

	<p>Equip Biblical Institute</p> <p>Church Planting * Team Leadership * Pastors Institute</p> <p>2100 Greenfield Drive, El Cajon, CA 92019</p>	
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English Composition 3

Professor:

Training Center City:

Semester and Year:

Course Description

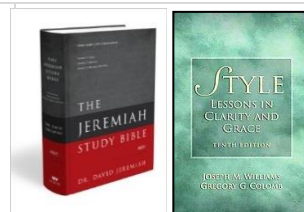
This course focuses on how to apply and teach the writing skills related to writing with power and increasing influence. Topics include grammar, punctuation, sentence style, word choice, research, and writing term papers. This will assist in the study and accurate interpretation of Scripture, as well as in writing sermons, blogs, and books. Students will type a Turabian style college-level research paper demonstrating a mastery of English Composition 3 writing skills.

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.*

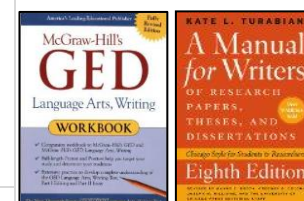
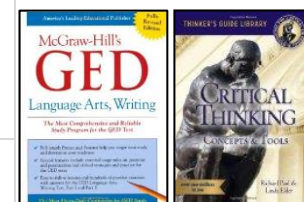
Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Joseph Williams. *Style: Lessons in Clarity and Grace*, 10th ed. Longman, 2010. [9780205747467](#) [\$41 older editions are permitted]
3. McGraw-Hill's *Language Arts, Writing Workbook*. McGraw-Hill, 2002. [9780071407090](#)
4. Dr. Richard Paul and Linda Elder. *The Miniature Guide to Critical Thinking Concepts and Tools*. Foundation for Critical Thinking, 2009. [9780944583104](#) or free ebook www.criticalthinking.org/files/Concepts_Tools.pdf





Additional Books for Pastors, Leaders, and Advanced Students

5. Dr. Michael Harvey. *The Nuts and Bolts of College Writing*. Cambridge: Hackett, 2003. [\$6] [9780872205734](#)
6. Kate Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. Chicago: University of Chicago, 2013. [CBD](#) [9780226816388](#) [\$12]
7. McGraw-Hill's *Language Arts, Writing*. McGraw-Hill, 2002. [9780071407083](#)



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.

Learning Outcomes	
The student who successfully completes this course will be able to:	
1. Apply and teach others how to apply the research process.	
2. Move from a topic to a question to a working hypothesis.	
3. Find and engage useful sources.	
4. Assemble an argument and plan a first draft paper.	
5. Present evidence in tables and figures.	
6. Write a strong introduction and conclusion.	
7. Use correct citation practices, spelling, punctuation, abbreviations, and quotations.	
8. Develop a dynamic writing style based on clarity, grace, and concision.	
9. Incorporate and teach others how to incorporate critical thinking.	
10. Develop and type a 10- to 15-page term paper titled "Critical Thinking and Leadership."	
11. Coach other leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, the spiritual disciplines, personal revival, the fruit of the Spirit, and the seven virtues with the goal of transformational discipleship.	
Methods of Instruction	
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>Accelerated Adult Learning Strategies</p> <p>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>TEAM-based Active Learning Principles</p> <p>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. TEAM = Together Everyone Accomplishes More.</p>	<p style="text-align: center;">The Cone of Learning</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p><i>I see and I forget.</i> <i>I hear and I remember.</i> <i>I do and I understand.</i></p>  <p style="text-align: right; font-size: small;">Source: Edgar Dale (1969)</p> </div> <div style="flex: 1; border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: blue;">After 2 weeks, we tend to remember ...</p> <ul style="list-style-type: none"> • 10% of what we READ • 20% of what we HEAR • 30% of what we SEE • 50% of what we SEE & HEAR • 70% of what we SAY • 90% of what we SAY & DO </div> <div style="flex: 0.1; text-align: center; font-size: small; color: blue; writing-mode: vertical-rl; transform: rotate(180deg);"> P a s s i v e A c t i v e </div> </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, give an individual **presentation** about your term paper. The ability to make engaging presentations will multiply your influence, leadership, teaching, and preaching. This presentation can utilize PowerPoint, drama, role-play, charts, or drawings. This will assist student-leaders in developing the creative/critical thinking skills essential to effective teaching and servant-leadership. Week 13

Sixth, type a 12- to 15-page **term paper** titled "Critical Thinking and Leadership." 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 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>Understanding Style Correctness Appendix 1—Punctuation Go over this syllabus and the portfolio. Preview the study guides for the exams. Discuss the appendix. Discuss portfolio questions and journal applications. Demonstrate how to get the most out of the textbooks. Demonstrate examples of the term paper. Work on term paper in class. Review in class: http://www.criticalthinking.org/files/Concepts_Tools.pdf and http://grammar.about.com/od/writersonwriting/. It is imperative that professors help students improve their term papers and character through coaching, feedback, encouragement, examples, and rubrics. These are crucial learning and leadership skills. Go over the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Print 337 English Composition 3 portfolio and notes. <input type="checkbox"/> Pay the honorarium to the director. <input type="checkbox"/> Skim the textbooks and be prepared to discuss how these books are unique as learning tools. <input type="checkbox"/> Study chapters 1-2 and Appendix 1 in <i>Style: Lessons in Clarity and Grace</i>. <input type="checkbox"/> Explore the resources in the Topical Index of the Jeremiah Study Bible or at www.jeremiahstudybible.com. <input type="checkbox"/> Explore the Internet resources on this topic at http://www.criticalthinking.org/files/Concepts_Tools.pdf, http://grammar.about.com/od/writersonwriting/, http://grammar.about.com/od/developingessays/, and http://grammar.about.com/od/basicsentencegrammar/. <input type="checkbox"/> Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity. <input type="checkbox"/> Begin writing the term paper. <input type="checkbox"/> Read <i>The Baptist Faith and Message</i> in Resources at http://www.sbc.net. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
2		<p>Actions Characters Appendix 2—Using Sources Welcome guests and encourage students to share what they have learned so far. Discuss portfolio questions and applications. Coach students on how to improve their term papers and critical thinking in class. Group activity: Work on term paper in class. Remind students of the implications of being ambassadors of Christ and developing our writing and thinking skills.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-4 and Appendix 2 in <i>Style: Lessons in Clarity and Grace</i>. <input type="checkbox"/> Review for 10 minutes resources on Writing Tips at http://grammar.about.com/od/writersonwriting/. <input type="checkbox"/> Explore Internet resources on this topic to share with the class. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Invite your friends and disciples to see how the course works. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
3		<p>Cohesion and Coherence Emphasis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 5-6 and the Glossary in <i>Style: Lessons in Clarity and</i>

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Glossary Discuss portfolio questions and applications. Coach students on how to improve their term papers and critical thinking in class. Group activity: Work on term paper in class.</p>	<p><i>Grace.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review for 10 minutes resources on English Grammar-Sentence Structures at http://grammar.about.com/od/developingessays/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
4		<p>Concision Shape Discuss portfolio questions and applications. Coach students on how to improve their term papers and critical thinking in class. Group activity: Work on term paper in class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 7-8 in <i>Style: Lessons in Clarity and Grace</i>. <input type="checkbox"/> Review for 10 minutes resources on Composition at http://grammar.about.com/od/basicsentencegrammar/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
5		<p>Elegance Motivating Coherence Discuss portfolio questions and applications. Coach students on how to improve their term papers and critical thinking in class. Group activity: Work on term paper in class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 9-10 in <i>Style: Lessons in Clarity and Grace</i>. <input type="checkbox"/> Review for 10 minutes resources on Using Words Correctly at http://grammar.about.com/od/words/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
6		<p>Writing Workshop Global Coherence The Ethics of Style Discuss portfolio questions and applications. Coach students on how to improve their term papers and critical thinking in class. Group activity: Work on term paper in class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 11-12 in <i>Style: Lessons in Clarity and Grace</i>. <input type="checkbox"/> Review for 10 minutes resources on Correct and Effective Punctuation at http://grammar.about.com/od/punctuationandmechanics/. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
7		<p>Midterm Exam Give the midterm exam.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the study guide in the notes to prepare for the midterm exam. Four hours of study are

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Preview the second half of the course.</p> <p>Coach students on how to improve their term papers.</p> <p>Make corrections to the term paper in class.</p> <p>Discuss who would benefit from the EBI leadership training program.</p> <p>Order textbooks for next semester.</p> <p>Request next semester portfolios and notes by email.</p>	<p>recommended.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Pay for textbooks for the next courses. <input type="checkbox"/> Be involved in the small group and/or Sunday school ministry of your church.
8		<p>Why Critical Thinking— Three Levels of Thought</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and critical thinking in class.</p> <p>Group activity: Create a visual summary or mind-map of <i>Rules for Writers</i>.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 1-7 in <i>The Miniature Guide to Critical Thinking</i>. <input type="checkbox"/> Review free resources on Critical Thinking at http://www.criticalthinking.org/files/Concepts_Tools.pdf. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
9		<p>Universal Intellectual Standards— Essential Intellectual Traits</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and critical thinking in class.</p> <p>Group activity: Work on term paper in class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 8-15 in <i>The Miniature Guide to Critical Thinking</i>. <input type="checkbox"/> Review for 10 minutes resources on All about Words at http://grammar.about.com/od/basicsentencegrammar/u/grammarlabel.htm. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
10		<p>Three Kinds of Questions— Envisioning Critical Societies</p> <p>Discuss portfolio questions and applications.</p> <p>Coach students on how to improve their term papers and critical thinking in class.</p> <p>Group activity: Work on term paper in class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 16-23 in <i>The Miniature Guide to Critical Thinking</i>. <input type="checkbox"/> Review for 10 minutes resources on Style & Figures of Speech at http://grammar.about.com/od/rhetoricstyle/u/RhetoricStyle.htm. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
11		<p>Guide to Questions</p> <p>Discuss portfolio questions and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study <i>Guide to Questions for Critical Thinking</i>.

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>applications.</p> <p>Coach students on how to improve their term papers and critical thinking in class.</p> <p>Group activity: Work on term paper in class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review for 10 minutes resources on Paragraphs & Essays at http://grammar.about.com/od/developingessays/u/paressay07.htm. <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
12		<p>Writing Workshop</p> <p>Coach students on how to improve their term papers and critical thinking in class.</p> <p>Group activity: Work on term paper in class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
13		<p>Writing Workshop</p> <p>Coach students on how to improve their term papers and critical thinking in class.</p> <p>Group activity: Work on term paper in class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work on the term paper at home. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
14		<p>Final Exam and Course Evaluation</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"> <input type="checkbox"/> Review the study guide for the final exam. <input type="checkbox"/> Complete the portfolio. <input type="checkbox"/> Revise the term paper. <input type="checkbox"/> Share and/or email your revised term paper to pastors, deacons, small-group leaders, and your apprentice disciples in order to multiply your ministry in obedience to 2 Timothy 2:2-3. <input type="checkbox"/> Learning is about teaching others. Pass on the baton of transformational discipleship by sharing what you are learning.

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.

Webliography

1. Apologetics 4Truth www.4truth.net
2. Bible.org <http://www.bible.org>
3. Bible Bulletin Board <http://www.biblebb.com/>
4. Bible History <http://www.bible-history.com/>
5. Bible Land Photos <http://bibleplaces.com/>
6. Bible Study Resources www.bible.org
7. Blue Letter Bible Study Tools/Charts <http://www.blueletterbible.org/study/>
8. Christian Classics Ethereal Library "World Wide Study Bible" <http://www.ccel.org/wwsb/>
9. Church Starting <http://www.churchstarting.net>
10. Concise Old Testament Survey http://www.bible.org/series.asp?series_id=76
11. Crosswalk.com Bible study tools <http://www.biblestudytools.net/>
12. E-sword.net Bible study tools <http://www.e-sword.net/>
13. Ed Stetzer <http://www.newchurches.com/>
14. Focus on the Family <http://www.focusonthefamily.org>
15. Got Questions <http://www.gotquestions.org/>
16. Holy Land Photos <http://www.holylandphotos.org/>
17. Jeremiah Study Bible Online Content <http://www.JeremiahStudyBible.com>
18. Institute of Strategic Evangelism <http://bge.gospelcom.net/ise/links.html>
19. Leadership Wired <http://www.injoy.com/newsletters/subscribe.asp>
20. LifeWay.com church planting articles <http://www.lifeway.com>
21. Lumina Bible study tool <https://lumina.bible.org/bible/Matthew+1>
22. Malphurs Group <http://www.malphursgroup.com>
23. NAMB Video <http://www.namb.net/video/>
24. Need Him <http://www.needhim.org/>
25. New Churches <http://www.newchurches.com/>
26. New Testament Summary http://www.bible.org/page.asp?page_id=2076
27. North American Mission Board <http://www.namb.net>
28. Old Testament Gateway <http://www.otgateway.com/>
29. Old Testament Survey http://www.bible.org/series.asp?series_id=76
30. Online Bible links <http://www.onlinebible.net/links.html>
31. On Mission to Share Jesus <http://www.namb.net>
32. Pastors.com subscription <http://www.pastors.com/aboutus/>
33. Send North America http://www.namb.net/Send_North_America_Video/
34. Send Network church planters <http://sendnetwork.com/>

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- 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
- Holman Concise Bible Commentary*. Edited by David S. Dockery. Nashville, TN: Holman Reference, 2011. 9780805495461
- Holman Guide to Interpreting the Bible*. Edited by David S. Dockery and George Guthrie. Nashville, TN: Holman Reference, 2004. 9780805428582
- Holman Illustrated Bible Dictionary*. Edited by Charles W. Draper and Chad Brand. Nashville, TN: Broadman & Holman, 2003. 9780805428360
- Holman QuickSource Bible Atlas*. Edited by Holman. Nashville, TN: Holman Reference, 2011. 9780805495645
- Holman QuickSource Guide to Christian Apologetics*. Edited by Doug Powell. Nashville, TN: Holman Reference, 2006. 9780805494600
- Holman QuickSource Guide to Understanding Creation*. Edited by Mark Whorton and Hill Roberts. Nashville, TN: Holman Reference, 2008. 9780805494860

Holman Treasury of Key Bible Words: 200 Greek and 200 Hebrew Words Defined and Explained. Edited by Dr. Eugene Carpenter and Dr. Philip Comfort. Nashville, TN: Holman Reference, 2000. 9780805493528

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- Axelrod, Rise and Charles Cooper. *The St. Martin's Guide to Writing*, 9th ed. Bedford St. Martin's, 2010. 9780312536121
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- Turabian, Kate. *Student's Guide to Writing College Papers*. Chicago: University of Chicago, 2010. 9780226816319
- Williams, Joseph. *Style: Lessons in Clarity and Grace*, 10th ed. Longman, 2010. 9780205747467

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 NC (No Credit) will be recorded when a student 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.**

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

To graduate or transfer credits from Equip Biblical Institute to Southern California Seminary, **students must present a complete portfolio of their course work.** The portfolio consists of the questions, journal applications and reflections, term papers, and exams for each course. Upon successful completion of the Associate of Biblical Studies, students may transfer **60-66 units** into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable. Portfolios must be completed individually—not as couples. Answers to portfolio questions are subjective, so each student must do his or her own work.

Term Paper Policy

As part of the EBI-SCS Articulation Agreement and to facilitate transfer of degrees to other schools, professors need to submit the term papers of "A" students by email to the registrar at gwoods@socalsem.edu.

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
NC	= Below 70%	0-699



Student Evaluation	Percent	Points
Portfolio/Group Activities.....	50%	500
Midterm Exam.....	10%	100
Presentation.....	5%	50
Term Paper.....	25%	250
Final Exam.....	10%	100
Total	100%	1,000

Sessi on 1	Sessi on 2	Sessi on 3	Sessi on 4	Sessi on 5	Sessi on 6	Midter m 7	Sessi on 8	Sessi on 9	Sessi on 10	Sessi on 11	Presentatio n 12	Term Paper 13	Final Exam 14	Point s	Grad e
50	50	50	50	50	50	100	50	50	50	50	50	250	100	1,000	ABC

Course Grading Rubric		
Grade	Requirements	✓
A	Exams, portfolio, presentation, and the 14- to 15-page paper with zero errors.	
A-	Exams, portfolio, presentation, and the 13-page paper with less than 2 errors.	
B+	Exams, portfolio, presentation, and the 12-page paper with less than 3 errors.	
B	Exams, portfolio, presentation, and the 11-page paper with less than 4 errors.	
B-	Exams, portfolio, presentation, and the 10-page paper with less than 5 errors.	
C+	Exams, portfolio, presentation, and the 9-page paper with less than 6 errors.	
C	Exams, portfolio, presentation, and essay with less than 7 errors.	
C-	Exams, portfolio, presentation, and essay need individual assistance or peer coaching.	
NC	Students earn less than 700 points or miss more than 3 sessions.	
<p>It is necessary to write a term paper to earn an “A” or “B”. 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.</p>		
<p>Writing is one 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 goal is to catch students doing something right and affirming them. The objective is to recognize and analyze the best term papers and to prepare next generation leaders for university level education by helping them improve their writing skills, thinking skills, and leadership skills.</p>		
<p>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 preaching 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.</p>		
<p>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.</p>		
<p>As students take each course, their brains will develop a multitude of new 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.</p>		
<p>EBI incorporates college success skills and transformational teaching, including the Adult Learner Model, the Affective Neuroscience Learning Model, the Carnegie Unit and Student Hour Rubric, the Cognitive Neuroscience Learning Model, the Seven Laws of Learning Model, the Learning Styles Model, the Maslow pyramid, 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.</p>		