COURSE DESCRIPTION:
A seminar designed to develop a biblical theology of creation by evaluating differing evangelical interpretations of key creation motifs.

OBJECTIVES:
In this seminar the student will
1. become conversant with the current issues on biblical creationism,
2. demonstrate a comprehensive knowledge of the current literature on each assigned article and book,
3. objectively evaluate the various articles and books assigned as reading in the seminar,
4. articulate a coherent view on the various creation motifs developed in the seminar, and
5. critically and humbly interact with the views of others on each assignment.

REQUIREMENTS:
1. Critiques—70% of grade
   a. Each student will do a critique of the following articles/books:
      Jan 20 Class Introduction
      Feb 3 Whitcomb, *The World That Perished*
      Feb 17 Wise, *Faith, Form and Time*
      Mar 3 Jordan, *Creation in Six Days*
      Mar 17 Hagopian, ed., *The Genesis Debate*
      Mar 31 Mortenson, ed., *Coming to Grips with Genesis*, pp. 15–210
      Apr 14 Mortenson, ed., *Coming to Grips with Genesis*, pp. 211–463
      Apr 28 Collins, *Genesis 1–4*
      May 5 DeYoung, *Thousands Not Billions*
   b. The article and book critiques are to be treated in this fashion.
      1) On the top of the first page, you should have the name of seminar, date, article or book being critiqued, and your name.
      2) Page numbers should be placed in the top right corner of each page of a paper.
      3) Each paper should be single spaced with two pages as a maximum (if additional bibliographical entry is needed, this can be on page three). Two exceptions to the two-page limitation will be your critiques of *The Genesis Debate* and *Coming to
Grips with Genesis. In both of these cases, the maximum number of pages is three (if additional bibliography is needed, this may go on page four).

4) The references should be in parentheses (Hasel, “Days” p. 5).

5) Excluding the sources listed in the “Course Bibliography” at the end of this course outline, you may include additional bibliographical entries. The additional bibliographical entries may be placed on a fourth page at the end of your critique.

6) Here is what the content for each paper should include: (a) explicitly state the thesis for an article or book; (b) concisely provide the major supporting arguments for each thesis of an article or book; (c) give a concise biblical evaluation of an article or book, which should include positive and negative features of an author as well as pertinent presuppositions of an author.

2. Discussion Leader—10% of grade

When a student is called on to lead the discussion, he will be evaluated as to his ability to direct the discussion and interact with his colleagues.

3. Class Participant—20% of grade

Each student will be evaluated on the quality and quantity of his class participation.

CLASS ATTENDANCE:
There are no cuts allowed in this class.

SCHEDULE:

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<tr>
<th>Date</th>
<th>Article/Book</th>
<th>Discussion Leader</th>
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<tr>
<td>Feb 3</td>
<td><em>The World That Perished</em></td>
<td>Mike Harding</td>
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<td></td>
<td>“The ‘Days’ of Creation in Genesis 1”</td>
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COURSE BIBLIOGRAPHY


