

STUDY GUIDE | 35 LESSONS

DRIVE BY

THEOLOGY

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Drive By Theology: Study Guide and Curriculum

This guide is a companion to the 35-part Drive By Theology audio series available at
www.Wretched.org

By Roger and Becky Patterson and family

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STUDY GUIDE & CURRICULUM INTRODUCTION

Welcome to the Drive By Theology Study Guide & Curriculum. This curriculum has been designed to provide a flexible and systematic way to study the various doctrines found in Scripture. Todd Friel leads you through this study of the truths of Christian faith with the help of Pastor Steven J. Lawson (aka Dr. Metaphor). You will find yourself laughing at their wisecracking as you are drawn through an engaging dialogue explaining the important aspects of the doctrines found throughout Scripture—all pointing to the redemption that comes through Jesus Christ. These events will be presented in thirty-five parts arranged into eight broad topics. After studying through these lectures, you will be able to tell your friends the difference between ecclesiology and eschatology—and a bunch of other -ologies.

Each of the lectures is only about twenty minutes, so there is no way you can learn everything there is to know about the doctrines revealed in the sixty-six books of the Bible. This curriculum is intended to serve as a guide and a springboard for you to dig deeper into the doctrines that get a “drive by” treatment in the lectures. As you hear a doctrine, person, or place mentioned by the speakers, you will find it listed on the lesson outlines with a small space to record some of the things you hear or questions you might have. The purpose of each of the sections is described below.

How much you learn from this curriculum will depend on how much you put into it. You can go all out and turn this into a year-long project or simply use it as a way to look into a few of the things that catch your interest. If you want to understand more about how different denominations within the Church view the *ordo salutis*, spend some time looking at their teachings. Whether you are using this as a family study at the dinner table, a self-improvement project, a summer project for your kids to study, or a Bible curriculum for your homeschooler, you will find exciting things as you learn about how God has revealed Himself to us in the pages of Scripture.

LESSON OUTLINE SECTIONS

Lecture Themes — This section provides a rough outline for the lecture with the basic themes presented. You can use these spaces to take notes and write down Scripture references to look up after you finish listening. While some of the references mentioned in the lecture are given, the guys rattle off lists of supporting texts, so you will need to hit the pause button a few times to catch them all.

Doctrines/Terminology — Here you will find various doctrines and assorted terms mentioned in the lectures. Some of these may be orthodox views within Protestant Christianity, while those marked with (RC) will identify ideas of the Roman Catholic Church. Other terms may be general descriptions or identified with certain religious or political views, like Islam. Some ideas may be repeated over several lessons, so it would be wise to scan ahead to see what topics are covered multiple times.

People — Any individuals mentioned in the discussion will be listed here. People will not be present in every lesson.

Groups/Movements — You'll find lots of -isms and -ites with the listing of the groups of people, but groups will not be present in every lesson.

Additional Study — This section offers suggestions for expanding your understanding of the topics. You will have to do a little extra research to find the information. Don't be limited by the specific suggestions, but use ideas from other lessons to enhance your understanding of the ideas presented. You will find resources in the appendices at the end that will help you complete the research.

Devotional/Application Questions — Here you will be given questions that will ask you to think about what you have just heard. Some may focus on what is happening in the Church today, while others will get to your own heart attitudes. There will always be a connection to Jesus Christ and His significance in history and the lives of His followers—hopefully that includes you.

Memory Passages — There will be suggested memory verses related to each of the eight parts presented in the lectures. Use these to meditate on the truths of Scripture explained in the lectures. We have not written out the passages, so you are encouraged to memorize them in your preferred version. Make note cards of the verses, and keep them in your pocket to help you hide God's words in your heart (Psalm 119:11).

PLAN OF ATTACK

Below are some general guidelines you may wish to use as you study Drive By Theology. Make the most of your study by intentionally finding ways to bring the Bible and especially the person and work of Jesus into your thinking of the doctrines and marvelous truths revealed in God's Word.

As you listen to each lecture, consider reading over the lesson outline to prepare you for what you are about to hear, listening through the entire lecture once, and then listening again. Pause when you need to take a note or write down an idea you would like to explore further. Regardless of how you use this curriculum, you should dedicate a notebook (electronic or paper) to this study where you can write down answers to the questions and more information about the people and topics studied.

Personal Study — Using this curriculum as a personal study, you might want to do two or three lessons a week. Consider listening through all of Part I and then going back and studying each lesson in more detail. After that, read the section of a systematic theology text for each of the topics in Part I.

Family Study — Whether sitting around the dinner table or a dish of ice cream in the family room, you can listen to the lectures as a family and then take some time to answer questions about big words and ideas. Use the questions in each lesson to discuss the ideas, and have your Bible handy to look up any of the passages mentioned, making sure you point everyone to Christ at some point in the discussion. The lectures will provide many opportunities to understand who God is and what He has done for those who have been adopted in Christ.

Homeschool Study — Using this curriculum as a guide and employing all of the additional study ideas and additional resources could easily turn into a year-long project. Doing a lecture or two per week as you develop a timeline of the development of different doctrines, research dates, mark important cities and councils on a map, and examine your life in light of the teachings of history and Scripture will be a very rewarding experience. The material in the lectures and the curriculum are appropriate for ages twelve and up. In the Resource Appendix at the end of this document, you will find many additional resources and a proposed schedule and lesson plan, as well as other ideas for incorporating various disciplines into your study.

THE DOCTRINE OF SCRIPTURE

CHAPTER 1



LECTURE 1

LECTURE THEMES

- Defining Systematic Theology
- Benefits of Study
- Parts/Whole
- Other Systems of Study
- Various -ologies
- Biblical Presuppositions
- Justification for Using Systematics

DOCTRINES/ TERMINOLOGY

- Systematic Theology
- Queen of the Sciences
- Redemptive History
- Hermeneutics
- Progressive Revelation
- Exegesis
- Eisegesis
- Analogy of Faith (Scripture)
- Biblical Theology
- Presuppositions (Prolegomena)

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Identify the languages and at least fifteen major authors used to write the Bible in its original manuscripts.

Read Chapter 2 from Already Gone at <http://www.answersingenesis.org/articles/ag/sunday-school-syndrome> to understand some of the issues that surround “Bible stories.”

Identify passages other than those listed in the lecture that could be used to support the biblical presuppositions of authority and unity.

MEMORY PASSAGES

2 Peter 1:19-21 | 2 Timothy 2:15 | 2 Timothy 3:16-17

DEVOTIONAL QUESTIONS

1. How does the study of theology influence the mind, affections, and will?
2. How would you describe the ultimate goal of the study of theology? Has this goal been met in your own life?
3. What comes to mind when you hear the word “story”? Are stories always true? What is the danger of describing the Bible as a collection of stories rather than using words like account or history?
4. What do we learn about God's character from the unity of the Bible's message?
5. What are some of the benefits of understanding biblical truths in a systematic way? How have you seen this benefit in your Christian life? How can a mere academic study of Scripture be dangerous?
6. Why is it important to understand our presuppositions when studying the Bible?
7. Read Luke 24. How does this chapter give a justification for systematic theology?
8. How do you hope to grow to be more like Jesus by studying the Bible systematically?

LECTURE 2

LECTURE THEMES

- God's Revelation to Us
- The Word of God
- Old Testament Inspiration
- New Testament Inspiration
- Implications of the Bible's Authority

DOCTRINES/ TERMINOLOGY

- Bibliology
- General Revelation
- Special Revelation
- Inspiration (theopneustos)
- Prophet
- Infallible
- Inerrant

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Examine the Heidelberg Catechism and the Westminster Shorter Catechism. What is the first major section in each?

Find five passages where Jesus appeals to the Old Testament as an authority. Describe how each of these passages is used by Jesus.

Read 1 Timothy 3:16 in at least five different versions, and identify the different ways theopneustos is translated.

Explain to another person (or record in your notebook) how your understanding of the inspiration of Scripture has changed through studying this lecture. Consider using this as an evangelistic opportunity in a letter or phone call to an unsaved loved one.

MEMORY PASSAGES

2 Peter 1:19-21 | 2 Timothy 2:15 | 2 Timothy 3:16-17

DEVOTIONAL QUESTIONS

1. Why does it make more sense to start a study of systematic theology with the doctrine of Scripture (bibliology) rather than the doctrine of God?
2. Compare the different ways God has revealed Himself to us. Which of these is most specific?
3. How do Hebrews 1:1–5 and Exodus 4:10–16 and 7:1–4 help us understand how God has spoken to us throughout history?
4. What do Jeremiah 9:23; Isaiah 44:6; and Ezekiel 14:4–6 affirm about the Old Testament writings? How do these verses, in conjunction with Hebrews 6:13–18, affirm the truthfulness of Scripture?
5. How does 2 Timothy 3:15–17, a New Testament passage, point to the inspiration of the Old Testament books? In what other ways does the New Testament affirm the Old Testament?
6. Read 2 Peter 3:14–16 and 1 Timothy 5:18 (c.f. Luke 10:7). How do these passages give you assurance of the authority of the New Testament?
7. How does 1 Peter 1:10–12 demonstrate the unity of the Old Testament and New Testament? How does this impact your view of reading the Old Testament?
8. How does the biblical definition of inspiration differ from the way the word is commonly used today?
9. How does 2 Peter 1:20–21 describe the delivery of Scripture?
10. How does a better understanding of the doctrine of inspiration, including all of the passages used to support it, help you trust what Jesus has done for you by dying on the Cross and being raised to life on the third day?

LECTURE 3

LECTURE THEMES

- The Source of Authority
- Old Testament Examples
- Applications of Authority
- Old Testament Examples
- Intrinsic/ Inherent Authority
- External Witness to Authority
- Sufficiency of Scripture
- New Testament Examples

DOCTRINES/ TERMINOLOGY

- Inherent Authority
- Sufficiency of Scripture
- Anonymous Christian
- Law of the Lord

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Prepare an analogy to explain to someone else why it is right for God to exercise authority over those things He has created.

Look at your church's statement of faith (or your denomination's creed or confession), and try to find within it a phrase that reflects the ideas of biblical authority.

Develop a visual aid to demonstrate the truths in 2 Timothy 3:15–4:2.

Read Psalm 119, and identify phrases that communicate the sufficiency of Scripture. Take a survey of ten people you believe to be Christians, and ask them whether they believe that Scripture is sufficient and what they mean by "sufficient."

MEMORY PASSAGES

2 Peter 1:19-21 | 2 Timothy 2:15 | 2 Timothy 3:16-17

DEVOTIONAL QUESTIONS

1. Explain in your own words why Scripture is absolutely authoritative.
2. How does Revelation 22:18–19 describe the authority of the book of Revelation and, by extension, the entire Bible?
3. Based on 2 Timothy 3:15–4:2, describe the connection between the inspiration, sufficiency, and authority of God’s Word.
4. Have you ever been afraid of using Scripture to correct the false views of another person (believer or not)? How has this lecture helped you understand the usefulness of the Scriptures in those instances?
5. What evidence is there in your life that you truly view the Bible as authoritative?
6. Is it illogical to use the Bible to demonstrate the Bible’s authority? Explain.
7. Identify an area in your life where you have difficulty in submitting to God’s authority. Find a passage of Scripture that relates to this topic, and pray that passage each morning and when you are tempted to sin in that area. Record the changes in your attitude at the end of the week.
8. How does your understanding of the authority and sufficiency of Scripture help you become more like Jesus? (John 5:30; Romans 8:28–30)
9. What is not meant by the sufficiency of Scripture? How have you misunderstood this teaching at any point in the past?
10. Do you find it difficult to accept that the Bible does not answer every question we might ask of it? Explain your thinking.
11. We often use the phrase “for faith and practice” when talking about the sufficiency of Scripture. How does this explain that the Bible is useful to all people at all times in history? (2 Timothy 3:14–15)
12. How has your view of the authority of Scripture changed over your lifetime? If there was a time when you rejected its authority, what caused the change in your view?
13. Read Romans 10. Why is it important to declare the truths of Scripture even if those listening may doubt its authority?

LECTURE 4

LECTURE THEMES

- Unity of Scripture
- Supposed Contradictions
- Necessity of Scripture - Salvation
- Necessity of Scripture - Sanctification
- Power of Scripture

DOCTRINES/ TERMINOLOGY

- Unity of Scripture
- Redemptive History
- General Revelation
- Salvation
- Sanctification
- Orthodoxy
- Special Revelation
- Orthopraxy

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Describe the two forms of revelation and what they tell us about God and salvation.

Do an internet search to identify some websites run by skeptics that try to discredit the Bible by proposing contradictions. Pick one of the contradictions, and use a Christian website to find an explanation for the contradiction (e.g., AnswerinGenesis.org, CARM.org).

As you look at the broad Western church culture, how do you see churches denying the power of the Word of God with the ways they try to attract people to church?

MEMORY PASSAGES

2 Peter 1:19-21 | 2 Timothy 2:15 | 2 Timothy 3:16-17

DEVOTIONAL QUESTIONS

1. How would you describe the unit of the message of the entire Bible to someone who knows very little about the Bible?
2. How does the character of God relate to the unity of the message of Scripture? (Titus 1:1–3)
3. Read Acts 8:26–40. How does this passage demonstrate the unity of the message of redemption in the Old and New Testaments?
4. How does the doctrine of the unity of Scripture give you confidence in answering those who point out supposed contradictions in the Bible?
5. Why is special revelation a necessity for our salvation? What passages of Scripture confirm this idea?
6. Knowing that general revelation does not provide sufficient knowledge for salvation, what action are Christians called to? How are you participating in that call?
7. What is wrong with the popular phrase, “preach the Gospel at all times, and if necessary, use words”?
8. Read John 17:17–19. In your life, how do you apply this passage so that you may be growing to be more like Jesus?
9. As you think about churches or parachurch groups you have been a part of (or know of), how do the methods they use to communicate the Bible demonstrate their trust (or lack of trust), in the power of God’s Word?
10. How has the message of redemption in Jesus changed your life and the way you view the Scriptures? How does this relate to the power of God’s Word?
11. Where do you fall short in acknowledging the power of Scripture (as described in Hebrews 4:12–13)? Repent of this before God, knowing that you can be forgiven in Jesus and empowered to trust by His Holy Spirit.

LECTURE 5

LECTURE THEMES

- Meaning of Inerrancy
- Meaning of Infallibility
- Scientific Precision
- Historical Precision
- Grammatical Precision
- Meaning of Immutability
- Meaning of Perspicuity
- Grammatical/Historical Hermeneutics

DOCTRINES/ TERMINOLOGY

- Inerrancy
- Infallibility
- Original Autographs
- Hermeneutics
- Canonicity
- Immutability
- Perspicuous

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Look up each of the passages used in the lecture, and summarize how each affirms the doctrines of inerrancy, infallibility, immutability, and perspicuity.

Identify five differences between the Bible and modern science and history textbooks. Visit the Bible Contradictions page at <http://www.answersingenesis.org/articles/contradictions-scripture-index>, and read the introduction and several of the articles to see examples of how to use the Bible to refute the claims of skeptics.

Look for a cultural reference in a magazine or newspaper article that someone in another country who speaks another language would not understand. Describe how this helps explain the doctrine of perspicuity.

Read Numbers 20:1–13 and then 1 Corinthians 10:1–5. Explain this connection to another person, pointing out the Christocentric explanation of this Old Testament account.

MEMORY PASSAGES

2 Peter 1:19-21 | 2 Timothy 2:15 | 2 Timothy 3:16-17

DEVOTIONAL QUESTIONS

1. Many of the doctrines connected to bibliology have been affirmed by citing 2 Timothy 3:15–17. How could using a single verse to support many ideas be dangerous? Why is it acceptable in this case?
2. How have you responded in the past when you have been told that the Bible is full of errors or contradictions?
3. How can Titus 1:2 work in conjunction with other passages to confirm the inerrancy of Scripture?
4. If God cannot lie, and Scripture is inspired by God, then the Bible must be without error since God is its author. What objection to this statement would you expect to hear from someone who does not trust the Bible?
5. Describe how the Bible can be true yet imprecise, in both a scientific and historical sense. Find an example in the Bible to illustrate this truth.
6. Read Mark 4:35–41 and Luke 8:21–25. How would you explain the inerrancy of Scripture in light of these passages?
7. How do the author's intent and the audience's expectation help us frame the doctrine of inerrancy?
8. How do things like geography, culture, language, and other factors help us understand the Scripture better? Are all of these things necessary when using an English translation?
9. How is God's character related to the various characteristics of Scripture from this lecture?
10. What reservations do you have about the topics covered in this lecture? After identifying them, spend time in prayer asking God to help you to trust His Word and to help you find answers for any of the questions or doubts that linger.
11. Read Hebrews 11:1. How could using this verse in a prayerful manner help you trust in Jesus more completely?



THE DOCTRINE OF GOD

CHAPTER 2

LECTURE 6

LECTURE THEMES

- Theology Proper
- Seeing God in the Bible
- Seeing God in Creation
- Seeing God in Conscience
- Proofs of God's Existence
- Role of Proofs and the Gospel

DOCTRINES/ TERMINOLOGY

- Monotheism
- Polytheism
- Apologetics
- Agnostic
- Moral Argument
- Atheist
- Ontological Argument
- Cosmological Argument
- Teleological Argument

PEOPLE

- Anselm of Canterbury
- Thomas Aquinas

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Use a cross reference or concordance to identify verses that describe those who reject that God exists.

Read Isaiah 40, and make a summary list of the power of God compared to what He has created.

Find descriptions of each of the arguments for the existence of God, and identify the arguments used by skeptics against these arguments.

MEMORY PASSAGES

Exodus 34:5-7 | Isaiah 42:8 | Hebrews 6:17-18

DEVOTIONAL QUESTIONS

1. What do the opening verses and chapters of the Bible tell us about God?
2. Read Genesis 1:1, Deuteronomy 6:4, Isaiah 45:5. How do these verses refute the claims of people who believe that there are multiple Gods?
3. Does the Bible seek to prove the existence of God? Why is this significant?
4. How does the Bible describe people who insist there is no God? (Psalm 14:1–3) What other passages of Scripture affirm this idea?
5. Based on Romans 1:18–25 and Psalm 19:1–4, what can be known about God from His Creation?
6. What does Romans 1 teach about the existence of atheists and their attitude toward God?
7. How did Thomas Aquinas seek to prove the existence of God?
8. Which of these arguments do you think would be helpful to you in sharing the Gospel with someone you know? How can you work to prepare yourself for this conversation?
9. Will using arguments always persuade skeptics? Why is this the case?
10. In light of passages like 1 Corinthians 1:17–2:16 and Ephesians 2:1–10, how should we understand the relationship between using philosophical arguments or evidence from nature and the message of the Gospel in evangelism?
11. What is the role of the Holy Spirit in evangelism and apologetics? How does this encourage you to speak of Christ?
12. How does your faith in God help you clearly understand who God is?
13. What roles do the Bible and creation play in your personal knowledge of God?

LECTURE 7

LECTURE THEMES

- Communicable Attributes
- Incommunicable Attributes

DOCTRINES/ TERMINOLOGY

- Eternality
- Independence/ Aseity
- Immutability
- Perfection
- Anthropomorphic
- Anthropopathic
- Imminent
- Transcendent

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Find a list of the attributes of God, and try to separate them into communicable and incommunicable attributes.

Look for other lists of the attributes of God, and compare them to one another. Try to explain why different people arrive at different lists.

Using a systematic theology or other resource, identify other ways that the attributes of God are divided into categories.

MEMORY PASSAGES

Exodus 34:5-7 | Isaiah 42:8 | Hebrews 6:17-18

DEVOTIONAL QUESTIONS

1. How would you distinguish between God's communicable and incommunicable attributes?
2. Explain how you would categorize creativity as an attribute of God.
3. How does God's eternality differ from ours?
4. Read Job 38. What attributes of God are demonstrated or displayed in this passage?
5. How does God's immutability provide comfort for those who trust in Him?
6. Many people try to say that the Bible contradicts itself concerning the doctrine of immutability. Why is God's relenting when people repent not a true contradiction of His unchanging character?
7. How do we resolve the imminence and the transcendence of God? Which do you lean toward as you think about God?
8. Why is it important to embrace the mysteries of God as they are revealed in Scripture?
9. How could memorizing several verses about God's attributes help you offer more sincere prayers to God?
10. Which of God's attributes could you share with someone to encourage them to trust God more?
11. Which attribute do you need to understand better so that you can love Jesus more? How will you accomplish this?

LECTURE 8

LECTURE THEMES

- Omniscience
- Implications of Omniscience
- Middle Knowledge
- Indirect References
- Indirect References
- Open Theism
- Omnipotent
- Implications of Omnipotence

DOCTRINES/ TERMINOLOGY

- Omniscience
- Open Theism
- Middle Knowledge/ Molinism
- Foreordained
- Foreknown
- Omnipotent
- Almighty God
- Sovereign

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Research the positions of Open Theism and/or Molinism. What are the biblical difficulties with these positions?

Write a short newspaper-style article answering the common objection that God cannot be omnipotent because He cannot do everything..

How does someone who follows a dualistic worldview like Taoism view the concepts of good and evil? Research this topic, and try to understand how a Taoist determines what is right or wrong and how they view the idea of final judgment.

Talk to someone you do not believe is a Christian about the power and knowledge of God. Ask them if there are any questions they have that you could answer. Use the information from this lecture and your other studies to provide them with answers. Make sure that you use this as an opportunity to share the Gospel.

MEMORY PASSAGES

Exodus 34:5-7 | Isaiah 42:8 | Hebrews 6:17-18

DEVOTIONAL QUESTIONS

1. We share the attribute of knowledge (the Latin root: scient) with God, so why are we not omniscient?
2. Read Psalm 139. In what ways does this passage explain the omniscience of God?
3. How would you describe in your own words how much God knows?
4. What passage of Scripture is most helpful to you in understanding God's omniscience?
5. How can God's omniscience be an antidote to worry in your life? How can you remind yourself (or others) of this truth?
6. What is the relationship between the doctrine of omniscience and your value as a child of God whom Christ died for?
7. How do the closing chapters of Job (38–42) show how Job learned to find peace in light of his circumstances? Also consider Romans 8:28–32.
8. How is it that God can know future events with certainty? How is this idea reflected in Daniel 2? How does understanding this aspect of God's omniscience give you security in considering your own future?
9. Why is it false to say that God can do anything? What limits what God can do?
10. How do you see God's omnipotence in the world around you? How do you see it in the text of Scripture?
11. To what extent is God exercising His power in the universe? How much effort does this require on His part?
12. The Eastern philosophy of dualism situates good and evil as equal and opposite forces (consider the symbol of the yin yang). How is this philosophy at odds with the biblical understanding of good and evil?
13. Write a short prayer of praises to God for His omniscience and omnipotence using phrases from Scriptures mentioned in the lecture (or others). Use this as part of your prayers through the week, and share some of the ideas with others.

LECTURE 9

LECTURE THEMES

- Omnipresence
- Implications of Omnipresence
- Independence/ Aseity
- Invisibility
- Creator/ Creature Distinction

DOCTRINES/ TERMINOLOGY

- Omnipresence
- Invisibility
- Theophany
- Independence/ Aseity
- Hell
- Heaven
- Christophany
- Simplicity

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Take some time to consider your own media consumption habits and other activities in light of the fact that God is omnipresent and that God the Holy Spirit indwells you as a believer.

Prepare a table that distinguishes between God's transcendent presence and His imminent presence. Find passages of Scripture that relate to each.

Identify ten proverbs that help you to describe or explain your dependence on God.

MEMORY PASSAGES

Exodus 34:5-7 | Isaiah 42:8 | Hebrews 6:17-18

DEVOTIONAL QUESTIONS

1. How does Jesus's statement in John 4:24 affirm the idea that God is nowhere yet everywhere?
2. Read Psalm 139:7–10. Why is it necessary to clarify that God is not physically present everywhere, but that His presence is active everywhere?
3. If God is omnipresent, that means He must be active in both Heaven and Hell. How is this possible?
4. How does knowing that God is always with you offer you comfort and hope as you go about your life? Consider Hebrews 13:5 and Deuteronomy 31:6–8.
5. How does knowing about the omnipresence of God help us resist the temptation to sin?
6. Read John 1:18 and 14:8–11. Explain why these verses do not create a true contradiction when speaking of God's invisibility.
7. Knowing that Jesus has seen God (John 1:18), and that John and Isaiah have seen Him as well (Revelation 1:17; Isaiah 6:5), what can you infer about experiencing God's presence? Will you ever get to have this experience?
8. How does God's independence help us trust Him and affirm a truth like Romans 8:28-30?
9. If God is independent and we are His creatures, what does this imply about our dependence? How do you see that present in your own life?
10. How does the Creator/creature distinction help us understand God's transcendence?
11. Which idea presented in the lecture most excites you to worship? How can you use this in your devotional time to draw near to God?
12. To say that God is simple seems counterintuitive, but why must this be the case when we are describing all of His attributes together (think in percentages)?

LECTURE 10

LECTURE THEMES

- Three Forms of Glory
- God's Will

DOCTRINES/ TERMINOLOGY

- Glory
- God's Will
- Free Will
- Revealed Will
- Holy
- Necessary Will
- Secret Will

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Use a concordance to find ten different uses of the word “glory” in relation to God, and classify each according to the three forms used in the lecture.

Use a cross reference beginning with Ephesians 1:5 to identify different phrases in Scripture that refer to God's will in various aspects of His Creation.

MEMORY PASSAGES

Exodus 34:5-7 | Isaiah 42:8 | Hebrews 6:17-18

DEVOTIONAL QUESTIONS

1. What is the relationship between God's glory and holiness?
2. How does the meaning of glory differ in Isaiah 43:7, Luke 2:9, 1 Samuel 15:29, and Psalm 19:1?
3. If glory is one of God's attributes, how can we give God glory? How do you regularly offer God glory (credit)?
4. Why is it helpful to distinguish between the different forms of God's glory?
5. Read Ephesians 1:3–12. What does God's will encompass according to this passage?
6. What is problematic about the term "free will" when applied to humans? What term better describes man's responsibility for his actions?
7. How does Scripture describe the relationship between God's sovereign will and human responsibility?
8. Read Romans 13:1–7 and 1 Peter 2:13–17. How easy is it for you to submit to these truths in light of the current political situation where you live?
9. How does God's guiding hand in all situations offer you comfort in trials?
10. Why is it important to distinguish between God's free and necessary will?
11. What does Deuteronomy 29:29 teach us about God's will? How do we know what God's will is?
12. What do Psalm 115:3 and Job 42:2 tell us about God's will?
13. What have you learned in this lecture that you can use to praise God? What have you been failing to acknowledge that you need to repent of?

LECTURE 11

LECTURE THEMES

- Kindness Attributes
- Describing God

DOCTRINES/ TERMINOLOGY

- Common Grace
- Kindness/ Goodness
- Mercy
- Grace
- Patience
- Emotions
- Compassion
- Love (agape)
- Truth
- Wisdom

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Read 1 Chronicles 16:8–9. Using the list of the kindness attributes, sit down with someone you trust and ask them to help you examine your life for evidence of these communicable attributes.

Research the different Greek words for “love” (agape, eros, storge, phileo). Use 1 Corinthians 13:4–10 to examine your heart attitude toward those in your immediate family. Develop a list of areas you can pray for God to grow you in the attitudes of loving others.

Conduct a survey of twenty people, asking them, “What words are most important in your description of God?” Prepare your results in a chart.

MEMORY PASSAGES

Exodus 34:5-7 | Isaiah 42:8 | Hebrews 6:17-18

DEVOTIONAL QUESTIONS

1. How does Romans 11:22 help us understand the contrasts in God's attributes?
2. How is God's kindness demonstrated toward believers and unbelievers (common grace)? Consider Matthew 5:43–48 and Acts 14:14–18. Does God love all people in the same way?
3. How can you distinguish between God's mercy and His grace? How could you explain this, using an example, to someone you know?
4. In what ways is God's patience different from your daily experience of patience toward those who may not treat you well?
5. Emotions are a communicable attribute of God. How does God's expression of emotion compare to your expression of emotion?
6. To be compassionate, we must be able to relate to other people. How is it possible that God can be compassionate toward us as His creatures? Consider Hebrews 12:1–3.
7. Why is it impossible for God to make a mistake or do anything sub-par?
8. Why is it important to understand that God *is* the standard of goodness, rather than saying He *conforms* to a standard of goodness?
9. Which of the kindness attributes do you tend to acknowledge most about God? How could it be dangerous to focus too much on just one of these attributes?
10. Read John 17. Which attributes of God can you identify in the text?
11. Read 1 John 4:7–11. How does this definition of love compare to your concept of love and to how you practically display love to others?
12. What is the relationship between truth and wisdom? Explain God's wisdom as it relates to Romans 8:28–30.
13. Considering all the attributes of kindness, why are most people drawn to these when they think or talk about God? Are these attributes possible in the absence of God's severity?
14. How has your understanding of the kindness and severity of God changed as you have learned more about Jesus?

LECTURE 12

LECTURE THEMES

- Kindness Attributes
- Relationship of Attributes
- Severe Attributes

DOCTRINES/ TERMINOLOGY

- Justice/ Righteousness
- Hell
- Punishment
- Wrath
- Jealous
- Holy

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Develop a diagram that shows the relationship between some of God's kind attributes and some of his severe attributes.

Conduct a short survey asking people whether they believe God is angry with wicked people. Using Psalm 7:11, ask those who say no if that passage changes their mind. (Also consider John 3:36 and other passages mentioned in the lecture.)

MEMORY PASSAGES

Exodus 34:5-7 | Isaiah 42:8 | Hebrews 6:17-18

DEVOTIONAL QUESTIONS

1. What is the relationship between justice and righteousness in the mind of God? How is that demonstrated in the Cross?
2. As image bearers, we understand justice. How does our application of justice differ from God's?
3. In what sense is sin never left unaccounted for, even if some people are not sent to Hell?
4. On what biblical basis can we assert that there will be degrees of punishment in Hell? What conditions will bring about these degrees of punishment?
5. At what is God's wrath directed?
6. What is the relationship between God's love and His hatred of sin?
7. We typically think of jealousy as a sin. Why is jealousy appropriate for God (consider idolatry)?
8. In what ways might we exhibit hatred and jealousy in a way that is not sinful?
9. Why is holiness a "summary attribute" of God?
10. If holiness is something that sets God apart from us and all of His creatures, how is it possible for you to be holy?
11. Which of the severe attributes of God is hardest for you to receive as truth? Study this attribute more thoroughly, asking God to show you the truth of this attribute from His Word.
12. In what ways do you recognize yourself exercising wrath, jealousy, or hatred in ungodly ways? What can you do to correct these imbalances?

LECTURE 13

LECTURE THEMES

- Salvation and the Trinity
- Persons in the Trinity
- Roles in the Trinity
- Subordination
- Errors
- Analogies

DOCTRINES/ TERMINOLOGY

- Trinity
- Persons
- Being
- Partialism
- Trinitarian Analogies
- Subordination of Roles
- God/ Godhead
- Monotheism
- Modalism
- Economic Trinity
- Ontological Trinity

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Research the different errors or heresies that have resulted from a false understanding of the subordination within the Trinity.

Find the statement of faith of a church that embraces modalism (e. g., Oneness Pentecostal), and compare its statement on the nature of God to the statement of faith at your church.

Find the image of the *scutum fidei*, a common drawing that illustrates the Trinity. Use the diagram to try to explain the Trinity to someone who may not understand it.

MEMORY PASSAGES

Exodus 34:5-7 | Isaiah 42:8 | Hebrews 6:17-18

DEVOTIONAL QUESTIONS

1. Why is it appropriate to use Trinity as a word to describe God, even though that word is not used in the Bible?
2. Why is it essential to keep all three components of the definition of the Trinity together and in the proper relationships when describing the triune nature of God?
3. How can we reconcile Deuteronomy 6:4 with the idea of three Persons in the Trinity?
4. In what ways are the Father, Son, and Spirit unique?
5. How does the scene at the baptism of Jesus affirm the concept of the Trinity?
6. It seems odd that the members of the Trinity would relate to one another in a subordinate manner. How does Scripture explain the subordination of Jesus and the Spirit without making either less than fully God?
7. How would you explain the Father/Son relationship to someone who is having difficulty understanding the concept because of our human understanding of those terms?
8. Modalists believe there is one God, but that He manifests Himself in three different ways at different times. How is this distinct from the biblical doctrine of the Trinity? What passages affirm this truth?
9. What analogies have you heard to describe the Trinity? Which of those are appropriate to use as we seek to explain the Trinity?
10. What practical applications do we find in connecting the subordination in the Trinity to human relationships?
11. How does this doctrine cause you to worship God more fully?
12. In what ways do your prayers reflect the doctrine of the Trinity?

LECTURE 14

LECTURE THEMES

- The Homo/Homoi Controversy
- New Testament Support for the deity of Jesus
- Historical Heresies
- The Trinity and Creation
- New Testament Support for the deity of the Holy Spirit

DOCTRINES/ TERMINOLOGY

- Homooousios/Homoiousios
- Heresy
- Deity of Christ
- Deity of the Holy Spirit
- Arianism
- Tritheism
- Unitarianism
- Sabellianism/Modalism
- Dynamic Monarchianism
- Subordinationism
- Socinianism
- Adoptionism

PEOPLE

- Sabellius
- Arius

GROUPS/MOVEMENTS

- Jehovah's Witness
- Mormons

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Identify the passages that speak of the “Angel of the Lord,” and make a table that describes what you learn about God in each passage.

Research each of the Trinitarian heresies, and create a table that shows how those false ideas are present in different denominations and cults today.

MEMORY PASSAGES

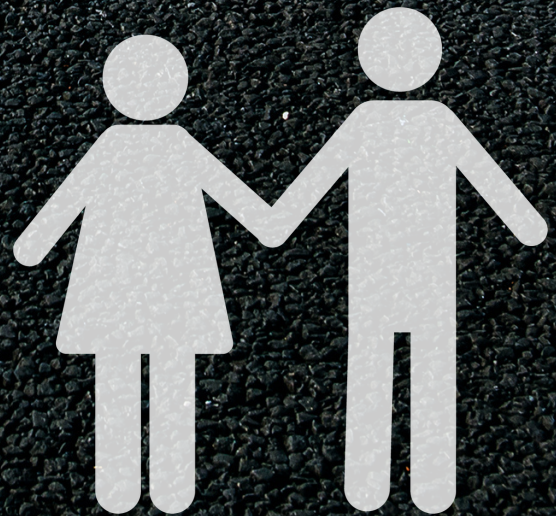
Exodus 34:5-7 | Isaiah 42:8 | Hebrews 6:17-18

DEVOTIONAL QUESTIONS

1. How can we use Genesis 1:1–2 to support the Trinity in the Old Testament? How does John 1:1 shed extra light on this topic?
2. How does a misunderstanding of the Person of Jesus Christ separate Jehovah's Witnesses from orthodox Christianity? How do they mistranslate John 1:1?
3. Why is the plural form in Genesis 1:26 a weak affirmative argument for the doctrine of the Trinity?
4. How do passages like Psalm 107:20, Haggai 2:5, and Isaiah 63:9–12 paint a picture of the Trinity in redemptive history? How clear is this picture?
5. In what form is Sabellianism most common today?
6. What is the connection between Arius and the Jehovah's Witnesses?
7. Based on their understanding of God, explain whether or not you would consider them brothers and sisters in Christ.
8. In what sense do many of the heresies tend to stem from a misunderstanding of the nature of the Son?
9. How do you see yourself using the information from this lecture?
10. Read 1 John 2:18–29. Why is it so important that we properly understand the doctrine of the Trinity, especially the Son?
11. Examine your own understanding of the Trinity in light of these truths. How can you be sure that you are trusting in the true Jesus and not a false concept? (1 John 5:13)
12. What are you struggling with the most as you contemplate the Trinity? Spend time in prayer and studying the passages mentioned in the lecture, asking God to help you understand Him more fully.

THE DOCTRINES OF CREATION AND MAN

CHAPTER 3



LECTURE 15

LECTURE THEMES

- God's Cosmic Play
- Creation of the Universe
- God is Glorified in His Creation
- God's Providence in the Affairs of Men

DOCTRINES/ TERMINOLOGY

- Sovereignty/ Independence
- Providence
- Creation
- Creation Ex Nihilo
- Government
- Evolution
- Pantheism
- Preservation
- Concurrence

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Find photographs of God's creativity in nature, and caption them with related passages of Scripture. Create a collage, calendar, or poster, or share them through email or social media.

What practical steps can you take to ensure that you understand yourself as a creature who is distinct from your Creator?

Research some of the different positions on the method God used in creating (theistic evolution, progressive creation, young-earth creation, etc.). Which of these do you understand to be consistent with the Bible? Prepare a chart comparing major ideas about these different views.

(www.answersingenesis.org is a useful resource for this.)

Make a list of all the different ways God provides for you. Use this list in your prayer time to offer Him thanks.

Write a magazine article that responds to the question, "Why do bad things happen to good people?"

MEMORY PASSAGES

Nehemiah 9:6 | Psalm 8:3-8 | Matthew 6:31-34

DEVOTIONAL QUESTIONS

1. What is the relationship between the doctrines of sovereignty, providence, and creation?
2. Is there any sense in which it was “necessary” for God to create a universe?
3. In what ways is God’s glory evident in His Creation? How does His Creation bring Him glory?
4. How does Hebrews 1:2, in concert with Genesis 1:1–2, help us understand the work of the Trinity in Creation?
5. According to Colossians 1:16–17, what did God create? How does He relate to His Creation?
6. Read Job 37. While we talk about things in nature happening naturally, how are all of these things actually caused by God (rain, gravity, freezing, etc.)?
7. Read Jeremiah 25:27–32. How does this passage affirm the concurrence in God’s primary causation and man’s responsibility for evil acts?
8. Why is the idea of luck or fate a concept that should be far from the mind? (Proverbs 16:33) How often do you wish people good luck?
9. How does the evil act in the Crucifixion help explain God’s sovereignty over every aspect of His Creation, even when it seems difficult to accept?
10. In the event of describing a major storm or calamity, why is it unbiblical to say that God had nothing to do with the event or that God is judging the people involved?
11. Read Genesis 1, and describe the condition of the original Creation.
12. If God is the Creator, what does this tell us about His relationship to His creatures? Why do many people dislike this idea?
13. In what way is God’s Creation a stage for His plan of redemption?
14. From what did God create the universe? How does this compare to our acts of creating?
15. What passages of Scripture can be used to demonstrate the idea of *creation ex nihilo*?
16. How does the Creation we live in today differ from its original condition (Genesis 1–3)?
17. Which of the implications of Creation discussed in the lecture causes your heart to worship God the most?
18. In what ways do you find comfort in thinking about God’s sovereignty in His providence with respect to your life (Romans 8:28–29)?

LECTURE 16

LECTURE THEMES

- Reasons for Man's Creation
- Application of Glorifying God
- Made in the image of God
- Parts of man

DOCTRINES/ TERMINOLOGY

- Glorifying God
- Recreation
- Imago Dei/ Image
- Communicable Attributes
- Federal Headship
- Human Nature/ Depravity
- Creationism/ Traducianism
- Dichotomy/ Trichotomy

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Use a systematic theology to study the different understandings of the meaning of the “image of God” in humanity.

Take time over the next week to write down all the ways your life brings glory to God.

Identify the passages describing the spirit/soul that are disputed between dichotomists and trichotomists.

MEMORY PASSAGES

Nehemiah 9:6 | Psalm 8:3-8 | Matthew 6:31-34

DEVOTIONAL QUESTIONS

1. How does Romans 11:33–36 help us understand why God created mankind?
2. What attributes would God not be able to display if He had never created mankind?
3. How does the Westminster Catechism answer the question of man's purpose on the earth?
4. What is the difference between recreation and entertainment or amusement?
5. In what ways do you find it hard to distinguish between hobbies or recreation activities that glorify God and those that do not? How can you change your thinking so that an activity you enjoy is done to the glory of God and not for selfish reasons?
6. How does the definition of an image help us understand God's purpose in creating man?
7. How does Colossians 1:15 help us understand the image of God in the God-Man, Jesus Christ?
8. What does the Bible teach about man's nature in light of original sin? How do you recognize this in yourself and the people around you, young or old?
9. Whether you are a dichotomist or a trichotomist, what common ground do these positions hold regarding man's nature? Which camp do you fall in?
10. Many of the subtle distinctions in theology seem to have few practical outworkings in our day-to-day lives. Do you find yourself wanting to move past these distinctions or study them further? What may be behind this desire?
11. How well are you doing in your role as image bearer? Take time to examine your heart, asking God to empower you through His Spirit to better reflect Jesus in your life.

LECTURE 17

LECTURE THEMES

- Effects of the Fall
- Original Sin and Judgement
- Man's Nature and Actions

DOCTRINES/ TERMINOLOGY

- The Fall
- Vertical Conflict
- Horizontal Conflict
- Physical/ Spiritual Death
- Hell
- Original Sin
- Sin Nature/ Radical Corruption
- Common Grace

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Use a systematic theology text to identify some of the theological consequences of denying the doctrine of original sin.

Research the importance of the concept of no animal death occurring before the Fall. Research areas in which federal headship is used in the Bible and in other cultural contexts.

MEMORY PASSAGES

Nehemiah 9:6 | Psalm 8:3-8 | Matthew 6:31-34

DEVOTIONAL QUESTIONS

1. How did the Fall impact man's relationship with God?
2. Read Genesis 3. List the ideas in the text that describe the different effects of the Curse.
3. Read Romans 8:18–25. Describe the extent of the effects of the Curse.
4. In what ways does the concept of death relate to the Fall? What does Genesis 3:21 have to do with death?
5. Identify ten ways that you see the effects of the Fall in your everyday life.
6. How does Romans 5 help us understand the idea of original sin and the federal headship?
7. In light of Romans 5 and 1 Corinthians 15:42–49, why is it essential to acknowledge the historicity of Adam and the Fall?
8. To what extent has the Fall corrupted man's nature?
9. Do we sin because we are sinners, or are we sinners because we sin? Explain your reasoning.
10. In light of Romans 8:7–8 and Hebrews 11:6, how must we think about the “good” deeds of unbelievers?
11. How does Romans 2:5–6 describe an important aspect of the Fall?
12. Some people consider the doctrine of Adam's federal headship to be an unfair doctrine—we shouldn't be punished for Adam's sin. In light of Romans 5, we also see Jesus having a federal headship. How do these two federal heads demonstrate God's kindness?
13. How does the knowledge of God's kindness to send someone to take your place help you understand and appreciate the idea of federal headship?

THE DOCTRINES OF CHRIST (CHRISTOLOGY)

CHAPTER 4



LECTURE 18

LECTURE THEMES

- The Necessity of the Incarnation
- The Humanity of Jesus
- A Perfect Mediator
- The Divinity of Jesus

DOCTRINES/ TERMINOLOGY

- Hypostatic Union
- Human Nature
- Divine Nature
- Incarnation
- Impeccability/ Sinlessness
- Mediator
- Immanuel

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Find all of the “I Am” passages in the New Testament, and create a chart that connects these to the deity of Christ.

Identify some of the heresies that have come from misunderstanding the hypostatic union (Christological heresies).

MEMORY PASSAGES

Isaiah 53 | Colossians 1:15-20 | 2 Corinthians 5:21

DEVOTIONAL QUESTIONS

1. What does Scripture teach us about the human nature of Jesus?
2. What apparent contradiction is presented in verses like Luke 2:40 and 52? How is this resolved?
3. In light of Hebrews 2:18 and 4:14–16, what comfort or encouragement do you find in knowing that Jesus had a human nature like your own?
4. How is it possible that Jesus was sinless in His humanity when all other humans are born in sin since the Fall?
5. How does Hebrews 2:14–18 point to the necessity of Jesus becoming a man in order to be the Savior of mankind?
6. How does the Bible help us answer the question of whether or not Jesus was able to sin?
7. How does John 5:18 absolutely confirm the deity of Jesus?
8. Many critics of the Bible make the claim that Jesus never claimed to be God or that the Bible never refers to Him as God. Which of the passages mentioned in the lecture could you use to refute these claims?
9. Read Philippians 2:6–7. How have many people misunderstood this passage, making Jesus less than fully divine?
10. What encouragement do you find in knowing that Jesus was able to live a sinless life by the power of the Holy Spirit?
11. How can the amazing complexity of who Jesus really is, two natures in one person, draw you to worship Him more intimately?
12. Which of the concepts in the lecture do you understand the least? How can you use this concept and the passages related to it in your times of devotional study this week?

LECTURE 19

LECTURE THEMES

- The Virgin Birth
- Church Councils - Chalcedon
- Erroneous Views

DOCTRINES/ TERMINOLOGY

- Virgin Birth
- Hypostatic Union
- Immaculate Conception (RC)
- Theotokos

GROUPS/MOVEMENTS

- Council of Chalcedon

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Research the Roman Catholic doctrine of the Immaculate Conception. Write a short magazine-style article refuting this teaching based on biblical truths.

Research the Council of Chalcedon, identifying the major ideas discussed and the leaders involved.

MEMORY PASSAGES

Isaiah 53 | Colossians 1:15-20 | 2 Corinthians 5:21

DEVOTIONAL QUESTIONS

1. Why is the Virgin Birth such an important concept in understanding the Hypostatic Union?
2. Why is the Virgin Birth a necessary doctrine to affirm for one to receive salvation?
3. Have you ever had any of the misunderstandings of Jesus presented in the lecture? What helped you understand them more clearly?
4. What biblical support is there for the idea that Jesus will have a physical body forever?
5. What was the role of church councils in defining orthodox Christian views on the person of Jesus?
6. What did the Council of Chalcedon clarify about Jesus?
7. How could you use this information to help someone from a false religion (Jehovah's Witness, Mormon, Unitarian, etc.) understand the importance of recognizing Jesus exactly as He is presented in Scripture?

LECTURE 20

LECTURE THEMES

- Prophet
- Priest
- King
- Comfort and Conviction

DOCTRINES/ TERMINOLOGY

- Prophet
- The Prophet
- “Once for All”
- Priest
- High Priest
- King

PEOPLE

- Melchizedek

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Using a concordance and the book of Hebrews, prepare a table that contrasts Jesus and the other priests.

Read several commentaries on Hebrews 5:5–11 to understand the reference to the eternal priesthood of Melchizedek.

Using a cross reference and other study tools, research the kingly prophecies relating to Jesus beginning in Genesis 49:8–12.

MEMORY PASSAGES

Isaiah 53 | Colossians 1:15-20 | 2 Corinthians 5:21

DEVOTIONAL QUESTIONS

1. What does it mean to be a prophet? How did Jesus fulfill this role?
2. How does Deuteronomy 18:15–22 point forward to Jesus? How do John 1:45 and John 6:10–14 relate to the Deuteronomy passage?
3. How do we see the role of priests displayed throughout the Old Testament?
4. In what ways is Jesus similar to and different from the priests of the Old Testament?
5. What is significant about Jesus becoming the sacrifice, rather than offering a sacrifice?
6. How do the “once for all” passages in Hebrews provide assurance for those who trust in Jesus?
7. Think back to the last time you sinned against God. What encouragement do you find in knowing that Jesus, at this very moment, is interceding for you as your mediator before a just and holy God? (1 Timothy 2:5; Hebrews 10:19–22)
8. How does the promise in 2 Samuel 7:12–17 point forward to Solomon and Jesus? How does Acts 2:29–32 relate to this prophecy?
9. How does the visit of the magi confirm the kingship of Jesus?
10. What is the most important attribute of Jesus as King? How is this demonstrated in Scripture?
11. How could you use these three offices of Jesus to offer prayers to Him?
12. Which of the offices is most difficult for you to understand? What will you do to better understand this aspect of your Savior?
13. How have you submitted yourself to Jesus as your King? How is this evident to those around you?

LECTURE 21

LECTURE THEMES

- God at Work in the Cross
- Necessity of the Atonement
- Nature of Christ's Punishment
- Imputation in the Atonement

DOCTRINES/ TERMINOLOGY

- Atonement
- Propitiation
- Penal Substitutionary Atonement
- Active Obedience
- Passive Obedience
- Imputed Righteousness

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Use a systematic theology text to identify the different positions on the extent of the atonement. Compare the ideas of universal, particular (limited), and general atonement.

Research the changes in language that occurred in the Apostle's Creed concerning the language of Christ descending into Hell.

Other than the penal substitutionary view, what other views of the atonement have been popularly taught?

MEMORY PASSAGES

Isaiah 53 | Colossians 1:15-20 | 2 Corinthians 5:21

DEVOTIONAL QUESTIONS

1. What does Philippians 2:8 teach us about Christ's work on the Cross?
2. What theological truths can we understand better by dividing Christ's work into his active and passive obedience?
3. How does the atonement help us reconcile God's attributes of mercy and justice?
4. Why is it necessary to speak of God's hatred in order to understand His love?
5. Read 1 John 2:1–2 and Romans 3:21–26. How does Christ's death allow God's wrath to be turned away and His favor to rest upon us?
6. Many people would cringe at the idea that the Father crushed His Son on the Cross. What passages of Scripture make this clear? How does this affect your understanding of the heinous nature of sin and the glorious grace and mercy extended to you?
7. How do visual representations of the Cross fail to capture the full weight of what was actually happening in those hours?
8. Read Romans 5:9, Ephesians 2:16, and Hebrews 10:10. How do these verses use figurative language to refer to the atonement?
9. God was under absolutely no obligation to provide atonement for us. How does this help you appreciate your salvation more?
10. What passages of Scripture could you use during your prayer time this week to worship God for providing an atoning sacrifice for your sins?

THE DOCTRINES OF SALVATION (SOTERIOLOGY)

CHAPTER 5



LECTURE 22

LECTURE THEMES

- The Cornerstone Doctrine
- Roman Catholic Distinction
- Temple Analogy of the Five Solas
- Scriptural Basis for Justification
- A Just Pardon
- Nine Aspects of Justification

DOCTRINES/ TERMINOLOGY

- Justification
- Imputed Righteousness
- Infused Righteousness
- Works Righteousness
- Justice
- Double Imputation
- Faith Alone

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Think of some of your favorite hymns or Christian songs. How is the doctrine of justification presented in the lyrics? How do these compare to Scripture?

Research how different Reformers talked about the doctrine of justification and its importance for the Church.

MEMORY PASSAGES

Titus 3:3-7 | Ephesians 1:3-6 | Ephesians 2:8-10

DEVOTIONAL QUESTIONS

1. Describe your role and God's role in your justification.
2. How could memorizing Romans 3:23–24 help you understand and explain the basis of your justification?
3. What apparent contradiction is found in Proverbs 17:15 and Romans 4:5–8? How is this resolved for those who are in Christ?
4. What words could be used as synonyms when discussing imputation?
5. Read 1 Peter 3:18, Romans 5:17–19, and 2 Corinthians 5:21. How is imputation described in these passages?
6. There is a common phrase describing our justification: When God sees me, He sees me just as if I had never sinned. What two misconceptions could come from using this phrase to describe your justification?
7. What verse in Scripture comes to mind when you think of justification being by grace alone through faith alone?
8. What freedom do you find in knowing that it is God who has freely justified you through faith, not by any merit or works you have done?
9. Read James 2:14–26. In what sense is “justification” used in this passage? What is the relationship between your justification and the good works that you do?
10. How does the Roman Catholic understanding of justification differ from the biblical view?
11. How does Isaiah 61:10–11 show that the idea of imputed righteousness was in view for Old Covenant believers just as for New Covenant believers?
12. Review the nine implications of justification discussed in the lecture. When you consider all that God has done for you in your justification, how do you typically respond toward God and others? Do you believe God is pleased with your response?

LECTURE 23

LECTURE THEMES

- Benefits of Being in Christ
- Implications of Our Union
- Timing of Our Union

DOCTRINES/ TERMINOLOGY

- Election
- Faith
- Predestination
- Justification
- Effectual Calling
- Adoption
- Regeneration
- Sanctification
- Glorification

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

What term is sometimes applied to the progression in Romans 8:29–30?

Use a concordance or computer search to find all of the passages that use the phrase “in Christ.” Make a chart that identifies all the truths these passages affirm. Use Romans 5 and 6 to explain to someone the benefits of having Christ as our representative.

MEMORY PASSAGES

Titus 3:3-7 | Ephesians 1:3-6 | Ephesians 2:8-10

DEVOTIONAL QUESTIONS

1. What does the phrase “in Christ” mean? Where is this found in the Bible?
2. With whom were you united before your union with Christ? How does each of these unions come about?
3. Some people are concerned that the doctrine of an inseparable union with Christ would lead someone to continue in sin since they will just be forgiven anyway. What passage of Scripture directly addresses this concern? What will be the response to sin of someone who is truly born again?
4. Read through Ephesians 1:3–14. What do you notice about the reason and direction of the aspects of salvation described in this passage?
5. What are the three senses in which we can understand the timing of our union with Christ?
6. What does Ephesians 2:1–6 teach about adoption? How does this relate to Romans 8:12–17?
7. How is the Holy Spirit related to our adoption and union with Christ?
8. Stop and consider the idea of your adoption by God. What resources and benefits do you have as a child of God?
9. How does Hebrews 12:5–11 speak of an unusual benefit of adoption?
10. How has your relationship to the Father changed, according to Galatians 4:1–7?
11. How does your understanding of going from a child of the devil to a child of God and from a slave to sin to a joint heir with Christ help you appreciate your salvation?

LECTURE 24

LECTURE THEMES

- Repentance is Not...
- Repentance is...
- A Life of Repentance
- Two Sides of the Same Coin
- Faith, Truth, and Actions
- Old Testament Repentance
- New Testament Repentance
- Faith is...
- Faith is Not...
- Gifts of God

DOCTRINES/ TERMINOLOGY

- Repentance
- Penance
- Reformation
- Faith
- Belief
- Temporary Faith
- Saving Faith
- Knowledge
- Ascent
- Trust

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Research the Lordship Salvation controversy and the role that the doctrine of repentance plays in that theological disagreement.

Find several analogies that are used to describe repentance. How do each of these analogies compare to the biblical concept of repentance?

Read the Nicene Creed, and explain how the three elements of faith are presented in it.

MEMORY PASSAGES

Titus 3:3-7 | Ephesians 1:3-6 | Ephesians 2:8-10

DEVOTIONAL QUESTIONS

1. How have you thought of penance and repentance in the past? What is the key to distinguishing between these two ideas?
2. How does 2 Corinthians 7:9–10 help us distinguish between worldly and godly sorrow? Which biblical characters demonstrate this contrast?
3. How does the idea of repentance being a change of mind about who Jesus is fall short of the biblical explanation of repentance?
4. Read Jeremiah 3:22–4:2. Why is it important to understand the Old Testament concept of repentance in order to accurately understand what the New Testament writers meant by repentance?
5. In order to repent, what must you turn from and to?
6. How is reformation of lifestyle different from true repentance?
7. What role does repentance play in the life of a Christian? How do you see this demonstrated in your life?
8. In what sense does the idea of repentance pass from the Old Testament to the New through John the Baptist, to Jesus, to the Apostles?
9. Read Luke 5:32, 13:3, 15:7–10; Matthew 11:20–22; Acts 2:38, 17:30, 20:21. How are each of these passages grounded in God's mercy?
10. Read Matthew 3:1–12. How is a lifestyle of repentance presented in this passage?
11. If repentance is necessary for salvation, then why is that not a work that has to be done in order to receive salvation?
12. What do Acts 5:31, 11:18, and 2 Timothy 2:24–26 teach about the source of repentance? How does this affect your attitude toward God, knowing that His mercy has been extended to you? Why is temporary faith not able to offer salvation?
13. Read John 2:23–25 and 8:27–32. How do these passages identify two crucial aspects of faith?

DEVOTIONAL QUESTIONS

14. How is it possible to believe that God exists and yet not have saving faith?
15. Many people misunderstand who Jesus is. What does 1 John 4:2–3 and the surrounding text say about those who say that they believe in Jesus, yet have an unbiblical concept of who Jesus is?
16. In what way do passages like John 20:31 and Romans 10:14–17 help us understand what true faith is?
17. Why is it important to distinguish between ignorance of a doctrine and denying a doctrine when discussing saving faith?
18. Read Romans 10:9. In what way is our understanding of who God is both emotional and mental?
19. Why is entrusting ourselves to Christ, to fully believe in Him and what He has done for us, such an important component of saving faith?
20. In what way is faith both an act of man and a gift of God? What verses would you use to support your argument?
21. Why must we keep faith and repentance closely attached in order to properly understand our salvation?
22. Take some time to quietly and carefully consider your relationship with Jesus. Is your faith true and saving or temporary? How do you know?

LECTURE 25

LECTURE THEMES

- Simul Iustus et Peccator
- Relationship to Sin
- Sanctified Defined
- Distinction from Justification

DOCTRINES/ TERMINOLOGY

- Saint
- Sinner
- Anoint/Consecrate
- Positional (Definitive) Sanctification
- Monergistic
- Synergistic
- Regeneration
- Progressive Sanctification

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Prepare a diagram that distinguishes justification from sanctification.

Research the requirements for becoming a saint in the Roman Catholic Church.

Compare these to the biblical qualifications for sainthood.

MEMORY PASSAGES

Titus 3:3-7 | Ephesians 1:3-6 | Ephesians 2:8-10

DEVOTIONAL QUESTIONS

1. What are some of the synonyms for sanctification that you will encounter in Scripture?
2. Exodus 19:23, 29:1–9, 30:22–30. What do these passages reveal about the objects and methods of setting something apart for holy use?
3. How does Psalm 15:1–5 speak of those who are set apart for God?
4. Read Leviticus 19:2 and 1 Peter 1:15–16. What motivation for sanctification is identified in these verses? Is this an attainable goal?
5. What do Romans 1:7 and 1 Corinthians 1:2, 9 indicate about the timing of your sanctification?
6. Once you are set apart, how do you still need to be sanctified? (consider 1 Thessalonians 4:3, 5:23)
7. What analogy could you use to explain positional and progressive sanctification?
8. How does your union with Christ relate to your growth in holiness and your position as holy in God's eyes (i.e., how are you now holy, but not yet holy)?
9. As you consider your life, is it obvious to others that you are set apart for holiness?
10. What part did you play in your definitive sanctification?
12. Read 1 Corinthians 6:9–11. How does this explain God's role in definitive sanctification?
13. How do Hebrews 10:10 and 13:12 describe the role of Jesus in your sanctification?
14. Have you ever considered yourself to be a saint? What common misconceptions about saints exist in our culture?
15. Why is the idea of "in Christ" such an important aspect of your sanctification?
16. How is it that Christians can sin, yet still be considered holy?
17. What danger comes if you do not embrace the idea that you are absolutely holy in Christ? What danger can come from thinking your sins are covered in the future?

LECTURE 26

LECTURE THEMES

- Growing in Holiness
- Our Role in Sanctification
- Means of Grace
- Perseverance of the Saints

DOCTRINES/ TERMINOLOGY

- Progressive Sanctification
- Personal Holiness
- Mortification of Sin
- Perfectionism
- Discipline
- Fellowship
- Perseverance (Preservation)
- Once Saved, Always Saved
- Word of God/Obedience
- Prayer
- Worship
- Communion/The Lord's Supper
- Preaching/ Exposition
- Diligence
- Grace Alone
- Eternal Security

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Prepare a diagram that distinguishes justification from sanctification.

Read Ephesians 4:17–5:21. Identify three areas from this passage where you need to concentrate on growing in holiness. Develop a plan to begin putting each of these sins to death.

The doctrine of perseverance is often an emotional issue when it comes to family. Have you excused the continuously sinful behavior of someone close to you because you knew they had made a confession of faith in the past? How could you lovingly approach this person in light of what you have learned in this lecture?

MEMORY PASSAGES

Titus 3:3-7 | Ephesians 1:3-6 | Ephesians 2:8-10

DEVOTIONAL QUESTIONS

1. How does Philippians 1:6 provide a solid foundation for understanding the idea of progressive sanctification?
2. How does Philippians 2:12–13 describe the roles involved in progressive sanctification?
3. What sober warning does Hebrews 12:14 offer you?
4. How does Romans 8:13 deny the idea that Christians can become perfect—never sinning again?
5. What practical help does Galatians 5:16–17 offer as you seek to put sin to death in your life?
6. Read 1 John 1:8–10. Who is the “we”? What does it teach about sin in your life?
7. How have you heard the idea “let go and let God” used in the past? How does this idea fall short of what Scripture teaches about our sanctification?
8. Read 2 Peter 1:1–10. How does Peter describe the various responsibilities of progressive sanctification?
9. How do you understand the balance between the work of the Holy Spirit to sanctify you and your responsibility to diligently seek to be holy?
10. God intends for you to be conformed into the image of Jesus. (Romans 8:28–30) How far have you come since your salvation? How far do you have to go? What kind of growth can you expect if you sit on the sidelines and apply no effort to growing in holiness? (2 Peter 1:5–11)
11. In what areas are you experiencing slow growth? What steps can you take to diligently pursue holiness in these areas, applying some holy sweat to your sanctification?
12. How must you relate to the Holy Spirit as you seek to grow in holiness?
13. How does Acts 2:40:–47 provide the core of the means of grace?
14. Consider your daily intake of God’s Word. How does your habit go beyond casual reading to include meditation and digesting the meal before you?

DEVOTIONAL QUESTIONS

15. Read 1 Corinthians 12:25; 1 John 4:7; Romans 15:14; Ephesians 4:32; Hebrews 10:24–25. How do these passages, and others, give a framework for true fellowship and not simply “hello-ship”?
16. How does the Lord’s Supper help you grow closer to Christ?
17. Have you ever spent time praying through Scriptures, using the Word of God to drive your prayers and confessions? How might this practice add a spark to what may be a stale time of prayer?
18. Why is it that learning doctrine leads to growth more than superficial or feelings-based attempts at growth?
19. How can discipline (Matthew 18; Hebrews 12:5–13) be a means of grace to grow the church and the individual?
20. How will you seek to apply some holy sweat this week, establishing new or improved habits of seeking and applying the means of grace?
21. In what way does your union with Christ assure that you will persevere until you are glorified?
22. If God will cause you to persevere, then why should you continue to work at growing in holiness?
23. Many people use the phrase “once saved, always saved” as a way to give assurance to other Christians. If someone claims to be a believer yet shows little or no fruit of holiness, is it loving to assure this person that they are a believer? Consider Matthew 7:21–23.
24. In light of John 10:27–30, is it possible for anyone to take your salvation? Are you able to snatch yourself from the hand of Jesus?
25. How does Acts 27:21–32 demonstrate the doctrine of perseverance?
26. Read Romans 8:12–17. What role does the Holy Spirit play in our perseverance and assuring us of our salvation?
27. As you think about all these passages that talk about God’s gift of salvation, what are you still unsure about with respect to the doctrine of perseverance? Who could you talk with to help you use the Bible to understand these issues more thoroughly?

LECTURE 27

LECTURE THEMES

- Union with Christ
- A Glorified Being
- The Chief End
- New Heavens and Earth
- Personal Glorification

DOCTRINES/ TERMINOLOGY

- Death
- Glorification
- Glorified Body
- Glorified Soul/Spirit
- Cosmic Glorification
- Personal Glorification
- Resurrection

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Research the different views on the punishment or final state of the unbeliever. Which of these are within Christian orthodoxy?

Research the views of the final state in various cults (JWs, Mormons, etc.).

Use a Bible dictionary or other resource to learn about how the Sadducees viewed the final state.

MEMORY PASSAGES

Titus 3:3-7 | Ephesians 1:3-6 | Ephesians 2:8-10

DEVOTIONAL QUESTIONS

1. How do Genesis 2:17 and 1 Corinthians 15:20–22 relate to one another?
2. What does Hebrews 2:14–15 teach us about our death?
3. What passages help us understand what happens to believers when they die? Describe the basic events during the intermediate state.
4. How could Hebrews 9:27 be a helpful verse in sharing the Gospel with someone?
5. Why is the doctrine of Hell as a place of punishment such a difficult thing for many people to accept? What does this reveal about those people's understanding of God?
6. Read 1 John 4:17–19. What hope do you find in this passage, and how can you use that to offer praise to God?
7. Read Romans 5:9–10 and 8:28–30. In what sense is your salvation still a future event?
8. How does the final glorification involve more than just individuals?
9. What happens to the union of your spirit and body at death? What passages of Scripture describe this?
10. How does the Resurrection of Jesus help us understand what will happen to our bodies at our glorification? (1 Corinthians 15:1–19; 1 Thessalonians 4:13–18)
11. Is the idea of a resurrection of the dead only a New Testament concept? What passages point to this idea in the Old Testament?
12. Read Philippians 3:20–21 and 1 John 3:2. What do these passages teach about our conformity to Christ?
13. How does our position as creatures play into our understanding of our glorified conformity to Christ?
14. What about the doctrine of glorification brings you to worship God? How can you incorporate this into your personal worship this week?

LECTURE 28

LECTURE THEMES

- Ordo Salutis
- Election and Predestination
- Chronological vs. Logical
- Calling
- God's Choice in Salvation
- Regeneration
- Differing Views

DOCTRINES/ TERMINOLOGY

- Foreknowledge
- Effectual Call
- Election
- Regeneration/ New Birth
- Predestination
- Repentance
- General Call
- Faith
- Justification
- Adoption
- Sanctification
- Glorification
- Calvinism
- Arminianism

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Use a concordance to examine the idea of election (chosen) in the Old Testament (e.g., God's chosen people).

Review your church's statement of faith. How is the doctrine of election understood in your local fellowship? How do you see this idea presented in the preaching and teaching?

Prepare a chart that describes the benefits of adoption with respect to each Person of the Trinity.

Make a chart comparing the benefits of adoption in a human sense to the benefits of adoption in a heavenly sense.

MEMORY PASSAGES

Titus 3:3-7 | Ephesians 1:3-6 | Ephesians 2:8-10

DEVOTIONAL QUESTIONS

1. How does thinking of the aspects of salvation as spokes on a wheel help organize our thinking? What must be kept at the hub of the wheel?
2. Read Ephesians 1. Where do you see the doctrine of election and predestination in these verses?
3. Why is it better to think of the *ordo salutis* in logical terms rather than in strictly chronological terms?
4. Read John 14:15–21. How can we explain the dual nature of being in Christ and Him being in us?
5. Read Philippians 3:7–11. How does this passage help assure us of our salvation and growth in Christ?
6. Read Matthew 24:20–31, Mark 13:20, Luke 18:7, Acts 13:48, Ephesians 1:3–14, 2 Timothy 2:10. Is there any doubt that God is described as choosing the elect? What is disputed between those Christians who view election differently?
7. Some people understand foreknowledge as God looking down the “tunnel of time” and electing those who would choose to follow Him. With what biblical doctrines does this idea conflict?
8. Romans 1:6 and other passages refer to those who were called by God. Why is it appropriate to view these passages as referring to Christians?
9. In the text surrounding Acts 16:14, how do you see the general call and the effectual call demonstrated?
10. Describe the relationships between God (in the Trinity), the evangelist, and the unsaved person during the delivery of the general call. In what situations do you see this play out in your life?
11. In Titus 3:3–7, what person of the Trinity is active in bringing about regeneration? How does this happen?
12. Read John 1:12–13 and John 3:1–21. How do these passages describe the process of regeneration (the new birth)?
13. How is the idea of regeneration presented in the Old Testament? Consider Ezekiel 36:23–27 and its connection to John 3.

DEVOTIONAL QUESTIONS

14. What was your spiritual condition before God was pleased to regenerate you? What passages of Scripture make this clear? Consider both Old and New Testament passages.
15. Take a few minutes to write out your regeneration experience, and consider sharing how you were born again with someone who has not been.
16. How has your understanding of the *ordo salutis* changed over time? What influenced this change?
17. What ideas presented in the lecture have challenged your thinking or previous understanding? What can you do to study these things further to come to a truly biblical understanding of this important doctrine?
18. What differences in evangelism might be present in the Calvinistic and the Arminian view of salvation (especially with respect to free will and regeneration)?
19. Since we know that people are saved through the hearing (general call) of the Gospel message, how are you playing a part as an ambassador for Christ?
20. How does thinking of the doctrine of election in the light of God receiving glory help us move the focus off of our own views and intramural disputes and onto glorifying God?
21. Read Romans 3:21–26. Use this passage as a prayer of thanksgiving to God for who you are in Christ.

THE DOCTRINES OF THE HOLY SPIRIT (PNEUMATOLOGY)

CHAPTER 6



LECTURE 29

LECTURE THEMES

- Something Better
- The Spirit's Work
- Pointing to Jesus
- Old Testament References
- New Testament References
- Holy Spirit's Attributes

DOCTRINES/ TERMINOLOGY

- Holy Spirit
- Subordination
- Kingly Anointing
- Person
- Creator

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Use a concordance to identify all of the passages of Scripture that talk about the Holy Spirit, and make a list of the roles or titles given to Him.

As you consider the abuses of the Holy Spirit in some circles, how do you decide whether the teachings are heresy (leading to a false Gospel) or just aberrant (wrong, but not damning)?

MEMORY PASSAGES

John 14:26, 16:5-11 | Ephesians 1:13-14, 4:30 | Romans 8:15-17

DEVOTIONAL QUESTIONS

1. When we think about the claim that it is better to have the Holy Spirit than Jesus, it seems odd. How do we know this is a true statement?
2. Why is it inappropriate to use “it” to refer to the Holy Spirit?
3. As you listened to the lecture, which of the attributes or roles of the Holy Spirit was new to you or most intriguing? What can you do to learn more about this aspect?
4. How was the Holy Spirit involved in Creation?
5. How was the Holy Spirit involved in prophecy and the revelation of the Bible?
6. How was the Holy Spirit’s relationship to people different before Pentecost?
7. How was the Holy Spirit involved in the life, ministry, and resurrection of Jesus?
8. How does knowing that the Holy Spirit empowered Jesus to live a life of perfect holiness encourage you in your pursuit of holiness?
9. What do you need to learn more about the Holy Spirit in order to worship God in spirit and truth?
10. What errors in your thinking about the Holy Spirit do you need to correct?

LECTURE 30

LECTURE THEMES

- Sealing of the Spirit
- Teaching/Guidance of the Holy Spirit
- Baptism in the Holy Spirit
- Sin against the Holy Spirit

DOCTRINES/ TERMINOLOGY

- Sealed
- Teacher
- Fruit of the Spirit
- Second Blessing
- Baptism in the Spirit
- Illumination
- Leading
- Filling
- Counselor/Comforter

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Research the idea of the “second blessing” and its connection to speaking in tongues. How do these teachings compare to the biblical truth?

Make a list of things you can praise and thank the Holy Spirit for, and use these items in your prayers and devotions.

MEMORY PASSAGES

John 14:26, 16:5-11 | Ephesians 1:13-14, 4:30 | Romans 8:15-17

DEVOTIONAL QUESTIONS

1. When you consider that you are sealed to God by the Holy Spirit, what comfort and assurance do you find in this truth?
2. How does the Holy Spirit act as a teacher to individual believers? How do you experience this in your life?
3. What is your role in being taught by the Spirit?
4. How have you understood the idea of being led by the Spirit? How has the lecture influenced your thinking? Consider Romans 8:14 in its context.
5. What does it mean to be filled with the Holy Spirit? What analogy might help explain this idea?
6. Does the Bible teach a “second blessing” or second baptism with the Holy Spirit? Explain how this idea is often misunderstood.
7. How does knowing that the Holy Spirit is helping you in your prayers offer you hope and encouragement to pray even more? (Romans 8:26–27)
8. Is it possible for a believer to commit the sin of blaspheming the Spirit? Explain your thinking.
9. How would your life be different today apart from the work of the Holy Spirit?
10. Based on what you have learned in these two lectures, is it appropriate to offer prayers to the Holy Spirit?
11. How can you offer the Spirit thanks in prayer for all He does for you?

THE DOCTRINES OF THE CHURCH (ECCLESIOLOGY)

CHAPTER 7



LECTURE 31

LECTURE THEMES

- Defining the Church
- Attributes of the Church: Unity
- Attributes of the Church: Holy
- Attributes of the Church: Universal
- Attributes of the Church: Apostolic
- Visible/Invisible Church
- Universal/Local Church
- Church Militant/Triumphant

DOCTRINES/ TERMINOLOGY

- Ecclesia (Greek)
- The Church
- Synonyms for the Church
- Nicene Creed
- Unity
- Invisible Church
- Local Church
- Church Triumphant
- Holiness
- Universal/Catholic
- Apostolic
- Denominations
- Visible Church
- Universal Church
- Church Militant

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Use several resources to find the definition of the Church. How have different theologians understood this doctrine differently?

Consider the local church you attend. How does it meet the requirements for a local church?

Research the requirements for being a member at your church. If you are not a member, begin the process of becoming part of the local church.

MEMORY PASSAGES

Hebrews 10:23-25 | Ephesians 2:19-22 | Acts 2:46-47

DEVOTIONAL QUESTIONS

1. Read Ephesians 5:25 and Acts 20:28. What limits who belongs to the Church?
2. How does Romans 3:21–26 help us understand the relationship between believers before and after Christ's sacrifice?
3. How was the word "assembly" (*ecclesia*) used in the Old Testament? Is there really a distinction between the way it is used in the Old Testament versus the New Testament?
4. How do Ephesians 1:22, 4:4–6, 1 Corinthians 3:10–11, and 12:13 describe the Church? Who is its head? Who belongs to it?
5. Why is it impossible to have unity within the Church if sound doctrine is compromised?
6. How can so many denominations exist and yet we still have unity in the Church?
7. 1 Peter 2:9 tells us what about the Church? How does this relate to the holiness of individuals within the Church?
8. In what sense is the Church catholic? How could this term cause confusion?
9. Is there any group of people who cannot belong to the Church? What passages support your answer?
10. How does Ephesians 2:19–22 describe the Church?
11. How does Matthew 10:32–33 support the idea of the visible and invisible Church? What parable of Jesus conveys the same idea?
12. Is it possible to be in the invisible Church and not the visible? Is it possible to be in the visible Church and not in the invisible?
13. What types of arguments can be made to support the position that all believing Christians should be part of a local church?
14. How does the Roman Catholic understanding of the visible/invisible Church differ from Scripture?

DEVOTIONAL QUESTIONS

15. Read the opening passages of several of the epistles. How do these passages support the idea of both a local and universal form of the Church?
16. What problems arise when people think they do not need to be part of a local church? What passages could be used to exhort these people to connect with a local body?
17. What must be in place for a local church to be established? Consider Titus 1:5 and other parallel passages.
18. Who are the members of the Church Militant and the Church Triumphant?
19. When you say, “I go to church at First Baptist” or “I am going to church on Sunday,” what subtle misconceptions are you employing?
20. What dangers arise when the biblical elements of a church are not in place?
21. Stop and consider your involvement in your local church. In what areas could you improve in supporting the work of your local church?
22. How has your understanding of the Church changed as a result of this lecture? Why is it so important to keep Christ as the head of the Church?

LECTURE 32

LECTURE THEMES

- Proclamation
- Sacraments (Ordinances)
- Baptism
- Lord's Supper/Communion
- Church Discipline

DOCTRINES/ TERMINOLOGY

- Sacerdotalism
- Proclamation
- Lord's Supper/Communion
- Communion Elements
- Seven Sacraments (RC)
- Baptism
- Consubstantiation/Transubstantiation
- Church Discipline

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Visit www.9marks.org and examine their marks of a church. How does your church compare to these marks? What can you do to help your church grow in those areas that may be deficient?

Research how each of the seven sacraments of the Roman Catholic Church plays a role in their view of salvation.

MEMORY PASSAGES

Hebrews 10:23-25 | Ephesians 2:19-22 | Acts 2:46-47

DEVOTIONAL QUESTIONS

1. In what way was there disagreement between the Reformers and the Roman Catholics about the nature of the Church?
2. How does Jesus identify the importance of the Word in John 8:31? What other passages support this importance?
3. Which of the three marks of a church stands as the foundation? Explain.
4. How does the Protestant view of the sacraments differ from the Roman Catholic view?
5. How does the Roman Catholic understanding of Transubstantiation in the Mass compare to the Protestant understanding?
6. What Scriptures could you use to refute the idea that Christ is sacrificed again in the sacrament of the Lord's Supper?
7. How does Matthew 28:18–20 relate to the role of a church body in evangelism?
8. How does your view of baptism compare to the idea of immersion discussed in the lecture? How would you use Scripture to present your case to a brother or sister who disagreed with you?
9. How does your baptism relate to your salvation?
10. How does Scripture identify who should be partaking in the Lord's Supper?
11. As you consider the practice of communion in your church, how do the elders/pastors encourage only believers to partake? How do you ensure you are worthy to partake?
12. How does Matthew 18:15–17 describe the process of discipline within the local church? Why is this practice an important part of a healthy church?
13. What is your role in the process of church discipline within your local body?
14. Take time to consider how you relate to and respond to each of the three marks mentioned in the lecture. In what ways are you honoring Christ in these? How could you grow in your obedience in these areas?

LECTURE 33

LECTURE THEMES

- Church Worship
- Church Nurture
- Church Witness
- Church Structure
- Church Leadership/Government

DOCTRINES/ TERMINOLOGY

- Worship
- Nurture
- Spiritual Gifts
- Witness
- Elder/Pastor
- Deacon
- Congregation
- Church Government

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Read your church's statement of faith to discover how it identifies the three missions of the Church.

Make a chart that shows how the roles of pastor, elder, deacon, and congregation are arranged in your church body.

Spend time in prayer for the leadership of your church, praying specifically for each individual called by God to these offices.

MEMORY PASSAGES

Hebrews 10:23-25 | Ephesians 2:19-22 | Acts 2:46-47

DEVOTIONAL QUESTIONS

1. In what sense is worship in the church an eternal activity?
2. How do many people in the contemporary church view worship?
3. What areas does worship encompass? How can we orient our entire lives toward worship?
4. What areas does the concept of “nurture” encompass? What Scriptures would you use to support this understanding?
5. How does Ephesians 4:7–16 help us understand the importance of the spiritual gifts used within the local church?
6. What passages besides Matthew 28 and Mark 16 can you use to support the call to be witnesses for Christ?
7. Why is it important to share the message of the Gospel in words and actions? What would be missing if only one were used?
8. What is your role in fulfilling the spreading of the Gospel?
9. What passages point to Jesus as the head of the Church?
10. What terms are used to describe the leaders of the churches? Which are synonymous?
11. What responsibilities of elders are identified in 1 Peter 5:1–4? How does this connect to Hebrews 13:17?
12. What are the qualifications for elders and deacons? How are their roles different?
13. What is the relationship between the elders of a church and the members of the congregation?
14. Examine your own life in light of Titus 2. In what ways do your actions and attitudes support your proclamation of the Gospel? In what areas do you need to improve your witness for Christ?
15. How are you doing at obeying the commands in Hebrews 13:7 and 1 Peter 5:1–7?
16. What could you do to support or encourage the leadership of your church?

THE DOCTRINES OF THE END TIMES (ESCHATOLOGY)

CHAPTER 8



LECTURE 34

LECTURE THEMES

- Four Major Views
- Two Types of Eschatology
- The Two Ages
- Restoration
- Death is Certain
- Resurrection and Judgement

DOCTRINES/ TERMINOLOGY

- Postmillennialism
- Amillennialism
- Historical Premillennialism
- Dispensational Premillennialism
- Tribulation
- Death
- Resurrection
- Second Coming
- Personal Eschatology
- General Eschatology
- Millennium
- Rapture
- Consummation/Restoration
- Intermediate State
- Paradise

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Which of the views of general eschatology do you hold? What might make you change your mind on this topic? What position does your church hold?

Prepare diagrams that describe each of the four views of eschatology, and any others you might find..

Read the book *Heaven* by Randy Alcorn.

MEMORY PASSAGES

2 Corinthians 5:9-11 | Revelation 21:3-4

DEVOTIONAL QUESTIONS

1. How is reading the Bible backwards helpful when considering eschatology?
2. What advantage do we have over the people who lived during Jesus's time as we consider how different eschatological events were or are fulfilled in history?
3. Why is the understanding of the millennium of Revelation 20 such an important consideration in general eschatology?
4. How does the Bible generally divide the eras of history on the earth?
5. What characterizes the present age we live in?
6. What events are associated with the end of the present age?
7. What role does judgment play in the end times?
8. What does Daniel 12:1–2 teach about who will be resurrected? What New Testament passages confirm this idea?
9. How does Scripture describe the condition of the unbeliever after their death? What Scriptures support these ideas?
10. What is the difference between the judgment that believers face versus the judgment that unbelievers face in the final judgment?
11. Read 2 Corinthians 5:9–11 and 1 John 4:17–19. How do these verses give you a sobering yet hopeful perspective of your day of judgment?
12. What hope is there in a biblical understanding of eschatology? How does this differ from those who commonly talk about the end of the world?
13. What is the connection between Romans 8 and Genesis 3?
14. What do you look forward to most as you consider the return of Jesus? Use this a reason for praising God this week in your devotional time.

LECTURE 35

LECTURE THEMES

- Moving toward the Consummation
- Timing of the End
- Imminent Return
- The New Creation
- Reversing the Curse
- Postponed Return
- Uncertain Timing and Signs
- Identifying the Antichrist
- Presence of God

DOCTRINES/ TERMINOLOGY

- Redemptive History
- Second Coming
- Imminent
- Uncertain
- Full Preterism
- Resurrection
- Presence of God
- Reversing the Curse
- Kingdom of God
- Antichrist(s)
- Signs of the End
- Partial Preterism
- New Heavens and New Earth

ADDITIONAL STUDY

Find definitions for any terms used in the lecture that you are unfamiliar with.

Full and Partial Preterism are two other views not fully covered in the lecture. Research these views, and relate them to the ideas in the lecture.

Spend time meditating on the different aspects of dwelling in the New Heavens and Earth.

MEMORY PASSAGES

2 Corinthians 5:9-11 | Revelation 21:3-4

DEVOTIONAL QUESTIONS

1. What critical elements of the Second Coming are described in Matthew 24:36–44?
2. When you consider the different understandings of the Second Coming present in the Church today, how does that help you understand the failure of the Jews at the time of Christ to understand His role in fulfilling the prophecies they had been given of the coming of the Messiah?
3. In what sense is the return of Christ imminent yet future?
4. As you consider all the passages and parables about the Second Coming, what is the most important idea to keep in mind?
5. In what way are the signs of the end both positive and negative in character?
6. At what periods of time since Christ have there been wars, apostasy, false teachers, and antichrists? When will these things reach their climax?
7. How many antichrists are described in the Bible? (Consider 1 John 2:18–23.) What should your response be to their claims?
8. Read Matthew 24:36–51. How are you preparing yourself for the Second Coming?
9. Jesus is returning to reign and bring all things to their consummation! How do you find hope and reason to praise God in this statement?
10. Read Romans 8:18–25. What will your existence in the new Creation be like?
11. What does Isaiah 65:17–25 teach about the state of the earth after the Consummation? Where is this idea found in the New Testament?
12. What connection does Peter make between the Flood and the Consummation? How does this help us understand the nature and extent of the Consummation?
13. What is the most important characteristic of the New Heavens and Earth?
14. If God did not want us to understand eschatology, He would not have included so much of it in the Bible. We also know that the Bible is clear in its teaching. (Remember the doctrine of perspicuity.) How can you use what you have learned about eschatology to offer encouragement to other believers, helping them to grow more like Christ?



BIBLE TOOLS APPENDIX

BIBLE TOOLS APPENDIX

There are many tools that can help make studying the Bible a lot easier. Some of these tools are simple and intuitive, but others take more practice to get used to. Many of the Bible dictionaries, commentaries, and concordances can be found online. Below, you will find a brief description of each of the tools and some recommended resources that will help you complete some of the additional activities included in the study guide. If you have an electronic Bible program (Logos, Olive Tree, eSword, etc.), you likely have many of these resources built into the program, and there are also several online resources that combine these tools. You may click on the resources underlined below to take you directly to the websites where those resources are available. As with all things, exercise discernment as you use these tools, making sure to use Scripture as the ultimate authority as you seek to understand what God has revealed to you in His Word.

GENERAL RESOURCES

There are countless resources for Bible study available for you today, and many of them are free. You may be able to find these resources in your church or public library in print. Below are some online resources that contain various commentaries, confessions, catechisms, and many other resources.

Blue Letter Bible	https://www.blueletterbible.org/
Bible Gateway	https://www.biblegateway.com/
Christian Classics Ethereal Library	https://www.ccel.org/
Bible Study Tools	https://www.biblestudytools.com/

BIBLE DICTIONARY/ENCYCLOPEDIA

Bible dictionaries and encyclopedias do just what regular dictionaries and encyclopedias do, but with biblical topics and themes. These can be helpful in defining words in the biblical context as well as the historical context. Many include pictures and can help students connect ideas to an image and deepen their learning. Some dictionaries focus on particular topics like names or places. These dictionaries and encyclopedias are often referred to by their first letters (e.g., Easton's Bible Dictionary is called the EBD).

International Standard Bible Encyclopedia (ISBE)

Easton's Bible Dictionary

Dictionaries available at <https://www.biblegateway.com/resources/dictionaries/>
<https://www.blueletterbible.org/study/index.cfm>

CONCORDANCE

A concordance is a helpful tool that will let you find a word in the Bible each time it is used. Using a concordance takes a bit of practice. The words in the Bible are assigned a number in the concordance, and there are explanations on how to use the book in the front of each. In the concordance, you will find the different ways the word is used and references for each instance. Rather than alphabetically, most concordances are arranged by numbers. For example, if you wanted to look up all of the references for "baptism" in the New Testament in your Strong's Concordance, you would turn to G908 and read the heading there (the G refers to Greek, the language of the New Testament). Also, a concordance is based on a specific translation of the Bible, so if you typically read the ESV, you might want a concordance that is coded to the ESV. However, it is not necessary and you can typically work with different versions with little difficulty.

Strong's Concordance at <https://www.blueletterbible.org/search.cfm#strongs>

COMMENTARY

A commentary is a set of notes compiled by one or more Bible teachers. Sometimes commentaries are devoted to one book of the Bible, sometimes they cover several books, and some cover the entire Bible. Some commentaries will be in a series of multiple volumes written by different authors. Commentaries, as other Bible tools, must be approached as aids for understanding Scripture, not as Scripture itself. Each commentator gives his view, and possibly other views, on the passages being studied. Commentators will differ on the meaning of certain passages based on whether they are covenantal or dispensational, so referring to commentaries can help you understand how different people have understood these passages.

The MacArthur Bible Commentary

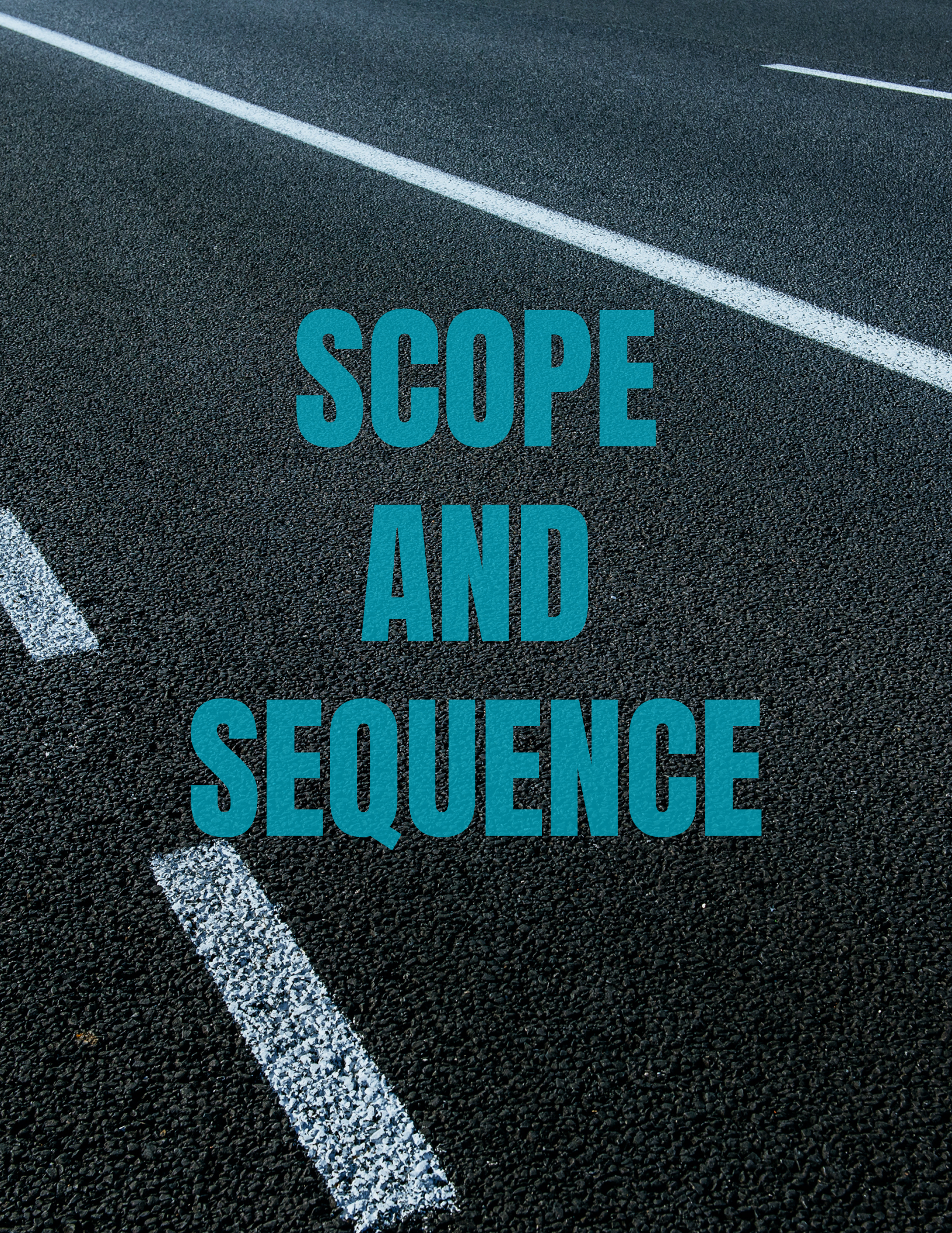
Mathew Henry's Commentary

Commentaries online at <https://www.biblegateway.com/resources/commentaries/>

<https://www.blueletterbible.org/commentaries/index.cfm>

STUDY BIBLE

Study Bibles come in several different forms, but they all typically have study notes (commentary on the passages) in the margins or at the bottom of the page. They also contain charts, maps, tables, and timelines that provide context for the passages being studied. Another characteristic of Study Bibles is the presence of cross references. These are typically in a center column or as footnotes in the text. For example, Hebrews 10:3 will likely have a cross reference to Leviticus 16 where the Day of Atonement is described. You can also find Study Bibles that are based on themes, such as apologetics, archaeology, and chronology.



SCOPE AND SEQUENCE

SCOPE AND SEQUENCE

Below is a suggested plan for using this curriculum in a homeschool setting. You can use the blank column to record the dates you will be completing each lesson.

Weeks #	Date	Lecture #	Topic
1		1	Introduction
2		2	Bibliology
3		3	Authority and Sufficiency
4		4	Unity of Scripture
5		5	Inerrancy, Infallibility, Immutability, and Perspicuity
6		6	The Doctrine of God
7		7	The Nature of God
8		8	Omniscience and Omnipotence
9		9	Omnipresence, Invisibility, and Independence
10		10	The Glory of God
11		11	Kindness Attributes
12		12	Severity Attributes
13		13	The Trinity
14		14	Trinitarian Heresies
15		15	Sovereignty
16		16	Anthropology
17		17	The Fall
18		18	Christology
19		19	Virgin Birth
20		20	Prophet, Priest, and King
21		21	Atonement
22		22	Justification
23		23	Union with Christ
24		24	Repentance and Faith
25		25	Sanctification
26		26	Progressive Sanctification
27		27	Glorification
28		28	Ordo Salutis
29		29	The Holy Spirit, Pt 1
30		30	The Holy Spirit, Pt 2
31		31	Ecclesiology
32		32	The Marks of the Church
33		33	The Purpose of the Church
34		34	Eschatology
35		35	The New Heavens and New Earth
36		Review	

Below is a suggested weekly schedule. At the end of each of the eight parts, you may want to use Friday as a day to review the previous lectures.

Monday	Tuesday	Wednesday	Thursday	Friday
Listen to the lecture.	Listen to the lecture(s) again, taking notes or writing down an idea you would like to explore further.	Read the topic from a systematic theology text. Answer and discuss the devotional questions.	Work on the additional study activities. Listen to a sermon on the topic.	Finish the additional study activities.
Work on memory passages.	Work on memory passages.	Work on memory passages.	Work on memory passages.	Work on memory passages.
Incorporate additional resources.	Incorporate additional resources.	Incorporate additional resources.	Incorporate additional resources.	Incorporate additional resources.