

Dr. John Whitcomb

I. Course Description:

An introductory course describing the creation/evolution debate, shows creation to be the better model in that it corresponds to the world more readily, and actually that both are “religious.”

II. Course Objectives

1. To present a solid overview of the creation/evolution controversy.
2. To demonstrate the superiority of the creation model.
3. To familiarize the student with the appropriate literature.

III. Course Textbooks

Required Texts:

Whitcomb and Morris, *The Genesis Flood*, Baker Books, 1961, 0801095018 (GF)
Don Deyoung, *Thousands not Billions*, Master Books, 2008, 978-0-89051-441-2 (TNB)
Whitcomb, *The Early Earth*, BMH Books, 1987, 0801096790 (EE)

Recommended Texts for Additional Study:

Morris and Austin, *Footprints in the Ash*, Master Books, 2003, 0890514003
Mortenson and Ury, *Coming to Grips with Genesis*, Master Books, 2008, 0890515484
Snelling, *Earth's Catastrophic Past*, 2 vols., ICR, 2010, 9780932766946

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 – All students will read all three textbooks in their entirety. All students will read the assigned pages for each module and write a paper that is: (a) double-spaced, (b) two pages long, and (c) has no quotes (Bible reference only).
3. Research Assignments – All students will write an 8-10 page paper on the student's choosing, using at least four sources (Wikipedia may not be used as a source).
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) 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

This class will review the syllabus and present an overview of creationism.

Class 2 – The Nature of Biblical Creationism /The Universal Flood

Reading Component – **ALL** students will read GF pages xv-54 and EE pages 11-49 and write a two-page summary as outlined above.

Class 3 – Uniformitarianism/Creation of the Universe

Reading Component – **ALL** students will read GF pages 55-115 and EE pages 51-93 and write a two-page summary as outlined above.

Research Component – **ALL** students will have their term paper topic approved.

Class 4 – Geology and the Flood/Creation of Mankind

Reading Component – **ALL** students will read GF pages 116-180 and EE pages 93-132 and write a two-page summary as outlined above.

Class 5 – Scientific Basis of Creation/Does “darkness” mean chaos?

Reading Component – **ALL** students will read GF pages 180-243 and EE pages 132-161 and write a two-page summary as outlined above.

Class 6 – Effects of the Flood/Basics of the Moon

Reading Component – **ALL** students will read GF pages 243-311 and TNB pages 13-64 and write a two-page summary as outlined above.

Class 7 – Dating the Flood/History of the Moon

Reading Component – **ALL** students will read GF pages 311-374 and TNB pages 65-98 and write a two-page summary as outlined above.

Class 8 – The Flood and Historical Geology/Purposes of the Moon

Reading Component– **ALL** students will read GF pages 374-438 and TNB pages 99-140 and write a two-page summary as outlined above.

Class 9 – The Fall/A Critical Examination of the Moon

Reading Component - **ALL** students will read GF pages 438-489 and TNB pages 141-184 and write a two-page summary as outlined above.

Research Component - **ALL** students will finish their term paper.

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:

<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 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](#).