229 Biblical Ethics
Syllabus ©

Professor:
Training Center:
Semester and Year:

Course Description
This course focuses on how to apply and teach biblical ethics in an unethical world. Topics include moral reasoning, making ethical decisions, abortion and embryonic stem cell research, reproductive technologies, biotechnology, human cloning, euthanasia, capital punishment, sexual ethics, the morality of war, economics, and the nature of truth. Students will create a visual project and an action plan that applies biblical ethics to life and ministry.

Course Design Comments
This course is designed to equip church starters, pastors, and leaders with Bible knowledge, Christian character, servant leadership, and teaching experience with the goal of life-change. It addresses the diverse learning styles of adults through active discussion, charts, visuals, Internet research, team-building, and project-based learning. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Suggestions for improving course design and content are appreciated.

Required Textbooks
1. The Holy Bible. A translation, such as the New International Version, the New American Standard Version, or the New King James Version is recommended for study. A paraphrase, such as The Message, or the New Living Translation is recommended for enhanced understanding.


Recommended Resources


Internet Resources

Books may be ordered through a local bookstore or on the Internet. To receive the MS Word version of the portfolio email the professor.
Learning Outcomes
The student who successfully completes this course will be able to:

1. Explain why Christian ethics is needed.
2. Explain ethical systems and ways of moral reasoning.
3. Explain the biblical position on making ethical decisions.
4. Explain the biblical position on abortion and embryonic stem cell research.
5. Explain the biblical position on reproductive technologies.
6. Explain the biblical position on biotechnology and human cloning.
7. Explain the biblical position on physician-assisted suicide and death panels.
8. Explain the biblical position on capital punishment and sexual ethics.
9. Explain the biblical position on the morality of war and the ethics of economics.
10. Explain right from wrong and how to help youth stand strong in the face of today’s culture.
11. Contribute to a group presentation on an ethical issue.
12. Present a typed double-spaced, four-page sermon or visual project on a critical ethical issue.
13. Create a typed action plan for choosing right in a world gone wrong.

Methods of Instruction
Instruction emphasizes active learning, project-based learning, collaborative team-based learning, reflection, discussion, interactive lecture, story-telling, drama, visuals, PowerPoint, quizzes, and exams, with the goal of long-term and real-world learning that results in life-change and leading healthy churches. The major pedagogical premise of this course is that students should be treated like the professionals they are becoming. Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University and Luther Rice 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 Southern Baptist pastor and church planter with the North American Mission Board. In 2008 Dr. Woods was elected to the Board of Grossmont Union High School District in San Diego with over 20,000 students.

Authentic learning involves observation, interpretation, and application. The goal of balanced instruction is to address the learning strengths of diverse adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. Student-centered instruction is most effective when it impacts the mind, the will, and the emotions. TEAM-based Learning: Students are encouraged to study in teams before or after class for at least one hour per week working on study skills, application skills, individual projects, and group projects. Students do not give answers to co-learners, but help them learn how to find the answers. Everyone contributes to the learning process. TEAM = Together Everyone Accomplishes More

In this course students are mentored by Dr. Scott B. Rea (Ph.D., University of Southern California) associate professor of biblical studies and Christian ethics at Talbot School of Theology. Students are also mentored by Josh McDowell has written more than 80 books in the areas of youth culture and ethics. (http://www.assistnews.net/stories/s05030128.htm).

Dr. Arthur F. Holmes (Ph.D., Northwestern) professor emeritus of philosophy at Wheaton College.
Student Requirements

First, successfully complete the quizzes 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.

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, each session discuss the quizzes and journal in the Portfolio. (1) What are we as a group learning about the Bible and transformational leadership in this course? (2) How can we as leaders apply these concepts to our lives, families, and ministries? (3) How can our churches apply these concepts to making disciples and developing leaders? 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 final exam in the Portfolio. Summarize biblical ethics in 1,000 words. 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. This will serve as the basis for the booklet or term paper. Week 11

Fifth, contribute to a group presentation on a topic in Right from Wrong based on textbooks, online articles, course notes, and other sources: Abortion, Euthanasia, Bioethics, Human Sexuality, Politics, War, Work, Race, the Arts, and the Environment. This group project can be a PowerPoint presentation, dramatic skit, role-play, set of 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 12

Sixth, create a typed double-spaced, four-page sermon manuscript or individual project summarizing one of the topics in Moral Choices based on textbooks, online articles, course notes, and other sources. The individual project can be a sermon manuscript, banner, booklet, chart, collage, dramatic reading, graphic organizer, lesson, monologue, outline, painting, poem, PowerPoint, scroll, song, story, timeline, or webpage that portrays what the student perceives as the most crucial issue of the 21st century. This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership. Week 13

Seventh, create a typed illustrated booklet or term paper titled Action Plan for Choosing Right in a World Gone Wrong based on textbooks, online articles, course notes, and other sources to be distributed in your church. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Booklet should be at least 3,000 words in length. Text should be single-spaced. Font should be Times New Roman 12. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective servant-leadership. Week 14

Course Objective. Our mission 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 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 (5) to biblically apply what they are learning to life, family, and ministry. Adults learn in multiple ways and so this course incorporates multiple learning styles. According to the Cone of Learning, writing, discussing, and applying are more effective learning strategies than the passive lecture used in most schools. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these concepts of champion learners, students will experience transformational growth. We are entering difficult times—this course will prepare you for them. Welcome to the disciple-making process, team leadership development, and biblical ethics.
Sequence of Instruction

Read the table like this, “At Session _____ on _________, the scheduled session content is _________, and the assignment due that session is ________.”

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>Introduction: Why Study Ethics</strong>&lt;br&gt;A Generation in Crisis&lt;br&gt;Truth Matters&lt;br&gt;Go over this Syllabus and the Portfolio.&lt;br&gt;Grade and discuss Portfolio quiz questions.&lt;br&gt;Discuss and complete Portfolio journal reflections.&lt;br&gt;Group Activity: Create a visual summary of one of these chapters.&lt;br&gt;Demonstrate examples of the following:&lt;br&gt;Moral Choices.&lt;br&gt;Right from Wrong&lt;br&gt;Action Plan for Choosing Right in a World Gone Wrong.</td>
<td>☐ Print 229 Biblical Ethics Portfolio.&lt;br&gt;☐ Skim both textbooks and be prepared to discuss how these books are unique as learning tools.&lt;br&gt;☐ Study chapter 1 in Moral Choices.&lt;br&gt;☐ Study chapters 1-2 in Right from Wrong.&lt;br&gt;☐ Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.&lt;br&gt;☐ Sign up for eSalt email newsletter at <a href="http://www.sbc.net/redirect.asp?url=http://www.erlc.com">http://www.sbc.net/redirect.asp?url=http://www.erlc.com</a></td>
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<td>2</td>
<td></td>
<td><strong>Christian Ethics</strong>&lt;br&gt;A Seismic Shift&lt;br&gt;From Generation to Generation&lt;br&gt;Grade and discuss Portfolio quiz questions.&lt;br&gt;Discuss and complete Portfolio journal reflections.&lt;br&gt;Group Activity: Create a visual summary of one of these chapters.</td>
<td>☐ Study chapter 2 in Moral Choices.&lt;br&gt;☐ Study chapters 3-4 in Right from Wrong.&lt;br&gt;☐ Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.</td>
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<td>3</td>
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<td><strong>Ethical Systems/Moral Reasoning</strong>&lt;br&gt;More Facts Than Fiction&lt;br&gt;The Test of Truth&lt;br&gt;Grade and discuss Portfolio quiz questions.&lt;br&gt;Discuss and complete Portfolio journal reflections.&lt;br&gt;Group Activity: Create a visual summary of one of these chapters.</td>
<td>☐ Study chapter 3 in Moral Choices.&lt;br&gt;☐ Study chapters 5-6 in Right from Wrong.&lt;br&gt;☐ Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.</td>
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<td>4</td>
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<td><strong>Making Ethical Decisions</strong>&lt;br&gt;The Evidence of Truth&lt;br&gt;Teaching the Truth&lt;br&gt;The Relational Meaning of the Incarnation&lt;br&gt;Grade and discuss Portfolio quiz questions.&lt;br&gt;Discuss and complete Portfolio journal</td>
<td>☐ Study chapter 4 in Moral Choices.&lt;br&gt;☐ Study chapters 7-8 in Right from Wrong.&lt;br&gt;☐ Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.</td>
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|         |      |反射。 | 应该完成的作业包括：研究第5章在《道德选择》中的内容。
| 5       | 5    | Abortion and Cell Research | 应该完成的作业包括：研究第9-10章在《正确与错误》中的内容。
|         |      | Coming to Terms with the Truth | 应该完成的作业包括：研究第6章在《道德选择》中的内容。
|         |      | 'What's the Truth about Sex?' | 应该完成的作业包括：研究第11-12章在《正确与错误》中的内容。
|         |      | Grade and discuss Portfolio quiz questions. | 应该完成的作业包括：研究第7章在《道德选择》中的内容。
|         |      | Discuss and complete Portfolio journal reflections. | 应该完成的作业包括：研究第13-14章在《正确与错误》中的内容。
|         |      | Group Activity: Create a visual summary of one of these chapters. | 应该完成的作业包括：研究第8章在《道德选择》中的内容。
| 6       | 6    | Reproductive Technologies | 应该完成的作业包括：研究第15-16章在《正确与错误》中的内容。
|         |      | What’s the Truth about Honesty? | 应该完成的作业包括：研究第9-10章在《道德选择》中的内容。
|         |      | What’s the Truth about Family? | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | and discuss Portfolio quiz questions. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Discuss and complete Portfolio journal reflections. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Group Activity: Create a visual summary of one of these chapters. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
| 7       | 7    | Biotechnology and Human Cloning | 应该完成的作业包括：研究第9-10章在《道德选择》中的内容。
|         |      | What’s the Truth about Others Truths? | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Making it Right | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Grade and discuss Portfolio quiz questions. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Discuss and complete Portfolio journal reflections. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Group Activity: Create a visual summary of one of these chapters. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
| 8       | 8    | Physician-Assisted Suicide | 应该完成的作业包括：研究第15-16章在《正确与错误》中的内容。
|         |      | Survey Analysis on Love and Sex Survey Analysis on Marriage and Family | 应该完成的作业包括：研究第9-10章在《道德选择》中的内容。
|         |      | Grade and discuss Portfolio quiz questions. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Discuss and complete Portfolio journal reflections. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Group Activity: Create a visual summary of one of these chapters. Mid-Term Celebration. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Bring family and friends. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
| 9       | 9    | Capital Punishment | 应该完成的作业包括：研究第9-10章在《道德选择》中的内容。
|         |      | Sexual Ethics Survey Analysis on Faith and Religion | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Grade and discuss Portfolio quiz questions. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Discuss and complete Portfolio journal reflections. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
|         |      | Group Activity: Create a visual summary of one of these chapters. | 应该完成的作业包括：研究第17章在《正确与错误》中的内容。
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<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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<tr>
<td></td>
<td></td>
<td>Grade and discuss Portfolio quiz questions. Discuss and complete Portfolio journal reflections. Group Activity: Create a visual summary of one of these chapters.</td>
<td>discussion and group activity.</td>
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<tr>
<td>10</td>
<td></td>
<td><strong>The Morality of War</strong> Ethics and Economics Survey Analysis on Attitudes and Lifestyles Grade and discuss Portfolio quiz questions. Discuss and complete Portfolio journal reflections. Group Activity: Create a visual summary of one of these chapters. Group Presentation: form teams of three or four and assign topic to each team- Right from Wrong</td>
<td>- Study chapters 11-12 in <em>Moral Choices</em>. - Study chapter 18 in <em>Right from Wrong</em>. - Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity. - Check out a PowerPoint presentation at <a href="http://www.probe.org/menus/ppt.html">http://www.probe.org/menus/ppt.html</a></td>
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<tr>
<td>11</td>
<td></td>
<td><strong>Final Examination</strong> Grade and discuss Portfolio final exam and journal. Group Activity: Students will prepare for group presentations.</td>
<td>- Summarize <em>Moral Choices</em> in 500 words and summarize <em>Ethics</em> in 500 words for Final Exam in the Portfolio. - Prepare to work with your group in preparing to team-teach a group presentation using PowerPoint or handouts.</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Group Presentations: Students will team-teach in a group presentation Right from Wrong Bring family and friends.</td>
<td>- Prepare for group presentations: Right from Wrong</td>
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<tr>
<td>13</td>
<td></td>
<td>Individual Project or Sermon: Each student will present a project, <em>Moral Choices</em>. Bring family and friends.</td>
<td>- Complete individual project: <em>Moral Choices</em> project.</td>
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<tr>
<td>15</td>
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<td>Optional Team-Building Fellowship Activity. Bring family and friends.</td>
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Notice: EBI holds to the *Baptist Faith and Message*. The inclusion of articles, books, or external links in this list does not imply that the opinions expressed represent the official position of EBI. Primary resources
dealing with cults, denominations, education, liberalism, postmodernism, secular culture, and world religions may be included.

**Videography**


**Course Bibliography**


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**Transfer of Credits to Southern California Seminary**

To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the quizzes, journal reflections, booklets or term papers, and exams for each course. Upon successful completion of the course, students may transfer units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable.

**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 56 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 NC (No Credit) will be recorded when a student misses four sessions or does not complete coursework on time. Exceptions must be approved in writing by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute. Students who attend all 14 sessions will receive 100 points.
EBI Church Planting Training Centers - Transformational Leadership

229 Biblical Ethics Syllabus

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>950-1000</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
<td>900-949</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<td>B</td>
<td>84-86%</td>
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<td>B-</td>
<td>80-83%</td>
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<td>C+</td>
<td>77-79%</td>
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<td>C</td>
<td>74-76%</td>
<td>740-769</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
<td>700-739</td>
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<td>NC</td>
<td>Below 70%</td>
<td>000-699</td>
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Student Evaluation

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<tr>
<th>Activity</th>
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<tr>
<td>Quizzes/Journal/Group Activities</td>
<td>50% 500</td>
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<tr>
<td>Discussion/Attendance</td>
<td>10% 100</td>
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<tr>
<td>Group Presentation</td>
<td>10% 100</td>
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<tr>
<td>Individual Project or Sermon</td>
<td>10% 100</td>
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<tr>
<td>Booklet or Term Paper</td>
<td>10% 100</td>
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<td>Final Exam</td>
<td>10% 100</td>
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<td>Total</td>
<td>100% 1000</td>
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Course Points

- **Quizzes**: Journal/Group Activities of each session are worth 50 points (500 points total).
- **Discussions/Attendance**: Students who attend all 14 sessions receive 100 points.
- **Group Presentation**: is worth 100 points.
- **Individual Project** or Sermon is worth 100 points.
- **Booklet** or Term Paper is worth 100 points.
- **Final Exam**: is worth 100 points.

<table>
<thead>
<tr>
<th>Quiz 1</th>
<th>Quiz 2</th>
<th>Quiz 3</th>
<th>Quiz 4</th>
<th>Quiz 5</th>
<th>Quiz 6</th>
<th>Quiz 7</th>
<th>Quiz 8</th>
<th>Quiz 9</th>
<th>Quiz 10</th>
<th>Final Exam</th>
<th>Attendance</th>
<th>Group Presentation</th>
<th>Individual Project</th>
<th>Booklet Paper</th>
<th>Points</th>
<th>Grade</th>
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Student Signature: ____________________________
Typed or printed name: ______________________
Date: ____________________________

Instructor Signature: ________________________
Typed or printed name: _____________________
Date: ____________________________

Site Director Signature: _____________________
Typed or printed name: _____________________
Date: ____________________________
Grade Report
This is an official document and must be typed or computer-generated.

<table>
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<tr>
<th>Today’s Date</th>
<th>Name of EBI Teaching Site</th>
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Semester: ☐ Fall (September-December) ☐ Spring (January-April) ☐ Summer (May-August)
Year: ____________ ☐ Check if any information above needs to be updated.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Name of Instructor</th>
<th>Start Date</th>
<th>End Date</th>
<th>Units</th>
<th>Grade</th>
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<tbody>
<tr>
<td>229</td>
<td>Biblical Ethics</td>
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This student earned the above grade.

Instructor Signature __________________________ Printed Name __________________________ Date ____________

Site Director Signature __________________________ Printed Name __________________________ Date ____________

Order textbooks at least six weeks before the course starts.

(1) The Professor will grade the Portfolio and return it to the student with the grade on the front page.
(2) The Site Director will sign and keep a copy of this Grade Report in the teaching site files.
(3) The Site Director will mail or email this Grade Report to gwoods@socalsem.edu.

Dr. Gary C. Woods
Equip Biblical Institute
2100 Greenfield Drive
El Cajon, CA 92019-1161