

Professor Name: Dr. Steve Shardy

June 24, 2010

I. Course Description:

Biblical education entails discipleship. This course reflects on the goal of Christian education, which is Christlikeness. Study includes a detailed examination of the role and characteristics of a disciple.

II. Course Objectives

1. The students will reaffirm the centrality of Biblical truth in the discussion on discipleship.
2. The students will recognize their responsibility to grow in spiritual maturity and become more like Christ.
3. The students will examine the characteristics of a disciple and make application in their own Christian walk.

III. Course Textbooks

Required Texts:

Pentecost, *Design for Discipleship* (Kregel, 1996) ISBN: 0825434513.
Chafer, *He That is Spiritual*. (Zondervan, 1983), ISBN: 0310223415.

Recommended Texts for Additional Study:

Eldredge, *Walking with God* (Thomas Nelson, 2008), ISBN: 0785206965.

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 – Everyone is expected to read assigned material before each lecture. Each lecture has assigned questions or topics for discussion. A one page, double spaced response is required for each question or topic.
3. Research Assignments –

Assignment 1: Students will write a book review of EITHER the Pentecost or Chafer text. Papers must be typed, double-spaced, and a 3-5 pages in length. Be sure to capture the important elements of each chapter and summarize their importance in the context of the Biblical profile of the learner. Please check your spelling and grammar. Follow the catalog requirements for assignment submissions.

Assignment 2: Students will examine the passage from Matthew 16:24. Reflect on the passage and summarize the essence of Christ's teaching in 6-7 pages. Utilize 3-5 good primary sources to support your perspective and document according to school standards. Strive for excellence in all your work.
(Online students will reduce assignment 2 to 4-5 pages)
4. Course Exams – There will be no examinations or quizzes for this course. Final grade will be determined from the applicable scoring rubric (see below).
5. Online Interaction – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) E-mail 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</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

Class 1 – Introduction

Review of the syllabus and course assignments.

Class 2 – A New Creation and Growing in Grace

Reading Component – Pentecost, Chapters 1 and 2; Chafer, Chapter 1
Examine the Biblical text for references to believers as new creations and growing in grace. **A one page, double spaced response is required.**

Class 3 – God’s Attributes and the Fruit of the Spirit

Reading Component – Pentecost, Chapters 3 and 4.
What are God’s communicable attributes? What are the fruit of the Spirit and how do they apply to the Biblical learner? **A one page, double spaced response is required for each question.**

Class 4 – Christlikeness

Reading Component – Pentecost, Chapters 5 and 6.
What does Christlikeness mean? Provide Biblical support for your response. **A one page, double spaced response is required.**

Class 5 – The Role of the Spirit (Part I)

Reading Component – Pentecost, Chapters 7 and 8; and Chafer, Chapters 2 and 3.
Describe in detail the meaning of “filling” of the Holy Spirit. **A one page, double spaced response is required.**

Class 6 – The Role of the Spirit (Part II)

Reading Component – Chafer, Chapter 6; and Pentecost, Chapter 9.
What does it mean to yield to the Spirit, and the application to the role of the Biblical learner? **A one page, double spaced response is required.**

Class 7 – God’s Word and Discipleship

Reading Component – Chafer, Chapters 4 and 5.
Conduct a thorough review of the Biblical text for references to discipleship. **A one page, double spaced response is required.**

Class 8 – God’s Transforming Wisdom

Reading Component – Pentecost, Chapters 10 and 11.
What is Biblical wisdom and how does that concept apply to the Biblical learner? **A one page, double spaced response is required.**

Class 9 – Bond Servants of Christ and Spiritual Conditioning

Reading Component– Pentecost, Chapters 12-14; and Chafer, Chapter 7.

What is the concept of a bond-servant in our role as Biblical learner? **A one page, double spaced response is required.**

Research Component – **Assignments are due.**

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via student Tyndale email. 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:

Campus Students: Professor Name, Class # & Name, Student Name, Assignment Title
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)

Learning Center Students: LC Location, Campus Prof. Name, Class # & Name, Student Name
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

Online Students: Online Prof. Name, Class # & Name, Student Name, Assignment Title
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)

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 at their own pace, but 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](#).