History of the Church 1

Course Description
This course focuses on how to apply and teach the history of the church from the early church to the dawn of the Reformation. Topics include overview of church history, sketches from church history, lessons from church history, and applications from church history. Students will create visual projects and applications for making disciples from the history of the early church.

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

Additional Books for Pastors, Leaders, and Advanced Students

Internet Resources http://www.helpmewithbiblestudy.org/index.html

For the MS Word version of the portfolio and notes, ask your professor to send an email request to EBI. The intent of this course is to equip you with the Word of God, to strengthen your character and integrity, and to develop your relational and ministry skills for the glory of God.
Learning Outcomes

The student who successfully completes this course will be able to:

1. Explain the key applications from the first century expansion and persecution.
2. Explain the key applications from the second century persecution and apologists.
3. Explain the key applications from the third century persecution and expansion.
4. Explain the key applications from the key leaders of the imperial church.
5. Explain the key applications from the medieval church and the Islamic attack.
6. Explain the key applications from the attempts to reform the medieval church.
7. Explain the key applications from the impact of the Renaissance and Humanism.
8. Explain the key applications from the beginnings of Spanish Christianity in the New World.
9. Participate in a group presentation on a chapter in one of the textbooks.
10. Write a 10- to 15-page term paper titled, “Applications for Leaders from Church History until the Reformation.”

Methods of Instruction

Instruction emphasizes active learning, problem-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.

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.

Accelerated Adult Learning Strategies

Authentic learning involves observation, interpretation, and application. The goal of balanced instruction is to address the learning strengths of adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. Student-centered instruction is most effective when it impacts the mind, will, and emotions.

TEAM-based Active Learning Principles

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.

The Cone of Learning

Source: Edgar Dale (1969)
**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 textbook. 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 for Leaders from Church History until the Reformation.” 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!
<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>Introduction&lt;br&gt;The Fullness of Time&lt;br&gt;First Conflicts with the State&lt;br&gt;Go over this syllabus and the portfolio. Preview the study guides for the exams.&lt;br&gt;Discuss the appendix.&lt;br&gt;Discuss portfolio questions and journal applications.&lt;br&gt;Demonstrate how to get the most out of the <em>Life Application Bible</em>, the <em>Holman Illustrated Bible Dictionary</em>, and the textbooks.&lt;br&gt;Group Activity: Create a visual summary of one of these chapters.</td>
<td>- Print 459 History of the Church 1 portfolio and notes.&lt;br&gt;- Pay the honorarium to the director.&lt;br&gt;- Skim the textbooks and be prepared to discuss how these books are unique as learning tools.&lt;br&gt;- Study chapters 1-5 in <em>The Story of Christianity</em>.&lt;br&gt;- Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity.&lt;br&gt;- Begin writing the term paper.&lt;br&gt;- Read the <em>Baptist Faith and Message</em> <a href="http://www.sbc.net/printfriendly.asp">http://www.sbc.net/printfriendly.asp</a></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Persecution in the Second Century&lt;br&gt;Persecution in the Third Century&lt;br&gt;Welcome guests and encourage students to share what they have learned so far.&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Group Activity: Create a visual summary of one of these chapters.</td>
<td>- Study chapters 6-10 in <em>The Story of Christianity</em>.&lt;br&gt;- Type the answers to the portfolio.&lt;br&gt;- Work on the term paper.&lt;br&gt;- Review the study guide.&lt;br&gt;- Students are encouraged to invite friends to see how the course works</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Christian Life&lt;br&gt;The Monastic Reaction&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Group Activity: Create a visual summary of one of these chapters.</td>
<td>- Study chapters 11-15 in <em>The Story of Christianity</em>.&lt;br&gt;- Type the answers to the portfolio.&lt;br&gt;- Work on the term paper.&lt;br&gt;- Review the study guide.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>The Schismatic Reaction&lt;br&gt;The Great Cappadocians of Asia Minor&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Group Activity: Create a visual summary of one of these chapters.</td>
<td>- Study chapters 16-20 in <em>The Story of Christianity</em>.&lt;br&gt;- Type the answers to the portfolio.&lt;br&gt;- Work on the term paper.&lt;br&gt;- Review the study guide.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Ambrose of Milan&lt;br&gt;The End of an Era&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Group Activity: Create a visual summary of one of these chapters.</td>
<td>- Study chapters 21-26 in <em>The Story of Christianity</em>.&lt;br&gt;- Type the answers to the portfolio.&lt;br&gt;- Work on the term paper.&lt;br&gt;- Review the study guide.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Medieval Christianity—The New Order&lt;br&gt;Movements of Renewal</td>
<td>- Study chapters 27-30 in <em>The Story of Christianity</em>.&lt;br&gt;- Type the answers to the portfolio.</td>
</tr>
<tr>
<td>Session</td>
<td>Date</td>
<td>Session Content</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|         |      | Discuss portfolio questions and applications. Group Activity: Create a visual summary of one of these chapters. Review for the midterm exam.                                                                                                           |  Work on the term paper.  
  Review the study guide.                                                                                                                                                                                   |
| 7       |      | **Midterm Exam**  
 Take the midterm exam. Preview the second half of the course. Make corrections to the term paper in class. Discuss who would benefit from the EBI leadership training program.                                |  Review the study guide in the notes to prepare for midterm exam. Four hours of study are recommended.  
  Work on the term paper.  
  Review the study guide.  
  Pay for textbooks for the next courses.                                                                                                                                                       |
| 8       |      | **The Arab Offensive**  
 **The Counter-Offensive**  
 Welcome guests and encourage students to share what they have learned. Discuss portfolio questions and applications. Group Activity: Create a visual summary of this chapter. |  Study chapter 31 in *The Story of Christianity*.  
  Type the answers to the portfolio.  
  Work on the term paper.  
  Review the study guide.  
  Students are encouraged to invite friends to see how the course works.                                                                                                                                       |
| 9       |      | **The Golden Age of Medieval Christianity**  
 **The Collapse of Leadership**  
 Discuss portfolio questions and applications. Group Activity: Create a visual summary of one of these chapters.                                                                                                  |  Study chapters 32-33 in *The Story of Christianity*.  
  Type the answers to the portfolio.  
  Work on the term paper.  
  Review the study guide.                                                                                                                                                                               |
| 10      |      | **In Quest of Reformation**  
 **John Wycliffe**  
 **John Huss**  
 Discuss portfolio questions and applications. Group Activity: Create a visual summary of this chapter.                                                                                                                                 |  Study chapter 34 in *The Story of Christianity*.  
  Type the answers to the portfolio.  
  Work on the term paper.  
  Review the study guide.                                                                                                                                                                               |
| 11      |      | **Renaissance and Humanism**  
 Discuss portfolio questions and applications. Group Activity: Create a visual summary of this chapter.                                                                                                                                               |  Study chapter 35 in *The Story of Christianity*.  
  Type the answers to the portfolio.  
  Work on the term paper.  
  Review the study guide.                                                                                                                                                                               |
| 12      |      | **Spain and the New World**  
 **The Portuguese Enterprise**  
 Discuss portfolio questions and applications. Group Activity: Prepare for next session.                                                                                                                    |  Study chapters 36-37 in *The Story of Christianity*.  
  Type the answers to the portfolio.  
  Work on the term paper.                                                                                                                                                                                |
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>week’s student presentations.</td>
<td>❑ Review the study guide.</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td><strong>Student Presentations and Term Papers</strong>&lt;br&gt; Welcome guests.&lt;br&gt; Participate in student presentations.&lt;br&gt; Review for final exam.&lt;br&gt; Make corrections to the term paper in class.</td>
<td>❑ Prepare for group or individual presentations.&lt;br&gt; ❑ Bring a rough draft of your term paper for peer-review and corrections.&lt;br&gt; ❑ Students are encouraged to invite friends to watch student presentations.</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td><strong>Final Exam and Course Evaluation</strong>&lt;br&gt; Take final exam.&lt;br&gt; Submit portfolio for grading.&lt;br&gt; Submit term paper.&lt;br&gt; Students will debrief by sharing how they are using what they have learned.&lt;br&gt; Discuss how to recruit students who would benefit from the EBI leadership training program.</td>
<td>❑ Review the study guide for the final exam.&lt;br&gt; ❑ Complete the 10-to-15 page term paper.&lt;br&gt; ❑ Complete the portfolio.&lt;br&gt; ❑ Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.</td>
</tr>
</tbody>
</table>

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.

### Webliography

2. 4 Truth.net [www.4truth.net](http://www.4truth.net)
3. Apologetics 4Truth [www.4truth.net](http://www.4truth.net)
9. Bible Study Resources [www.bible.org](http://www.bible.org)
15. Church Starting [http://www.churchstarting.net](http://www.churchstarting.net)
General Bibliography


Course Bibliography


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 NC (No Credit) will be recorded when a student misses four sessions, does not complete coursework on time, or earns less than 700 points.

Class Time and Homework Policy

To transfer 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 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.
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%. The grade for work that is between 8 and 14 days late is lowered by 40%. Work that is over 14 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 Policy
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 questions, journal applications and reflections, term papers, and exams for each course. Upon successful completion of the Associate of Biblical Studies, students may transfer 66 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. Portfolios must be completed individually—not as couples. Answers to portfolio questions are subjective so each student must do his or her own work.

Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>950-1,000</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
<td>900-949</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>840-869</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>800-839</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td>740-769</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>700-739</td>
</tr>
<tr>
<td>NC</td>
<td>Below 70%</td>
<td>0-699</td>
</tr>
</tbody>
</table>

Student Evaluation

<table>
<thead>
<tr>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>55%</td>
<td>550</td>
</tr>
<tr>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>100%</td>
<td>1,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
<th>Session 6</th>
<th>Midterm 7</th>
<th>Session 8</th>
<th>Session 9</th>
<th>Session 10</th>
<th>Session 11</th>
<th>Session 12</th>
<th>Presentation 13</th>
<th>Term Paper 13</th>
<th>Final Exam 14</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td>100</td>
<td>1,000</td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ABC</td>
</tr>
</tbody>
</table>