downers Grove: InterVarsity, 2004.

- Ratzinger, Joseph Cardinal. *Introduction to Christianity*. 2<sup>nd</sup> ed. San Francisco: Ignatius, 2004. (Catholic)
- Quash, Ben, and Michael Ward, eds. *Heresies and How to Avoid Them: Why It Matters What Christians Believe*. Peabody: Hendrickson, 2007.

### Intermediate/Advanced

- Allen, Michael, and Scott R. Swain, eds. Series: "New Studies in Dogmatics." 15 vols. projected. Zondervan Academic, 2015-. (Evangelical, Reformed)
- Barth, Karl. *Church Dogmatics*, trans. and ed. G. W. Bromiley and T. F. Torrance. 13 vols. Edinburgh: T & T Clark, 1957-1975. (Reformed)
- Bloesch, Donald. Series: "Christian Foundations." 7 vols. Downers Grove: InterVarsity, 1992-2004. (Congregationalist)
- Cones, James. *A Black Theology of Liberation*. Maryknoll, NY: Orbis Books, 2010 [1970]. (Black, Liberation)
- Evans, James H., Jr. *We Have Been Believers: An African-American Systematic Theology*. Minneapolis: Fortress, 1992. (African American)
- Finger, Thomas. *A Contemporary Anabaptist Theology: Biblical, Historical, Constructive*. Downers Grove: InterVarsity, 2004. (Anabaptist)
- Grenz, Stanley. *Theology for the Community of God*. Grand Rapids: Eerdmans, 2000. (Baptist)
- Jenson, Robert. *Systematic Theology*. 2 vols. Oxford: OUP, 1997-1999. (Lutheran)
- Johnson, Elizabeth A. *She Who Is: The Mystery of God in Feminist Theological Discourse*. NY: Crossroad, 1992. (Catholic, Feminist)
- Kärkkäinen, Vali-Matti. Series: "A Constructive Theology for a Pluralistic World." 5 vols. projected. Grand Rapids: Eerdmans, 2013-. (Lutheran, Pentecostal)
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