



T411 Soteriology

3 credits. Prerequisites: *none*

 Online Video

September 14 – December 18, 2026
Fall 2026

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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 Horizon and MCS's Missions

This course on the Christian doctrine of salvation contributes significantly to Horizon and MCS's missions 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](#)

**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. Lectures & Padlet Reports

Students are required to watch and engage with all lecture content and in-class activities as outlined in the schedule below. Students will also submit a 2–3-minute video report each week that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.

- Week 1 Report due by 11:59pm on September 19, 2026
- Week 2 Report due by 11:59pm on September 26, 2026
- Week 3 Report due by 11:59pm on October 3, 2026
- Week 4 Report due by 11:59pm on October 10, 2026
- Week 5 Report due by 11:59pm on October 17, 2026
- Week 6 Report due by 11:59pm on November 14, 2026
- Week 7 Report due by 11:59pm on November 21, 2026
- Week 8 Report due by 11:59pm on November 28, 2026

- Week 9 Report due by 11:59pm on December 5, 2026
- Week 10 Report due by 11:59pm on December 12, 2026

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.

By September 15, 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**. By September 20, students will present their chosen concepts in a Padlet 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](#)

Presentation options list

Option 1	Option 2
<i>Chapter 1. Union with Christ; 29 pages</i>	<i>Chapter 2. Election; 53 pages</i>
Option 3	Option 4
<i>Chapter 3. Calling; 24 pages</i>	<i>Chapter 4. Regeneration; 20 pages</i> <i>Chapter 5. Conversion; 22 pages</i>
Option 5 and 6	Option 7
<i>Chapter 6. Justification; 60 pages</i>	<i>Chapter 7. Adoption; 20 pages</i> <i>Chapter 10. Eternal Life and Glorification; 27 pages</i>
Option 8	Option 9 and 10
<i>Chapter 8. Sanctification; 46 pages</i>	<i>Chapter 9. Preservation and Perseverance; 62 pages</i>
Option 11 and 12	Option 13
<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>

General requirements:

- Each presentation should last 5 to 7 minutes.
- Each student must watch their peer's presentation and leave a question for the presenter to respond to.

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.
 - 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:** Upload to Padlet by September 20, 2026.

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:** 8:00 PM (EST) on October 13, 2026
- **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:** 8:00 PM (EST) on December 1, 2026
- **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 8:00 PM (EST) 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 1st Quiz:** October 13, 2026, 8:00 PM (EST)
- **Due date 2nd Quiz:** December 1, 2026, 8:00 PM (EST)

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 November 25, students will participate in soteriology debates. 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, and recommended readings researched independently by the students.

Students may choose their debate theme by informing the professor via email of their choice before October 28. 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.

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:** October 28.
- **Deu date for the debates:** November 25.

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 student's 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*
- **Thiessen** (Part 6: Soteriology, pp. 199-308)

- **Kärkkäinen** (Part 2: Salvation, pp. 159-324).

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 [Horizon & MCS 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 [Horizon & MCS Format Guide](#) for submitting assignments.
- Related learning outcome(s): #2, 3, 4, 5

- **Due date for Thesis:** September 25, 2026
- **Due date for Final Project:** December 4, 2026

Estimate of Time Investment (individual time investments may vary)

	Time (approx.)	Due date:	Assignment weighting
Lectures and Padlet Reports	30 hrs	n/a	n/a
Soteriological Concept Presentation	7 hrs	September 20	15 %
Textbook Reading and Quizzes	20 hrs	October 13, December 1	30%
Soteriology debates preparation	5 hrs	November 25	15%
Research paper	38 hrs	December 4	40 %
Total =	100 hrs		

All assignments are due at 8pm **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

1. Introduction – 14 September
 2. Salvation in the Old Testament – 21 September
 3. Salvation in the New Testament - 28 September
 4. Salvation according to the Apostolic Fathers – 5 October
 5. Salvation in the Pre-Nicene Church - 12 October
 6. Salvation in the Post-Nicene Church – 9 November
 7. Soteriology in the East-West Schism - 16 November
 8. Soteriology during the Reformation – 23 November
 9. Soteriology and the Enlightenment – 30 November
 10. Contemporary Perspectives on salvation (20th and 21st centuries) – 7 December
- Revision week is December 14-18. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
 - No assignments will be accepted after the course end date: December 18.

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 Leadership and Administration competency. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100

		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated minimal progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
NY M	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	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; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

Primary sources:

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