




## T221 DE Theology II

3 credits. Prerequisites: Theology I.

 Online Video

June 15-Aug 7, 2026  
Spring Semester

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### Course Goals

#### Course Description

A study of the Christian doctrines of Christ, salvation, the church, and eschatology. 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 MCS-Horizon's Missions

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 Christ, salvation, the church, the sacraments/ordinances, and eschatology.
  - *Assessment:* Statement of Faith
- 2) Identify the areas of historical consensus and key areas of debate regarding the Christian doctrines of Christ, salvation, the church, the sacraments/ordinances, and eschatology.
  - *Assessment:* Theology Tests; Comparison Paper
- 3) Theologically evaluate the church they attend.
  - *Assessment:* Church Theological Assessment

## **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) **\*\*Note 2nd edition.**  
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. Video Lesson Discussions*

In order to pass the course, students are required to “attend” all video lectures and to discuss them via **Padlet** with the professor. Students will submit a 2–3-minute video report which: 1) confirms they have watched the required lectures for that time period, 2) summarizes one thing they learned that will help them reach the course learning outcomes, and 3) explains at least one question they

had after watching the class videos. Students are welcome to add an additional comment or two. This assignment will be considered complete or incomplete.

Lecture video recordings are housed on Masters-Horizon Video Centre. The link and password will be placed on Populi, under the “Syllabus” tab, under the list of “Links,” in the right column. You can find instructions on how to access and post to Padlet in the “Padlet Instructions” Lesson on Populi. **Padlet Video Report Submission Due Dates:**

Day 1 Lectures (Sessions 1-4) & Report due Saturday, June 20 at 11:59PM  
 Day 2 Lectures (Sessions 1-4) & Report due Saturday, June 20 at 11:59PM  
 Day 3 Lectures (Sessions 1-4) & Report due Saturday, June 27 at 11:59PM  
 Day 4 Lectures (Sessions 1-3) & Report due Saturday, July 4 at 11:59PM  
 Day 5 Lectures (Sessions 1-3) & Report due Saturday, July 11 at 11:59PM

## 2. Reading Summaries.

You will write *four* (4) Reading Summaries, one each on chapters 6, 7, 9 and 10 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. 7 and Jones, ch. 9 require *two* Statements of Consensus, since those chapters deal with two topics each [work of Christ and salvation; church and sacraments/ordinances, respectively]).
- ii. Make a list of theological concepts that appear in the chapter. For each, (a) attempt to classify the concept as consensus, debated, or heretical; and (b) give a one-sentence definition.

These assignments will be self-assessed, meaning you will receive feedback on your (i) Statement of Consensus, but you will be responsible for comparing an answer key to 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 Files (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 3); to stimulate your thinking regarding your own theology for your Statement of Faith (Assignment 5); and to *begin* demonstrating competency in identifying areas of historical consensus and key areas of debate regarding Christian doctrines (see Learning Outcome #2).

- Related learning outcome(s): #2.
- **Assignment length:** 300-600 words / 1-2 pages each.
- **Due dates:** Chp 6: Mon Jun 22; Chp 7: Thur Jun 25; Chp 8 Mon Jun 29; Chp 9: Thur Jul 2 by 11:59 pm ET

### 3. *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 (EST) on the due date. To prepare for the tests you will attend class and complete your Reading Summaries (Assignment #2). 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 Christ, salvation, the church, and eschatology (see Learning Outcome #2).

- Related learning outcome(s): #2.
- **Assignment length:** <2 hours.
- **Due dates:** Mon July 6; Mon Jul 13

### 4. *Theology Comparison Paper* (20%).

For the Comparison Paper in this course, write 3-4 pages (900-1200 words) comparing the ecclesiology in Jones, ch. 9 *and* one of Grenz, chs. 17-18; Macchia, chs. 12-13; *or* Migliore, chs. 12-13 (see Required Readings above). The focus of this assignment is demonstrating competency in extended *interpretation*, that is, whether or not you can correctly identify and explain similarities and differences between what the two authors teach about the church, as well as *evaluation*, that is, making your own judgments – with reasoning and charity – about the teaching of the two authors.

The *purpose* of the Comparison Paper is to explain and identify various ways that Christians have understood the doctrine of the church (see Learning Outcome #2), and thereby to *prepare* for the Church Theological Assessment (Assignment 4).

- To **complete this assignment**, students will follow these guidelines:
  - Follow the MCS-Horizon Format Guide.
  - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
  - Compare Jones chapter 9 with a related chapter, as identified above.
- Related learning outcome(s): #2.
- **Assignment length:** 900-1200 words / 3-4 pages.
- **Due dates:** Sat July 18

### 5. *Church Theological Assessment* (20%).

A unique assignment for this course, in comparison with Theology I, is an extensive theological assessment of the church you attend (or your home church). The *purpose* of this assignment is to demonstrate theological literacy by articulating and applying your understanding of ecclesiology to an evaluation of your own church (see Learning Outcome #3). Preparation for this paper involves the following elements:

- Regular class lectures, discussion and reading on ecclesiology.
- The Comparison Paper on ecclesiology (Assignment 3).
- Attending a Protestant liturgical church service during this course. Aside from participating in worship, the aim of your visit is to pay attention to the theology that is expressed, both explicitly and implicitly, through the service. Preparation for this element will be provided in class.
- At least one interview with a pastor from the church being assessed.

The paper has four parts:

- a) *Introduction* (approx. ½ page). Identify which church you are assessing (i.e., name, location, denomination, pastor/leader); and when and where you attended a Protestant liturgical church service to prepare for this paper.
- b) *What is the Church?* (approx. 2 pages): Evaluate your church theologically in relation to the **nature** of the Church. This part of your paper should address how your church expresses its identity, *both* explicitly (e.g., in worship, prayer, formal statements) *and* implicitly (what is implied by an action or statement, or by silence or absence), in relation to some or all of the following:
  - The Lordship of Christ, the promised power of the Spirit, the unity of the Church, the global Church, the “world”/non-Christians, etc.
  - How does your church think of itself as a “body”, “community”, “fellowship”, etc.?
  - Are those in the church thought of as “saints”, “disciples”, “members”, etc.?
  - Does your church have a vision and/or mission? How does this relate to the mission of the whole Church? the mission of God?
- c) *What does the Church do?* (approx. 3 pages): Evaluate your church theologically in relation to the **practice** of the Church. What takes place in a church service? outside of a worship service? Why is it done? What theology is behind it? This part of your paper may address some or all of the following:
  - How the church stands – or not – under the Lordship of Jesus Christ. (Remember theological humility, as well as boldness, here!)
  - How various actions in the service (e.g., reading of scripture, worship, prayer, sacraments) express a theology of those actions, whether explicitly or implicitly.
  - How various activities outside of service (e.g., food bank, weddings, Bible studies) expresses a theology of those actions, whether explicitly or implicitly.

*You must identify and discuss at least two (2) theological suggestions, with reasoning, regarding how your church could be more faithful to its Lord in its nature and/or practice. You must also give two comparisons between your church and the Protestant liturgical service.*

- d) Conclusion (approx. ½ page). Summarize your assessment of your church, briefly restating its nature and practice, how it compares to a Protestant liturgical service, and suggestions.

Throughout your paper you should *explicitly* draw on *all of* the following sources, including footnotes where appropriate:

- Jones, *Practicing Christian Doctrine*, ch. 9 and one of Grenz, Macchia, or Migliore (based on your Comparison Paper).
- Class lectures and discussion.
- Interview(s) with leadership at your church.
- Your own observations at your church (no footnotes needed).
- *At least two (2) theological comparisons between your church and your participation in a Protestant liturgical church service during this course (no footnotes needed).*

Your paper should be about six (6) pages (1800 words +/- 10% = 1620-1980 words) in length, not including footnotes and bibliography.

- To complete this assignment, students will follow these guidelines:
  - Follow the MCS-Horizon Format Guide
  - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
  - Include a bibliography.
  - Explicitly draw, using footnotes, on all the sources indicated in the syllabus.
  - Follow the outline and lengths of Parts A, B, C, and D, as specified in the syllabus.
  - Indicate where and when the student attended a Protestant liturgical service, the church the student is assessing (name, location, denomination), and those in church leadership interviewed (Part A).
  - Summarize the student's assessment of the church, briefly restates its nature and practice, how it compares to a Protestant liturgical service, and the suggestions given (Part D).
- Related learning outcome(s): #3.
- **Assignment length:** 1800 words / 6 pages.
- **Due date:** Mon July 27

### 5. *Statement of Faith* (30%).

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 *second 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: **person of Christ, work of Christ, salvation, church, sacraments or**

**ordinances, and eschatology.** 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. 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. For example: everything God makes is good (Gen 1:31).

**The written Statement of Faith is due by Sat August 1 by 11:59pm ET.**

**By Friday, August 7** 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. **Please contact your professor by July 30 to schedule an interview time.** 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.

- To complete this assignment, students will follow these guidelines:
  - Follow the MCS-Horizon Format Guide
  - The outline of the Statement of Faith is divided according to the syllabus description (6 sections).
  - Scripture references are included in parenthesis.
  - Guided by class lectures, *Practicing Christian Doctrine*, and the in-class group discussion of a denominational Statement of Faith.
- Related learning outcome(s): #1.
- **Assignment length:** 900 words /  $\leq 3$  pages.
- **Due dates:** Mon Aug 4; Fri Aug 7 (interview, at the latest).

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

1. Video Lesson Discussion	30 hrs	As listed above	Assignment
2. Reading Summaries	18 hrs	Jun 22, 26, 29, Jul 2	Weighting
3. Theology Tests	10 hrs	July 6, July 13	30%
4. Theology Comparison Paper	8 hrs	July 18	20%
5. Church Theological Assessment	20 hrs	July 27	20%
6. Statement of Faith	10 hrs	Aug 1, Aug 7	30%
Total =	96 hrs		

All assignments are due at 11:59pm **EST** 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 / Class Schedule**

#### *Module Week*

- Day 1            Introduction  
                  Israel, the people of God's promises  
*Exercise:* Group work on denominational Statement of Faith  
                  The only-born of the Father
- Day 2            Jesus of Nazareth  
                  The resurrection and ascension of the Lord  
*Exercise:* Group Statement of Faith on Christology  
                  Salvation in Christ
- Day 3            The Christian life  
                  The Church and the churches  
                  Christ's gifts to his Church  
*Exercise:* Church Theological Assessment practice
- Day 4            God's mission for his Church  
                  \* Chapel \* (10:45am-12:15pm)  
*Exercise:* Denominational leaders panel on ecclesiology  
                  The last days
- Day 5            The return of Christ and the resurrection of the dead  
                  The judgment and the new creation  
                  Commissioning

- Since this is a DE course, revisions will be requested throughout the semester. Watch Populi for due dates for revisions.
- No assignments or revisions will be accepted after August 7, 2026.

### **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 Press, 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)
- Migliore, Daniel L. [\*Faith Seeking Understanding: An Introduction to Christian Theology\*](#). 3rd ed. Grand Rapids: Eerdmans, 2014. (Presbyterian)
- 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.

Yong, Amos. *Renewing Christian Theology: Systematics for a Global Christianity*. Waco, TX: Baylor University Press, 2014. (Pentecostal)

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)
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