



SCRIPTURE: AUTHORITY, CANON & CRITICISM

CSAP 529 (2 Units) • Course Outline • Fall 2017 • 8/29/17-10/10/17

Kevin Lewis

I. PROFESSOR & CLASS INFORMATION

Professor: Kevin Lewis

<u>Course Title:</u>	Scripture: Authority, Canon & Criticism	
<u>Course Code:</u>	CSAP 529	<u>Credit Hours/Units:</u> 2 Units
<u>Term:</u>	Fall 2017 (Session A)	<u>Class Days & Time:</u> Tuesdays 6:30-9:50 PM
<u>Location:</u>	Biola Campus	<u>Dept. Secretary:</u> Laura Walton (562) 906-4570
<u>Office Phone:</u>	562-903-6000 X5506	<u>Secretary Email:</u> laura.walton@biola.edu
<u>Office Hours:</u>	By Appointment	<u>Office Location:</u> Biola Professional Building
<u>E-Mail:</u>	kevin.lewis@biola.edu	<u>Office Mailing Address:</u> Biola University,
<u>Course Website:</u>	www.theolaw.org	Christian Apologetics Program,
<u>Dept. Website:</u>	http://biola.edu/apologetics	13800 Biola Avenue, La Mirada, CA 90639
<u>Discussion:</u>	http://canvas.biola.edu	<u>ITL Website:</u> www.itlnet.org

II. COURSE EXPECTATIONS

This is a required, core apologetics course. For this course students must carefully read the course outline, complete the assigned readings, take an in-class exam, and submit a paper.
(2 Units)

III. COURSE DESCRIPTION & TOPICS

CSAP 529 - Scripture: Authority, Canon & Criticism

A course addressing the essential issues in defending the Scriptures against perennial attacks. Topics include historical reliability, inerrancy, canonization and divine inspiration of Scripture including an examination and critique of modern biblical criticism. Required of M.A. students. Biola Catalog (This course is offered every school year.)

Topics: This course surveys the vital topics of Bibliology. Topics include the historical reliability, inerrancy, canonization and divine inspiration of Scripture including an examination and critique of modern biblical criticism.

IV. DISABILITY SERVICES

Disability Services exist to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from “on campus.”

V. ACADEMIC HONESTY

Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the undergraduate/graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

<http://studentlife.biola.edu/campus-life/student-handbook/academic-integrity>

<http://plagiarism.org/plagiarism-101/overview/>

VI. COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES

Scripture: Authority, Canon & Criticism (CSAP 529): This master’s-level course is a core course required of M.A. Apologetics and M.A. Science & Religion students. Offered every fall semester and sometimes in other school terms. Successful completion of this course will prepare students to demonstrate proficiency toward the accomplishment of relevant Program Learning Outcomes listed in the next section.

Apologetics Program Learning Outcomes

1. To Build an intellectual framework, to demonstrate students’ understanding of the faith; and to formulate responses to future challenges
2. Display and practice Christ-like character, so as to present and defend the gospel in a winsome manner and gracious spirit

3. Argue effectively to correct misconceptions about historic Christianity; to answer the perennial problems that are offered to discredit Christianity intellectually; and make the case proactively that it is reasonable to put one's faith in Christ

VII. COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

By completion of this course including class participation, assigned readings with assigned student responses, and the practical application of doctrines learned, students will accomplish the following objectives and the following learning outcomes will be assessed and demonstrated:

IDEA Objective #1: Gaining factual knowledge (biblical and theological facts, terminology, and topics) about the historical reliability, inerrancy, canonization and divine inspiration of Scripture including an examination and critique of modern biblical criticism. (*Essential* emphasis).

STUDENT LEARNING OUTCOMES (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #1 by being able to):

Identify, define and investigate essential terminology in Theological Bibliology. (This is fulfilled by the classroom lectures and the Geisler written report.).

IDEA Objective #2: Learning the theological doctrines of the historical reliability, inerrancy, canonization and divine inspiration of Scripture including an examination and critique of modern biblical criticism. (*Essential* emphasis).

STUDENT LEARNING OUTCOMES (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #2 by being able to):

1. Explain briefly the major doctrines of the historical reliability, inerrancy, canonization and divine inspiration of Scripture including an examination and critique of modern biblical criticism. (Fulfilled by the Geisler written report and the final exam).

IDEA Objective #4: Developing skills in communicating doctrines about the assigned theological topics in written form (*Important* emphasis).

STUDENT LEARNING OUTCOMES (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #4 by being able to):

- 1. Produce** appropriate theological responses to theological questions by means of the Geisler Report.
- 2. Develop** in written form an inventory of the student's own ability to argue for these doctrines by means of their Geisler Report and final exam.

VIII. REQUIRED & RECOMMENDED TEXTBOOKS

A. REQUIRED TEXTS

1. Geisler, Norman L and William Nix. *From God to Us*. Chicago: Moody Press, Revised and Expanded Edition, 2012.
2. Lewis, Kevin. *Scripture: Authority, Canon & Criticism Syllabus (Fall 2017 Version)* Note that this resource will be available in sections on my Biola Faculty Website at <http://www.theolaw.org>.

B. RECOMMENDED TEXTS

1. Archer, Gleason. *Encyclopedia of Bible Difficulties*. Grand Rapids: Zondervan, 1982.
2. Elwell, Walter A., Ed. *Evangelical Dictionary of Theology*. 2nd ed. Grand Rapids: Baker, 2001.
3. Geisler, Norman L. ed. *Inerrancy*. Grand Rapids: Zondervan, 1980.
4. Muller, Richard A. *Dictionary of Latin & Greek Theological Terms*. Grand Rapids: Baker, 1985.

IX. LEARNING TASKS (ASSIGNMENTS)

A. ATTENDANCE & PARTICIPATION

The student must regularly attend the class and be prepared to participate in class discussions. See the course policies below for an expanded discussion of the attendance requirements.

B. EXAM

There will be one in-class exam. The exam will include material from the course syllabi and class lectures. A study guide will be given prior to the exam.

C. GEISLER & NIX PRECIS

1. Précis Guidelines

- a. The word count for the précis should be 3,000 words (+ or – 50). Place the word count on the first page of your report.¹
 - b. Note that the student may elect to include or exclude the headers, footnotes, and student information in the reported word count.
 - c. The paper must be typed, double-spaced with one inch margins, using a 12 point font. It must have page numbers at the bottom of each page.
 - d. **Important:** Use appropriate headings to make your paper's structure evident at a glance.
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e. Format

- (1) The student *must* submit papers in the format specified in this course outline.
- (2) At the top of the page, type the title of the assignment, your name, student number, course information (e.g., CSAP 529, *et al.*), and the word count (e.g., 2,999).
- (3) See the example, *infra*, for formatting details.

f. Spelling and grammar count. See the explanation, *infra*, for details.

g. Be certain to *footnote* your work. That is, when you directly quote or allude to a portion of the book, properly reference your material.

2. Substantive Content of the Precis

- a. Write a concise summary (i.e., a *précis*) of the book.
- b. Do not analyze or comment on the material presented. Simply summarize the text. This means you should write a 3,000 word abstract of the book, reducing the book material to reflect its essential content and arguments.

D. SUBMITTING ASSIGNMENTS**1. Required Information**

Students must have their student name, student number, course name, semester, title of the assignment, and any other required information on each submitted assignment.

2. Email Etiquette

- a. Please treat your emails as formal communications. Use complete sentences. Do not use a “texting” style for your messages.
- b. Be certain to include your full name, course name, and the semester in which you are enrolled (e.g. Fall 2017) in each email you send.

3. Emailing Assignments

- a. For all assignments, please email them as attachments—on or before the due date—to my Biola faculty email address at kevin.lewis@biola.edu.
- b. **All assignments must be submitted as Microsoft Word documents.**

4. Required Labeling of Student Assignments [READ CAREFULLY HERE]

- a. Each assignment you send as a MS Word document must be properly labeled.
- b. The file name shall contain the following information:
 - (1) Semester
 - (2) Course Name
 - (3) Assignment Name
 - (4) Full Student Name (last name first name)

c. ***Geisler & Nix Precis File Name***

(1) File Name: “F17 SACC Geisler Last Name First Name”

(2) Example: F17 SACC Geisler Lewis Kevin

d. ***Email Subject Line for Emailing Assignment***

Geisler Assignment Subject Line

The “Subject” line of this email *must* read (exactly):

“F17 SACC Geisler Last Name First Name”

e. ***Naming Clarification***

(1) Please do not include the quotation marks in your subject line or file names. The quotation marks are given in the example to indicate the exact words the student must use for the Subject Line of the email and the File Names.

(2) Moreover, please use spaces between words, rather than hyphens, dashes, or underlining, when writing your Subject Lines and File Names.

(3) Please follow the guidelines for emails and naming files as it helps me organize the large number of student emails and files I receive each semester.

X. IMPORTANT DUE DATES

Wk #	Date	Events & Assignments Due
1	8/29	Course Introduction/Lecture
2	9/5	Lecture
3	9/12	Lecture
4	9/19	Lecture
5	9/26	Lecture
6	10/3	Lecture
7	10/10	Final Exam / Lecture
9	10/13	<i>Geisler</i> Precis Due

XI. ASSESSMENT (GRADING)

A. GRADING CHART (ASSIGNMENT WEIGHT)

The value of each assignment as it relates to your final grade can be seen in the following scale:

Assignment	% of Final Grade
Geisler Report	50%
Exam	50%

B. GRADING SCALE (LETTER GRADE CUT-OFFS)

Final grades will be awarded according to the following scale:

Graduate	Scale
A = 96-100 points (Excellent)	C = 78-80 points (Average)
A- = 93-95 points	C- = 75-77 points
B+ = 90-92 points	D+ = 73-74 points
B = 87-89 points (Above Average)	D = 71-72 points (Below Average)
B- = 84-86 points	D- = 69-70 points
C+ = 81-83 points	F = 0-68 points (Fail)

C. GRADING CRITERIA

1. Quality of Student Work [Read Carefully Here]

- In order for a student to receive an “A” grade on any assignment, the student must do *outstanding*, graduate level work.
- If the student submits *failing*, *below average*, *average*, or *above average* graduate level work, the assigned letter grade will reflect the quality of the work submitted.

2. Grading Standards for All Written Work

Whereas Biola University desires to maintain the highest standards with respect to the composition of all written work, any student paper exhibiting poor grammar, spelling errors, typographical errors, or other substandard academic expression shall have the overall grade for that paper reduced accordingly. Generally, a paper will be deemed substandard and ineligible to receive an “A” grade when it averages three or more compositional errors per page. Moreover, at the discretion of the professor, the substandard paper may be returned to the student for correction and resubmission with appropriate grade penalties. Graduate papers are expected to demonstrate a higher level of academic expression than undergraduate papers. Students deficient in writing skills may seek assistance at the Biola Writing Center.

3. Formalities & Mechanics of Assignments

- Format & Required Information:** At the top of the first page of all written assignments the student must have the:
 - Title of the assignment,
 - Student’s name,
 - Student’s identification number,
 - Title of the course,
 - Date of the course (e.g., Fall 2017),
 - Name of the professor, and
 - SEE EXAMPLES:
For any additional information requested for a specific assignment (e.g., word count), the student may examine the specific assignment criteria and the sample outline of the assignment given at the end of this Course Outline.

b. Following Instructions & Grade Penalties

- (1) The grade for all student assignments will be reduced if the student fails to follow the directions listed in this course outline. Please consult the course outline when completing your assignments.
- (2) Note that the grade for all assignments will be *reduced one point* for each instance of a failure to conform to the guidelines.
- (3) Note that all of the requirements listed in the course outline are *mandatory*, not *discretionary*, for students. All assignments will be graded according to the criteria listed in this course outline.
- (4) Please check your work carefully before you submit it for grading.

4. Late Work

- a. All assignments, including Confirmation Emails and Reading Reports, must be submitted on time. All late assignments will be *reduced one percentage point* for each calendar day they are tardy.
- b. Written assignments must be emailed on or before the due date.
- c. Only in the case of *unanticipated* emergencies will an exception to this policy be granted. If you believe you meet the requirement for an exception, submit a detailed explanation to the professor via email.

5. Guidelines for Citations in Written Assignments

- a. The student must cite the source (e.g., have a footnote) for any idea found in the student's paper that is not the student's original idea or a matter of common knowledge.
- b. Secondary source citations must be properly cited with reference to the primary text. Thus, if an author cites another author, the footnote must reflect this citation-in-a-citation relationship. See the footnote below for an example.²

6. Additional Grading Criteria for Written Work

The student must examine and employ the criteria listed in the Written Assignment Code Key when preparing written assignments. See the Code Key at the end of this course outline, *infra*. The quality of the written assignments will be measured by the applicable criteria in the Code Key.

D. THE PRIVACY ACT

In order to comply with the Privacy Act, professors are not able to leave graded papers and exams in offices or designated areas for the purpose of returning those items to students.

² Bruce R. McConkie, *Mormon Doctrine*, first ed. (Salt Lake City: Bookcraft, 1966), 109, cited in Walter Martin, *The Maze of Mormonism*, revised and enlarged edition (Ventura: Regal Books, 1978), 178-179. [Example of a secondary source citation]

XII. GENERAL CLASS INFORMATION & PROFESSOR POLICIES

A. DOCTRINAL EXPECTATIONS FOR STUDENTS: BIOLA'S DOCTRINAL STATEMENT & EXPLANATORY NOTES

1. Since its inception, Biola has been a conservative evangelical protestant institution. Biola's theological distinctives are affirmed in its Doctrinal Statement and Explanatory Notes (DSEN), which function as the doctrinal standard for the university. Both Talbot School of Theology and the M.A. Christian Apologetics Program expect all graduate students to affirm all of the precepts in the DSEN. The only exception to this policy is for those students who have requested and received an exception on the DSEN's Eschatology and Spiritual Gifts statements. This decision for an exception is made at the time of admission. And if an exception is granted in the aforementioned areas, the student may not actively argue against Biola's teaching position while they are students. Biola's DSEN can be viewed at <http://www.biola.edu/about/doctrinal-statement/>.
2. Since Biola's DSEN does not address every possible theological issue, the university permits a diversity of opinion on issues not covered by the DSEN, such as the doctrines involved in the Calvinism-Arminianism debate. However, apart from the exceptions listed above, Talbot School of Theology and the M.A. Christian Apologetics Program do not permit students to hold views contrary to the DSEN, such as Theistic Evolution, Open Theism, any view that rejects the full inspiration and inerrancy of Scripture, any view that rejects the full deity or full humanity of Jesus Christ, or any view that rejects eternal conscious punishment for the unsaved.
3. Given the school's policies on these matters, it is an expectation for this course that enrolled students affirm the required views of the DSEN. The purpose for this requirement is to establish true unity and avoid unnecessary dissention on these important theological issues in our university community. As well, this policy helps to foster the best possible discipleship experience for all students in Biola's diverse conservative evangelical protestant learning environment.
4. Finally, note that this expectation is not intended to hinder important reflection, discussion, or queries on these matters. Students are encouraged to engage in candid discussions, ask questions about any theological issue, raise counterarguments they have encountered, or even express genuine doubts or confusion about these items. The goal is to foster genuine camaraderie, unity, and *koinonia* among students as fellow travelers in their theological education.

B. LECTURES, SYLLABUS & COPYRIGHT

1. The course syllabus, handouts, Power Point presentations, and class lectures are the intellectual property of the professor. As such they are subject to the protections of Federal Copyright Law (Title 17 of the United States Code).
2. Students desiring to copy course materials, printed or electronic, or record lectures must first obtain permission from the professor. The professor reserves all rights unless explicitly waived.

B. MISCELLANEOUS POLICIES

1. *Fairness to All Students*

- a. Please do not request an exemption from the rules or to have a deadline extended unless there is an unanticipated emergency. It is presumed that all students and faculty are busy with jobs, church, family and other issues. Students must adjust their schedules to meet the deadlines. If not, they will receive the appropriate grade penalty.
- b. Please do not ask me to change your grade unless I have made an error in calculating the grade. There is a single grading standard for all students. I will not create a different grading standard for any individual student.

2. *Email Etiquette*

- a. Please treat your emails as formal communications. Use complete sentences. Do not use a “texting” style for your messages.
- b. Be certain to include your full name and the course name in each email until I direct you to do otherwise.
- c. Be certain to include the program in which you are enrolled such as Talbot, or the M.A. Apologetics Program.

3. *Technology in the Classroom*

- a. *Cell Phones:* Please turn off or set to silent mode all devices, electronic or otherwise, that may cause a distraction in class. Items include, but are not limited to, cell phones, PDAs, iPods, and pagers. It is an expectation that both faculty and students will neither take calls, nor leave the classroom to take calls during class—except in the case of emergencies.
- b. *Cell Phones & Exams:* Cell phones and related items must be switched off and put away during exams, unless the professor gives explicit permission otherwise. Students with cell phones or related items on during exams will receive a failing grade for that exam.
- c. *Computers:* Computers and PDAs may be used during class for note taking purposes. Any other use, such as for email, is not permitted. Students must wait for breaks or the end of class to use their computers for non-note taking purposes.

4. *Minimizing Interruptions and Distractions*

- a. *Talking:* Please do not talk in class. It is a distraction for me and your fellow students.
- b. *Work:* Please do not work on assignments for other classes while in the classroom.
- c. *Punctuality:* Please try to be punctual.
- d. *Leaving Early:* If a student must leave the class before the scheduled ending time, the student must inform the professor of this fact and sit as close to the door as possible to minimize the interruption to the class when she leaves.

5. Classroom Etiquette

- a. Do not interrupt either the professor or a fellow student when they are talking.
- b. Students must raise their hands to ask a question. Often, I will not answer a question immediately if I am in the middle of a lecture. When I have finished a particular section of the lecture, I will ask for questions.

6. Missing Class

- a. The student is responsible for all lecture materials covered in class. If the student misses class or is tardy, the student should ask a fellow student for his or her notes for that missed class or portion of the class. After the student has carefully reviewed the notes, the student may request clarification from the professor.
- b. If the student knows he will miss a class, the student does not need to contact me in advance. I will take attendance at each class session.

C. ATTENDANCE

1. Regular attendance of the course is required. I will take attendance in each class session to verify your presence or absence.
2. Per University policy, if you miss more than 20% of the class sessions for a course you will not be able to receive credit for the course.
3. The specific number of classes you are permitted to miss and still receive credit for the course is as follows:
 - a. For a course that meets for 15 weeks, you may miss up to, but no more than, 3 class sessions and still receive credit for the course.
 - b. For a course that meets for 8 weeks, you may miss up to, but no more than, 1.6 class sessions and still receive credit for the course.
4. Arriving late or leaving early counts as a partial absence in proportion to the time you missed.
5. If other commitments prohibit the student from meeting the attendance requirement as outlined above, the student should drop the course and take it when the student is able to meet the attendance requirement.
6. Note that the professor has no discretion to grant an exception to this policy.

XIII. BIOLA UNIVERSITY MISSION STATEMENT

The mission of Biola University is biblically-centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

XIV. M.A. APOLOGETICS MISSION STATEMENT

The primary purpose of the MA in Christian Apologetics program is to provide Christian men and women with the academic and personal preparation they need to intelligently proclaim and defend the historic doctrines of the Christian faith and the Christian worldview at a time when challenges on all levels continue to increase.

XV. EXAMPLE ASSIGNMENTS

A. FORMAT EXAMPLE FOR GEISLER & NIX

FROM GOD TO US

Norman Geisler and William Nix

Student Name: Eddie Murphy

Student Number: 11223345

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Word Count: 3,000

B. SAMPLE HIGH QUALITY STUDENT PRECIS EXCERPT

[TEXTBOOK NOT FOR THIS COURSE]

Note the qualities of this précis excerpt that earned the student a high grade. (1) It is complete, easy to read, and well organized. (2) It is well documented and referenced. The student explained where each section summary originated. (3) It is written in a carefully well-worded manner and is grammatically correct. (4) It truly condenses the author's ideas in the student's prose without resorting to random selections of the author's direct quotes.

PRINCIPALITIES & POWERS¹

by John Warwick Montgomery

Student Name: Mad Eye Moody

Student Number: 8675309

Demonology & The Occult

Fall 2017 - Lewis

Word Count: 2,043 ²

Chapter One: But Is It Real?

Discussion of the occult must not be trivialized or made meaningless.³ References to the occult should not be offhandedly vague, nor should the credibility of the existence of the supernatural be dismissed on an *ad hoc* basis.⁴

While almost impossible to capture the myriad of phenomena fitting within the scope of “the occult” with a single definition or description, it is dangerous error to permit the three broad categories into which occult activity are categorized – (1) the paranormal, (2) the supernatural, or (3) the “secret” or “hidden” – to become vehicles for simple reductionism.⁵

One of the real dangers of the occult is that the elements often overlap or appear in combination when considering any specific occult phenomena.⁶ It is the supernatural (the immaterial, spiritual, or other-worldly) that is foremost in thought when the “occult” is mentioned⁷ – probably because those who claim to have, or those who desire and pursue the

¹ Montgomery, John Warwick, *Principalities and Powers* (Edmonton, AB, Canada: Canadian Institute for Law, Theology, and Public Policy, Inc., 2001)

² Based on text only, without counting headers and footnotes.

³ Montgomery, p. 25.

⁴ *Ibid.*, pp. 25, 43-46

⁵ *Ibid.*, pp. 25-26

⁶ *Ibid.*, pp. 26, *et seq.*, synthesized and summarized

⁷ *Ibid.*, p. 26

knowledge and power linked with, special abilities are generally not deterred by consideration of the hazy line between the supernatural and the paranormal⁸ (powers and abilities possibly part of the genetic makeup of all human beings, accessible by some).⁹ The failure of rational explanations based on rules governing the material world to explain actual recorded incidents makes “hidden” or “secret” not merely a catch-all category of specialized practitioners or organizations justifies the application of the term “occult” -- whose historic root meant “hidden” – to all these phenomena generally.¹⁰

Concealment (usually intentional) of knowledge and practices to a select few so as to preclude the ability to verify of truth claims is the key distinction between the occult and legitimate scientific inquiry and the truth claims of religion. The life, death, and resurrection of Jesus is not so different in type from occult phenomena, but the broad exposure of the occurrence to public scrutiny is quite distinct.¹¹

Denial of the reality of the occult rejects the truth claims of the Bible. Worse, it is inherently illogical to reject all the non-biblical recorded data on a preconception against the reality of such phenomena.¹²

⁸ *Ibid.*, pp. 26-27

⁹ *Ibid.*, p. 26

¹⁰ *Ibid.*, pp. 27-29 synthesized and summarized..

¹¹ *Ibid.*, pp. 27-28 [footnote applies to entire paragraph of my text]

¹² *Ibid.*, pp. 30-46 synthesized and summarized [while some guidelines regarding writing a precis permit inclusion of examples provided in the text, this precis follows the simple rule of summarizing argument presented and offers examples, which filled most of this text, only when directly necessary to explain development of the underlying argument]

XVI. GRADING CODE KEY FOR WRITTEN WORK

WRITTEN ASSIGNMENT CODE KEY

*Note: If one instance of a certain kind of problem is noted in your paper,
you should look for other instances of the same problem.*

Code	Short Description	Detailed Description
¶	New Paragraph	Your paragraph is too long. Divide this paragraph into two or more paragraphs.
AAN	Additional Argumentation Needed	Expand your analysis to include additional arguments needed to deal fully with the issue.
ACA	Anticipate Counter Argument	Here, you should anticipate what your opponent will argue against you and refute it in advance.
AE	Article Error	The word requires a definite article “the” or an indefinite article “a” or “an” before it.
AGB	A Good Beginning	Your paper is a good start for research in this area. However, it requires additional research to adequately cover the topic.
AI	Argument Inadequate	The argument provided is inadequate. Either the material cited is irrelevant to the point in question or you have failed to show how it is.
AM	Argument Missing	You have failed to present an argument for your position. Do not merely assert your ideas.
AQ	Abridge Quote	The quote given is too long. Cite only the relevant and necessary portions it.
AR	Argument	Argue your point. Do not merely narrate.
AWK	Awkward	This sentence is awkward. Rephrase it for clarity.
BB	Blah, Blah, . . .	This section of the paper is not relevant to the topic. Eliminate blah-blah from your work.
BI	Bibliography Inadequate	The quantity or quality of sources, or both, is inadequate.
BM	Bibliography Missing	Where is the bibliography?
BP	Bibliography Padded	The bibliography contains a title or titles that are not cited in the body of your paper.
CAP	Capitalization Error	The word is either capitalized or not capitalized appropriately.
CF	Citation Form	The citation in your bibliography or footnote does not conform to standard citation form.
CNCL	Conclusory	You have stated a conclusion without sufficient supporting argumentation.
COL	Colloquialism	The word or phrase you employed is too informal or conversational.
CONT	Contraction	Do not (don't) use contractions in formal writing.
CPS	Cite Primary Source	You need to cite this material directly from a primary source. Either (1) you did not cite a primary source at all, or (2) you cited a primary source indirectly, i.e., by way of a secondary source.
DQN	Direct Quotation Needed	You need to provide a direct quotation to establish your point.
DS	Double Space	Double space this portion of the paper or the entire paper as required.
DT	Define Term(s)	You used a term that requires definition. Explain the significance and meaning of this word or phrase.
EA	Endnote Abomination	Endnotes are abominations! Use either footnotes (Turabian) or in-text citations (MLA or APA) as required for this class.
ED	Em Dash	Use an em dash “—” rather than parentheses “()” to distinguish parenthetical remarks from the rest of the sentence.
EF	Ellipsis Form	This ellipsis does not follow the proper form. For example, it may not contain the proper number of periods, or the spacing between periods is incorrect. See Turabian for the proper way to set up ellipses.
EV	Exegete Verse	You need to give details regarding why the passage means what you say it means.
FE	Factual Error	The statement is factually incorrect.

GA	Good Argument	You made your point well.
GI	Grammatically Incorrect	The sentence is grammatically incorrect. Follow the proper rules for grammar and syntax.
HE	Heading Error	Your headings are not correctly formatted or they are located at the bottom of the page. See the appropriate style guide for instruction.
HM	Headings Missing	Your paper is either missing the appropriate headings to divide the sections according to the guidelines or the headings are formatted incorrectly.
IA	Integrate Analytically	Integrate this block quote analytically into your own sentence. You may wish to summarize the quotation's content or use portions of the quotation with your own wording.
IDU	I Do Not Understand	Your sentence or argument does not make sense to me.
IM	Information Missing	You have omitted important information from your paper or exam.
INP	Indent New Paragraph	<i>Res Ipsa Loquitur</i> (The thing speaks for itself.)
IS	Issue Spotting	You either failed to spot an issue or misidentified an issue.
IV/IP	Interact with Verse or Passage	You have cited a passage as a proof text, but failed to demonstrate how the verse supports your argument or point. Explain how the verse or passage supports your argument.
LF	Logical Flow	The logical flow of the idea is unclear or erroneous. See also "IDU" and "PR."
MXC	Mixed Citation	Use either footnotes or an in-text citation method, but do not use both.
MI	Missing Information	You have omitted important information from your paper or exam.
NAN	No Annunciation Necessary	Do not announce what you will do in the paper. It is not necessary. Simply proceed with your paper.
OAO	One Argument Only	This assignment requires the student to select the single strongest and weakest argument. You have analyzed more than one argument in the section. See course outline.
OGP	Overall, A Good Paper	<i>Res Ipsa Loquitur</i>
OUM	Oversized or Undersized Margin	The margin or margins for this paper do not conform to the paper guidelines. Use proper margin settings (cf. Paper Guidelines).
OST	Overstated	You have overstated your case.
OUF	Over-Undersized Font	The font size for this paper is too large or small. Use an appropriately sized font (12 point).
PE	Punctuation Error	There is a punctuation error.
PIQ	Punctuation Inside Quotation Mark	The punctuation mark should be placed inside the quotation mark (e.g., "He is a beast.")
PNM	Page Numbers Missing	Page numbers do not appear on all of the pages. Number all of the pages of your paper.
PR	Proof Required	You need to give supporting evidence for this assertion
PRM	% Read Missing	You failed to state the percentage of the text you actually read. See the Course Outline.
PTS	Paper Too Short	The paper is too short. It either (1) contains less than the required number of pages or words, or (2) has margins, a font size, or line spacing that is too large. (cf. paper guidelines outline).
PV	Passive Voice	The passive voice was unnecessarily being used by you. Use the active voice whenever possible.
QME	Quotation Mark Error	You have either used a " for a ' or a ' for a ".
QMM	Quotation Mark Missing	Either the opening or closing quotation mark is missing.
QRE	Quotation Requires Explanation	The material you cited is not self-explanatory. Explain the relevance of the quote.
QRP	Quote Relevant Portion	The quotation given contains information that is not relevant to your point. Use only the portion of the quote that supports or explains your point.
RBTR	Rebuttal Required	You failed to rebut an argument or point raised against your view. That is, you need to demonstrate that the arguments raised are insufficient.
REL	Relevance	This does not appear to be relevant to your argument. Relevance is the tendency for the information to prove or disprove the matter in issue.
REP	Repeated Material	You already stated this point. Move on.
RI	Reference Incomplete	The reference lacks key information, such as the author, page, title, <i>et cetera</i> .

RM	Reference Missing	This quotation or idea needs support by a footnote reference.
RN	Refutation Needed	You raised a view that needs to be <i>proven</i> false.
RO	Renumber Outline	The outline needs to be numbered appropriately.
SCN	See Course Notes	Consult the course syllabus, notes, handouts, or powerpoint slides for additional details on this topic.
SCO	See Course Outline	You need to make your paper conform to the guidelines given in the course outline.
SF	Sentence Fragment	This is not a complete, grammatically correct sentence.
SGR	See Grading Rubric	Consult the grading rubric for this exam.
SHM	Sub-Headings Missing	You have failed to subdivide your paper and place the appropriate headings on the subsections.
SP	Spelling Error	<i>Res ipsa loquitur</i>
SS	Single Space	This section needs to be single-spaced. (E.g., it is a block quote, or a footnote, <i>et cetera</i> .)
SSN	Summary Statement Needed	You should provide a summary statement of the position from an authoritative source.
STL	Sentence Too Long	The sentence is too long. Break this up into two or more shorter sentences.
SVA	Subject Verb Agreement	The “number” of the subject does not agree with the number of the verb. (E.g., you have a plural subject with a singular verb or <i>vice versa</i> .)
UFW	Underline Foreign Words	Underline or italicize foreign language words.
UT	Underline Title	Underline or italicize book titles.
VA	Vague	Your argument or citation is not clear in its meaning or application.
VRE	Verse Reference Error	You have quoted a verse without giving a reference or have given a reference without citing the appropriate portion of the verse.
VT	Verb Tense	Change the verb tense as appropriate.
WBH	Why Believe Her?	You have cited the conclusions of an "expert witness." Why should I believe the truth claim solely on his or her authority? Establish why the expert's cited conclusions should be believed.
WC	Word Choice	The meaning of this word or expression does not fit here.
WCM	Word Count Missing	You failed to declare the total number of words used in paper.
WM	Word Missing	You have omitted a word from the sentence.
WS	Write Succinctly	You have employed far too many words to express your thought. Express the same thought using fewer words.
WSN	Word Study Needed	Show how this word is used in various contexts and why it has the meaning you say it has in this instance.
WST	Where Saith That?	This is a statement requiring a reference. See also RM.

XVII. TEACHING & LEARNING THEOLOGY AT BIOLA

A. TEACHING & LEARNING THEOLOGY AT AN INTERDENOMINATIONAL UNIVERSITY

1. Unlike other academic disciplines, there are inherent pedagogical difficulties associated with teaching theology at an interdenominational Christian university.
2. Unlike a Greek or Hebrew course, all students arrive at Biola holding a wide variety of ideas about Christian theology and what it ought to be. This is not true of most other disciplines. For example, most new NT Greek students will not have an opinion about whether New Testament Greek should have a 5 case or 8 case system, but just about everyone has an opinion on issues such as young or old earth creationism, charismatic gifts, or the Calvinism & Arminianism issue.
3. As such, it is common for Biola students to be in disagreement with each other and the professor on discretionary theological issues, that is, doctrinal topics not covered by the Biola Doctrinal Statement and Explanatory Notes.
4. The key for the Biola community is to be charitable towards other believers regarding discretionary theological matters permitted by the Biola doctrinal statement.

B. THIS IS A SYSTEMATIC THEOLOGY COURSE.

1. This course is primarily a systematic theology course. It is not a philosophy, philosophy of religion, or general apologetics course.
2. As such, the methodology and substantive content of the course will reflect this fact. Other academic disciplines and methodologies, such as those employed in philosophy, will be considered and employed at the discretion of the professor.
3. The goal for this course is for the student to learn essential Christian doctrine.

C. BIOLA IS A CONSERVATIVE EVANGELICAL PROTESTANT UNIVERSITY.

1. Biola is a conservative evangelical Protestant university.
2. As such, it is defined by the distinctives of the Protestant Reformation. These include, but are not limited to, the following doctrines:
 - a. Justification is by Grace alone (*Sola Gratia*),
 - b. through Faith alone (*Sola Fide*),
 - c. in Christ alone (*Solus Christus*),
 - d. to the Glory of God alone (*Soli Deo Gloria*); and

e. *Sola Scriptura*

- (1) *Sola Scriptura* means the Sixty-Six Books of the Protestant Canon of Scripture are both necessary and sufficient for all matters pertaining to the Christian life.
 - (2) They are the final say on all matters they address (*Sola Scriptura*).
 - (3) The writings of the church fathers, creeds and confessions, and a ministerial use of philosophy can be helpful in the task of doing systematic theology, but they are secondary authorities.
3. Since the student has decided to enroll in this type of institution, that is, a conservative, evangelical Protestant institution, the expectation is that each student will reflect these and other relevant theological presumptions in their work.