

GEN 142  
SCIENCE AND THE BIBLE  
COURSE SYLLABUS

Spring 2015

Pacific Life Bible College

Prepared By

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## Course Syllabus

### GEN 142 Science and the Bible

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Credits: 3

#### College Mission Statement

At Pacific Life Bible College, our purpose is to equip Christian men and women "for the work of service, to the building up of the body of Christ" (Ephesians 4:11). We assist your local church in fulfilling the Great Commission by helping develop the character, knowledge, and skills you need to reach your world for Jesus.

#### **Character Development**

Your character development is encouraged through courses that emphasize personal integrity, dynamic classroom and chapel experiences, an on-going mentoring program, and a community of supportive faculty, friends, and fellow students. We consider character qualities to be the main criteria for assessing leadership potential (1 Timothy 3).

#### **Academic Excellence**

On the foundation of godly character, we add knowledge: systematic instruction from God's Word, applied to a changing world. Leaders that make an eternal difference in their world have a thoroughly Christian worldview, understanding people and current events from the timeless perspective of Scripture.

#### **Ministry Experience**

While we strive to instill in you a sense of academic excellence, we don't end the process there. Hearers of the Word are to also be doers of the Word. We help you apply learning to practical service to others through connecting to local church leadership for guided hands-on practicums and internship programs. Our goal is to help you become a leader, firmly founded on sound doctrine and reaching out in the effective power of the Spirit.

#### Course Description

This course analyses the biblical accounts of origins and controversial historical claims in light of modern scientific findings in various disciplines.

## **Course Objectives**

After completing this course the student should:

1. Be comfortable with science and accept that Christians can and should be involved in the various fields of science.
2. Be able to critique false philosophies such as scientism and materialism and use all truth for God's glory.
3. Be able to connect people with solid God affirming scientific resources.
4. Understand that proper science is based on a search for truth and understanding about ourselves, our world, and our universe.
5. Understand how Scripture is compatible with good science, and thus have confidence in Scripture as our primary functional authority.
6. Have a basic awareness and understanding of the various fields/disciplines of science.
7. Understand the various hypotheses for the origin of the universe and be able to critique each of the proposed explanations.
8. Realize that the practice of science, both the formation of theories and the evaluation of evidence, is not an entirely objective enterprise, but one that is strongly influenced by the worldview and philosophical beliefs of its practitioners.
9. Be committed to principled scientific investigation, an accurate and unbiased reporting of results that seeks truth, and the ethical application of technology.

## **Textbooks**

1. *The Greatest Hoax on Earth: Refuting Darwinism on Evolution* by Jonathan Sarfati. Atlanta, GA: Creation Book Publishers, 2010.
2. *Defeating Darwinism by Opening Minds* by Phillip E. Johnson. Downers Grove, IL: Intervarsity Press, 1997.

## **Recommended Readings**

1. *Not a Chance: The Myth of Chance in Modern Science and Cosmology* by R. C. Sproul. Grand Rapids, MI: Baker Academic, 1994.
2. *Christianity and the Nature of Science: A Philosophical Investigation* by J. P. Moreland. Grand Rapids, MI: Baker Book House, 1989.
3. *Scaling the Secular City: a Defense of Christianity* by J. P. Moreland. Grand Rapids, MI: Baker Book House Company, 1987.
4. *The Soul of Science: Christian Faith and Natural Philosophy* by Nancy R. Pearcey and Charles B. Thaxton. Wheaton, IL: Crossway Books, 1994.

## Course Requirements

### 1. Participation, **grade assigned Apr 17<sup>th</sup>**

Attend, be attentive, ask questions, and participate in class activities, workgroups, & discussions. See the PLBC attendance policy below.

### 2. Course Readings, **due as stated below**

- a. Read Phillip E. Johnson's book *Defeating Darwinism by Opening Minds* in its entirety by **February 23<sup>rd</sup>** @ 8 am.
- b. Read Jonathan Sarfati's book *The Greatest Hoax on Earth: Refuting Darwinism on Evolution* in its entirety in accordance with the reading plan in the course schedule below.

### 3. Critical Review of *Defeating Darwinism*, **due Feb 23<sup>th</sup>** @ 8 am

Write a 5 to 8 page (1250 to 2000 word) critical review of Phillip E. Johnson's book *Defeating Darwinism by Opening Minds*. Your review should be approximately two third's summary and one third evaluation. It must contain the following:

- a. Describe the overall thesis/message of the book and identify the audience for which the book is intended.
- b. Summarize each of the chapters and state how each chapter contributes to the overall message.
- c. Evaluate the tactics used and positions and arguments presented in the material.
  1. Do you agree with the arguments? Why or why not?
  2. Identify any ideas that seem particularly strong or weak to you. How would the arguments be different if you had presented them?
  3. Identify any additional arguments that would contribute to the author's claims.
  4. Does the author accomplish what he sets out to do? The book's introduction states the author's purposes for writing this book.
  5. Use both positive and negative examples from the book to support your evaluation.
- d. Describe how this book has influenced your understanding of the principles and purposes of scientific investigation. Support your claims with examples from the book.
- e. Describe the aspects of the book that most impacted you and how it has influenced your view of science and its compatibility with Christianity.

Your review should include a title page and should be typed, double spaced, and written in a readable 12 point font, preferably Times New Roman.

#### 4. Chapter Quizzes for *The Greatest Hoax*, due as stated below

The content of each chapter will be discussed in class the week before the associated quiz is due. Each quiz will consist of objective and short answer questions that verify the student's comprehension of the material and must be completed during the week after the material is discussed in class and by the due dates stated below:

- a. Quiz 1: Introduction + Chapter 1, **Jan 19<sup>th</sup> @ 8 am**
- b. Quiz 2: Chapters 2 + 3, **Jan 26<sup>th</sup> @ 8 am**
- c. Quiz 3: Chapter 17, **Apr 13<sup>th</sup> @ 8 am**

#### 5. Two Chapter Summary and Response to *The Greatest Hoax*, due **Mar 16<sup>th</sup> @ 8 am**

Select **two (2)** chapters from chapters 4 to 16 and write a detailed 5 to 8 page (1250 to 2000 word) analysis and critique of your selected chapters. This assignment should be approximately half summary and half evaluation. It should contain the following:

- a. An overall summary of each chapter that accurately describes what is important to the author.
- b. An evaluation of each chapter that includes the following:
  1. Assess how well the author supports his arguments.
    - Does the author use accepted, reasonable, or controversial data?
    - Is the author balanced and fair in his use of scientific evidence?
    - Does the author exhibit any biases?
    - What worldview does the author embrace as a basis for his claims?
    - What worldview do critics of the author's position embrace?
    - Does the author respond appropriately and adequately to his critics?
  2. Identify any strengths or weaknesses for the author's arguments and claims.
  3. Identify any additional information that would contribute to the author's claims.
  4. Consider how the author's arguments and claims reinforce or challenge your understanding of the proper practice of science and its compatibility your Christian faith.

Your chapter summary and evaluation should include a title page and should be typed, double spaced, and written in a readable 12 point font, preferably Times New Roman.

**6. Term Project Topic Proposal, due Feb 02<sup>th</sup> @ 8 am**

Before embarking on the full scale development of your term project, you will write a **1 to 2 page** proposal. The proposal will either:

- a. Outline the topic you have chosen to research (the question(s) you want to explore), why you have chosen this topic, what you hope to accomplish in your research (your preliminary hypothesis), an overall preliminary outline of your paper (a list of headings you expect to explore), and a preliminary list of research materials you plan to use.
- b. Identify the person – someone knowledgeable in the field of science such as an evolutionary middle or high school science teacher or a scientist/professor/engineer that specializes in a natural or applied science – who you have chosen to interview and the topic you have chosen to discuss with them. You will also provide a preliminary list of questions you intend to explore with your interviewee, the approach you intend to use, what you hope to discover (your preliminary hypothesis), and a preliminary list of research materials you plan to use to respond to your interviewee.

**7. Term Project, due Apr 13<sup>th</sup> @ 8 am**

You will write a 2500 to 3000 word (10 to 12 pages in 12 point Times New Roman font) on **one** of the following:

**Option A: A Research Paper**

This research paper will be on a topic of interest related to the course and can be investigative or argumentative in nature, meaning that it will inform OR advocate a specific position and put forth a formal rational argument for it.

The following elements must be included in your paper:

- a. A clear thesis statement declaring the research focus your paper
- b. The main supporting evidence and/or arguments in favour of your thesis
- c. The main objections and evidence opponents raise against your thesis
- d. An explanation of the main objections to your thesis and a response to these objections.
- e. An explanation of the significance of your findings for the Christian faith
- f. The ways in which Christians can address or understand this issue that demonstrates the compatibility of Christianity with science.

### **Option B: A Researched Christian Apologetic Response**

This paper will be a researched Christian apologetic response to an interview with a person who is knowledgeable in the field of science. Examples include an evolutionary middle or high school science teacher or a scientist/professor/engineer that specializes in a natural or applied science – i.e. biology, chemistry, biochemistry, physics, cosmology, geology, or archaeology.

This paper will be argumentative in nature, meaning that it will put forth a formal rational argument that responds to the position advocated by the interviewee. You may want to write your apologetic in a dialogue form where your fictional characters or participants hold different positions in relation to your selected topic. This will allow you to develop your argument, articulate the best objections to your position, and respond to those objections.

The following elements must be included in your paper:

- g. A clear thesis statement declaring the research focus your paper
- h. The main supporting evidence and arguments in favour of your thesis
- i. The key objections and evidence opponents raise against your thesis
- j. Your responses to these key objections.
- k. An explanation of the significance of your findings for the Christian faith
- l. The ways in which Christians can address or understand this issue that demonstrates the compatibility of Christianity with science.

### **Common Instructions for Both Options**

The sources utilized for your paper should include both those that are supportive and those that are not supportive of your position/conclusions. Not supportive positions will provide first-hand knowledge of opposing views and the rationale for them so these positions should be carefully researched and fairly articulated. Knowledge of non-supporting or opposing positions is indispensable in developing your own research conclusions/apologetics response and for understanding the perspectives of those to whom you desire to speak/engage.

Your paper should be typed, double spaced, and written in a readable 12 point font, preferably Times New Roman and be in accordance with the PLBC guidelines for term papers (Margins, Title Page, Table of Contents, and Works Cited pages). A minimum of 10 reference sources are required for this project and a portion of the grade for the term paper will be assigned based on the quality of your selected resources.

### **Notes**

1. This paper will be graded using the standard PLBC Term Paper Rubric. This rubric will be posted on the Course Info Page.
2. Word and page count is only for the body of the paper and does not include footnotes, title page, or the Works Cited. The number of words should be specified at the end of your paper.
3. A portion of your grade will be based on your adherence to the PLBC term paper guidelines, citation rules and works cited page formatting.

### 8. Final Exam, April 14<sup>th</sup> to 17<sup>th</sup> (actual date and time to be announced)

The final exam will be written on Populi and will consist of True and False, Multiple Choice, Matching and short answer questions that objectively test the student's knowledge of the key aspects of the course.

The student should also expect a selection of essay questions on such topics as:

- Interpretation, Interpolation, and Extrapolation
- How is Science in Portrayed in Academia today (See *Expelled*)
- The Creation Accounts in Genesis 1 and 2
- Refuting Evolution – The Five Chasms
- Problems for Evolutionary Theory
- Irreducible Complexity and Design
- Cosmological Constants and Fine Tuning
- The Compatibility of Christianity and Science
- The Importance of Faith to Science
- Why Can we Claim to Live on a Privileged Planet
- Explain the Options for the Origins of the Universe
- Biblical Accuracy
- The History of the Relationship between Science and Christianity
- Approaching and Applying Science Biblically

More details will be provided before the exam.

### **Course Grading**

1. Participation	5%
2. Course Text Readings	6%
3. Defeating Darwinism Critical Book Review	15%
4. Greatest Hoax Two Chapter Summary/Evaluation	15%
5. Term Project Topic Proposal	3%
6. Term Project	25%
7. Greatest Hoax Quizzes	6%
8. Final Exam	25%

**Note:** Any bonus marks awarded in this course are contingent upon all assignments being submitted.

## Course Schedule – Spring 2015

Wk	Date	Topic(s)	Assignments Due
1	Jan 05	<ul style="list-style-type: none"> <li>Course Introduction</li> </ul>	
2	Jan 12	<ul style="list-style-type: none"> <li>Johnson Readings Review/Discussion</li> <li>Sarfati Intro + Chap 1 Readings Preparation</li> <li>The Genesis 1 to 3 Origins Account</li> </ul>	Read Johnson Chap 1 to 3
3	Jan 19	<ul style="list-style-type: none"> <li>Sarfati Chap 2 to 4 Readings Preparation</li> <li>Expelled Movie + Discussion</li> </ul>	Read Johnson Chap 4 Read Sarfati Intro + Chap 1 <b>QUIZ 1: Sarfati Intro + Chap 1</b>
4	Jan 26	<ul style="list-style-type: none"> <li>Sarfati Readings Discussion</li> <li>Five Chasms of Evolution</li> <li>Intro to Chemical Evolution</li> </ul>	Read Sarfati Chap 2 to 4 <b>QUIZ 2: Sarfati Chap 2 + 3</b>
5	Feb 02	<ul style="list-style-type: none"> <li>Sarfati Chap 5 + 6 Readings Preparation</li> <li>Intelligent Design + Irreducible Complexity</li> <li>Unlocking the Mystery of Life (Video)</li> </ul>	Read Johnson Chap 5 to 8 <b>PROJ. TOPIC PROPOSAL</b>
6	Feb 09	<ul style="list-style-type: none"> <li>Sarfati Chap 7 + 8 Readings Preparation</li> <li>Biology + Chemistry + Medicine + DNA</li> </ul>	Read Sarfati Chap 5 + 6
7	Feb 16	<b>NO CLASS --- FAMILY DAY</b>	
8	Feb 23	<ul style="list-style-type: none"> <li>Sarfati Chap 9 + 10 Readings Preparation</li> <li>History of the Relationship Between Science and Christianity</li> </ul>	Read Sarfati Chap 7 + 8 <b>BOOK REVIEW: Johnson</b>
9	Mar 02	<b>NO CLASS --- READING BREAK</b>	
10	Mar 09	<ul style="list-style-type: none"> <li>Sarfati Chap 11 + 12 Readings Preparation</li> <li>Geology + Astronomy</li> </ul>	Read Sarfati Chap 9 + 10
11	Mar 16	<ul style="list-style-type: none"> <li>Sarfati Chap 13 + 14 Readings Preparation</li> <li>Physics + Mathematics + Cosmology</li> </ul>	Read Sarfati Chap 11 + 12 <b>SUMMARY/EVALUATION</b>
12	Mar 23	<ul style="list-style-type: none"> <li>Sarfati Chap 15 + 16 Readings Preparation</li> <li>Biblical Accuracy – Part 1</li> </ul>	Read Sarfati Chap 13 + 14
13	Mar 30	<ul style="list-style-type: none"> <li>Sarfati Chap 17 Readings Preparation</li> <li>Biblical Accuracy – Part 2</li> <li>Theistic Evolution</li> </ul>	Read Sarfati Chap 15 + 16
14	Apr 06	<b>NO CLASS --- EASTER MONDAY</b>	
15	Apr 13	<ul style="list-style-type: none"> <li>Approaching + Applying Science Biblically</li> <li>Course Review + Exam Prep</li> </ul>	Read Sarfati Chap 17 <b>QUIZ 3: Sarfati Chap 17</b> <b>TERM PROJECT</b>
15	Apr 14-17	<ul style="list-style-type: none"> <li>Final Exam (~2 hrs)</li> </ul>	<b>FINAL EXAM</b> <b>READING REPORT</b>

## Course Bibliography

### **Instructor Recommended Books**

1. Behe, Michael J. *Darwin's Black Box: The Biochemical Challenge to Evolution*. New York: The Free Press, 1996.
2. Gitt, Werner. *In the Beginning was Information*, English edition. Bielefeld, Germany: Christliche Literatur-Verbreitung, 1997.
3. Huse, Scott M. *The Collapse of Evolution*, 3<sup>rd</sup> edition. Grand Rapids, MI: Baker Books, 1997.
4. Johnson, Phillip E. *Darwin on Trial*, 3<sup>rd</sup> edition (20<sup>th</sup> anniversary edition). Downers Grove, IL: Intervarsity Press, 2010.
5. Meyer, Stephen C. *Darwin's Doubt: The Explosive Origin of Animal Life and the Case for Intelligent Design*. New York: Harper One, 2013.
6. Meyer, Stephen C. *Signature in the Cell: DNA and the Evidence for Intelligent Design*. New York: Harper One, 2009.
7. Moreland, J. P. *Christianity and the Nature of Science: A Philosophical Investigation*. Grand Rapids, MI: Baker Book House, 1989.
8. Moreland, J. P. *Scaling the Secular City: a Defense of Christianity*. Grand Rapids, MI: Baker Book House Company, 1987.
9. Sproul, R. C. *Not a Chance: The Myth of Chance in Modern Science and Cosmology*. Grand Rapids, MI: Baker Academic, 1994.
10. McGrath, Alister E. *Science and Religion: a New Introduction*, 2<sup>nd</sup> edition. Chichester, United Kingdom: Wiley-Blackwell, 2010.
11. McGrath, Alister E. *A Fine Tuned Universe: The Quest for God in Science and Theology*. Louisville, KY: Westminster John Knox Press, 2009.
12. Nelson, Paul, Robert C. Newman, and Howard J. Van Till. *Three Views on Creation and Evolution*. Counterpoints Bible and Theology, ed. Stanley N. Gundry, J. P. Moreland, and John Mark Reynolds. Grand Rapids, MI: Zondervan, 1999.
13. Sarfati, Jonathan. *By Design: Evidence for Nature's Intelligent Designer – the God of the bible*. Powder Springs, GA: Creation Book Publishers, 2008.
14. Schaeffer, Francis. *Genesis in Space and Time: The Flow of Biblical History*. Downers Grove, IL: 1972.
15. Strobel, Lee. *The Case for a Creator*. Grand Rapids, MI: Zondervan, 2004.

### **Additional Helpful Books in the PLBC Library**

1. Alexander, John F. *The Secular Squeeze: Reclaiming Christian Depth in a Shallow World*. Eugene OR: Wipf and Stock Publishers, 2005.
2. Baugh, Carl, and Clifford Wilson. *Footprints in the Sands of Time*. Oklahoma City, OK, Hearthstone Publishing Ltd., 1992.

3. Dembski, William A. *The Design Revolution: Answering the Toughest Questions about Intelligent Design*. Downers Grove, IL: IVP Books and Nottingham England, Intervarsity Press, 2004.
4. Flew, Antony: *There is a God: How the World's Most Notorious Atheist Changed His Mind*. New York: Harper One, 2007.
5. Holder, Rodney. *Big Bang Big God: A Universe Designed for Life*. Oxford, England: Lion Books, 2013.
6. Keith, Bill. *Scopes II: The Great Debate – Creation vs. Evolution*. Shreveport, LA: Huntington House Inc., 1982.
7. Morris, Henry M. *The Biblical Basis for Modern Science*. MI: Baker Book House, 1984.
8. Morris, Henry M. *Biblical Creationism: What Each Book of the Bible Teaches about Creation and the Flood*. Grand Rapids, MI; Baker Books, 1993.
9. Pope, Kenneth. *Reclaiming Science from Darwinism: a Clear Understanding of Creation, Evolution, and Intelligent Design*. Eugene, OR: Harvest House Publishers, 2006.
10. Polkinghorne, John. *The Polkinghorne Reader: Science, Faith, and the Search for Meaning*. ed. Thomas Jay Oord. West Conshohockers, PA: Templeton Press and London: SPCK, 2010.
11. Polkinghorne, John. *Science and Religion in Quest of Truth*. New Haven and London: Yale University Press, 2001.
12. Pearcey, Nancy R., and Charles B. Thaxton. *The Soul of Science: Christian Faith and Natural Philosophy*. Wheaton, IL: Crossway Books, 1994.
13. Pearcey, Nancy R. *Total Truth: Liberating Christianity from its Cultural Captivity*, Study Guide edition. Wheaton, IL: Crossway Books, 2005.
14. Sarfati, Jonathan. *Refuting Evolution: A Handbook for Students, Parents, and Teachers Countering the Latest Arguments for Evolution*. Australia: Creation Ministries International, 2012.
15. Sarfati, Jonathan, and Mike Matthews. *Refuting Evolution 2*. Green Forest, AR: Master Books Inc., 2002.
16. Swinburne, Richard. *The Existence of God*, 2<sup>nd</sup> edition. Oxford and New York Clarendon Press, 2004.
17. Taylor, Joe. *Fossil Facts and Fantasies*, Rev. ed. Crosbyton, TX: Mt. Blanco Publishing Co., 1999.
18. Werner, Carl. *Living Fossils: Evolution – The Grand Experiment Vol. 2*. Green Forest, AR: New Leaf Press, 2008.
19. Wise, Kurt P. *Faith, Form, and Time: What the Bible Teaches and Science Confirms about Creation and the Age of the Universe*. Nashville, TN: B&H Publishing Group, 2002.
20. White, Joe, and Nicholas Comninellis. *Darwin's Demise*. Green Forest, AR: Master Books Inc., 2001.

## **Class Policies and Helpful Information**

### **Contacting Instructors**

The best way to get in touch with instructors is by email. Expect a response within 24 hours or 48 hours if sent on the weekend.

### **Attendance**

Attendance for this course is mandatory. In this course, there are a number of discussion sessions throughout the semester that aid in the understanding of the course material and the material covered in the course is only highlighted in the lecture slides so your presence in class is very necessary for your success. As such, you will be penalized 1% of the course grade (2 marks) for each unexcused absence from class and 0.5% of the course grade (1 mark) for each noted Tardy (usually not assigned unless you were more than 15 minutes late for a class.) Please see the PLBC Absence Policy below for additional information.

### **Submitting Assignments**

Please submit your all assignment submissions through Populi. The due date and time for all submissions are posted in Populi and any grade penalties will be assigned according to these posted dates and times. In general, all assignments must be submitted at the beginning of class on the date they are due. If class will be missed because of illness, assignments should be submitted via Populi *before* scheduled class time.

Acceptable submission formats are .docx, .doc, .odt, .rtf, and .pdf.

Note: Hard copy assignment submissions will not be accepted so students are encouraged to learn how to submit assignments using Populi as soon as possible. Word and Open Office Writer formats are preferred for submissions. For the .pdf format, imbedded comments cannot be provided so feedback will be provided in a separate file.

### **Exams and Quizzes**

The final exam is to be completed in class at the scheduled day and time. You are expected to make every effort to write the quizzes and final exam as scheduled, but if you are unable to write them as scheduled, please send an email to Kerry or Brad to arrange an alternate day and time to write the quiz or exam. The final exam must be written in a proctored environment by a qualified proctor. At PLBC, a librarian can proctor an exam in the library. If approval is received to write an exam off campus, the student is responsible for finding a qualified proctor – possibilities include a teacher, professor, principal, librarian, or pastor.

Please be prepared for the quizzes and final exam as you only have one chance to write them.

**Important**

Quizzes will not be extended past the end of the semester. The final exam may be extended as per the PLBC Formal Extension policy but must be completed within two weeks of the end of the Spring Semester.

**Penalties**

Late assignments will be assessed a **penalty of 10%**. **Assignments submitted more than 2 weeks after the due date will be assessed a penalty of 30%** unless there are justifiable circumstances. Such circumstances will be limited to such things as serious medical issues where a doctor's explanatory note is provided or family emergencies where PLBC is notified. Please contact Kerry or Brad to discuss extensions for justifiable circumstances. For assignments due at the end of term, school policy regarding late submissions will take precedence.

Any violation of the integrity of a quiz or exam will result in a grade of "0" being assigned for the entire quiz or exam and the students will be referred to the Academic Dean for counseling.

Any extended assignments must all be completed before the grading completion date (mid-May). Term Projects can only be extended past the mid-May extension due date in rare situations.

**Extension Policy**

For extensions past the Apr 25<sup>th</sup> end of term deadline, PLBC requires that a Course Extension form to be completed. On the extension form, the reason for an extension must be stated. Valid reasons for extensions include a death in the family, a family emergency, personal health issues, or a learning disability. The instructor has the right to deny any extension request and the request will most likely be denied if the student has demonstrated a lack of diligence and discipline throughout the term. If an extension is granted by the instructor and academic dean, the student must obtain the required signatures and pay a fee at the PLBC office after which an extension of **one** (1) month will be granted for the completion of outstanding work. The extension request must be submitted by Apr 25<sup>th</sup>.

A 10% to 30% penalty will apply to all assignments and research papers submitted under the PLBC formal extension policy process based on the posted due date.

**Helpful Information**

- All work must be neat and legible. All work must be typewritten (excluding quizzes and exams).
- All assignments must be your own work. Work sharing and plagiarism are not acceptable.
- Because of the limited number of tools in the library, We ask that you be considerate of others and not monopolize the resources. We would also ask that dorm students give priority to off campus students or those with more limited schedules.
- Because of the uneven quality of the information, Wikipedia and other similar information sharing resources are not acceptable reference for this class.

- We expect all students to think critically and be willing to disagree with the texts, teachers, or each other. We are confident that all of you will do so in manner fitting Bible College students and ministers.
- Your best resource for this course is the people around you. The instructors are willing and available to help you as much as our very busy schedules will allow. However, your peers are also an invaluable source of insight. And you will be wise to share with other students outside of class and help each other explore and develop, meditate upon and apply the concepts of this course.
- We cannot read minds. If you don't understand something or are struggling, we want to help. But in many cases we won't become aware of the problem until it is too late. Please feel free to take the initiative and approach us with questions or problems and we will do our best to help.
- Course Stuff will be posted on Populi and the course website. Please check back often because the class section will be regularly updated.
- Please realize that, at best, this course can only be an introduction. It is hoped that this course will give you a foundation upon which to launch a lifetime of study, devotion, teaching and growth. Be encouraged to continue in thinking in a Christian manner even after the course.
- Finally, do not lose God in the process of education. Take advantage of the College chapels, devotions, small groups and practicums. Take time to interact with Jesus about every part of your life. Specifically, invite the Lord to teach and lead you in the course material. We also hope that you learn to rely on Him for the strength to learn and grow and fulfill all of the expectations placed on you at PLBC. "Do not pray for easy lives; pray to be stronger people! Do not pray for tasks equal to your powers; pray for powers equal to your tasks. Then the doing of your work shall be no miracle, but you shall be a miracle. Every day you shall wonder at yourself, at the richness of life which has come to you by the grace of God." Phillips Brooks.

## Additional Course Guidelines

### Term Paper/Project Resource Usage Guidelines

Some use of online resources is acceptable but students are required to make use of book and periodical resources for their term papers or projects.

### Guidelines for Identification of Scholarly Resources

- Use of books from reputable publishers, especially publishers whose books are evaluated and critiqued by experts on the subject matter before being published.
- Some Suggested publishers: Intervarsity Press, Oxford Press, Zondervan, Baker Books, Paternoster, Blackwell, Eerdmann's, Moody Press, Tyndale, Westminster Press and the like
- Consider questions like: does this person have a doctorate in the subject matter, is the person a recognized scholar in this area, do other writers quote this person.
- If the resource uses footnotes or endnotes and quotes from other known scholars in the field, it is a more reputable resource.

### Guidelines for Quoting Authority Figures

- When quoting authorities, it is usually a good practice to compare the positions of several different writers, understand how they came to their conclusions, and then quote a position, combination of several positions, or your own extension of other writers' positions.
- Quote from scholarly resources rather than books written in a popular style
- Always consider the positions of some well-known reputable scholars
- Always consider how a particular author's position lines up with the scriptures since the scriptures are the final authority for all Christians.

### Course Delivery Schedule Adjustments

Although the instructor(s) will endeavor to adhere to the course delivery schedule, adjustments may be necessary as the course progresses due to unforeseen events. The instructors will inform you of any changes during class time. Regarding the submission of assignments, any course delivery changes that impact assignments or quizzes will result in a benefit to the student, that being that the student being given more time to complete their assignment/quiz.

### PLBC Academic Freedom Policy

PLBC Faculty and students are granted academic freedom within the context of submission to God's revealed truth. The Scripture is the final and primary functional authority on all questions of truth, value and practice. Instructors should model a passionate pursuit of truth wherever it leads. Instructors should fairly present all major sides of controverted issues and model academic integrity in evaluating diverse truth claims. Instructors should also model gracious, loving respect toward those with whom they disagree. Instructors should model unity in essentials, liberty in non-essentials and charity in all things. Students should follow and embrace the Biblical ideal of passion for truth in a context of intellectual freedom under humble submission to God and love for one another.

### PLBC Absence Policy

Students are expected to be present, prepared and on time for all classes. Students should not miss any class session except for illness or unavoidable emergency situations. Students are

expected to schedule all appointments after school hours. A student who is physically present, but clearly not engaged (asleep, surfing the web, etc.) may be marked absent at the instructor's discretion.

If a student adds a course after the first class session, the student will be considered absent for every class session missed. In the case that the student changed their schedule at the request of their advisor or the college administration, the instructor will be advised whether the student should be counted absent for class sessions missed.

Students who enter the classroom after the class begins or fail to return before the end of a break period will be recorded as tardy. If a student misses more than 25% of any class session, they should be marked absent for that class session. Every three tardies will be counted as one absence.

Total absences in excess of 25% of classes may result in the student being asked to withdraw from the class with a fail. Please inform the Dean if a student is absent without excuse for more than 2 classes in succession or consistently late. Instructors have the option to make attendance a portion of the student's final grade, which would be lowered for each absence or consistent lateness without acceptable excuse. Instructors are encouraged to be clear about their absence policy and fairly hold the students accountable to that policy. Instructors are also encouraged to exercise grace in circumstances that warrant a softening of the policy, always with an eye to what is best for the student in the long run.

Students may be excused from class by prior approval of the administration. Students shall not receive a grade penalty for an excused absence. However, excused absences may still count against the 25% maximum allowable absence.

## **Plagiarism Warning**

DO YOUR OWN WORK!

DO NOT COPY OTHER PEOPLE'S WORK!

Consultation and collaboration is encouraged in the research process but each student must produce their own finished product in their own words.

Plagiarism is both theft and fraud. It is theft in that one person is taking the work of another and it is fraud because that person is claiming that work as their own.

The point of each assignment is to engage the student in learning the material. The true beneficiary of the assignments is the person who does the work to complete them.

As well, the most fundamental component of our time and training at PLBC is to learn to live in accordance with God's Word. Plagiarism must therefore have no place in our lives.

It is very tempting to copy on some assignments. Do not do this! Grammar errors, typos and the use of the exact same words and phrases make it very obvious to the marker that work has been copied.

If this warning is not heeded, then you should be aware that there is a penalty. If a student turns in the assignment or a portion of the assignment of another student as their own, the grade on the assignment will be **0%** for **both** students and **both** students will be referred to the Academic Dean for counseling.