

	<p><b>Equip Biblical Institute</b></p> <p><b>Church Planting * Team Leadership * Pastors Institute</b></p> <p>2100 Greenfield Drive, El Cajon, CA 92019</p>	
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## New Testament Survey 5: General Epistles – Hebrews thru 1 Peter

Professor:

Training Center City:

Semester and Year:

### Course Description

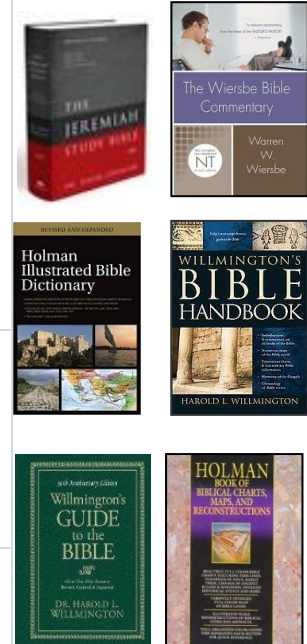
This course focuses on how to apply and teach the General Epistles, covering Hebrews through 1 Peter. Topics include the teachings of the apostles, teaching to change lives, apologetics, biblical worldview, character development, charity, courage, discipleship, ethics, expository preaching, faith, love, marriage, materialism, prophecy, servant-leadership, sex, suffering, trust, virtue, wisdom, worship, and church growth. Deals with authorship, date, historical context, literary forms, themes, and applications. Students will create visual projects and applications for transformational discipleship and leadership

### Course Design

This 14-week course is designed to equip pastors, church planters, and next-generation leaders with Bible knowledge, Christian character, servant leadership, and disciple-making skills with the goal of life-change. It addresses the learning styles of adults through active discussion, charts, visuals, Internet resources, team-building, and presentations. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Over 1,200 leaders have completed EBI courses. *Suggestions for improving course design are appreciated.*

### Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Dr. Warren W. Wiersbe. *Wiersbe Bible Commentary: New Testament*. Colorado Springs, CO: David C. Cook, 2007. [CBD](#) or [9780781445399](#)
3. Dr. Harold L. Willmington. *Willmington's Bible Handbook*. Wheaton, IL: Tyndale House, 1997. [CBD](#) or [9780842381741](#)
4. *Holman Illustrated Bible Dictionary*. Edited by Chad Brand. Nashville, TN: Holman Reference, 2015. [CBD](#) or [9780805499353](#)




### Additional Books for Pastors, Leaders, and Advanced Students

5. Dr. Harold L. Willmington, *Willmington's Guide to the Bible*. Wheaton, IL: Tyndale House, 2011. [CBD](#) or [9781414329710](#)
6. *Holman Book of Biblical Charts, Maps, and Reconstructions*. Edited by Marsha A. Ellis Smith. Nashville, TN: Holman Reference, 1993. [CBD](#) or [9781558193598](#)

**Internet Resources** - [4truth.net](#) \* [bible.org](#) \* [blueletterbible.org](#) \* [gotquestions.org](#) \* [jeremiahstudybible.com](#) \* [leestrobels.com](#) \* [lifeway.com](#) \* [www.namb.net](#) \* [wayofthemaster.com/](#)

Professors – [Click here to receive the Notes by email.](#) The intent of this course is to equip you with the Word of God, to strengthen your character and integrity, and to develop your relational and servant-leadership skills for the glory of God.

<b>Learning Outcomes</b>	
The student who successfully completes this course will be able to implement 2 Timothy 2:2:	
1.	Apply and teach the General Epistles, especially as they relate to Christian living and the prophecies of the Second Coming of Christ.
2.	Apply and teach the <i>historical, cultural, and geographical world</i> of the New Testament.
3.	Apply and teach how integrate the <i>key themes</i> of each New Testament book.
4.	Apply and teach the importance of authorship, date, historical context, and literary form.
5.	Apply and teach the significance of the General Epistles then and now.
6.	Apply and teach the <i>foundational concepts</i> of each book of the New Testament to life and ministry, including (1) how to develop sermon introductions that capture the attention of listeners, (2) how to preach and teach using summary charts, (3) how to summarize biblical content, (4) how to make personal applications based on the text, (5) how to internalize biblical insights through journaling, (6) how to share what God is saying to one’s heart, and (7) how to articulate biblical truth before a group.
7.	Apply and teach how to utilize sermon-based small groups as part of a disciple-making strategy.
8.	Participate in a group or individual presentation, project, PowerPoint, mind-map, visuals, webpage, or YouTube video on one of the General Epistles or the Book of Revelation.
9.	Type a 10- to 15-page term paper titled “Applications from Hebrews through 1 Peter for Leadership and Character Development.”
10.	Coach leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, the spiritual disciplines, personal revival, the fruit of the Spirit, the armor of God, the mind of Christ, and the seven virtues with the goal of transformational discipleship and leadership (Romans 12:1-2)
<b>Methods of Instruction</b>	
Instruction emphasizes active learning, problem-based learning, project-based learning, presentation-based learning, team-based learning, reflection, discussion, interactive lecture, collaboration, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life-change and leadership skills. The major pedagogical premise of this course is that students should be treated like the servant-leaders they are becoming.	
<p>Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University, Luther Rice Seminary, San Diego Christian College, and Southern California Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a pastor and church planter with the North American Mission Board, and as an elected governing board member of GUHSD with over 20,000 high school students.</p>	
<p><b>Accelerated Adult Learning Strategies</b>                  Authentic learning involves observation, interpretation, and application. The goal of <i>balanced instruction</i> is to address the learning strengths of adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. <i>Student-centered instruction</i> is most effective when it impacts the mind, will, and emotions.</p> <p><b>TEAM-based Active Learning Principles</b>                  Students are encouraged to study in teams to develop application skills, leadership/relational skills, and presentations. Students are not to give answers to co-learners, but help them learn how to find the answers. <b>TEAM = Together Everyone Accomplishes More.</b></p>	<div style="text-align: center;"> <h2>The Cone of Learning</h2> <p><i>I see and I forget. I hear and I remember. I do and I understand.</i></p> <p><b>After 2 weeks, we tend to remember ...</b></p> <ul style="list-style-type: none"> <li>• 10% of what we READ</li> <li>• 20% of what we HEAR</li> <li>• 30% of what we SEE</li> <li>• 50% of what we SEE &amp; HEAR</li> <li>• 70% of what we SAY</li> <li>• 90% of what we SAY &amp; DO</li> </ul> <p>Source: Edgar Dale (1969)</p> </div>

### Student Requirements

**First**, answer the **questions** in the **portfolio** before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory. Each student must do his or her own work.

**Second**, maintain the **journal** in the portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

**Third**, participate in the **discussion** of the questions and applications in the portfolio during class. Through discussion students learn from one another and sharpen one another as iron sharpens iron. This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

**Fourth**, complete the **midterm exam**. This will assist student-leaders in developing long-term memory through multiple reviews of the core material.

**Fifth**, participate in an individual or **group presentation** on one of the General Epistles. The ability to make engaging presentations will multiply your influence, leadership, teaching, and preaching. Discuss applications found in that book. This presentation can be a PowerPoint, video, drama, role-play, interviews, charts, [Pinterest](#), memes, graphical organizers, webpage, cellphone video, speeches, art work, or series of drawings. This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 13

**Sixth**, type a 10- to 15-page **term paper** titled “Applications from Hebrews through 1 Peter for Leadership and Character Development.” The ability to write well will multiply your influence, leadership, teaching, and preaching. Footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Font should be Times New Roman 12. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective biblical teaching, preaching, and servant-leadership. Week 13

**Seventh**, complete the **final exam** in the portfolio. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. Week 14

### Course Objective Is Life Change

Our mission is to bring glory to God by assisting local churches to equip believers to live and minister biblically based on the inerrant Word of God. This equipping includes Bible knowledge, Christian character, and ministry skills. The objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains; (2) to remember what they have read; (3) to sharpen their thoughts through journaling; (4) to speak effectively before others; (5) to work as learning teams of leaders; and (6) to biblically apply what they are learning to life, family, and ministry.


### Accelerated Adult Learning Techniques

Adults learn in unique ways and so this course incorporates multiple learning styles. According to the **Cone of Learning**, writing, discussing, and applying concepts are the keys to accelerated adult learning. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these principles of champion learners, students will experience transformational growth. Welcome to the accelerated disciple-making process!

Session	Date	Professor Responsibilities	Student Responsibilities
1		<p><b>Introduction to the General Epistles</b></p> <p><b>Hebrews: The Roll Call of Faith</b></p> <p><b>Hebrews 1-3: Jesus Our High Priest</b></p> <p>Go over this syllabus and the portfolio. Preview the study guides for the exams.</p> <p>Discuss portfolio questions, applications, and resolutions for personal revival, spiritual disciplines, and the seven virtues of character development.</p> <p>Review in class the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or “Exclusive Online Content” at <a href="http://www.JeremiahStudyBible.com">www.JeremiahStudyBible.com</a>.</p> <p>Demonstrate how to get the most out of the <i>Jeremiah Study Bible</i>, the <i>Holman Illustrated Bible Dictionary</i>, and the textbooks.</p> <p>Ask students to share an article related to this course from the <i>Holman Illustrated Bible Dictionary</i> or the <i>Jeremiah Study Bible</i>.</p> <p>Group activity: Create a visual summary or mind-map of this epistle.</p> <p>Review in class one of the resources for Bible knowledge, character development, and discipleship ministry coaching at: <a href="https://bible.org/">https://bible.org/</a>, <a href="http://carm.org/evangelism">http://carm.org/evangelism</a>, <a href="http://www.4truth.net">www.4truth.net</a>, <a href="http://www.biblestudytools.com">www.biblestudytools.com</a>, <a href="http://www.blueletterbible.org/resources/charts.cfm">www.blueletterbible.org/resources/charts.cfm</a>, <a href="http://www.crosswalk.com">www.crosswalk.com</a>, <a href="http://www.gotquestions.org/">www.gotquestions.org/</a>, <a href="http://www.leestrobels.com">www.leestrobels.com</a>.</p> <p>Assist students in improving their term papers and Christian character through coaching, feedback, and rubrics. These are crucial learning and leadership skills.</p> <p>Review the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Print 113-1 New Testament Survey 5 portfolio and notes.</li> <li><input type="checkbox"/> Pay the honorarium to the director.</li> <li><input type="checkbox"/> Skim the textbooks and be prepared to discuss how these books are unique as learning tools.</li> <li><input type="checkbox"/> Study the General Epistles and Hebrews 1-3—in the <i>Jeremiah Study Bible</i>, <i>Wiersbe Commentary</i>, <i>Willmington Handbook</i>, and <i>Holman Bible Dictionary</i>.</li> <li><input type="checkbox"/> Explore the resources in the Topical Index of the <i>Jeremiah Study Bible</i> or “Exclusive Online Content” at <a href="http://www.JeremiahStudyBible.com">www.JeremiahStudyBible.com</a></li> <li><input type="checkbox"/> Explore resources on Hebrews to share with the class at <a href="http://www.jeremiahstudybible.com/Hebrews">www.jeremiahstudybible.com/Hebrews</a>.</li> <li><input type="checkbox"/> Explore the Internet resources on this topic at <a href="http://www.4truth.net">www.4truth.net</a>, <a href="https://bible.org/">https://bible.org/</a>, <a href="http://www.blueletterbible.org/study/">www.blueletterbible.org/study/</a>, <a href="http://www.gotquestions.org/">www.gotquestions.org/</a>, <a href="http://www.leestrobels.com">www.leestrobels.com</a>; and <a href="http://www.theopedia.com/">www.theopedia.com/</a>.</li> <li><input type="checkbox"/> Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity.</li> <li><input type="checkbox"/> Begin writing the term paper.</li> <li><input type="checkbox"/> Read <i>The Baptist Faith and Message</i>.</li> <li><input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples and invite them to class.</li> </ul>
2		<p><b>Hebrews 4-6: Jesus Our Great High</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study Hebrews 4-6 in the <i>Jeremiah</i></li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		<p><b>Priest</b></p> <p>Welcome guests and encourage students to share what they have learned so far.</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and live out our identity in Christ in class.</p> <p>Group activity: Create a visual summary or mind-map of Hebrews 1-6.</p> <p>Discuss with students the implications, responsibilities, and applications of our identity in Christ as a chosen generation, royal priests, a holy nation, God’s special people, God’s masterpieces, chosen by God to do good works, and ambassadors of Christ. We are called to be saints; we need to act like it. It is our privilege and duty to pray for people by name and to share the love of God with them.</p>	<p><i>Study Bible, Wiersbe Commentary, Willmington Handbook, and Holman Bible Dictionary.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore Internet resources on this topic to share with the class.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Community service: as a royal priest and as an ambassador of Christ, update your “Reach List” of every person you know who needs Christ or is unchurched so that you can pray for them by name and encourage them.</li> <li><input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples and invite them to class.</li> <li><input type="checkbox"/> Go on an evangelistic visit with your pastor, deacon, church leader, Sunday school worker, or friend during this course.</li> <li><input type="checkbox"/> Reflect on your character and the implications, responsibilities, and applications of your identity in Christ as a believer-priest.</li> </ul>
3		<p><b>Hebrews 7-9: The Melchizedek Priesthood and the New Covenant</b></p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and live out our identity in Christ in class.</p> <p>Group activity: Create a visual summary or mind-map of Hebrews 7-9.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study Hebrew 7-9 in the <i>Jeremiah Study Bible, Wiersbe Commentary, Willmington Handbook, and Holman Bible Dictionary.</i></li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Community service: pray for the people on your list.</li> <li><input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples.</li> </ul>
4		<p><b>Hebrews 10-11: Hall of Faith</b></p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and live out our identity in Christ in class.</p> <p>Group activity: Create a visual</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study Hebrews 10-11 in the <i>Jeremiah Study Bible, Wiersbe Commentary, Willmington Handbook, and Holman Bible Dictionary.</i></li> <li><input type="checkbox"/> Explore resources on James to share with the class at <a href="http://www.jeremiahstudybible.com/James">www.jeremiahstudybible.com/James</a>.</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		summary or mind-map of these chapters.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Community service: pray for the people on your list.</li> <li><input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples.</li> </ul>
5		<p><b>Hebrews 12-13: Lifestyle of the Christian</b></p> <p>Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and live out our identity in Christ in class. Group activity: Create a visual summary or mind-map of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study Hebrews 12-13 in the <i>Jeremiah Study Bible</i>, <i>Wiersbe Commentary</i>, <i>Willmington Handbook</i>, and <i>Holman Bible Dictionary</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Community service: as a priest, ask permission to pray a blessing over someone on your list.</li> <li><input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples.</li> </ul>
6		<p><b>James: Faith in Action</b></p> <p><b>James 1-2: Living Faith and Heavenly Wisdom</b></p> <p>Christians and trials Test of obedience and true religion</p> <p>Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and live out our identity in Christ in class. Group activity: Create a visual summary or mind-map of these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study James 1-2 in the <i>Jeremiah Study Bible</i>, <i>Wiersbe Commentary</i>, <i>Willmington Handbook</i>, and <i>Holman Bible Dictionary</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Community service: as a priest, ask permission to pray a blessing over someone on your list.</li> <li><input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples.</li> </ul>
7		<p><b>Midterm Exam</b></p> <p>Give the midterm exam. Preview the second half of the course. Coach students on how to improve their term papers. Make corrections to the term paper in class. Discuss who would benefit from the EBI leadership training program.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the study guide in the notes to prepare for the midterm exam. Four hours of study are recommended.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Next-generation leadership: As a disciple-maker update your list of next-generation leaders you can pray for, share with, and encourage or</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		Order textbooks for next semester. Request next semester portfolios and notes by email. Optional: Watch <i>The Apocalypse</i> DVD.	 <ul style="list-style-type: none"> <li>disciple.</li> <li><input type="checkbox"/> Disciple-making: as a believer-priest get involved in the small group and/or Sunday school ministry of your church.</li> <li><input type="checkbox"/> Pay for textbooks for the next courses.</li> </ul>
8		<p><b>James 3-4: Heavenly Wisdom and Living Faith</b>                      Rebuke of Gossip                      Rebuke of Materialism</p> <p>Welcome guests and encourage students to share what they have learned.                      Discuss portfolio questions, applications, and resolutions.                      Coach students on how to improve their term papers and live out our identity in Christ in class.                      Group activity: Create a visual summary or mind-map of t these chapters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study James 3-4 in the <i>Jeremiah Study Bible</i>, <i>Wiersbe Commentary</i>, <i>Willmington Handbook</i>, and <i>Holman Bible Dictionary</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Community service: as a priest, ask permission to pray a blessing over someone on your list.</li> <li><input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples and invite them to class.</li> </ul>
9		<p><b>James 5: Exhortations to Live by in view of the coming of the Lord</b></p> <p>Discuss portfolio questions, applications, and resolutions.                      Coach students on how to improve their term papers and live out our identity in Christ in class.                      Group activity: Create a visual summary or mind-map of James.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study James 5 in the <i>Jeremiah Study Bible</i>, <i>Wiersbe Commentary</i>, <i>Willmington Handbook</i>, and <i>Holman Bible Dictionary</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Community service: as Christ's ambassador let your light shine by doing acts of kindness for people on your list.</li> <li><input type="checkbox"/> Share what you are learning with young leaders and apprentice disciples.</li> </ul>
10		<p><b>1 Peter: Living Stones and a Royal Priesthood</b></p> <p><b>1 Peter 1: Holy Living and the Second Coming</b>  <b>1 Peter 2: Priesthood of the Believer and the Second Coming</b></p> <p>Discuss portfolio questions, applications, and resolutions.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study 1 Peter 1-2 in the <i>Jeremiah Study Bible</i>, <i>Wiersbe Commentary</i>, <i>Willmington Handbook</i>, and <i>Holman Bible Dictionary</i>.</li> <li><input type="checkbox"/> Type the answers to the portfolio.</li> <li><input type="checkbox"/> Work on the term paper and bring to class for coaching.</li> <li><input type="checkbox"/> Review the study guide.</li> <li><input type="checkbox"/> Community service: as Christ's ambassador let your light shine by</li> </ul>

Session	Date	Professor Responsibilities	Student Responsibilities
		Coach students on how to improve their term papers and live out our identity in Christ in class. Group activity: Create a visual summary or mind-map of these chapters.	doing acts of kindness for people on your list. <input type="checkbox"/> Share what you are learning with young leaders and apprentice disciples. <input type="checkbox"/> Character development: reflect on the promises in the General Epistles.
11		<b>1 Peter 3-4: How God wants us to Live as His Special People</b> Christians as living stones and a royal temple Christian living in the home and on the church Christian conduct in the light of persecution  Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and live out our identity in Christ in class. Group activity: Create a visual summary or mind-map of these chapters.	<input type="checkbox"/> Study 1 Peter 3-4 in the <i>Jeremiah Study Bible</i> , <i>Wiersbe Commentary</i> , <i>Willmington Handbook</i> , and <i>Holman Bible Dictionary</i> . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: let your light shine by doing acts of kindness for people on your list. <input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples.
12		<b>1 Peter 5: How God wants us to Live as His Special People</b> Christian service in the light of the coming of the Lord  Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and live out our identity in Christ in class. Group activity: Create a visual summary or mind-map of 1 Peter. Prepare for next week's student presentations.	<input type="checkbox"/> Study 1 Peter 5 in the <i>Jeremiah Study Bible</i> , <i>Wiersbe Commentary</i> , <i>Willmington Handbook</i> , and <i>Holman Bible Dictionary</i> . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper and bring to class for coaching. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: invite someone on your list to come with you to small group or church. <input type="checkbox"/> Disciple-making: share what you are learning with young leaders and apprentice disciples.
13		<b>Student Presentations and Term Papers</b> Welcome guests and disciples. Livestream student presentations on the church Facebook page. Post cell phone videos of student presentations on the church and association webpages to increase their impact. Coach students on how to improve	<input type="checkbox"/> Prepare to participate in a group or individual presentations on one of the General Epistles or the Book of Revelation. <input type="checkbox"/> Bring a rough draft of your term paper for peer-review and corrections. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: invite someone on your list to come with you to small



Session	Date	Professor Responsibilities	Student Responsibilities
		<p>their presentations.</p> <p>Coach students on how to improve their term papers.</p> <p>Group activity: Peer-review and make corrections to the term paper in class.</p> <p>Review for the final exam.</p>	<p>group or church.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Disciple-making: invite your friends and apprentice disciples to watch student presentations.</li> </ul>
14		<p><b>Final Exam and Course Evaluation</b></p> <p>Give final exam.</p> <p>Collect portfolio for review.</p> <p>Collect revised term paper for review.</p> <p>Students will debrief by sharing how they are using and sharing what they have learned.</p> <p>Discuss how to recruit students who would benefit from the EBI leadership training program.</p> <p>Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.</p> <p>Time of fellowship.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the study guide for the final exam.</li> <li><input type="checkbox"/> Complete the portfolio.</li> <li><input type="checkbox"/> Revise the term paper.</li> <li><input type="checkbox"/> Community service: as a disciple-maker share and/or email your revised term paper to pastors, deacons, small-group leaders, apprentice disciples, and friends to multiply your ministry in obedience to 2 Timothy 2:2-3.</li> <li><input type="checkbox"/> Discipleship is about teaching others about what you are learning. Pass on the baton of discipleship by sharing what you are learning each week. To be a disciple you need to make disciples (Matthew 28:18-20).</li> </ul>

EBI holds to the [Baptist Faith and Message](#). The inclusion of articles, books, or external links in this course does not imply that the opinions expressed represent the official position of EBI.

#### Holman Bibliography

- Apologetics Study Bible*. Annotated by Ted Cabal, Chuck Colson, and Norm Geisler. Nashville, TN: Holman Bible, 2007. 9781586400248
- HCSB Study Bible*. Annotated. Nashville, TN: Holman Bible.
- Holman Book of Biblical Charts, Maps, and Reconstructions*. Edited by Marsha A. Ellis Smith. Nashville, TN: Holman Reference, 1993. 9781558193598
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**Transfer of Credits to Southern California Seminary**

**Attendance Policy**

Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 68 homework hours) courses, more than 10 minutes late is a *tardy*; more than 20 minutes late is an *absence*. Two tardies count as one absence. **College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions.** A grade of AU (Audit) will be recorded when a student is auditing the course, misses four sessions, does not complete coursework on time, or earns less than 700 points.

**Class Time and Homework Policy**

To transfer credits to Southern California Seminary, **each 2-unit course must include at least 28 hours of class time discussion and 68 hours of portfolio homework during the 14-week semester.** Courses with less than 28 hours of class time do not meet EBI requirements. Since “time plus focus equals learning,” increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the first week of January, May, and September. For maximum learning, **it is recommended that working students take 2 courses per semester** or 6 courses per year. Students who plan to transfer must keep copies of portfolios and term papers.

**Late Work Policy**

Completing work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. The grade for work that is between 1 and 7 days late is lowered by 20%. **Work that is over 7 days late will not be accepted.** Professors are to send to the EBI offices the grade sheet within 15 days of the end of each course so that transcripts can be updated each semester.

**Portfolio and Term Paper Policy for Transferring Students**

To graduate or transfer credits from Equip Biblical Institute to Southern California Seminary, **students must submit their portfolio and term papers at the end of each course to the Registrar for formative assessment.** Upon successful completion of the Associate of Biblical Studies, students may transfer **60 units** into the Bachelor of Arts in Biblical Studies degree. If the portfolio or term papers are missing, the credits may not be transferable. Portfolios must be completed individually—not as couples.

Answers to portfolio questions are individual and subjective, so each student must do his or her own portfolio and term paper. As part of the EBI-SCS Articulation Agreement and to facilitate transfer of degrees to other schools, professors must submit the portfolios and term papers of transferring students to the EBI Registrar at [gwoods@socalsem.edu](mailto:gwoods@socalsem.edu) at the end of each course. The goal is to assist students in being successful in their studies and in their ministries.

**Grade Scale**

Grade	Percent	Points
A	= 95-100%	950-1,000
A-	= 90-94%	900-949
B+	= 87-89%	870-899
B	= 84-86%	840-869
B-	= 80-83%	800-839
C+	= 77-79%	770-799
C	= 74-76%	740-769
C-	= 70-73%	700-739
AU	= Below 70%	0-699



**Student Evaluation**

	Percent	Points
Portfolio/Group Activities.....	55%	550

Midterm Exam .....	10%	100
Student Presentations .....	10%	100
Term Paper .....	15%	150
Final Exam .....	10%	100
<b>Total .....</b>	<b>100%</b>	<b>1,000</b>

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Midterm 7	Session 8	Session 9	Session 10	Session 11	Session 12	Presentation 13	Term Paper 13	Final Exam 14	Points	Grade
50	50	50	50	50	50	100	50	50	50	50	50	100	150	100	1,000	ABC

**Course Grading Rubric**

Grade	Requirements	✓
A	Exams, portfolio, presentation, and the 12- to 15-page term paper with zero errors.	
A-	Exams, portfolio, presentation, and the 10- to 11-page term paper with less than 2 errors.	
B+	Exams, portfolio, presentation, and the 9-page term paper with less than 4 errors.	
B	Exams, portfolio, presentation, and the 8--page term paper with less than 6 errors.	
B-	Exams, portfolio, presentation, and the 7-page term paper with less than 8 errors.	
C+	Exams, portfolio, presentation, and 6-page essay are completed with less than 10 errors.	
C	Exams, portfolio, presentation, and 5-page essay are completed but need corrections.	
C-	Exams, portfolio, presentation, and 4-page essay and/or tutoring or peer coaching.	
AU	Audit. Student audited the course for personal spiritual enrichment or earned less than 700 points or missed more than 3 sessions. EBI has levels for all students.	

Writing clarifies one’s thoughts and is a key skill for an effective leader. Initially students may have difficulties in developing writing skills, but they will improve and gain confidence with each course they complete. It is important that professors help students improve their writing skills to maximize their thinking and leadership skills. Students should use the term paper rubric, sample term paper, and [type-over template](#) to write their term papers. Since students have different abilities, goals, responsibilities, and schedules, students can choose the grade for which they are aiming. It is possible to earn a “C” by writing an essay rather than a term paper, but it is necessary to write a term paper to earn an “A” or “B”.

Writing and journaling two of the most important skills that a leader can develop. As part of the academic agreement with Southern California Seminary, to earn an “A” students are required to email or mail a copy of their academic work to the EBI registrar. The first goal is to affirm students who are doing all the work. The second goal is help students do even better by analyzing the term papers and to preparing next-generation leaders for university level education and ministry by helping them improve their writing skills, thinking skills, and leadership skills.

The mission of Equip Biblical Institute is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills. The goal is to provide leadership and teaching resources, intentional leadership development, disciple-making materials, Skype courses, YouTube videos, charts, notes, and visuals to pastors and churches around the world. EBI is equipping the next generation of pastors and leaders to multiply their influence by training leaders, creating videos, and writing books.

EBI is a religious exempt school and not accredited by the U. S. Department of Education; however, EBI Associate degrees are transferable to Southern California Seminary and other schools based on the EBI-SCS articulation agreement based on [Carnegie](#) Units, portfolios, and term papers.

As students take each course, their brains will develop a multitude of new physical and chemical neural connections, increasing their ability to read with comprehension; make practical applications from what they are learning; and improve their communication, leadership, and writing skills.

EBI incorporates seminary success skills and transformational teaching, including [Adult](#) Learner Model, the Affective Neuroscience Learning Model, Bloom's Taxonomy of Learning Domains, the [Carnegie Unit and Student Hour](#) Rubric, the Cognitive [Neuroscience](#) Learning Model, the Seven Laws of Learning Model, the Learning Styles Model, Knowles's [Adult](#) Learner Model, the [Maslow](#) Pyramid of Needs, the [Multiple Intelligences](#) Model, the Professional Development Rubric, the [Quality Matters](#) Rubric, the Seven Principles of Good Practice in Undergraduate Education Model, the Teaching to Change Lives Model, the [Visual Learning](#) Model, and the [Working Memory](#) Model.

EBI utilizes the power of [Formative Assessment](#) rather than summative assessment. Formative assessment promotes students' learning by providing feedback on how to study better, develop integrity and leadership skills, and write better term papers. Summative assessment gives only a final grade or evaluation of proficiency (A, B, C, D, F).

Academic research indicates that when formative assessment is provided the amount of student learning is often double that of summative assessment. Formative assessment involves briefly reviewing portfolios each week to make sure students are not getting behind and assisting all students to improve their writing skills each week based on rubrics and samples of term papers.

Effective teachers enlist stronger students to help struggling students to improve. Rubrics help students gauge the quality of their work and see what else is needed to improve their writing and leadership skills. Samples of term papers demonstrate what is expected and required for leadership and character development.

Effective teachers have students compare and peer-review one another's papers in class during specified times. Formative assessment is about providing students with feedback or tips aimed at improving their writing and critical thinking skills—not just giving them a letter grade. Feedback is most effective when it explicitly communicates to students about some specific aspects of their performance relative to specific target criteria, and when it provides information that helps students progress toward meeting that criterion.

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