INSTRUCTOR: Tony M. Cleaver, D. Min.

STUDENT ACCESS TO INSTRUCTOR: The instructor invites and encourages students to visit with him regarding their academic assignments or other life issues during the course. The instructor’s hours are flexible to meet your scheduling requirements or individual needs.

- Primary contact with the instructor will be accomplished via Moodle messages. Here’s how: Click the participants section of the course; choose the instructor’s name; scroll to the end of the biographical information; choose the tab of messages; type your message; click send message. The instructor will respond to your messages via Moodle. Please do not block these messages by clicking the block icon.

- Secondary contact (only as a backup to primary contact) with the instructor is through email: tony.cleaver@bmats.edu.

- If you believe you need emergency contact, the instructor’s phone number is 903/258-1523. The instructor contact time is Monday through Friday 7 A. M. to 5 P. M. Central Time. The instructor will not answer blocked call numbers, and cannot respond to a blocked number if you leave a message.

Americans With Disabilities Act (ADA): Baptist Missionary Association Theological Seminary supports the Americans with Disabilities Act (ADA). Students requiring accommodations for classes are responsible for contacting the Dean’s Office located in the main administration building on the central campus. This service is available to all students regardless of their location. Reasonable accommodations will be given in accordance with the federal and state laws though the Dean’s Office. Contact the Dean’s Office in the main administration building in person or:
- by mail: Post Office Box 670 (1530 East Pine Street) Jacksonville, TX 75766-5407
- by phone: 800/259-5673
- by email: bmatsem@bmats.edu
Baptist Missionary Association Theological Seminary is dedicated to helping all students we serve to achieve their Christian, educational, and life goals.

DELIVERY AND TERMS: This is NOT a self-paced course. The instructor has assigned deadlines for specific assignments as shown in the assignment schedule. The class begins 28 JAN 15 and ends 25 MAR 15. This is an eight week course.

TEXTBOOKS: (Two textbooks required)
The Holy Bible-Student selected English translation
COURSE DESCRIPTION: This is a theological-historical survey of Baptist teachings as found in historical Baptist confessions of faith and doctrinal statements. The course is designed to introduce undergraduate students to historical Baptist teachings.

COURSE GOALS: An introductory survey of the literature of various Baptist doctrinal statements and/or confessions of faith. During this course the student is expected to gain skills and competencies in the course subject matter in order to:

- improve knowledge and understanding of important biblical and theological truths.
- improve the ability to communicate biblical truths in the context of a local church.
- improve leadership skills as required in the ministry of a local church.

Learning Objectives- After reading, studying, and examining the literature of Baptist documents the student will:

- distinguish and discriminate between historic Baptist confessions of faith.
- critique, and interpret the sameness or differences between important Baptist confessions of faith.
- evaluate the use of Biblical passages applied in significant Baptist confessions of faith.
- explain and compare the historic and contemporary applications of Baptist confessions of faith in the local church, associational, and denominational setting.

Learning Outcomes- After reading, studying, and examining the literature of Baptist documents the student will be able to:

- articulate, critique, and defend their own Baptist denominational confession of faith.
- interpret Baptist doctrine and church practices as determined by confessions of faith and their Scripture foundations.
- analyze and evaluate current Baptist practices in relation to historic confessions of faith.
- produce, construct, or create an electronic project describing, illustrating, comparing or clarifying selected aspects of significant Baptist doctrines contained in historic confessions to be presented and validated in a local congregation or Christian gathering.

Overarching Course Goals

- The student will think critically to analyze, synthesize, and evaluate course information to make application to personal lifestyle, ethical, and professional choices.
- The student will put into practice effective communication through specified applications of speaking, writing, and reading in the course process.
- The student will demonstrate fluency in using information technology for the class assignments.
- The student will recognize and show an understanding of the influence of the cultures and arts of the civilizations involved in the Biblical studies and its personal, institutional, and global 21st Century applications.
- The student will learn to demonstrate servant leadership in her/his community.
- The student will demonstrate progression in a commitment to life-long learning.

COURSE PHILOSOPHY: The instructor’s philosophy for this course is that it will enable the student to: 1) make and develop a personal commitment to Jesus as Savior and Lord; 2) expand life commitment in servant leadership to Christ and His Church; 3) make behavioral
changes in Christian applications to 21st century personal, family, community, and global issues; 4) endorse lifelong Christian learning for her/his vocation; 5) broaden personal Biblical literacy.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES/CONTENT</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT</strong></td>
<td><strong>TIMELINE</strong></td>
</tr>
<tr>
<td>PART ONE</td>
<td>Where Baptists Are Now</td>
</tr>
</tbody>
</table>

After completion of this section the student will be able to:
- Understand introductory Baptist background movements Text pages 1-17
- Distinguish key processes of current Baptist communities:
  - Baptist Missionary Association of America (1950) Text pages 393-4; 395-7
  - American Baptist Association Text pages 393-5
  - Southern Baptist Convention Text pages 407-17; 510-20
  - American Baptist Churches in the USA Text pages 520-26
  - National Baptist Convention of America, Inc. Text pages 502-5
  - Cooperative Baptist Fellowship Text pages 505-8
- Compare and contrast present-day Baptist documents
- Categorize unique sections of modern Baptist statements

# The Value of Confessions of Faith (Holmes) (found in student resources)
# Current BMAA Doctrinal Statement (found in student resources)
# Comparison of 1925, 1963, and 2000 Baptist Faith and Message (found in student resources)

| PART TWO | Where Baptists Have Been in the Recent Past | Other required readings indicated by # sign |

After completion of this section the student will be able to:
- Summarize recent Baptist confessions of faith:
  - Philadelphia Confession 1742 Text pages 363-371
  - Kehukee Association 1777 Text pages 370-73
  - Sandy Creek 1816 Text pages 373-75
  - New Hampshire 1833 Text pages 376-83
  - Free Will Baptists 1834 and 1948 Text pages 384-393
- Encapsulate differences and similarities in recent Baptist documents
### PART THREE
Where Baptists Were in Earlier Years

<table>
<thead>
<tr>
<th>Other required readings indicated by # sign</th>
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</thead>
<tbody>
<tr>
<td>Describe how recent Baptist confessions have influenced current documents</td>
</tr>
</tbody>
</table>

Excerpts from Studies in Baptist Doctrines and History (Jackson) (found in student resources)

Minutes of the Philadelphia Association (found in student resources)

After completion of this section the student will be able to:

- Compare and contrast the principles of earlier Baptist confessions:
  - Waterland Confession 1580 Text pages 42-61
  - Short Confession 1609 Text pages 91-95
  - Short Confession 1610 Text pages 95-105
  - Propositions and Conclusions Concerning True Christian Religion 1612-1614 Text pages 114-129
  - London Confession 1644 Text pages 130-160
  - Standard Confession 1660 Text pages 201-215
  - Second London Confession 1677 and 1688 Text pages 216-297
  - Orthodox Creed 1678 Text pages 298-352

- Distinguish key concepts of earlier Baptist confessions
- List strategic principles in earlier Baptist documents that influence today's documents

### PART FOUR
Where Baptists Are World-wide

<table>
<thead>
<tr>
<th>Other required readings indicated by # sign</th>
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<tbody>
<tr>
<td>CIVILITY: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Some student interactions will involve opinion which is neither right/wrong nor good/evil. My family values may be more/less socially open/closed than yours; my early life experiences may be different from</td>
</tr>
</tbody>
</table>

After completion of this section the student will be able to:

- Analyze the globalization of Baptist confessions:
  - Diverse approaches Text pages 454-5
  - Baptist confessions in Africa and the Middle East Text pages 455-69
  - Baptist confessions in Asia Text pages 469-82
  - Baptist confessions in Eastern Europe Text pages 482-95
  - Baptist confession in Mexico Text pages 495-502
  - Baptist World Alliance Text pages 526-28

- Characterize Baptist doctrine in each of its national contexts
- Relate key processes involved in Baptist life with divergent churches

- Consider key moral and social issues facing Baptist ministry and modern culture

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yours; my denominational traditions may be distinct from yours; my journey in life may have taken a divergent path from yours. Be considerate in all responses to show discretion, regard, and courtesy.

ASSIGNMENTS DUE: All assignments will be turned in to the instructor on the date due. You may turn your completed work in earlier than the due date. Unusual circumstances happen to all of us. Contact the instructor if there is an extreme, extraordinary emergency in your life. If the student and instructor agree there is an extreme, extraordinary circumstance, the work will be turned in no later than one class week from due date. Moodle has a time sensitive setting that will not allow work to be turned in after the deadlines on the date specified.

LACK OF ENGAGEMENT: Online courses are designed for the student to participate promptly and become fully engaged in the coursework to ensure successful completion of the course. This includes completion of all assignments in a timely manner. The instructor will follow the current Baptist Missionary Association Theological Seminary Student Handbook (page 3) process of assigning the grade of “F” if the student fails to participate or engage in the course.

PLAGIARISM: Students must understand plagiarism when writing for this course. Please refer to page 6 of the BMATS Student Handbook for a discussion, and review the plagiarism chart in this course student resource section.

INSTRUCTOR DISCRETION: The instructor reserves the right of final decision in course requirements and grade.

SEMESTER GRADE COMPUTATION

There are five parts to student grade in this course:

- Forum (8 opportunities) 200 points 40%
- Special Project (1 presentation) 100 points 20%
- Quizzes (4 quizzes) 200 points 40%
- Totals 500 points 100%

There are 75 bonus points in the course: two bonus point/extra credit opportunities for pre/posttest (25 points each); and one bonus (25 points) for updating your Moodle profile.

Please note for all the following assignments: Moodle will not allow you to submit work after the deadline date.

A. FORUM: (40% course grade; 8 discussions @25 points each) The student will have option to respond to discussion opportunities as stated on the course site. Discussion opportunities are to be returned via Moodle.

   The student must:
   - have her/his name on all discussion threads.
   - post her/his reply plus a response to another student for full credit.
   - have at least 25 words in each post.
   - formulate complete sentences using good English.
   - be attentive of civility in responses.

B. SPECIAL PRESENTATION: (20% of course grade/100 points) The student will select a topic or any other issue that is relevant to historical or modern application of the entire course on Baptist Doctrine teachings. The student will prepare a Power Point regarding this topic or
theme. The presentation can be argumentative for a certain point of view, summarizing a theme, retelling a story, or interpreting the event, character, Scripture portion, or premise. The Power Point will be no less than 15 slides or more than 20 slides. The rubric below delineates grading for the presentation. Early instructor contact is highly recommended. The presentation is due at the time stated in the syllabus. (Note: All students will have the same theme of important Baptist doctrines. You will make your choice of which Baptist doctrine in your presentation. Your title may be different but the thought/thesis/theme may not be altered so that you explain the distinctive Baptist doctrine. You and your instructor must agree on your selection before you proceed.)

Alternative special project presentation modalities:

- The student may elect to prepare a movie instead of a Power Point. The movie will be at least five but not longer than seven minutes in length, and viewable on Microsoft Windows Movie Maker 2.6. This is available for free download from Microsoft. See the entry in SELECTED STUDENT RESOURCES FOR THIS COURSE on the course site. (No exotic/exclusive movie/film software to be used for this process.) Early instructor contact is highly recommended. The presentation is due at the time stated in the syllabus.

- The student may elect to prepare a Prezi instead of a Power Point. The Prezi will be no less than 15 scenes or more than 20 scenes. Prezi is available for free download for educational purposes. See the entry in SELECTED STUDENT RESOURCES FOR THIS COURSE on the course site. The rubric below delineates grading for the presentation. Early instructor contact is highly recommended. The presentation is due at the time stated in the syllabus.

Use care in sending presentation:

- If you choose a Power Point, browse for your Power Point file to download; select it; send it to the instructor.
- If you choose a Prezi, note the Prezi privacy statement: “Private prezis can be accessed only by the owner, coeditors and invited viewers.” Be certain to download the correct web address for the instructor to view with invitation to access.
- If you choose a film, download the same as a Power Point. Moodle is limited on download size. You may want to place on YouTube and give the instructor the site.

100-POINT SPECIAL PRESENTATION EVALUATION

The following is the rubric for evaluating the Special Presentation:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Possible points</th>
<th>Achieved points</th>
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</thead>
<tbody>
<tr>
<td>Instructor contact—25 points</td>
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<tr>
<td>Initial instructor contact for approval of topic, text, story, issue and process</td>
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<tr>
<td>Present draft to instructor for idea, story, and process, or premise revision</td>
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<tr>
<td><strong>Requirement</strong></td>
<td><strong>Possible points</strong></td>
<td><strong>Achieved points</strong></td>
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<tr>
<td>Content development</td>
<td>5</td>
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<tr>
<td>Congruent with Biblical concepts</td>
<td>10</td>
<td></td>
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<tr>
<td>Is clear</td>
<td>5</td>
<td></td>
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<tr>
<td>Appropriate in Power Point/Film usage</td>
<td>10</td>
<td></td>
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<tr>
<td>Control of syntax and mechanics</td>
<td>5</td>
<td></td>
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<tr>
<td>Relate 21st century Christianity application</td>
<td>15</td>
<td></td>
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<tr>
<td>Has multiple sources of information, ideas, and views,</td>
<td>5</td>
<td></td>
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<tr>
<td>Conclusions</td>
<td>5</td>
<td></td>
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<tr>
<td>Shows ingenuity in staging, production, and media use</td>
<td>10</td>
<td></td>
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<tr>
<td>Is appropriate length.</td>
<td>5</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
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</table>
**D. QUIZZES:** (four quizzes @50 points each; 40% of course grade/200 points)
There will be four quizzes covering each of the four sections of the course. These will cover primary information from the Scripture/textbook portions of the units covered. These quizzes are the key review for the sections before the assessments. These quizzes will be scored on a 50 point basis.

The four quizzes will be returned via Moodle at the specified times. Obviously the student will have use of their textbook, Bible, or other notes while taking the quizzes.

Dates for the quizzes and assessments are in the class syllabus. It is the student's responsibility to be in computer contact on these days. Students who know in advance they will be absent for a quiz/assessment due to valid reasons must arrange to take an early/late quiz/assessment. Unusual circumstances happen to all of us. Contact the instructor if there is an extreme, extraordinary emergency in your life. Together we will determine the extent of the extreme, extraordinary emergency with your life.

Quizzes may be multiple choice, true false, fill-in-the-blank, or discussion, depending on the units covered. The final quiz and final assessment will not be cumulative and will be assigned the same value as each of the other three major quizzes/assessments. Quizzes/assessments may include but are not limited to the following:

1. Evaluating details of textbook or reference augmentations
2. Analyzing, comparing/contrasting textbook information
3. Placing events, people, things in proper sequence
4. Judging statements concerning class materials
5. Organizing, detailing map locations, graphs, or charts
6. Classifying materials from text, resources, or other assigned readings

**COURSE CONTRACT:** By continuing with the course, you certify that you:
- have thoroughly read the syllabus and all relevant orientation information.
- understand that this course has a fixed start and end date.
- understand the delivery mode of this course is not self-paced.
- understand that this is not a watered-down course—you will use the same textbook and complete the same requirements as in a traditional classroom.
- agree to submit your assignments electronically or as instructed by your instructor within the accepted timeframe.
- are the student officially enrolled in this course and you are actually performing your own work.
- agree to the course conditions and requirements, especially the provisions of academic honesty and personal integrity in an online course.
<table>
<thead>
<tr>
<th></th>
<th>(points)</th>
<th>MOODLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonus 1</td>
<td>25 (bonus)</td>
<td></td>
</tr>
<tr>
<td>Forum 1</td>
<td>25</td>
<td>28 JAN 21-24 JAN</td>
</tr>
<tr>
<td>Update Moodle Profile (bonus)</td>
<td>25 (bonus)</td>
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</tr>
<tr>
<td>Forum 2</td>
<td>25</td>
<td>4 FEB 28 JAN</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>50</td>
<td></td>
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<tr>
<td>Forum 3</td>
<td>25</td>
<td>11 FEB 4 FEB</td>
</tr>
<tr>
<td>Special Presentation Topic Due</td>
<td>15*</td>
<td></td>
</tr>
<tr>
<td>Forum 4</td>
<td>25</td>
<td>18 FEB 11 FEB</td>
</tr>
<tr>
<td>Forum 5</td>
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<tr>
<td>Quiz 2</td>
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<td>Draft Special Presentation Due</td>
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<tr>
<td>Forum 6</td>
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<td>25 FEB 18 FEB</td>
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<tr>
<td>Quiz 3</td>
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<td>4 MAR 25 FEB</td>
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<tr>
<td>Special Presentation Due</td>
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<td>Forum 7</td>
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<td>18 MAR 4 MAR</td>
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<td>Bonus 2</td>
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<tr>
<td>Forum 8</td>
<td>25</td>
<td>25 MAR 18 MAR</td>
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<tr>
<td>Quiz 4</td>
<td>50</td>
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<tr>
<td>TOTAL</td>
<td>500 points plus 75 bonus</td>
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