



# TH025-606/806

## Principles of Systematic Theology (Evening class) Unit Outline

### About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Principles of Systematic Theology**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 1 2023

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at [www.acttheology.edu.au](http://www.acttheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at [www.acttheology.edu.au/documents/](http://www.acttheology.edu.au/documents/) for full details.

# Information about this unit

## Unit description

This preparatory half unit examines the importance of systematic theology, takes a bird's eye view of Christian doctrine and gives the learner skills on 'how to do theology'.

## ACT Census Date

**17 May 2023**

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 17 May 2023. This is the last day on which you may withdraw from the unit without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing at: [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au).

## Learning Outcomes

### TH025-606 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand

1. Demonstrate foundational knowledge and understanding of the nature and method of Systematic Theology.

#### Be able to:

1. Define the role and method of Systematic Theology
2. Analyse the central topics of Systematic Theology and related biblical texts
3. Present organised evidence-based perspectives in systematic theology

#### Be in a position to:

1. Relating perspectives from 'Principles of Systematic Theology' to contemporary Christian life and ministry contexts

### TH025-806 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand

1. Demonstrate advanced knowledge and understanding of the nature and method of Systematic Theology

#### Be able to:

1. Examine the role and method of Systematic Theology

2. Critique perspectives on the central topics of Systematic Theology and related biblical texts
3. Present research aware evidence-based perspectives in systematic theology

Be in a position to:

1. Apply advanced perspectives from 'Principles of Systematic Theology' to contemporary Christian life and ministry practice as a reflective practitioner

## How this unit contributes to the course

Theology can be intimidating for beginners. Many students have been overwhelmed by the diversity of opinions and sheer volume of information to comprehend. Studying this unit in your first year of theological studies helps you establish a foundation of concepts and terminology on which to build a theological framework and should help to equip you for higher level theology units usually completed later in your course. For those doing a one-year course, this unit helps to establish the foundations for good theological thinking.

## Pre-requisites and Co-requisites

This unit is typically taken by students in their first year of study for the following accredited courses of the Australian College of Theology: BTh/BMin/AssocDegTh/DipTh/DipMin and MDiv/MTS/GradDipDiv/GradCertDiv.

There are no pre-requisite or co-requisites for this unit.

## How this unit is organised & what we expect of you

In Semester 1 of 2023, this unit will be taught on **six Monday evening from 6pm to 9pm.**

The lecture dates are:

Monday 17 April

Monday 24 April

Monday 8 May

Monday 15 May

Monday 22 May

Monday 29 May

There is **no lecture on Monday 1 May** (Labour Day Holiday).

The **Assessment item is due** for submission on QTC Moodle on **Friday 9 June 2023.**

This unit is worth 6 credit points towards your degree. This unit is considered to require an average time commitment of around 10 hours per week across all of the teaching and assessment weeks. Please speak with the lecturer as a matter of urgency if you are finding that you need to consistently spend more time than this on TH025.

Students are expected to attend all lectures, complete any set pre-reading and complete any assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date, and if you require an extension for one of your assessments, please contact the QTC Registrar as early as possible.

## Teaching staff

UNIT CO-ORDINATOR & LECTURER

**Dr Mark Baddeley**

E [mbaddeley@qtc.edu.au](mailto:mbaddeley@qtc.edu.au)

P 07 3062 6939

Please feel free to contact Mark if you have any problems or concerns about the unit.

## Other key contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Moodle and Turnitin functions and queries

Contact the Registrar for help if something on Moodle is not working, if you need help using Moodle or Turnitin. For queries about audio/video recordings, contact the Library.

P 07 3062 6939

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Library/Resources and recordings on Moodle

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

Also contact the library for any queries about audio recordings of your class on Moodle.

Please note: We do our best to upload recordings of all lectures to Moodle, but for various reasons they sometimes cannot be provided.

P 07 3062 6939

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

## Unit timetable: topics

Subject to adjustment

<b>WEEK</b>	<b>LECTURE TOPICS</b>
Monday 17 April	Nature of Doctrine, Revelation, Scripture
Monday 24 April	The Trinity, characteristics of God's nature
Monday 8 May	Creation, humanity, sin, providence
Monday 15 May	The gospel – who Jesus Christ is, what he has done
Week 22 May	How we receive salvation, the nature of the Christian life
Week 29 May	Our life together as God's people (church, ministry, sacraments), the final goal of God's salvation in Christ (eschatology)
<b>ASSESSMENT BLOCK</b>	<b>Portfolio due Friday 9 June</b>

## TH025-606 Assessments

**Assessments are submitted online via Moodle by 11.55pm on the due date** (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au) explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT	DESCRIPTION
<p><b>Portfolio</b></p> <p><b>2500 words total</b></p> <p><b>100%</b></p> <p>Section (a) – 30%</p> <p>Section (b) – 50%</p> <p>Section (c) – 20%</p>	<p>Select <b>ONE</b> of the following two options:</p> <p>1. A Portfolio of connected tasks on <b>Justification</b></p> <p>(a) Annotated list of biblical passages relevant to how we are saved (1000 words)</p> <p>(b) Review of Luther's <i>Freedom of a Christian</i> (1000 words)</p> <p>(c) Outline of a talk on what salvation is (500 words)</p> <p><b>OR</b></p> <p>2. A Portfolio of connected tasks on <b>Revelation</b></p> <p>(a) Annotated list of biblical passages relevant to the topic of how we know God (1000 words)</p> <p>(b) Review of Michael Horton's <i>Pilgrim Theology</i> introductory chapter entitled "Why Study Theology?" and Ch 1 entitled "Knowing God" (1000 words)</p> <p>(c) Outline of a talk on what it means to 'know God' (500 words)</p>

## TH025-806 Assessments

**Assessments are submitted online via Moodle by 11.55pm on the due date** (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au) explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT	DESCRIPTION
<p><b>Portfolio</b></p> <p><b>3750 words total</b></p> <p><b>100%</b></p> <p>Section (a) – 20%</p> <p>Section (b) – 30%</p> <p>Section (c) – 30%</p> <p>Section (d) – 20%</p>	<p>Select <b>ONE</b> of the following two options:</p> <p>1. A Portfolio of connected tasks on <b>The Atonement</b></p> <p>(a) Annotated list of biblical passages relevant to how God has saved us in Christ (1000 words)</p> <p>(b) Review of Calvin's <i>Institutes</i> Book 2 Ch16 (1000 words)</p> <p>(c) Review of <i>Pierced for our Transgressions</i> (Jeffrey, Ovey Sach) Ch 3 and 4 (1000 words)</p> <p>(d) 250-350 word Outline of a talk on how Christ has saved us, followed by around 400-500 words of reflective comment explaining your thinking and how Parts A - C of the Portfolio have contributed to your thinking (750 words total)</p> <p><b>OR</b></p> <p>2. A Portfolio of connected tasks on <b>Revelation</b></p> <p>(a) Annotated list of biblical passages relevant to the topic of how we know God (1000 words)</p> <p>(b) Review of Calvin's <i>Institutes</i> Book 1 Ch 1-2 (1000 words)</p> <p>(c) Review of <i>The Revelation of God</i> (Peter Jensen) Ch 1-4 (1000 words)</p> <p>(d) 250-350 word Outline of a talk on what it means to 'know God', followed by around 400-500 words of reflective comment explaining your thinking and how Parts A - C of the Portfolio have contributed to your thinking (750 words total)</p>



# Guide to Assessments

## *What are we looking for?*

### General remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook section 'Style Requirements for Written Assignments'.

All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: [http://sbl-site.org/educational/BiblicalFonts\\_SBLBibLit.aspx](http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx)

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for TH025-606 or TH025-806. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

### Annotated list of Biblical passages

The challenge of this part of the task involves two dimensions—the selection of the biblical texts and the comments you make upon them.

In the selection of the texts, we are looking for the widest possible grouping of texts that are *significant* in establishing the Bible's teaching on this topic. This means we are looking for texts to be included that have something genuinely important to say on the topic, something not already covered by other texts that are included. As a guide, you should **include between 6 and 12 entries to ensure that enough words are given to annotations.**

In the comments made upon the texts we are looking for the comments to *clearly explain how* the texts contribute to the Bible's teaching on that topic: i.e., what each text actually adds to our picture of the Bible's teaching on the matter. We don't want *any* comments of a 'general' nature on the texts - about authorship, context, the main idea of the passage or the like - only what it contributes to our understanding of the topic you have chosen.

The challenge of this task is that the need for breadth in texts chosen is in tension with the need for depth in explanations. This means that we are looking for judicious selectivity - only the most significant texts, and only the most significant comments to be made on texts.

*Important note:* When you create your list, **only give the Bible reference. Do not include the text of the verse(s).**

### Reviews

This task is looking for two main skills to be demonstrated: your skill in reading a document, and your ability to reflect critically on what you have read.

In showing your reading ability we need to be able to see a *clear description of the content of what you have read*. This involves selectivity - you need to pick out what you thought were the most important points said, for you cannot simply repeat everything. It also involves looking at how the writer has structured their material and/or how their argument builds and develops and helping your reader have insights into the way the content of the document is organized and how it functions in his argument.

Demonstrating some grasp of the writer's purpose is also important. In showing your critical reflection we need to be able to see *an independent mind that judiciously weighs the strengths and weaknesses of the document*. This does not require you to be positive or negative about the document - a critical reflection can be a deeply appreciative reflection. It does require you to be able to say *why* (i.e. give reasons for) you think the work you read is valuable - and where its value lies - and to indicate where you think it said something wrong, offered a weak argument, adopted an approach of arguing or structuring that had limitations with it, or was unclear, and to identify any aspects of the topic that were not included in the document and that you believe needed to be for it to accomplish its purpose.

#### *For historical documents*

Some of the documents included are 'historical', being written in an earlier period than the last one hundred years or so. Reviewing these involves demonstrating an additional skill - of reading them as a historical document rather than a modern one. As this is a doctrine unit, and not a church history unit, this is less important than it would be for church history - we are more interested in what the documents contribute to our understanding of the teaching of Scripture than our understanding of the Church's past. Nonetheless, reading them well and critically reflecting on them will involve appreciating how they would have functioned for their original audience, and not reading them as though they are written to a modern audience.

#### **Talk Outline**

This task is looking for your ability to harness your work in producing the annotated Bible passages and reviews to formulate a piece of Christian teaching on the topic. There are three possible areas to try to address – seek to be comprehensive in explaining the topic, seek to ensure that the audience understands the essential core of the topic by discussing it at some depth, seek to show why the topic matters and/or what its implications are. Usually trying to do all three equally will result in doing none of them well, so again, selectivity is the key. Ideally the talk outline will reflect which biblical texts you have identified in your annotated list, and your critical reflections on the strengths and weakness of the approaches to the topic undertaken by the documents you reviewed.

It is important for this task that you give just an *outline* of the talk – not a summary of it. An outline can be seen as the skeleton, structure, or plan for the talk. It should highlight all of the key points (traditionally for sermons, three points), and often the key subpoints or ideas that will be covered under those points. It will often also indicate the single big idea of the talk and the key way people will be called to respond. It isn't meant to be a smaller version of the actual talk, but it should list in order the key ideas you will be saying. So, for example, a talk outline on "Why it is great to be left-handed" might look something like this:

#### **Why it is GREAT to be left-handed**

Key idea: It is GREAT to be left-handed

Key response: For left-handed people to rejoice that they are left-handed, and for right-handed people to wail and mourn that they have missed out.

#### ***Introduction: There is nothing sinister about being left-handed!***

Explain how society used to have silly ideas about the inferiority of the left hand.

**1. *Being right-handed isn't all that great***

- + almost everybody is right-handed—it is very commonplace and boring
- + there's no surprises

**2. *Being left-handed is GREAT***

- + being left-handed is rare and special
- + being left-handed is a constant adventure in finding tools that work for you
- + being left-handed can often be an advantage in competitive sports

**3. *Famous left-handed people in the Bible we should emulate***

- + Ehud (Judges 3)
- + 700 Benjaminites (Judges 20)

***Conclusion – it is GREAT to be left-handed***

- + tips on how to be more left-handed if you aren't already

**Reflection on talk outline (TH025-806 students only)**

Here we are looking for your ability to self-reflect and explain yourself. In particular, we are looking for you to explain the issues raised in the previous paragraph - how your selection of the biblical texts helped determine how you went about constructing your talk (e.g. which texts you decided to use and why) and how your reviews helped inform your approach (e.g. where did you say something like 'that worked well, and I can use that in my talk', and where did you say, 'that needed something more, so I'll make sure I don't have that weakness in my talk?').

*See over for a simplified EXAMPLE LAYOUT for portfolio.*

**TH025 Portfolio – EXAMPLE LAYOUT** (highlighted text is counted in word count)

QTC Assessment Cover Page

*(start new page)*

a) Annotated list of Biblical passages relevant to . . . (1000 words)

Genesis 1:1

**NB: Do not quote the verse(s). Only give the Bible reference**

This shows that God created the heavens and the earth . . . and so on and so forth until you have clearly explained why you have chosen this verse.

You can put the verses in any order that seems appropriate e.g., grouped thematically, in order of where they appear in the Bible etc.

Matthew 1:1

Jesus had a big family . . . and so on and so forth until you have clearly explained why you have chosen this verse and what it contributes to our understanding of this theological topic.

*(start new page)*

b) Review of book or chapter (1000 words)

Usual essay format and word count rules apply (see the QTC Handbook for full details).

*(start new page)*

c) **TH025-806 students only:** Review of book (1000 words)

Usual Essay format and word count rules apply (see the QTC Handbook for full details).

*(start new page)*

d) Outline of a talk (TH025-606 500 words; TH025-806 750 words)

Headings, subheadings and dot points are appropriate for this task

- Dot points are appropriate for this task
- Dot points are appropriate for this task

**TH025-806 students only:** Then you will make reflective comment, as set out in the Unit Outline, which will be in prose.

*(start new page)*

Works Cited (for whole Portfolio)

[additional list of 'Works Consulted' optional]

## Learning Resources

### Set Text for TH025-606 AND TH025-806 - Students should purchase a copy of:

Horton, M. *The Pilgrim Theology: Core Doctrines for Christian Disciples*. Grand Rapids, MI: Zondervan, 2011. [available as a ProQuest eBook AND Perlego eBook accessible through QTC Library]

### Required Book for TH025-606 Book Reviews – Students should purchase ONE of the following:

Horton, M. *The Pilgrim Theology: Core Doctrines for Christian Disciples*. Grand Rapids, MI: Zondervan, 2011. [available as a ProQuest eBook AND Perlego eBook accessible through QTC Library]

Luther, Martin and Timothy J. Wengert. *The Freedom of a Christian 1520*. Annotated Luther Series. Minneapolis, MN: Augsburg/Fortress, 2016. [available as an EBSCO eBook AND Perlego eBook accessible through QTC Library]

Luther, M. *The Freedom of a Christian*. Translated by Mark D. Tranvik. Minneapolis, MN: Fortress, 2008.

### Required Book for TH025-806 Book Reviews – Students should purchase ONE of the following:

Jeffrey, Steve, Michael Ovey, and Andrew Sach. *Pierced for our Transgressions*. Nottingham: IVP, 2007.

Jensen, Peter. *The Revelation of God*. Contours of Christian Theology. Leicester: IVP, 2002

### NOTE for TH025-806 Students:

See Moodle for sections of Calvin's Institutes relating to the Portfolio Assessment.

### Recommended

#### The Nature and Purpose of Systematic Theology

Clark, D. K. *To Know and Love God: Method for Theology*. Wheaton, IL: Crossway, 2003. [available as a Perlego eBook accessible through QTC Library]

Franke, J. R. *The Character of Theology: An Introduction to its Nature, Task, and Purpose*. Grand Rapids, MI: Baker Academic, 2005. [available as a Perlego eBook accessible through QTC Library]

Healy, N. M. "What is Systematic Theology?" IJST 11 (2009): 24-39. [available through EBSCO databases accessible through QTC Library]

Vanhoozer, K.J. "Christ and Concept: Doing Theology and the "Ministry" of Philosophy." Pages 99-145 in *Doing Theology in Today's World*. Edited by J.D. Woodbridge and T.E. McComiskey. Grand Rapids, MI: Zondervan, 1991.

Webster, J. "Introduction: Systematic Theology", Pages 1-15 in *The Oxford handbook of Systematic Theology*. Edited by J. Webster, K. Tanner, I. Torrance. Oxford: Oxford University Press, 2007. [available as an EBSCO eBook accessible through QTC Library]

The Central Topics of Systematic Theology

- Ford, D. *Theology: A Very Short Introduction*. Oxford: Oxford University Press, 1999.
- Gunton, C. E. *The Christian Faith: An Introduction to Christian Doctrine*. Oxford: Blackwell, 2002.
- Hammond, T.C. *In Understanding be Men*. 6<sup>th</sup> ed. Edited by D. F. Wright, Leicester: IVP, 1968.
- Jensen, P.F. *At the Heart of the Universe*. Homebush West, NSW: Lancer, 1991.
- Knox, D.B. *The Everlasting God*. Welwyn: Evangelical Press, 1982.
- Larsen, T. and Treier, D. J. *The Cambridge Companion to Evangelical Theology*. Cambridge: Cambridge University Press, 2006.
- McGrath, A. E. *Christian Theology: An Introduction*. Oxford: Blackwell, 2001.
- McGrath, A. E. *Theology: The Basics*. 4<sup>th</sup> ed. Oxford: Blackwell, 2017.
- Milne, B. *Know The Truth*. 3<sup>rd</sup> ed. Downers Grove, IL: IVP, 2010. [available as a Perlego eBook accessible through QTC Library]
- Packer, J.I. *Concise Theology*. Wheaton, IL: Tyndale House, 1993. [available as a ProQuest eBook and Perlego eBook accessible through QTC Library]

The Method of Systematic Theology

- Bowman, R.M. *Orthodoxy and Heresy: A Biblical Guide to Doctrinal Discernment*. Grand Rapids, MI: Baker, 1992.
- Clark, D. K. *To Know and Love God: Method for Theology*. Wheaton, IL: Crossway, 2003. [available as a Perlego eBook accessible through QTC Library]
- Clendenin, D.B. *Eastern Orthodox Christianity: A Western Perspective*. 2<sup>nd</sup> ed. Grand Rapids, MI: Baker, 1994. [available as a Perlego eBook accessible through QTC Library]
- Edwards, D.L. and J.R.W. Stott. *Essentials: A Liberal-Evangelical Dialogue*. London: Hodder & Stoughton, 1988.
- Kim, S. C. H., ed. *Christian Theology in Asia*. Cambridge: Cambridge University Press, 2008. [available as an EBSCO eBook accessible through QTC Library]
- Kreeft, P. *Fundamentals of the Faith*. San Francisco, CA: Ignatius, 1988.
- Larsen, T. and Treier, D. J. *The Cambridge Companion to Evangelical Theology*. Cambridge: Cambridge University Press, 2006.
- Letham, R. *Through Western Eyes. Eastern Orthodoxy: A Reformed Perspective*. Fearn, Rosshire: Mentor, 2007.
- Lossky, V. *Orthodox Theology: An Introduction*. Crestwood, NY: St. Vladimir's, 1978.
- Mackintosh, H.R. *Types of Modern Theology*. London: Collins, 1937. [available as a archive.org eBook accessible through QTC Library]
- Migliore, D. *Faith Seeking Understanding: An Introduction to Christian Theology*. 3<sup>rd</sup> ed. Grand Rapids, MI: Eerdmans, 2014. [available as a Perlego eBook accessible through QTC Library]
- Muller, R.A. *The Study of Theology*. Grand Rapids, MI: Zondervan, 1991.

Muller, R.A. "The Role of Church History in the Study of Systematic Theology." Pages 77-97 in *Doing Theology in Today's World*. Edited by J.D. Woodbridge and T.E. McComiskey. Grand Rapids, MI: Zondervan, 1991.

Nichols, A. *The Shape of Catholic Theology*. Collegeville, MN: Liturgical, 1991. [available as a Perlego eBook accessible through QTC Library]

O'Collins, G. *Fundamental Theology*. London: DLT, 1981.

Ott, L. *The Fundamentals of Catholic Dogma*. Rockford, NC: Tan Books and Publishers, 1960.

Ratzinger, J. *Catechism of the Catholic Church*. Homebush, NSW: St Pauls, 1994.

Schleiermacher, F. *The Christian Faith*. Edited by H.R. Mackintosh and J.S. Stewart. Edinburgh: T&T Clark, 1960. [available as a Perlego eBook accessible through QTC Library]

Schwarz, H. *Theology in a Global Context: the Last Two Hundred Years*. Grand Rapids, MI: Eerdmans, 2005.

Stott, J.R.W. *Evangelical Truth*. Leicester: IVP, 1999. [available as a Perlego eBook accessible through QTC Library]

Sykes, S. *An Introduction to Christian Theology Today*, Atlanta, GA: John Knox, 1971.

Sykes, S.W. "The Fundamentals of Christianity." Pages 64-80 in *Unashamed Anglicanism*. London: Darton, Longman, & Todd, 1995.

Vanhoozer, K. J. *The Drama of Doctrine: A Canonical Linguistic Approach to Christian Theology*. Louisville, KY: Westminster John Knox, 2005. [available as a Perlego eBook accessible through QTC Library]

Ware, T. *The Orthodox Church*. 2<sup>nd</sup> ed. London: Penguin Books, 1993.

Warrington, K. *Pentecostal Theology: A Theology of Encounter*. London: T&T Clark, 2008. [available as a Perlego eBook accessible through QTC Library]

Williams, R. *Tokens of Trust*. Louisville, KY: Westminster John Knox, 2007.

Zizoulas, J. D. *Lectures in Christian Dogmatics*. New York: T & T Clark, 2008. [available as a Perlego eBook accessible through QTC Library]

### Classics

Aquinas, Thomas. *Summa Theologiae*. 2nd rev. ed. Translated by Fathers of the English Dominican Province. 22 vols. London: Burns, Oates & Washbourne, 1912-1936. [available on CCEL <https://www.ccel.org/> ]

Augustine. *On Christian Doctrine*. In Vol. 2 of *Nicene and Post-Nicene Fathers*, Series 1. Edited by Philip Schaff. 1886-1889. 14 vols. Repr. Grand Rapids, MI: Eerdmans, 1989. [available on CCEL <https://www.ccel.org/>]

Barth, Karl. *Evangelical Theology: An Introduction*. Translated by G. Foley. London: Weidenfeld and Nicolson, 1968. [available on [archive.org](https://archive.org/)]

Bavinck, Herman. *Reformed Dogmatics*. 4 vols. Grand Rapids, MI: Baker Academic, 2003-2008. [available as a ProQuest eBook AND Perlego eBook accessible through QTC Library]

Calvin, John. *Institutes of the Christian Religion*. 2 vols. Edited by John T. McNeill. Translated by Ford Lewis Battles. Louisville, KY: Westminster John Knox, 1960. [available as an EBSCO eBook AND Perlego eBook accessible through QTC Library]

## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

<b>Grade</b>	<b>Mark</b>	<b>Descriptor</b>
Fail (F)	0-49%	Does not satisfy learning outcomes
Pass (P)	50-57%	Satisfies learning outcomes at a minimal level
Pass+ (P+)	58-64%	Satisfies learning outcomes at an adequate level
Credit (C)	65-74%	Satisfies learning outcomes at a high level
Distinction (D)	75-84%	Satisfies learning outcomes at a very high level
High Distinction (HD)	85+%	Satisfies learning outcomes at an exceptional level