

Dr. James J.S. Johnson

I. Course Description:

This course examines teaching Biblical creation, why it is important (including a refutation of the reasons often given for not doing it) and how to do it (including how not to do it). The interrelationship between Biblical hermeneutics and doxological apologetics will be analyzed, as well as the essential elements needed for preparing the teacher for teaching Biblical creation. The Bible's theology of creation will be surveyed, with special emphasis on its teaching in Genesis, Psalms, some of the Old Testament Prophets, the Gospels, the Pauline epistles, the general epistles, and Revelation. The difference between the Holy Bible as "special" revelation and the "general" revelation of nature will be analyzed, as to both epistemological authoritativeness and the role of each as they apply to the lives of unbelievers and believers. Specific examples of general revelation are considered, in the world of nature, from the plant kingdom, the animal kingdom, and humanity's unique role as creatures made in God's image. Recent trends in compromising the Genesis account of creation (and early earth history, including Eden and the global Flood) are critiqued, to show why and how some teachers try to blend the origins data in Scripture with popular notions of evolutionary thinking. The recent revival in deistic (i.e., closed-Bible) treatment of origins, in various theistic circles, is also reviewed. Various references to resources that are readily available (and helpful) for teaching Biblical creation will be provided, especially Internet-accessible resources free to the public, that can be used in a variety of apologetics-related ministry contexts.

II. Course Objectives

1. To examine why teaching Biblical creation is important, including a review of how to refute popular reasons given for not doing it.
2. To examine how to teach Biblical creation (including how not to do it).
3. To examine and analyze the interrelationship between Biblical hermeneutics and doxological apologetics
4. To examine and analyze the essential elements needed for preparing the teacher for teaching Biblical creation.
5. To survey the Holy Bible's theology of creation will be surveyed, with special emphasis on its teaching in Genesis, Psalms, some of the Old Testament Prophets, the Gospels, the Pauline epistles, the general epistles, and Revelation.
6. To clarify the epistemological difference between the Bible as "special" revelation and the "general" revelation of nature.
7. To clarify the authoritativeness and the role of the Scriptures as "special" revelation, in comparison with the "general" revelation of creation, in the lives of unbelievers and believers.
8. To consider and evaluate specific examples of general revelation, in the world of nature, from the plant kingdom, the animal kingdom, and humanity's unique role as creatures made in God's image.
9. To critique recent (and some not-so-recent) popular trends in compromising the Genesis account of creation (and early earth history, including Eden and the global Flood), in order to show why and how some teachers try to blend the origins data in Scripture with popular notions of evolutionary thinking.
10. To consider illustrations of the recent revival in deistic (i.e., closed-Bible) treatment of origins, in various theistic circles.
11. To survey and appreciate a few resources that are readily available (and helpful) for teaching Biblical creation will be provided, especially Internet-accessible resources free to the public, that can be used in a variety of apologetics-related ministry contexts.

III. Course Textbooks

Required Texts:

- The Bible (King James, New King James, or New American Standard preferred)
Henry Morris III, John D. Morris, Jason Lisle, et al. *Creation Basics & Beyond: An In-Depth Look At Science, Origins, and Evolution*, Institute for Creation Research, 2013, 1935587307
Jason Lisle, *Understanding Genesis: How To Analyze, Interpret, and Defend Scripture*, Master Books, 2015, 0890519005
Moody Science Video 3-DVD series: *The Wonders Of Creation: Volumes 1, 2, & 3* ("Planet Earth," "Animal Kingdom," "Human Life").

IV. Evaluation of Student Performance

1. **Class Attendance** – for **Campus** students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. **Online** students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. **Reading Assignments and Accountability** – Chapters from the required text will be read weekly and a one to two page, single-spaced summary will be written weekly in accordance with the schedule given in Section V of this syllabus.
3. **Research Assignments – Assignment #1:** All students will write an analysis-oriented paper (at least 10 pages) on the teaching of Biblical creation, emphasizing why it is important and how it should be done, with some meaningful attention to each of the categories (1) through (11) that are listed in this syllabus’s “course objectives”, including citation to (or discussion of) relevant Scriptures to each of those Course Objectives categories. **Assignment #2:** (This applies to both campus and non-campus students.) All students will write an observation-and-analysis paper (at least 5 pages) that identifies important examples of God’s glory being demonstrated in the plant kingdom, the animal kingdom, and in human life. This paper should include citation to relevant Scriptures.
4. **Course Exams** – There are no exams for this course.
5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) email a brief (50-75 words) observation of a key point from that module’s lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. **Campus students** will submit assignments as directed by the Professor.
Online Students will submit assignments directly to the Advising Professor/Instructor.

7. **Scoring Rubric**

<u>Assignments</u>	<u>Campus & Learning Center</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Research Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	100	100

V. Course Outline & Assignments

Module 1 – Why Teaching Biblical Creation Matters

Reading Component – Morris, chapters 1 & 2; Lisle, chapter 1.

Module 2 – Overview of Genesis Apologetics

Reading Component – Morris, chapters 3, 4, & 27.
Research Component – Review “Planet Earth” DVD.

Module 3 – Epistemology & Doxological Apologetics

Reading Component – Morris, chapters 5, 28, 33, & 34.
Research Component – Begin working on Research paper #1; Review “Animal Kingdom” DVD.

Module 4 – Epistemology & Hermeneutics (applied to Genesis)

Reading Component – Morris, chapters 6 & 7; Lisle, chapter 3.
Research Component – Continue working on Research paper #1.

Module 5 – Genesis & Creation (who, what, when, where, & how)

Reading Component – Morris, chaps. 12, 22, & 23; Lisle, chapter 6.
Research Component – Begin working on Research paper #2; Review “Human Life” DVD.

Module 6 – Genesis, the Fall, & the Flood

Reading Component – Morris, chapters 10 & 11; Lisle, chapter 13.
Research Component – Continue work on both Research papers.

Module 7 – Genesis, Animals, & the Environment

Reading Component – Morris, 13 & 14; Lisle, chapter 14.
Research Component – Continue work on both Research papers.

Module 8 – Deism, Uniformitarianism, & Natural Selection

Reading Component – Morris, chapters 21, 25, & 39.
Research Component – Complete and submit Research Paper #2.

Module 9 – Practical Helps for Teaching Genesis

Reading Component – Morris, chapter 8 & 9.
Research Component – Complete and submit Research paper #1.

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via Tyndale student email (@tyndale.edu address). Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

<i>Campus Students:</i>	Professor Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>
<i>Learning Center Students:</i>	LC Location, Campus Prof. Name, Class # & Name, Student Name <i>(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)</i>
<i>Online Students:</i>	Online Prof. Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments within the 12 week semester time limit, and must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).