	<p>Equip Biblical Institute</p> <p>Church Planting * Team Leadership * Pastors Institute</p> <p>2100 Greenfield Drive, El Cajon, CA 92019</p>	
---	---	---

Introduction to Apologetics

Professor:

Training Center City:

Semester and Year:

Course Description

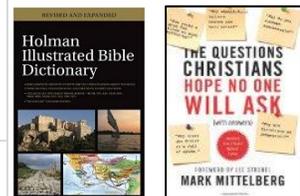
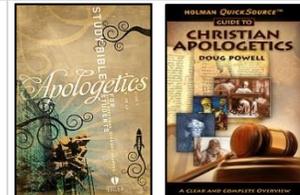
This course focuses on how to teach the major arguments in support of the Christian faith so that people can come to Christ in a postmodern world. Topics include teaching to change lives, expository preaching, arguments for apologetics, reasons for believing in God, reasons for believing in Christ, reasons for believing in miracles, and philosophy. Students will create visual projects and applications for transformational discipleship and leadership.

Course Design

This 14-week course is designed to equip pastors, church planters, and next-generation leaders with Bible knowledge, Christian character, servant leadership, and disciple-making skills with the goal of life change. It addresses the learning styles of adults through active discussion, charts, visuals, Internet resources, team-building, and presentations. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Over 1,200 leaders have completed EBI courses. *Suggestions for improving course design are appreciated.*

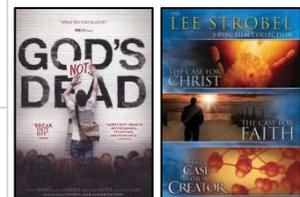
Required Textbooks

1. *Apologetics Study Bible for Students*. Holman Christian Standard Bible. Notes by Sean McDowell. Nashville, TN: Holman, 2010. [CBD](#) 9781433614835
2. Doug Powell. *Guide to Christian Apologetics*. Nashville, TN: Holman Reference, 2006. [CBD \\$14](#) 9780805494600
3. Pastor Mark Mittelberg. *The Questions Christians Hope No One Will Ask*. Carol Stream, IL: Tyndale House, 2010. [CBD](#) 9781414315911
4. *Holman Illustrated Bible Dictionary*. Edited by Chad Brand. Nashville, TN: Holman Reference, 2015. [CBD](#) or [9780805499353](#)



Additional Books for Pastors, Leaders, and Advanced Students

5. *God's NOT Dead* DVD. [CBD](#)
www.youtube.com/user/GodsNotDeadTheMovie
6. Lee Strobel 3-disc film collection: *The Case for Christ*, *The Case for Faith*, *The Case for Creation*. [CBD](#) [Amazon](#)



Internet Resources - 4truth.net * bible.org * blueletterbible.org * carm.org/apologetics * gotquestions.org * helpmewithbiblestudy.org * jeremiahstudybible.com * leestrobel.com * lifeway.com * ministrygrid.com * www.namb.net * nextgenleader.net * wayofthemaster.com/

Professors – [Click here to receive the Notes by email](#). The purpose of this course is to help you realize your full potential in God, so you can become the exemplary leader God intends you to be—studying the Bible inductively, viewing the world biblically, sharing the Good News enthusiastically, making disciples intentionally, and serving the Church faithfully in the power of the Holy Spirit.

Learning Outcomes													
The student who successfully completes this course will be able to implement 2 Timothy 2:2:													
1. Apply and teach how faith and reason come together in apologetics.													
2. Apply and teach how to answer questions about God’s existence.													
3. Apply and teach how to answer questions about the reliability of the Old and New Testaments.													
4. Apply and teach how to answer questions about the claims of Christ.													
5. Apply and teach how to answer questions about prophecy and miracles.													
6. Apply and teach how to answer questions about evolution and the problem of evil.													
7. Apply and teach how to answer questions about abortion, homosexuality, hypocrisy, and hell.													
8. Apply and teach how to ask the questions our friends need us to ask them.													
9. Participate in a group or individual presentation, mini-sermon, project, PowerPoint, mind-map, visuals, webpage, or YouTube video on a chapter in one of the textbooks.													
10. Type a 10- to 15-page term paper titled “Applications from Apologetics for Leadership and Character Development.”													
11. Coach leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, the spiritual disciplines, personal revival, the fruit of the Spirit, the armor of God, the mind of Christ, and the seven virtues with the goal of transformational discipleship and leadership (Romans 12:1).													
Methods of Instruction													
Instruction emphasizes active learning, problem-based learning, project-based learning, presentation-based learning, team-based learning, reflection, discussion, interactive lecture, collaboration, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life-change and leadership skills. The major pedagogical premise of this course is that students should be treated like the servant-leaders they are becoming.													
<p>Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University, Luther Rice Seminary, San Diego Christian College, and Southern California Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a pastor and church planter with the North American Mission Board, and as an elected governing board member of GUHSD with over 20,000 high school students.</p>													
<p>Accelerated Adult Learning Strategies</p> <p>Authentic learning involves observation, interpretation, and application. The goal of <i>balanced instruction</i> is to address the learning strengths of adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. <i>Student-centered instruction</i> is most effective when it impacts the mind, will, and emotions.</p>													
<p>TEAM-based Active Learning Principles</p> <p>Students are encouraged to study in teams to develop application skills, leadership/relational skills, and presentations. Students are not to give answers to co-learners, but help them learn how to find the answers. TEAM = Together Everyone Accomplishes More.</p>	<p style="text-align: center;">The Cone of Learning</p> <p style="text-align: right; color: blue;">After 2 weeks, we tend to remember ...</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p><i>I see and I forget.</i></p> <p><i>I hear and I remember.</i></p> <p><i>I do and I understand.</i></p> </div> <div style="flex: 2;">  <table border="1" style="margin-left: auto; margin-right: 0;"> <tr> <td style="text-align: center;">Reading</td> <td style="text-align: center;">• 10% of what we READ</td> </tr> <tr> <td style="text-align: center;">Hearing Words</td> <td style="text-align: center;">• 20% of what we HEAR</td> </tr> <tr> <td style="text-align: center;">Seeing</td> <td style="text-align: center;">• 30% of what we SEE</td> </tr> <tr> <td style="text-align: center;">Watching a Movie Looking at an Exhibit Watching a Demonstration Seeing It Done on Location</td> <td style="text-align: center;">• 50% of what we SEE & HEAR</td> </tr> <tr> <td style="text-align: center;">Participating in a Discussion Giving a Talk</td> <td style="text-align: center;">• 70% of what we SAY</td> </tr> <tr> <td style="text-align: center;">Doing a Dramatic Presentation Simulating the Real Experience Doing the Real Thing</td> <td style="text-align: center;">• 90% of what we SAY & DO</td> </tr> </table> </div> </div> <p style="text-align: right; font-size: small;">Source: Edgar Dale (1969)</p>	Reading	• 10% of what we READ	Hearing Words	• 20% of what we HEAR	Seeing	• 30% of what we SEE	Watching a Movie Looking at an Exhibit Watching a Demonstration Seeing It Done on Location	• 50% of what we SEE & HEAR	Participating in a Discussion Giving a Talk	• 70% of what we SAY	Doing a Dramatic Presentation Simulating the Real Experience Doing the Real Thing	• 90% of what we SAY & DO
Reading	• 10% of what we READ												
Hearing Words	• 20% of what we HEAR												
Seeing	• 30% of what we SEE												
Watching a Movie Looking at an Exhibit Watching a Demonstration Seeing It Done on Location	• 50% of what we SEE & HEAR												
Participating in a Discussion Giving a Talk	• 70% of what we SAY												
Doing a Dramatic Presentation Simulating the Real Experience Doing the Real Thing	• 90% of what we SAY & DO												

Student Requirements

First, answer the **questions** in the **portfolio** before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory. Each student must do his or her own work.

Second, maintain the **journal** in the portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

Third, participate in the **discussion** of the questions and applications in the portfolio during class. Through discussion students learn from one another and sharpen one another as iron sharpens iron. This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, complete the **midterm exam**. This will assist student-leaders in developing long-term memory through multiple reviews of the core material.

Fifth, participate in an individual or **group presentation** on one of the chapters in the textbooks. The ability to make engaging presentations will multiply your influence, leadership, teaching, and preaching. Discuss applications found in that book. This presentation can be a PowerPoint, drama, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 13

Sixth, type a 10- to 15-page **term paper** titled "Applications from Apologetics for Leadership and Character Development." The ability to write well will multiply your influence, leadership, teaching, and preaching. Footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Font should be Times New Roman 12. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective biblical teaching, preaching, and servant-leadership. Week 13

Seventh, complete the **final exam** in the portfolio. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. Week 14

Course Objective Is Life Change

Our mission is to bring glory to God by assisting local churches to equip believers to live and minister biblically based on the inerrant Word of God. This equipping includes Bible knowledge, Christian character, and ministry skills. The objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains; (2) to remember what they have read; (3) to sharpen their thoughts through journaling; (4) to speak effectively before others; (5) to work as learning teams of leaders; and (6) to biblically apply what they are learning to life, family, and ministry.

Accelerated Adult Learning Techniques

Adults learn in unique ways and so this course incorporates multiple learning styles. According to the **Cone of Learning**, writing, discussing, and applying concepts are the keys to accelerated adult learning. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these principles of champion learners, students will experience transformational growth. Welcome to the accelerated disciple-making process!

Session	Date	Professor Responsibilities	Student Responsibilities
1		<p>What is apologetics? Does God exist? The Cosmological Argument Go over this syllabus and the portfolio. Preview the study guides for the exams. Discuss the appendix. Discuss portfolio questions and journal applications. Demonstrate how to get the most out of the Topical Index in the <i>Jeremiah Study Bible</i>, the <i>Holman Illustrated Bible Dictionary</i>, and the textbooks. Ask students to share an article related to this course from the <i>Holman Illustrated Bible Dictionary</i> or the <i>Jeremiah Study Bible</i>. Group activity: Create a visual summary or mind-map of one of these chapters. View <i>God's NOT Dead</i> DVD. Review in class one of the resources for Bible knowledge, character development, and discipleship ministry coaching at: http://carm.org/evangelism, www.4truth.net, www.gotquestions.org/, www.leestrobels.com, www.theopedia.com/, www.sbc.net, www.wayofthemaster.com/. It is imperative that professors help students improve their term papers and character through coaching, feedback, encouragement, examples, and rubrics. These are crucial learning and leadership skills. Go over the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Print 230 Introduction to Apologetics portfolio. <input type="checkbox"/> Pay the honorarium to the director. <input type="checkbox"/> Skim the textbooks and be prepared to discuss how these books are unique as learning tools. <input type="checkbox"/> Study chapters 1-2 in <i>Guide to Christian Apologetics</i>. <input type="checkbox"/> Explore for 15 minutes the Internet resources on this topic at http://carm.org/evangelism, www.4truth.net, www.gotquestions.org/, www.leestrobels.com, www.theopedia.com/, www.sbc.net, www.wayofthemaster.com/. <input type="checkbox"/> Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity. <input type="checkbox"/> Begin writing the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Read the <i>Baptist Faith and Message</i> in Resources at www.sbc.net. <input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples and invite them to class.
2		<p>Does God exist? The Argument from Design Does God exist? The Moral Argument Welcome guests and encourage students to share what they have learned so far. Discuss portfolio questions,</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-4 in <i>Guide to Christian Apologetics</i>. <input type="checkbox"/> Explore http://www.4truth.net/ for 15 minutes. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching.

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>applications, and resolutions.</p> <p>Coach students on how to improve their term papers and transformational gratitude and apologetic skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p> <p>View <i>The Case for Christ</i> DVD.</p> <p>Discuss with students the people and things that they are grateful for and how to pass it forward</p> <p>Discuss with students of how being ambassadors of Christ and ministers of reconciliation impacts our apologetics and evangelism.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Character development: Create or add to a "Gratitude List" including the armor of God, attributes of God, family, freedom, friends, fruit of the Spirit, great exchange, health, heritage, mentors, opportunities, pastor, parents, salvation, teachers, those who have equipped and encouraged you, etc. <input type="checkbox"/> Go on an evangelistic visit during the course with your pastor, deacon, church leader, Sunday school worker, or friend. <input type="checkbox"/> Share what you are learning with your apprentice disciples. <input type="checkbox"/> Invite friends and apprentice disciples to see how the course works.
3		<p>Which God exists?</p> <p>What was the origin of the New Testament?</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and transformational gratitude and apologetic skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-6 in <i>Guide to Christian Apologetics</i>. <input type="checkbox"/> Explore http://www.4truth.net/ and/or other apologetics resources Internet for 15 minutes. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
4		<p>How reliable is the New Testament?</p> <p>How reliable is the Old Testament?</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and transformational gratitude and apologetic skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 7-8 in <i>Guide to Christian Apologetics</i>. <input type="checkbox"/> Explore http://www.4truth.net/ and/or other apologetics resources Internet for 15 minutes. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
5		<p>Do miracles exist?</p> <p>What place does prophecy occupy?</p> <p>Was the resurrection real?</p> <p>Discuss portfolio questions, applications, and resolutions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 9-11 in <i>Guide to Christian Apologetics</i>. <input type="checkbox"/> Explore http://leestrobels.com/ and/or other apologetics resources Internet for 15 minutes.

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Coach students on how to improve their term papers and transformational gratitude and apologetic skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p> <p>View <i>The Case for Faith</i> DVD.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
6		<p>Did Jesus say that He was God? The only way?</p> <p>Why does God permit evil?</p> <p>Methodology</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and transformational gratitude and apologetic skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p> <p>Review for the midterm exam.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 12-14 in <i>Guide to Christian Apologetics</i>. <input type="checkbox"/> Explore http://leestrobels.com/ and/or other apologetics resources Internet for 15 minutes. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray for those on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
7		<p>Midterm Exam</p> <p>Give the midterm exam.</p> <p>Preview the second half of the course.</p> <p>Coach students on how to improve their term papers.</p> <p>Make corrections to the term paper in class.</p> <p>Discuss who would benefit from the EBI leadership training program.</p> <p>Order textbooks for next semester.</p> <p>Request next semester portfolios and notes by email at gwoods@socalsem.edu.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide in the notes to prepare for the midterm exam. Four hours of study are recommended. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Pay for textbooks for the next courses. <input type="checkbox"/> Be involved in the small group and/or Sunday School ministry of your church.
8		<p>What makes you so sure that God exists at all?</p> <p>Didn't evolution put God out of a job?</p> <p>Welcome guests and encourage students to share what they have learned.</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and transformational gratitude and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 1-2 in <i>The Questions Christians Hope No One Will Ask</i>. <input type="checkbox"/> Explore http://carm.org/apologetics and/or other apologetics resources Internet for 15 minutes. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray with people on your reach list. <input type="checkbox"/> Share what you are learning with

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>apologetic skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p> <p>View <i>The Case for Creation</i> DVD.</p>	<p>your apprentice disciples</p> <ul style="list-style-type: none"> <input type="checkbox"/> Invite your friends and apprentice disciples to see how the course works.
9		<p>Why trust the Bible? Why try to make Jesus into the Son of God?</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and transformational gratitude and apologetic skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-4 in <i>The Questions Christians Hope No One Will Ask</i>. <input type="checkbox"/> Explore http://carm.org/apologetics and/or other apologetics resources Internet for 15 minutes. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Pray with people on your reach list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
10		<p>How could a good God allow so much evil, pain, and suffering? Why is abortion such a line in the sand for Christians?</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and transformational gratitude and apologetic skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-6 in <i>The Questions Christians Hope No One Will Ask</i>. <input type="checkbox"/> Explore www.gotquestions.org/Christian-apologetics.html and/or other apologetics resources Internet for 15 minutes. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Let your light shine by doing acts of kindness for people on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
11		<p>Why do you condemn homosexuality when God loves all people the same? How can I trust Christianity when so many Christians are hypocrites?</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and transformational gratitude and apologetic skills in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 7-8 in <i>The Questions Christians Hope No One Will Ask</i>. <input type="checkbox"/> Explore www.wayofthemaster.com/ and/or other apologetics resources Internet for 15 minutes. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Let your light shine by doing acts of kindness for people on your list. <input type="checkbox"/> Share what you are learning with your apprentice disciples.

Session	Date	Professor Responsibilities	Student Responsibilities
12		<p>Why should I think that heaven really exists—and that God sends people to hell? The questions our friends need us to ask them.</p> <p>Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and transformational gratitude and apologetic skills in class. Group activity: Prepare for next week's student presentations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 9-10 in <i>The Questions Christians Hope No One Will Ask</i>. <input type="checkbox"/> Explore www.wayofthemaster.com/ ! and/or other apologetics resources Internet for 15 minutes. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Invite someone on your list to come with you to small group or church. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
13		<p>Student Presentations and Term Papers</p> <p>Welcome guests and disciples. Livestream student presentations on the church Facebook page. Post cell phone videos of student presentations on the church and association webpages to increase their impact. Coach students on how to improve their presentations. Coach students on how to improve their term papers. Group activity: Peer-review and make corrections to the term paper in class. Review for the final exam.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare to participate in a group or individual presentations on a chapter in the books. <input type="checkbox"/> Work on the term paper and bring to class for peer review and corrections. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: invite someone on your list to come with you to small group or church. <input type="checkbox"/> Disciple-making: invite your friends and apprentice disciples to watch student presentations.
14		<p>Final Exam and Course Evaluation</p> <p>Give final exam. Collect completed portfolio for review. Collect revised term paper for review. Students will debrief by sharing how they are using and sharing what they have learned. Discuss how to recruit students who would benefit from the EBI leadership development. Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course. Time of fellowship.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide for the final exam. <input type="checkbox"/> Complete the portfolio. <input type="checkbox"/> Revise the term paper. <input type="checkbox"/> Community service: as a disciple-maker share and/or email your revised term paper to pastors, deacons, small-group leaders, apprentice disciples, and friends to multiply your ministry in obedience to 2 Timothy 2:2-3. <input type="checkbox"/> Discipleship is teaching others about what you are learning. Pass on the baton of discipleship by sharing what you are learning each week. To be a disciple you need to be making disciples (Matthew 28:18-20).

Session	Date	Professor Responsibilities	Student Responsibilities
EBI holds to the Baptist Faith and Message . The inclusion of articles, books, or external links in this course does not imply that the opinions expressed represent the official position of EBI.			
Holman Bibliography			
<i>Apologetics Study Bible</i> . Annotated by Ted Cabal, Chuck Colson, and Norm Geisler. Nashville, TN: Holman Bible, 2007. 9781586400248			
<i>HCSB Study Bible</i> . Annotated. Nashville, TN: Holman Bible.			
<i>Holman Book of Biblical Charts, Maps, and Reconstructions</i> . Edited by Marsha A. Ellis Smith. Nashville, TN: Holman Reference, 1993. 9781558193598			
<i>Holman Concise Bible Commentary</i> . Edited by David S. Dockery. Nashville, TN: Holman Reference, 2011. 9780805495461			
<i>Holman Guide to Interpreting the Bible</i> . Edited by David S. Dockery and George Guthrie. Nashville, TN: Holman Reference, 2004. 9780805428582			
<i>Holman Illustrated Bible Dictionary</i> . Edited by Charles W. Draper and Chad Brand. Nashville, TN: Broadman & Holman, 2003. 9780805428360			
<i>Holman Old Testament Commentary</i> . Edited by Max E. Anders. Nashville, TN: Holman Reference, 2002.			
<i>Holman New Testament Commentary</i> . Edited by Max E. Anders. Nashville, TN: Holman Reference, 2002.			
<i>Holman QuickSource Bible Atlas</i> . Edited by Holman. Nashville, TN: Holman Reference, 2011. 9780805495645			
<i>Holman QuickSource Guide to Christian Apologetics</i> . Edited by Doug Powell. Nashville, TN: Holman Reference, 2006. 9780805494600			
<i>Holman QuickSource Guide to Understanding Creation</i> . Edited by Mark Whorton and Hill Roberts. Nashville, TN: Holman Reference, 2008. 9780805494860			
<i>Holman Treasury of Key Bible Words: 200 Greek and 200 Hebrew Words Defined and Explained</i> . Edited by Dr. Eugene Carpenter and Dr. Philip Comfort. Nashville, TN: Holman Reference, 2000. 9780805493528			
Course Bibliography			
Alcorn, Randy C. <i>If God Is Good: Faith in the Midst of Suffering and Evil</i> . Multnomah, 2014. 9781601425799			
Alcorn, Randy C. <i>The Goodness of God: Assurance of Purpose in the Midst of Suffering</i> . Multnomah, 2010. 9781601423436.			
Andrews, Jim. <i>Polishing God's Monuments: Pillars of Hope for Punishing Times</i> . Shepherd Press, 2007.			
Archer, Gleason L. <i>Encyclopedia of Bible Difficulties</i> . Grand Rapids, MI: Zondervan, 2001. 0310241464			
Barna, George. <i>The Invisible Generation: Baby Busters</i> . Glendale, CA: Barna Research Group, 1992.			
Baucham, Voddie. <i>The Ever-Loving Truth: Can Faith Thrive in a Post-Christian Culture?</i> Nashville, TN: Broadman and Holman, 2004. 0805427880			
Beckwith, Francis J., William Lane Craig, and J. P. Moreland, eds. <i>To Everyone an Answer: A Case for the Christian Worldview</i> . Downers Grove, IL: InterVarsity, 2004. 0830827358			
Bridges, Jerry. <i>Is God Really in Control? Trusting God in a World of Hurt</i> . Colorado Springs, CO: NavPress, 2006.			
Bridges, Jerry. <i>Trusting God: Even When Life Hurts</i> . Colorado Springs, CO: NavPress, 2008.			
Carson, D.A. <i>How Long, O Lord? Reflections on Suffering and Evil</i> . Grand Rapids, MI: Baker. 0801025567			
Colson, Charles. <i>Chuck Colson Speaks</i> . Uhrichsville, OH: Promise Press, 2000. 1577489799			
Colson, Charles, and Nancy Pearcey. <i>How Now Shall We Live?</i> Wheaton, IL: Tyndale House, 1999. 0842318089			

- Craig, William Lane. *Hard Questions, Real Answers*. Wheaton, IL: Crossway, 2003.
- Craig, William Lane. *On Guard: Defending Your Faith with Reason and Precision*. Colorado Springs, CO: David C. Cook, 2010.
- Craig, William Lane. *Reasonable Faith: Christian Truth and Apologetics*, 3rd ed. Wheaton, IL: Crossway, 2008.
- Dobson, James. *When God Doesn't Make Sense*. Wheaton, IL: Tyndale House, 1993.
- Elliot, Elisabeth. *A Path through Suffering: Discovering the Relationship between God's Mercy and Our Pain*. Ann Arbor, MI: Servant Publications, 1990.
- Geisler, Norman. *Christian Apologetics*. Grand Rapids, MI: Baker, 1976.
- Geisler, Norman. *If God, Why Evil*. Grand Rapids, MI: Bethany House, 2011.
- Geisler, Norman, and William Watkins. *Perspectives: Understanding and Evaluating Today's World Views*. San Bernardino, CA: Here's Life, 1984.
- Geisler, Norman, and Ron Brooks. *When Skeptics Ask: A Handbook on Christian Evidences*. Wheaton, IL: Victor, 1990. 089693766-6
- Hasker, William. *The Triumph of God over Evil: Theodicy for a World of Suffering*. Downers Grove, IL: IVP Academic, 2008. 9780830828043
- Jeremiah, David. *A Bend in the Road*. Nashville: Thomas Nelson, 2002.
- Jeremiah, David. *What Are You Afraid of?* Nashville: Lifeway, 2013.
- Kennedy, D. James. *Why I Believe*. Nashville, TN: Word, 1980.
- Lewis, C. S. *Mere Christianity: The Case for Christianity, Christian Behavior, and Beyond Personality*. New York: Macmillan, 1960.
- Lewis, C. S. *The Problem of Pain: How Human Suffering Raises Almost Intolerable Intellectual Problems*. New York: Macmillan, 1962.
- Lubenow, Marvin L. *Bones of Contention: A Creationist Assessment of Human Fossils*, 2nd ed. Grand Rapids, MI: Baker, 1992.
- Lutzer, Erwin W. *The Serpent of Paradise: The Incredible Story of How Satan's Rebellion Serves God's Purposes*. Chicago: Moody, 1996.
- McDowell, Josh. *Evidence That Demands a Verdict: Historical Evidences for the Christian Faith*. Nashville, TN: Thomas Nelson, 1972.
- McDowell, Josh. *More Evidence That Demands a Verdict: Historical Evidences for the Christian Scriptures*. Nashville, TN: Thomas Nelson, 1975.
- McDowell, Josh. *More Than a Carpenter*. Wheaton, IL: Tyndale House, 1987. 0842345523
- McDowell, Josh, and Bill Wilson. *A Ready Defense: The Best of Josh McDowell*. Nashville, TN: Thomas Nelson, 1993.
- McDowell, Josh, and Don Stewart. *Understanding Secular Religions*. San Bernardino, CA: Here's Life, 1982.
- Moreland, J. P. *Love Your God with All Your Mind: The Role of Reason in the Life of the Soul*, 2nd ed. NavPress, 2012.
- Noebel, David A. *Understanding the Times: The Religious Worldviews of Our Day and the Search for Truth*. Colorado Springs, CO: Association of Christian Schools International, 1995.
- Purtill, Richard L. C. S. *Lewis's Case for the Christian Faith*. New York: Harper and Row, 1981.
- Schaeffer, Francis. *A Christian Manifesto*. Wheaton, IL: Crossway, 1981.
- Sire, James W. *The Universe Next Door: A Basic World View Catalog*, 4th ed. Downers Grove, IL: InterVarsity, 2004. 0830827803
- Stedman, Ray C. *Expository Studies in Job: Behind Suffering*. Waco, TX: Word, 1981. 0849929326
- Strobel, Lee. *The Case for Christ. A Journalist's Personal Investigation of the Evidence for Jesus*. Grand Rapids, MI: Zondervan, 1998. 0310209307
- Strobel, Lee. *The Case for Faith: A Journalist Investigates the Toughest Objections to Christianity*. Grand Rapids, MI: Zondervan, 2000. 0310234697
- Tada, Joni Eareckson and Steven Estes. *When God Weeps: Why Our Sufferings Matter to the Almighty*. Grand Rapids, MI: Zondervan, 2000. 0310211867
- Wood, Barry. *Questions Non-Christians Ask*. Old Tappan, NJ: Fleming H. Revell, 1977. 0800708733

Yancey, Philip. *Disappointment with God*. Grand Rapids, MI: Zondervan, 1997.
Yancey, Philip. *Where Is God When It Hurts?* Grand Rapids, MI: Zondervan, 1990.
Zacharias, Ravi K., and Norman L. Geisler. *Who Made God? And Answers to Over 100 Tough Questions of Faith*. Zondervan, 2003. 9780310247104
Zuck, Roy B., ed. *Vital Apologetic Issues*. Grand Rapids, MI: Kregel, 1995. 082544070

Transfer of Credits to Southern California Seminary

Attendance Policy

Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 68 homework hours) courses, more than 10 minutes late is a *tardy*; more than 20 minutes late is an *absence*. Two tardies count as one absence. **College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions.** A grade of AU (Audit) will be recorded when a student is auditing the course, misses four sessions, does not complete coursework on time, or earns less than 700 points.

Class Time and Homework Policy

To transfer [Carnegie](#) credits to Southern California Seminary, **each 2-unit course must include at least 28 hours of class time discussion and 68 hours of portfolio homework during the 14-week semester.** Courses with less than 28 hours of class time do not meet EBI requirements. Since “time plus focus equals learning,” increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the first week of January, May, and September. For maximum learning, **it is recommended that working students take 2 courses per semester** or 6 courses per year. Students who plan to transfer must keep copies of portfolios and term papers to present to Equip Biblical Institute and Southern California Seminary upon request

Late Work Policy

Completing work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. The grade for work that is between 1 and 7 days late is lowered by 20%. **Work that is over 7 days late will not be accepted.** Professors are to send to the EBI offices the grade sheet within 15 days of the end of each course so that transcripts can be updated each semester.

Portfolio and Term Paper Policy for Transferring Students

To graduate or transfer credits from Equip Biblical Institute to Southern California Seminary, **students must submit their portfolio and term papers at the end of each course to the Registrar for formative assessment.** Upon successful completion of the Associate of Biblical Studies, students may transfer **60 units** into the Bachelor of Arts in Biblical Studies degree. If the portfolio or term papers are missing, the credits may not be transferable. Portfolios must be completed individually—not as couples.

Answers to portfolio questions are individual and subjective, so each student must do his or her own portfolio and term paper. As part of the EBI-SCS Articulation Agreement and to facilitate transfer of degrees to other schools, professors must submit the portfolios and term papers of transferring students to the EBI Registrar at gwoods@socalsem.edu at the end of each course. The goal is to assist students in being successful in their studies and in their ministries.

Grade Scale			
Grade	Percent	Points	
A	= 95-100%	950-1,000	
A-	= 90-94%	900-949	
B+	= 87-89%	870-899	
B	= 84-86%	840-869	
B-	= 80-83%	800-839	
C+	= 77-79%	770-799	
C	= 74-76%	740-769	
C-	= 70-73%	700-739	
AU	= Below 70%	0-699	

Student Evaluation	Percent	Points
Portfolio/Group Activities	55%	550
Midterm Exam	10%	100
Student Presentations	10%	100
Term Paper	15%	150
Final Exam	10%	100
Total	100%	1,000

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Midterm 7	Session 8	Session 9	Session 10	Session 11	Session 12	Presenta-tion 13	Term Paper 13	Final Exam 14	Points	Grade
50	50	50	50	50	50	100	50	50	50	50	50	100	150	100	1,000	ABC

Course Grading Rubric		
Grade	Requirements	✓
A	Exams, portfolio, presentation, and the 12- to 15-page term paper with zero errors.	
A-	Exams, portfolio, presentation, and the 10- to 11-page term paper with less than 2 errors.	
B+	Exams, portfolio, presentation, and the 9-page term paper with less than 4 errors.	
B	Exams, portfolio, presentation, and the 8-page term paper with less than 6 errors.	
B-	Exams, portfolio, presentation, and the 7-page term paper with less than 8 errors.	
C+	Exams, portfolio, presentation, and a 6-page essay are completed with less than 10 errors.	
C	Exams, portfolio, presentation, and a 5-page essay are completed but need corrections.	
C-	Exams, portfolio, presentation, and a 4-page essay and/or tutoring or peer coaching.	
AU	Audit. Student audited the course for personal spiritual enrichment or earned less than 700 points or missed more than 3 sessions. EBI has levels for all students/churches.	

Writing clarifies one’s thoughts and is a key skill for an effective leader. Initially students may have difficulties in developing writing skills, but they will improve and gain confidence with each course they complete. It is important that professors help students improve their writing skills to maximize their thinking and leadership skills. Students should use the term paper rubric, sample term paper, and [type-over template](#) to write their term papers. Since students have different abilities, goals, responsibilities,

and schedules, students can choose the grade for which they are aiming. It is possible to earn a “C” by writing an essay rather than a term paper, but it is necessary to write a term paper to earn an “A” or “B”.

Writing and journaling two of the most important skills that a leader can develop. As part of the academic agreement with Southern California Seminary, to earn an “A” students are required to email or mail a copy of their academic work to the EBI registrar. The first goal is to affirm students who are doing all the work. The second goal is help students do even better by analyzing the term papers and to preparing next-generation leaders for university level education and ministry by helping them improve their writing skills, thinking skills, and leadership skills.

The mission of Equip Biblical Institute is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills. The goal is to provide leadership and teaching resources, intentional leadership development, disciple-making materials, Skype courses, YouTube videos, charts, notes, and visuals to pastors and churches around the world. EBI is equipping the next generation of pastors and leaders to multiply their influence by training leaders, creating videos, and writing books.

EBI is a religious exempt school and not accredited by the U. S. Department of Education; however, EBI Associate degrees are transferable to Southern California Seminary and other schools based on the EBI-SCS articulation agreement based on [Carnegie](#) Units, portfolios, and term papers.

One of the benefits of advanced training is that trained pastors do better and last longer in ministry than pastors with little or no training. Skills learned include administration, apologetics, attitude, belonging, biblical worldview, Bible interpretation, character development, church planting, college learning, communication, community development, counseling, creative thinking, critical thinking, disciple-making, encouragement, enrichment, equipping, ethical development, evangelism, faith-based, family-based disciple-making, financial intelligence, interaction, leadership, mentoring, ministry, motivational, online learning, organizational, parenting, pastoral ministry, people, project-based learning, preaching, relational, resilience, self-awareness, servant leadership, spiritual disciplines, spiritual gifts, spiritual growth, spiritual warfare, student success, strategic planning, teaching, technology, transformational learning, writing, and youth leadership skills. Every course assignment has a whole-brain learning rationale with the goal of life transformation. The goal is the effective ministry described in 2 Peter 1:2-8.

As students take each course, their brains will develop a multitude of new physical and chemical neural connections, increasing their ability to read with comprehension; make practical applications from what they are learning; and improve their communication, leadership, and writing skills.

EBI incorporates seminary success skills and transformational teaching, including [Adult Learner Model](#), the Affective Neuroscience Learning Model, Bloom’s Taxonomy of Learning Domains, the [Carnegie Unit and Student Hour](#) Rubric, the Cognitive [Neuroscience](#) Learning Model, the Seven Laws of Learning Model, the Learning Styles Model, Knowles’s [Adult Learner Model](#), the [Maslow](#) Pyramid of Needs, the [Multiple Intelligences](#) Model, the Professional Development Rubric, the [Quality Matters](#) Rubric, the Seven Principles of Good Practice in Undergraduate Education Model, the Teaching to Change Lives Model, the [Visual Learning](#) Model, and the [Working Memory](#) Model.

EBI utilizes the power of [Formative Assessment](#) rather than summative assessment. Formative assessment promotes students’ learning by providing feedback on how to study better, develop integrity and leadership skills, and write better term papers. Summative assessment gives only a final grade or evaluation of proficiency (A, B, C, D, F).

Academic research indicates that when formative assessment is provided the amount of student learning is often double that of summative assessment. Formative assessment involves briefly reviewing portfolios each week to make sure students are not getting behind and assisting all students to improve their writing skills each week based on rubrics and samples of term papers.

Effective teachers enlist stronger students to help struggling students to improve. Rubrics help students gauge the quality of their work and see what else is needed to improve their writing and leadership skills. Samples of term papers demonstrate what is expected and required for leadership and character

development.

Effective teachers have students compare and peer-review one another's papers in class during specified times. Formative assessment is about providing students with feedback or tips aimed at improving their writing and critical thinking skills—not just giving them a letter grade. Feedback is most effective when it explicitly communicates to students about some specific aspects of their performance relative to specific target criteria, and when it provides information that helps students progress toward meeting that criterion.

Webliography

1. Alternative articles www.oneplace.com/Ministries/The_Alternative/
2. Apologetics 4Truth www.4truth.net
3. Bible Bulletin Board www.biblebb.com/
4. Bible History www.bible-history.com/
5. Bible Land Photos <http://bibleplaces.com/>
6. Bible Study Resources www.bible.org
7. Bible study tools www.biblestudytools.net/
8. Blue Letter Bible Study Tools/Charts www.blueletterbible.org/study/
9. Christian Apologetics & Research Ministry <http://carm.org/>
10. Christian Classics Ethereal Library "World Wide Study Bible" www.ccel.org/wwsb/
11. Church Starting www.churchstarting.net
12. Cooperative Program www.sbc.net/cp/ - www.youtube.com/watch?v=lkgJaagIS7A
13. Crosswalk Articles www.crosswalk.com/
14. David Jeremiah www.davidjeremiah.org/
15. E-sword.net Bible study tools www.e-sword.net/
16. Ed Stetzer www.newchurches.com/
17. Focus on the Family www.focusonthefamily.org
18. Got Questions www.gotquestions.org/
19. Holy Land Photos www.holylandphotos.org/
20. Injoy John Maxwell pastoral leadership articles www.injoy.com/
21. Institute of Strategic Evangelism <http://bgc.gospelcom.net/ise/links.html>
22. Jeremiah Study Bible Online Content www.JeremiahStudyBible.com
23. Larry Osborn sticky small groups <http://larryosbornelive.com/>;
24. Leading from your Strengths www.leadingfromyourstrengths.com/
25. Leadership Journal Past Issues www.christianitytoday.com/le/issues/
26. Leadership Transformations www.leadershiptransformations.org/
27. Leadership U www.leaderu.com/menus/ministry.html
28. Leadership Wired www.injoy.com/newsletters/subscribe.asp
29. LifeWay.com church planting articles www.lifeway.com
30. Lee Strobel videos www.leestrobel.com
31. LifeWay Ministry Grid – Training made simple www.ministrygrid.com/guest-home
32. Lumina Bible study tool <https://lumina.bible.org/bible/Matthew+1>
33. Malphurs Group www.malphursgroup.com
34. Moody Magazine articles www.moodymagazine.com
35. NAMB Video www.namb.net/video/
36. Need Him www.needhim.org/
37. New Churches with Ed Stetzer www.newchurches.com/
38. New Testament Summary www.bible.org/page.asp?page_id=2076
39. North American Mission Board www.namb.net
40. Old Testament Gateway www.otgateway.com/
41. Old Testament Survey www.bible.org/series.asp?series_id=76
42. On Mission to Share Jesus www.namb.net
43. One Place Articles www.oneplace.com/articles/

44. Online Bible links www.onlinebible.net/links.html
45. Pastors.com www.pastors.com/
46. Pastors.com ministry articles www.pastors.com/articles/
47. Ray Stedman sermons www.raystedman.org
48. Send North America www.namb.net/Send_North_America_Video/
49. Send Network church planters <http://sendnetwork.com/>
50. Theopedia www.theopedia.com/
51. Thom Rainer <http://thomrainer.com/>
52. Thriving Small Groups <http://thrivingsmallgroups.com/>
53. Thru the Bible www.thruthebible.org/
54. Turning Point Articles www.turningpointradio.org/
55. Way of the Master www.wayofthemaster.com/