



**SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY**

**THST540
DOCTRINE OF SALVATION**

*MA in Pastoral Ministry, Intensive
Union College, Lincoln, NE
September 16 – 20, 2018*

Denis Fortin

(Last update, April 3, 2018)

Andrews University

THST540

DOCTRINE OF SALVATION

MA in Pastoral Ministry, Intensive
Union College, Lincoln, Nebraska
September 16 – 20, 2018

GENERAL CLASS INFORMATION

Course acronym: THST540
Course name: Doctrine of Salvation
Semester credits offered: 3 credits

Semester & year: Autumn 2018

Class location: Union College, Lincoln, NE

Class time/day: Sunday, September 16, 5:00pm – 8:00pm
Monday - Thursday, September 17-20, 8:00am – 5:30pm
Exam: Thursday, September 20, 7:00 – 9:00 pm

INSTRUCTOR CONTACT

Instructor: Denis Fortin
Telephone: 269-471-3648
Email: fortind@andrews.edu
Office location: Seminary, N313

COURSE DESCRIPTION

This course is a study of the Christian doctrine of salvation with an emphasis on the Seventh-day Adventist understanding of this doctrine. In the period of time allotted for this course we will endeavor to cover the theological foundations of the doctrine of salvation by studying various interrelated concepts to gain a basic understanding of these concepts from a biblical and theological perspective. This course will help students think in theological terms and articulate their thoughts on various theological themes related to the doctrine of salvation.

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

COURSE MATERIALS

Required textbooks:

George Knight. *Sin and Salvation*. Hagerstown, MD: Review and Herald, 2008. ISBN: 978-0-8280-2068-8

Woodrow W. Whidden, *The Judgment and Assurance: The Dynamics of Personal Salvation*. Hagerstown, MD: Review and Herald, 2012. ISBN: 978-0-8280-2565-2

Don Thorsen, *Calvin vs Wesley: Bringing Belief in Line with Practice*. Nashville: Abingdon, 2013. ISBN: 978-1-4267-4335-1

Jirí Moskala and John C. Peckham, eds. *God's Character and the Last Generation*. Nampa, ID: Pacific Press, 2018. ISBN: 978-0-8163-6361-2

Ellen G. White. *Steps to Christ*, with historical introduction and notes by Denis Fortin. Berrien Springs, MI: Andrews University Press, 2017. ISBN: 978-1-940980-14-0

Ellen G. White. *Faith and Works*.

Also recommended: Ellen G. White. *Selected Messages*, vol. 1, pp. 350-400.

Readings from the following books or documents will be assigned to supplement course lectures and are available on the LearningHub website for this course:

Gregg R. Allison. *Historical Theology: An Introduction to Christian Doctrine* (Grand Rapids, MI: Zondervan, 2011). ISBN: 978-0-310-23013-7

Raoul Dederen, ed. *Handbook of Seventh-day Adventist Theology* (Hagerstown, MD: Review and Herald, 2000). ISBN: 978-0-8280-1460-4

Bruce Demarest, *The Cross and Salvation: The Doctrine of Salvation* (Wheaton, IL: Crossway, 2012). ISBN: 978-1-58134-812-5

Thomas C. Oden. *Classic Christianity: A Systematic Theology* (HarperOne, 2009).

The Lutheran World Federation and the Roman Catholic Church. *Joint Declaration on the Doctrine of Justification* (1999).

http://www.vatican.va/roman_curia/pontifical_councils/chrstuni/documents/rc_pc_chrstuni_doc_31101999_cath-luth-joint-declaration_en.html

Duane Olson. *Issues in Contemporary Christian Thought*. Minneapolis: Fortress Press, 2011.

For price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

OUTCOMES

Program Learning Outcomes (PLO)

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
Capable of reaching specific social groups.

Student Learning Outcomes (SLO)

This course aims at fulfilling the following student learning outcomes.

Upon successful completion of this course, the student will

1. Gain an in-depth knowledge of the foundations and major theological concepts of the doctrine of salvation,
2. Appreciate the personal dynamics of the experience of salvation,
3. Differentiate the range of Christian thought regarding some concepts of the doctrine of salvation,
4. Develop critical reading skills of theological concepts,
5. Evaluate the theological ideas and concepts of documents pertaining to the doctrine of salvation.

Pre-Intensive Assignments (due on September 16, 2018)

Note: Before the first day of class for the intensive, students should complete the following assignments. All these assignments are due on Sunday, September 30, 2018.

The purpose of these assignments is to help the participants acquire a good knowledge of some of the issues before we begin our study in class. The more students know before we meet, the better will be our class discussions and more fulfilling our learning experience.

1. REQUIRED READING in Preparation for the Lectures during the Intensive

Students need to read all of the required reading assignments for each topic listed in the outline of lectures above, in preparation for the lectures during the intensive.

A final grade will be assigned only after the student has signed the report that all the required reading for each lecture topic has been read. The professor will take the word of the student that this requirement has been completed in all honesty.

At the beginning of the intensive on September 16 students need to give the professor the following signed document (which can be found also on the LearningHub).

**THST540 – Doctrine of Salvation
Union College, Lincoln, NE
Reading Report**

Issues of Salvation	Whidden 11-19 Demarest 25-47 Thorsen xi-xxv Moskala/Peckham 15-22
Sin: A Human Condition	Allison 342-362 Knight 13-51 SC 17-22 <i>Handbook SDA Theology</i> 233-270 Moskala/Peckham 44-57
Jesus, the Savior	Whidden 49-63 Thorsen 1-15 SC 9-15 Moskala/Peckham 155-173
Jesus and the Cross	Oden 387-442 Thorsen 58-71 Moskala/Peckham 174-218
Grace: Calling and Election	Whidden 64-68 Thorsen 29-57
Steps to Salvation	SC 23-48 FW 63-79 Oden 561-582
Justification	Knight 52-95 Oden 583-622 Moskala/Peckham 58-102 SC 49-55 FW 15-28, 103-109 <i>Joint Declaration on the Doctrine of Justification</i>
Adoption, Union with Christ, and	Demarest 313-344

Indwelling of the Holy Spirit	Whidden, 97-105
Faith and Obedience; Works and Merits	Knight 96-120 SC 57-83 FW 85-97 Moskala/Peckham 122-139
Salvation in Modern Liberation Theology: Feminism, Latino, Black, Environmental	Olson 165-197, 225-248
Sanctification	Knight 121-136 Thorsen 71-87 Demarest 385-429 Moskala/Peckham 103-121
Perfection and Last Generation Theology	Knight 137-200 Whidden 146-172 Moskala/Peckham 23-43; 140-154

"I honestly declare that I read the required reading for each segment of the course, as indicated."

Signature: _____

2. BOOK REPORT

Students will write a book report of Woodrow W. Whidden, *The Judgment and Assurance: The Dynamics of Personal Salvation* (Hagerstown, MD: Review and Herald Publishing Association, 2012).

This assignment will fulfill the Student Learning Outcomes # 1, 2, 3.

Study questions for Whidden book report

Instructions: Use this document (which can be found on the LearningHub) to write your answers, save it with your last name at the beginning of the e-file, and then upload it on Learning Hub/Moodle.

Each answer should be substantial (at least 250 words).

Woodrow W. Whidden, *The Judgment and Assurance: The Dynamics of Personal Salvation*. Hagerstown, MD: Review and Herald Publishing Association, 2012.

The topic of assurance of salvation has always been an important one for Seventh-day Adventists. The doctrine of the investigative judgment as well as some comments from Ellen White have consistently made some Adventists doubtful about any kind of assurance of salvation. In this book, Woodrow Whidden contributes valuable insights into the topics of judgment, Christ's ministry in the sanctuary, spiritual disciplines and assurance, and provides a helpful perspective on these topics.

Woodrow W. Whidden, *The Judgment and Assurance: The Dynamics of Personal Salvation*. Hagerstown, MD: Review and Herald Publishing Association, 2012.

The topic of assurance of salvation has always been an important one for Seventh-day Adventists. The doctrine of the investigative judgment as well as some comments from Ellen White have consistently made some Adventists doubtful about any kind of assurance of salvation. In this book, Woodrow Whidden contributes valuable insights into the topics of judgment, Christ's ministry in the sanctuary, spiritual disciplines and assurance, and provides a helpful perspective on these topics.

1. In the Introduction, Woodrow Whidden describes four types of Christians who are misinformed about the assurance of salvation. Do you fit in one of these types? Why?
2. At the beginning of chapter 3, Whidden asserts "that the most important sources for personal assurance will directly arise out of the revealed provisions that God, in Christ, has made for our salvation" (49). What does he present in this chapter that is an important source of assurance for you?
3. In chapter 4, Whidden carefully integrates the concepts of God's grace, justification by faith and the high-priestly ministry of Christ in the heavenly sanctuary. How is Christ's ministry in the sanctuary giving assurance of salvation?
4. Chapter 5 discusses the topic of sanctification. What do you think of Whidden's explanation of the reasons for sanctification in the Christian life (pages 80-85)?
5. Chapter 7 on the witness of the Spirit and how one knows if one is saved discusses both subjective and objective aspects of assurance. Explain what thoughts shared in this chapter are the most significant for you to help you have assurance of salvation.
6. In chapter 9, Whidden refers to Ellen White's peculiar statement that the people of God will have to "live in the sight of a holy God without a mediator" in the time of trouble (139). This statement has troubled and continues to trouble many Adventists. What does he say that helps you better understand the intent of this statement?
7. Chapter 10 discusses Last Generation theology. Is Whidden's answer to last generation theology coherent? Do you find his answer satisfying?
8. What insights do you gain from Ellen White's teaching on assurance of salvation (chapter 11)?

9. Conclusion, in one paragraph, what have you learned from reading this book.
10. For this assignment, students are required to read the entire book. How much of the book have you read?

“As a member of the academic community of Andrews University I pledge that I have not received, used, or given any unauthorized assistance on this assignment.”

Your e-signature: _____

During the Intensive (September 16 – 20, 2018)

MAPM Intensive Class Schedule

Schedule for class meetings: September 16-20, 2018			
			Running total
Sunday	5-8 p.m.	3 hours	3
Monday	8:00-12:30 p.m. 1:30-5:30 p.m.	4.5 hours 4 hours	11.5
		8.5	
Tuesday	8:00-12:30 p.m. 1:30-5:30 p.m.	4.5 hours 4 hours	20
		8.5	
Wednesday	8:00-12:30 p.m. 1:30-5:30 p.m.	4.5 hours 4 hours	28.5
		8.5	
Thursday	8:00-12:30 p.m. 1:30-5:30 p.m. 7 p.m-9 p.m.	4.5 hours 4 hours 2 hours	39
		10.5	
Pre/Post-session	Guest lectures to be viewed on-line	6	45
		6	

1. LECTURE TOPICS DURING THE INTENSIVE

Lecture topics	Weekly required reading	Student Learning Outcomes
Introduction to the course	Course syllabus	SLO # 1, 2, 3, 5
Spectrum of Adventist Views	SDA Fundamental Beliefs Whidden 11-19	SLO # 1, 2, 3, 5

What do Adventists believe?	Demarest 25-47 Thorsen xi-xxv Moskala/Peckham 15-22	
Sin: A Human Condition	Allison 342-362 Knight 13-51 <i>Handbook SDA Theology</i> 233-270 SC 17-22 Moskala/Peckham 44-57	SLO # 1, 2, 3
Grace: Calling and Election	Whidden 64-68 Thorsen 29-57	SLO # 1, 2, 3
Steps to Salvation	Oden 561-582 SC 23-48 FW 63-79	SLO # 1, 2, 3
Justification	Knight 52-95 Oden 583-622 FW 103-109 SC 49-55 FW 15-28 Moskala/Peckham 58-102 <i>Joint Declaration on the Doctrine of Justification</i>	
Adoption, Union with Christ, and Indwelling of the Holy Spirit	Demarest 313-344 Whidden 97-105	SLO # 1, 2, 3, 5
Faith and Obedience, Works and Merits	Knight 96-120 SC 57-83 FW 85-97 Moskala/Peckham 122-139	SLO # 1, 2, 3
Salvation in Modern Liberation Theology: Feminism, Latino, Black, Environmental	Olson 165-197, 225-248	SLO # 1, 2, 3
Sanctification	Knight 121-136 Thorsen 71-87 Demarest 385-429 Moskala/Peckham 103-121	SLO # 1, 2, 3
Christian Perfection and Last Generation Theology	Knight 137-200 Whidden 146-172 Moskala/Peckham 23-43; 140-154	SLO # 1, 2, 3
Final Exam		

2. FINAL ESSAY EXAMINATION

At the end of the intensive course, students will take a final examination. The exam will consist of two essay questions on what has been learned during the course. Students will be able to use class notes and textbooks. The instructor will give students two issues regarding the doctrine of salvation and ask students to reflect on what they have learned in the course regarding these issues. How these issues have challenged them personally? How will their learning experience affect their theology and praxis of ministry?

Post-Intensive Assignments (due on December 13, 2018)

1. REQUIRED READING

Students will read one extra book selected from this list and write a two-page book report.

- Olson, Roger E. *Arminian Theology: Myths and Reality*. Downers Grove, IL: InterVarsity Press, 2006. ISBN: 978-0830828418
- Sproul, R. C. *Faith Alone: The Evangelical Doctrine of Justification*. Grand Rapids: Baker Book House, 1995. 221 pp. ISBN: 978-0801058493
- Schreiner, Thomas. *Faith Alone. The Doctrine of Justification: What the Reformers Taught and Why It Still Matters*. Grand Rapids: Zondervan, 2015. 288 pp. ISBN: 978-0310515784
- Piper, John. *Counted Righteous in Christ: Should We Abandon the Imputation of Christ's Righteousness*. Wheaton, IL: Crossway, 2002. 141 pp. ISBN: 978-1581344479
- Piper, John. *The Future of Justification: A Response to N. T. Wright*. Wheaton, IL: Crossway, 2007. 239 pp. ISBN: 978-1-58134-964-1
- Wright, N. T. *Justification: God's Plan and Paul's Vision*. Downers Grove, IL: InterVarsity Press, 2009. 279 pp. ISBN: 978-0830838639
- Seifrid, Mark A. *Christ, Our Righteousness: Paul's Theology of Justification*. Downers Grove, IL: InterVarsity Press, 2000. 222 pp. ISBN: 978-0830826092
- Beilby, James K., and Paul Rhodes Eddy, eds. *Justification: Five Views*. Downers Grove, IL: InterVarsity Press, 2011. 319 pp. ISBN: 978-0830839445
- *The Biblical Foundations of the Doctrine of Justification: An Ecumenical Follow-Up to the Joint Declaration on the Doctrine of Justification*. New York: Paulist Press, 2012. 129 pp. ISBN: 978-0-8091-4773-1
- Rusch, William G., ed. *Justification and the Future of the Ecumenical Movement: The Joint*

Declaration on the Doctrine of Justification. Collegetown, MN: Liturgical Press, 2003. 149 pp.
ISBN: 978-0-8146-2733-1

This assignment will fulfill Student Learning Outcomes #1, 2, and 3.

For this assignment, students will write a two-page report explaining at least 5 theological concepts the student has learned or has been enriched by reading this book. Also include in this report the following statement:

“I honestly declare that I have read in its entirety this book, (give the title of the book).”

e-Signature

Date

2. SERMON

Students will write a sermon on the theme of repentance. The sermon should be in full text written form with a clear outline and sub-headings. In-text references are preferred. Illustrations (stories) should also be written in full text as well. Sermons must be submitted through the Learning Hub/Moodle.

Look carefully at the evaluation rubrics for this assignment at the end of the syllabus. The rubrics will give you a good idea of what the professor will evaluate in this assignment.

10 bonus points will be given for this assignment if the sermon has been preached before it is submitted.

This assignment will fulfill the Student Learning Outcomes # 1 and 3.

GRADING AND ASSESSMENT

Credit-Hour Definition

A professional masters-level 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that this total of 135 hours will be distributed in the following activities:

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	39	

Pre/Post Online Lectures	6	45 hours total
Independent Completion of Assignments		
Reading	60 hours	
Whidden Book Report	10 hours	
Sermon on Repentance	15 hours	
Final Essay Exam	5 hours	
Total Hours	135	

EVALUATION

The breakdown for determining the final grade is as follows:

Attending class lectures	Required for final grade
Required reading before Intensive	10%
Whidden book report	30%
Extra book and report	15%
Sermon	30%
Final essay exam	15%
Total	100%

Attendance Requirement:

Attendance at class lectures is an integral part of the learning experience in this course. Missing any class period is a loss to the student. Students who miss more than three class periods will have a lower final grade.

Grading system (in percentages)				
A: 96-100	B+: 87-90	B-: 80-82	C: 70-74	D: 50-60
A-: 91-95	B: 83-86	C+: 75-79	C-: 60-69	F: 0-49

SUMMARY OF ASSIGNMENTS AND DUE DATES

Pre-Intensive Assignments – Due on September 16, 2018

Reading in preparation for lectures
Whidden book report

During Intensive Assignments – September 16 – 20, 2018

Attend all lectures
Final essay exam

Post-Intensive Assignments – Due on December 13, 2018

Reading one extra book and report
Sermon on Repentance

No extra work will be given to improve one's final grade.

Incomplete (I)

In the event that you cannot complete the course, please contact the professor and inform him that you are unable to complete your course and state your reasons. For more details please read the bulletin information below.

I—Incomplete. An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.

An Incomplete may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The Incomplete is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time.

Ordinarily, an Incomplete shall be removed during the following semester. However, an Incomplete contracted in the spring semester may be extended to the autumn semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of I's on a student's record affects the student's class and workload.

MISCELLANEOUS COURSE POLICIES

Recordings of class lectures are forbidden under any and all circumstances.

Communication

E-mail is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

Assignment Submission

Except for weekly reading reports, all course assignments must be submitted through the Learning Hub/Moodle.

Late Submission

Course assignments submitted after the due date will receive 10% penalty for each week late. Assignments will not be accepted if submitted after 4 weeks late, unless an accommodation has been agreed to ahead of the due date.

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements. *AU Bulletin*”

Class Absences

“Whenever the number of absences exceeds 10% for graduate classes of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.” *AU Bulletin*

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher” *AU Bulletin*

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the final exam schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time” *AU Bulletin*

Academic Integrity

University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participants true and accurate self-representation. In Ephesians, Paul invites believers “to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness” (Eph. 4:23-24, NRSV). As scholars and as Christ servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University’s faculty and students pledge to learn and grow together, committing to the following Standards and affirming honesty as a core component of an Andrews University education.

“In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another's work as one's own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses". *AU Bulletin*

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. *Tips for success* include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Evaluation Rubrics for Whidden Book Report

Criteria	Excellent (5)	Very Good (4)	Acceptable (3)	Below Standard (1)	No answer provided (0)	Score
Q #1 Introduction	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #2 Source of Assurance	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #3 Christ's Heavenly Ministry	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #4 Sanctification	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #5 Witness of the Spirit	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #6 Time of Trouble	Excellent presentation of relevant information that clearly answer the question. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the question. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the question. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #7	Excellent presentation of relevant information that clearly answer the questions. Thoughtful,	Very good presentation of relevant information that clearly answer the	Good information given; answer is only partly related to the questions.	Information is disconnected from the questions. Analysis is vague or		Out of 10

Last Generation Theology	in-depth analysis of the topic. Reader gains important insight.	question and analysis of the topic. Reader gains very good insight.	Some analysis of the topic. Reader gains some insight.	confused. Reader gains no insight.		
Q #8 Ellen G. White & Assurance	Excellent presentation of relevant information that clearly answer the questions. Thoughtful, in-depth analysis of the topic. Reader gains important insight.	Very good presentation of relevant information that clearly answer the question and analysis of the topic. Reader gains very good insight.	Good information given; answer is only partly related to the questions. Some analysis of the topic. Reader gains some insight.	Information is disconnected from the questions. Analysis is vague or confused. Reader gains no insight.		Out of 10
Q #9 Conclusion	Conclusion is engaging and clearly states what the student learned from reading this book. Reader gains very good insights.	Very good conclusion and states what the student learned from reading this book. Reader gains good insights.	Adequate conclusion and states what the student learned from reading this book.	Conclusion is confusing and does not states what the student learned from reading this book.		Out of 5
Q #10 Reading	For this assignment, students are required to read the entire book. How much of the book have you read?					Out of 10
Mechanics	No errors in spelling, capitalization or formatting. Citations are accurate and well done.		Some errors in spelling, capitalization or formatting. Citations are mainly accurate and well done.	Numerous errors in spelling, capitalization and formatting. Citations are not accurate and not proper in format.		Out of 5
TOTAL	Comments:					Out of 100

Evaluation Form for Written Sermons

Name _____

Elements	A	B	C	D	F
Communication and Language (10 points)	Very interesting, inspiring, thought provoking, well articulated; no more than two spelling mistake and grammatical or style error per page.	Is articulate, holds the reader’s attention – no more than three spelling, grammatical or style errors per page	Generally well-written, but sometimes lacks relevance to the topic. Has many spelling, grammatical, style errors	Not well-focused on the subject, is full of grammatical, spelling and style errors	Poorly written, lacks relevance and thoughtfulness. Has multiple mistakes in grammar, spelling and style
Introduction (15 points)	Presents the topic and purpose (thesis) of the sermon very clearly and succinctly. Creative, unique insights making reading inviting.	Presents the topic and purpose (thesis) of the sermon clearly, succinctly. Insightful.	Topic and purpose (thesis) of the sermon lack some clarity. It tends to be overly wordy. Lack of direction is obvious.	Topic and purpose (thesis) of the sermon have limited clarity. It is not easily apparent what this sermon is about.	Topic of the sermon is not clearly described nor is the purpose (thesis) expressed.
Development of ideas (30 points)	Demonstrates attention to sermon outline; independent insight; comprehensive reading and research of the topic obvious. Ideas flow logically with excellent transitions	Demonstrates extensive reading and research of topic. Ideas flow logically, with good transitions, follows sermon outline in Ten Basic Steps	Demonstrates limited reading and research. Not all ideas flow logically, transitions weak and not clear evidence of sermon outline	Demonstrates limited reading and research. Most ideas do not flow logically, transitions from one point to the next are weak. There’s no clear evidence of sermon outline	References to reading and research poor and most ideas irrelevant to topic. No clear sermon outline. Lots of rambling
The “Big Idea” (10 points)	Presents one exegetically sound, clear and applicable “Big Idea”	Presents one exegetically sound and clear “Big Idea”	The “Big Idea” presented is not clear and/or applicable	The “Big Idea” is not exegetically sound	Never presents a “Big Idea”

Use of Illustrations (10 points)	All illustrations are clearly connected to supported points	Most illustrations are connected to supported points	Illustrations are only tangentially related to supported points	Uses poor illustrations	Uses no illustrations
Engaging and Appropriate Style (10 points)	Uses an engaging and appropriate style that holds the readers/listeners attention throughout	Uses a mostly engaging and appropriate style that holds the readers/listeners attention most of the time	Does not engage the readers/ listeners throughout and/or uses an inappropriate style	Does not engage the readers/ listeners and/or use an appropriate style	Does not engage the readers/ listeners
Conclusion (15 points)	Conclusion is a clear summary with persuasive appeal	Conclusion is persuasive and appeal good	Conclusion has some merit, but appeal could be improved	Conclusion lacks summary of ideas; no personal reaction; no obvious appeal	Conclusion and reflections not well thought out; lacks appeal
10 Bonus points	Has this sermon been preached before it is submitted?				
TOTAL (100 points)	Comments:				

INSTRUCTOR PROFILE



Denis Fortin is professor of historical theology at the Seventh-day Adventist Theological Seminary, Andrews University, in Berrien Springs, Michigan. Since joining the Seminary faculty in 1994, Fortin has served also as director of the Master of Divinity program (1999-2001), associate dean (2000-2004), chair of the Department of Theology and Christian Philosophy (2006) and, until recently, dean (2006-2013).

Born in Quebec City, Canada, Fortin received a Bachelor of Arts degree in pastoral ministry from Canadian Union College (now Burman University), Alberta, in 1982. He earned a Master of Divinity from the Seventh-day Adventist Theological Seminary of Andrews University in 1986 and a Doctor of Theology (PhD) from the Université Laval, Quebec, in 1995. His dissertation studied the developments of three Adventist denominations in Canada in the nineteenth century. Prior to coming to Andrews University, he served as a pastor in the Quebec Conference of Seventh-day Adventists. He currently also serves as teaching pastor of the One Place Fellowship on the campus of Andrews University.

He is involved in a number of scholarly societies, among them the Society of Biblical Literature, the American Academy of Religion, the American Society of Church History, the Adventist Society for Religious Studies (President, 2019), the Adventist Theological Society, and the Phi Kappa Phi Honor Society. He has served on numerous committees for the Seventh-day Adventist Church and on the Commission on Faith and Order of the National Council of the Churches of Christ in the U.S.A. (1999-2013). He has received the Daniel A. Augsburg Excellence in Teaching Award (Andrews University, 2006), the Siegfried H. Horn Award for Excellence in Research and Creative Scholarship (Andrews University, 2017), and the Don F. Neufeld Medallion of Excellence (Burman University, 2017).

Fortin has authored many publications on Adventist history and theology. His latest publication is an annotated 125th anniversary edition of the Ellen G. White classic *Steps to Christ* (Andrews University Press, 2017). He is also co-editor of *The Ellen G. White Encyclopedia* (Review and Herald, 2013) and in 2004 published *Adventism in Quebec: The Dynamics of Rural Church Growth, 1830-1910* (Andrews University Press). Forthcoming publications include a Bible study guide on unity in the Church (2018) and a companion volume *One in Christ: Biblical Concepts for a Doctrine of Church Unity* (Pacific Press, 2018). He is also preparing a biography of Adventist church leader George I. Butler (Pacific Press).

[Profile on the Andrews University Digital Commons.](#)

Fortin is married to Kristine Knutson (MA in Educational Psychology), director of the Student Success Center at Andrews University. They have three children: Kimberly and her husband Andrew Fish, in upstate New York; Mark in Baroda, Michigan; and Erika, who floats around the world on a cruise ship.

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