History of the Church 2

Professor:

Training Center City:

Semester and Year:

Course Description

This course focuses on how to apply and teach the history of the church from the Reformation to the present. 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 an action plan for applying the lessons from the history of the 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


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 Martin Luther and the Reformation.
2. Explain the key applications from Zwingli and the Swiss Reformation.
3. Explain the key applications from the Anabaptists.
4. Explain the key applications from John Calvin and Jacob Arminius.
5. Explain the key applications from the Reformation in Great Britain.
6. Explain the key applications from John Wesley and Methodism.
7. Explain the key applications from the First Great Awakening.
8. Explain the key applications from the Second Great Awakening.
9. Explain the key applications from the Baptists and Billy Graham.
10. Write a 10- to 15-page term paper titled, “Applications for Leaders from Church History since the Reformation.”

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.

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.
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 for Leaders from Church History since 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!
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<tr>
<th>Session</th>
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<th>Session Content</th>
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<td>1</td>
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<td><strong>The Call for Reformation</strong>&lt;br&gt;<strong>Martin Luther</strong>&lt;br&gt;<strong>Ulrich Zwingli and the Swiss Reformation</strong>&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 460 History of the Church 2 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;Study chapter 1 in <em>10 Great Ideas from Church History</em>.</td>
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|         |      | summary of one of these chapters. | Work on the term paper.  
          |      |                               | Review the study guide. |
| 6       |      | **Baptists and the Bible**  
          |      | Discuss portfolio questions and applications.  
          |      | Group Activity: Create a visual summary of these notes.  
          |      | Review for the midterm exam. | Study notes on Baptists and the Bible.  
          |      |                               | Study chapter 6 in *10 Great Ideas from Church History*.  
          |      |                               | Type the answers to the portfolio.  
          |      |                               | 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.  
          |      |                               | Pay for textbooks for the next courses. |
| 8       |      | **The Thirteen Colonies**  
          |      | The United States  
          |      | Western Europe  
          |      | Welcome guests and encourage students to share what they have learned.  
          |      | Discuss portfolio questions and applications.  
          |      | Group Activity: Create a visual summary of one of these chapters. | Study chapter 25-28 in *The Story of Christianity*.  
          |      |                               | Study chapter 7 in *10 Great Ideas from Church History*.  
          |      |                               | 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       |      | **Latin America**  
          |      | Eastern Christianity  
          |      | Catholicism in the Face of Modernity  
          |      | Discuss portfolio questions and applications.  
          |      | Group Activity: Create a visual summary of one of these chapters. | Study chapters 29-32 in *The Story of Christianity*.  
          |      |                               | Study chapter 8 in *10 Great Ideas from Church History*.  
          |      |                               | Type the answers to the portfolio.  
          |      |                               | Work on the term paper.  
          |      |                               | Review the study guide. |
| 10      |      | **Geographic Expansion**  
          |      | Roman Catholicism Today  
          |      | Protestantism in Europe  
          |      | Protestantism in the United States  
          |      | Discuss portfolio questions and applications.  
          |      | Group Activity: Create a visual summary of one of these chapters. | Study chapters 33-36 in *The Story of Christianity*.  
          |      |                               | Study chapter 9 in *10 Great Ideas from Church History*.  
          |      |                               | Type the answers to the portfolio.  
          |      |                               | Work on the term paper.  
          |      |                               | Review the study guide. |
| 11      |      | **Vitality at the Periphery**  
          |      | Epilogue: A Global History  
<pre><code>      |      | Persecution Today | Study chapter 37-38 in *The Story of Christianity*. |
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<tr>
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<tr>
<td></td>
<td></td>
<td>Discuss portfolio questions and applications.</td>
<td>❑ Study chapter 10 in <em>10 Great Ideas from Church History</em>.</td>
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<td>Group Activity: Create a visual summary of one of these chapters.</td>
<td>❑ Type the answers to the portfolio.</td>
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<td>❑ Work on the term paper.</td>
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<td>❑ Review the study guide.</td>
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<td>12</td>
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<td><strong>Baptist Resurgence</strong></td>
<td>❑ Study notes on the Baptist Resurgence.</td>
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<td></td>
<td>Discuss portfolio questions and applications.</td>
<td>❑ Type the answers to the portfolio.</td>
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<td>Group Activity: Prepare for next week’s student presentations.</td>
<td>❑ Work on the term paper.</td>
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<td>❑ Review the study guide.</td>
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<td>13</td>
<td></td>
<td><strong>Student Presentations and Term Papers</strong></td>
<td>❑ Prepare for group or individual presentations.</td>
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<td>Welcome guests. Participate in student presentations.</td>
<td>❑ Bring a rough draft of your term paper for peer-review and corrections.</td>
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<td>Review for final exam. Make corrections to the term paper in class.</td>
<td>❑ Students are encouraged to invite friends to watch student presentations.</td>
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<td>14</td>
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<td><strong>Final Exam and Course Evaluation</strong></td>
<td>❑ Review the study guide for the final exam.</td>
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<td>Take final exam. Submit portfolio for grading. Submit term paper. Students will debrief by sharing how they are using what they have learned.</td>
<td>❑ Complete the 10-to-15 page term paper.</td>
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<td>Discuss how to recruit students who would benefit from the EBI leadership training program.</td>
<td>❑ Complete the portfolio.</td>
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<td>❑ Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.</td>
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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)
8. Bible Study Resources [www.bible.org](http://www.bible.org)

**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.

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<td>A-</td>
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<td>900-949</td>
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<td>87-89%</td>
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<td>B</td>
<td>84-86%</td>
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<td>B-</td>
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Student Evaluation
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<td>Student Presentations</td>
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