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REFORMED  THEOLOGICAL SEMINARY  
GLOBAL

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SYSTEMATIC THEOLOGY:  
CHRISTOLOGY, SOTERIOLOGY, ESCHATOLOGY  
DR. JOHN V. FESKO

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# Course Overview

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## *Course Description:*

00ST5200 Systematic Theology: Christology, Soteriology, Eschatology, 3 hours  
Lecturing Professor and Professor of Record: Dr. John V. Fesko

This course systematically presents biblical teaching on the topics of Christology, soteriology, and eschatology as understood and taught within the Reformed tradition, demonstrating that these formulations (1) represent the proper understanding of Scripture, (2) inherit and carry forward the best of the ancient teachings of the Church, and (3) provide the people of God the doctrine needed in order to thrive as disciples of the Lord Jesus Christ in the twenty-first century.

## *Course Objectives:*

The students will grow in their ability to

- Base all of our theology of the covered loci in Scripture
- Enable the student better to grasp doctrines through familiarity with their exegetical and theological foundations, while also being acquainted with both relevant historical and contemporary discussions, so that they can clearly and confidently communicate them in preaching, teaching, and counseling.
- Explore and appreciate confessional expressions concerning these doctrines within the Reformed tradition, especially in the Westminster Standards.

## *Required Textbooks:*

Herman Bavinck, *Reformed Dogmatics*, vol. 3, *Sin and Salvation in Christ*, trans. John Vriend, ed. John Bolt (Grand Rapids: Baker Books, 2006).

\_\_\_\_\_. *Reformed Dogmatics*, vol. 4, *Holy Spirit, Church, and New Creation*, trans. John Vriend, ed. John Bolt (Grand Rapids: Baker Books, 2008).

Vos, Geerhardus. *The Pauline Eschatology* (1930; Phillipsburg, NJ: P & R, 1994).

Westminster Standards: Westminster Confession of Faith (WCF), Westminster Larger Catechism (WLC), Westminster Shorter Catechism (WSC)

### *Required Readings:*

Vos, Geerhardus. "The Alleged Legalism in Paul's Doctrine of Justification," in *Redemptive History and Biblical Interpretation: The Shorter Writings of Geerhardus Vos*, ed. Richard B. Gaffin, Jr. (Phillipsburg, NJ: P & R, 1980), 383-99 (ON CANVAS).

\_\_\_\_\_. "The Eschatological Aspect of the Pauline Conception of the Spirit," in *Biblical and Theological Studies* (New York: Charles Scribner's Sons, 1912), 211-59 (ON CANVAS).

[These books may also be available in ebook format through various retailers]

### *Online Student Handbook:*

The Online Student Handbook (can be [downloaded here](#)) has been designed to assist you in successfully navigating the Distance Education experience, whether you are taking a single course or pursuing a certificate or degree program. In it you will find valuable information, step-by-step instructions, study helps, and essential forms to guide you through every aspect of your distance education opportunity from registration to graduation. Please use this resource as your first-stop reference manual.

### *Summary of Requirements:*

1. Listen to all recorded [Lectures](#)
2. Complete all [Readings](#)
3. Participate in [Forum Discussions](#) (with other students and the professor)
4. Take the [Final Exam](#)
5. Submit [Research Paper](#)
6. Submit [Mentor Report or Course Application Paper](#)



# Meet the Professor

*Lecturing Professor and Professor of Record:*



[Dr. Fesko](#) has taught at RTS Atlanta since 2000 while he served as a pastor in Northwest Atlanta and now as Professor of Systematic and Historical Theology at RTS Jackson. He has been an ordained minister since 1998 in the Orthodox Presbyterian Church serving as a church planter, pastor, and now teacher. Dr. Fesko's interests include early modern Reformation and post-Reformation theology, the integration of biblical and systematic theology, as well as soteriology, especially the doctrine of justification. Dr. Fesko has authored or edited more than twenty books and written fifty published essays for various journals and books.

## *Education:*

Georgia State University, B.A.

Southwestern Baptist Theological Seminary, M.A.Th.

King's College, University of Aberdeen, Scotland, Ph.D.

## *Publications:*

[The Covenant of Works: The Origins, Development, and Reception of the Doctrine](#), Oxford Studies in Historical Theology. New York: Oxford University Press, 2020.

[The Need for Creeds Today: Confessional Faith in A Faithless Age](#). Grand Rapids: Baker, 2020.

[Reforming Apologetics: Retrieving the Classic Reformed Approach to Defending the Faith](#). Grand Rapids: Baker Academic, 2019.

[Romans. The Lectio Continua New Testament Commentary Series](#). Edited by Jon Payne and Joel Beeke. Grand Rapids: Reformation Heritage Books, 2018.

[The Spirit of the Age: The Nineteenth-Century Debates Over the Holy Spirit and the Westminster Confession](#). Grand Rapids: Reformation Heritage Books, 2017.

[The Trinity and the Covenant of Redemption](#). Fearn: Mentor, 2016.

[The Covenant of Redemption: Origins, Development, and Reception](#). Göttingen: Vandenhoeck & Ruprecht, 2015.

[Songs of a Suffering King: the Grand Christ-Hymn of Psalms 1-8](#). Grand Rapids: Reformation Heritage Books, 2014.

[The Theology of the Westminster Standards: Historical Context and Theological Insights](#). Wheaton: Crossway, 2014.

[Christian's Pocket Guide to Growing in Holiness: Understanding Sanctification](#). Fearn: Mentor, 2013.

[Beyond Calvin: Union with Christ and Justification in Early Modern Reformed Theology. 1517-1700](#) (Göttingen: Vandenhoeck and Ruprecht, 2012).

[Word, Water, and Spirit: A Reformed Perspective on the Doctrine of Baptism](#). Grand Rapids: Reformation Heritage, 2010.

[Justification: Understanding the Classic Reformed Doctrine](#). Phillipsburg: P & R, 2008.



# Grades

## *Forum Discussions (15%):*

The student is required to interact in two (2) forums:

1. Student-Professor Posts (15 total posts)
  - A. Personal Introduction Forum: The student is required to post a brief personal introduction to the professor/class. Suggested details include your vocation, where you live, your church background, why you chose RTS, and what you hope to gain through the course (1 required post).
  - B. 5 Topical Discussion Q&A Forums: The student is required to answer each topical discussion question with one (1) response. The professor will acknowledge the student's answer and will follow up with a subsequent question to which the student must also answer with one (1) response. Each topical discussion question, therefore, requires two (2) total posts/responses from the student (Total of 5 forums x 2 posts = 10 total posts).
  - C. Student-Professor Forum: The student is required to post four (4) times in this forum. Posts in this forum should focus on course-related content such as research paper topics, lectures and reading assignments, or other academic issues related to the course.
2. Student-Student Forum (5 total posts)

A post may be either a new topic or a response to an already existing topic.

## *Examinations (Final 30%):*

Students will sit for a three-hour exam that covers questions drawn from lectures and assigned readings.

The Final exam for this course is to be taken online in the Learning Management System (LMS). Please note that you will need to have a proctor for your exam. Your proctor can be anyone except a relative or current RTS Student. After clicking on the exam link you will be given detailed instructions about the exam. Please read these instructions carefully before entering the exam.

## *Research Paper (35%):*

The student must write a 12-15 page research paper written in a 12 point Times New Roman font, with 10 point Times New Roman footnotes, double-spaced, footnotes single-spaced. See section titled "[Research Paper Instructions](#)" in this syllabus.

## *Course Reading (15%):*

Completion of all assigned reading. Please submit the percentage read in Canvas. . Course readings include all assigned textbook reading and PDFs available through Canvas.

### *Mentor Report OR Course Application Paper (5%):*

If you are enrolled in an **RTS Global** degree or certificate program, you are required to submit a mentor report at the end of the course. Every portion of the form (goals, summaries, assessments, and signatures) should be filled out completely by both the student and the mentor to receive full credit. You can download the Mentor Report form in your Canvas classroom.

If you are receiving your degree through another **RTS campus** (Orlando, Jackson, Charlotte, et. al.) or special student (e.g. from another seminary), you are asked to write a 200-word summary of how you perceive what you have learned in this course will fit into the objectives you have for your ministry, your educational goals, or other objectives you wish to achieve in life. Course Application Papers (CAP) that fall well-short of 200 words will receive a grade deduction.

### *Assignments:*

Best practice for your time management is for you to submit all assignments at the end of the week in which they fall, using the upload links provided in the LMS. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time; no late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.

### *Contact Information:*

Reformed Theological Seminary, Distance Education

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Charlotte, NC 28226

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E-mail: [dess@rts.edu](mailto:dess@rts.edu)

Web site: [www.rts.edu/global](http://www.rts.edu/global)



# Lessons

## Lesson One

Ordo Salutis and the Pactum Salutis

## Lesson Two

The Covenant of Grace and Inaugurated Eschatology

## Lesson Three

The Names and Deity of Christ

## Lesson Four

The Humanity of Christ and the Hypostatic Union

## Lesson Five

The Two States of Christ

## Lesson Six

Christ's Threefold Office

## Lesson Seven

The Intercessory Work of Christ and the Atonement

## Lesson Eight

Mystical Union and the Ordo Salutis

## Lesson Nine

Effectual Calling and Faith

## Lesson Ten

Justification

## Lesson Eleven

Adoption and Sanctification

## Lesson Twelve

Perseverance of the Saints and Glorification

## Lesson Thirteen

Consummated Eschatology



# Research Paper Instructions

You must write a 12-15 page research paper written in a 12 point Times New Roman font, with 10 point Times New Roman footnotes, double-spaced, footnotes single-spaced. You must use at least ten sources, three of which should be journal articles or essays in books. Simply place your name at the top of the first page (no title page required) and no bibliography needed. Please use The Chicago Manual of Style or Turabian's Manual for Writers of Term Papers for a style guide. Please also note the following grading rubric:

A (100-94)	B (93-86)	C (85-78)	D (77-70)	F (69 - 0)
Follows assignment rules re. format, length, and sources; engages primary sources; provides analysis, not simply rehearses information.	Follows assignment rules re. format, length, and sources; engages minimal primary sources and is more reliant upon secondary sources; has more repetition of information than analysis	Fails to meet assignment rules re. format, length, and sources; does not engage primary sources; relies upon secondary sources exclusively; has minimal analysis	Fails to meet assignment rules re. format, length, and sources; relies upon secondary sources exclusively, and has no analysis.	Fails to submit paper or significantly fails to meet assignment rules.

**Course Objectives Related to Student Learning Outcomes**

Course: Systematic Theology: Christology, Soteriology, Eschatology

Professor: Dr. John V. Fesko

<b>MAR Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<i>In order to measure the success of the curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the outcomes.</i>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	Students are required to participate in discussions as well as research papers.
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	This course focuses on the exegetical foundations for doctrines.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	This course examines the Reformed doctrine and has assigned readings from the Westminster Standards.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	A key point of this course is to learn humility and charity by studying Christ's saving work applied to us.
<b>Worldview</b>	Burning desire to conform all of life to the Word of God.	Strong	This course teaches material that represents the core of what a minister should teach and preach to his church.
<b>Winsomely Reformed/ Evangelistic</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	If we learn how challenging it was to develop orthodox doctrine, then the aim is to be humble as we propagate it.
<b>Pastoral Ministry</b>	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Moderate	This course examines the doctrines that are foundational to practice, but does not focus on the practice.