

COURSE SYLLABUS

CA208: Ten Reasons to Believe in the Bible

An Our Daily Bread Ministries *Day of Discovery* Study

Course Description

In a world full of religious books, all claiming authority over the lives of the followers, is there good reason to believe the Bible is any different? Any better? Any more reliable? The source of spiritual authority we choose to commit our lives to will impact how we live and who we become. Learn in this series of studies why you can have confidence in the teachings and wisdom of the Bible and why you can trust this Book with your life as you consider the evidence behind *Ten Reasons to Believe in the Bible*.

Course Objectives

- To introduce students to the basic fundamentals of the Christian faith
- To provide scholarly and historical evidence for the validity of Christianity
- To encourage logical thinking in evaluating the authenticity of the teachings of Jesus and of the Bible

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student's work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar's Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, interacting with other students (when possible), and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be viewed and/or read throughout the lessons of the course.

- **Video-based teaching**
If you do not have the bandwidth required to view the video, we provide the option of listening to the lesson or reading the lesson from a transcript.
- **Multisensory learning**
For students who wish to use a medium other than video, we provide the option of reading the lesson from a transcript of the teaching video (found in the Class Time section). Students can choose the medium (or combination of media) that most closely aligns with their individual learning styles.
- **Readings and other media**
Students should have a copy of the Bible available in order to read the sections of the Bible assigned in each lesson. In addition, Scripture passages are linked to online Bible tools for convenience. These online resources also provide an opportunity for students for whom English is a second language to read the Bible passages in one of numerous international translations available.

For all other required reading assignments, CUGN provides the texts for this course in a downloadable Adobe® PDF format.

Interaction

Whether sitting in a traditional classroom or studying from a distance, students benefit from

interaction and collaboration with other students. In order to meet this need in distance theological education, CUGN offers structures and resources to encourage effective community interaction in this course.

Response Time

This forum fosters peer-to-peer interaction in a global, threaded discussion. Students are required to respond to relevant questions posted by the instructors; students are also encouraged to read and respond to the posts of fellow students.

Personal Reflection Journal

Students will be asked to record their thoughts in a Personal Reflection Journal. These entries can be viewed only by the student and by the site administrator, and are not graded.

Lesson Objectives

At the end of each lesson, students should be able to accomplish the objectives listed below.

Lesson 1: The Evidence of Honesty

- Give at least three biblical examples that show that the Bible cannot be accused of “whitewashing” human nature
- Explain why the Bible’s honest accounts of lives of its characters gives reason to trust its credibility
- Illustrate, using at least one biblical example, the human tendency to make sinful choices
- Cite specific characteristics of human nature that the Bible reveals and that are still evident in the world today

Lesson 2: Its Preservation

- Delineate specific evidence of the unusual preservation of biblical texts when compared to secular texts from the same eras
- Explain how the unique preservation of the Bible helps to authenticate its credibility
- Explain how the Dead Sea Scrolls help to validate the reliability of the biblical texts

Lesson 3: The Evidence of Divine Claims

- Define *inspiration* as it relates to the transmission of the biblical text
- Provide, using Bible references, evidence of the claims of biblical writers to be inspired of God
- Establish the relationship between the Bible’s claim to be inspired and its credibility
- Identify the most unique thing about the Bible

Lesson 4: The Evidence of Miracles

- Define *miracle* as the word is used biblically.

- Explain the relationship between miracles and the trustworthiness of the Bible
- Cite examples from both the Old and New Testaments of the way in which miracles validate the reliability of the Bible
- Discuss the relationship between the martyrs of the first century and the believability of the resurrection of Jesus

Lesson 5: The Evidence of Accuracy

- Explain how archaeological discoveries help establish the reliability of the Bible
- Cite at least two examples of archaeological discoveries proving the accuracy of the biblical texts.
- Explain how the museums and lands of the Bible help authenticate the Bible

Lesson 6: The Evidence of Unity

- Tell the meta-narrative that overarches the entire Bible.
- Give a broad historical description of the times, places, and authors of the various books of the Bible.
- Discuss how the differences of authorship, time, and locale all bolster the Bible's claim of reliability
- Explain how the consistency of the Bible's message from Genesis through Revelation helps to establish its reliability

Lesson 7: The Evidence of Endorsement

- Cite at least four of the many references to the Old Testament Scriptures that Jesus made in His teaching
- Explain how Jesus validated the authenticity of the Bible not only by His words, but also by His life
- Explain why Jesus' endorsement of the Scriptures establishes trust in the Bible's reliability

Lesson 8: The Evidence of Prophecy

- Define the concept of prophecy using Bible references in the definition
- Explain how Bible prophecy helps to establish the authority of the Bible
- Discuss the biblical purposes of the many prophecies about Jesus that were fulfilled in His life
- Explain why specific prophecies about the nations of the Bible help prove the Bible's trustworthiness

Lesson 9: The Evidence of Survival

- Provide historical examples of efforts made to eradicate the Bible

- Give reasons for the survival of the Bible in spite of efforts to destroy or discredit it
- Explain how the survival of Christianity for 2,000 years helps establish the believability of the Bible
- Cite ways in which the survival of the Bible is unique among sacred texts of other world religions

Lesson 10: The Evidence of Changed Lives

- Provide several examples of people (other than Bible characters) whose lives were radically changed by the message of the Bible
- Explain how changed lives provide evidence of the Bible's authenticity as a sacred text
- Describe the impact of the Bible has had in cultures around the world
- Explain how its worldwide impact helps to establish the believability of the Bible

Course Requirements

In order to receive credit, the student must complete the course requirements within a 90-day period. Course requirements include:

- Viewing the Class Time lectures for each lesson
- Completing the Reading Assignment for each lesson
- Composing adequate responses to all questions in the Response Time forums (see below for details)
- Reading the material in the Further Study section
- Keeping a Personal Reflection Journal in response to reflection questions
- Taking each lesson quiz and a final examination, scoring a 70% or higher average

Additional information about these requirements is provided below.

CLASS TIME

Each of the lessons in this course contains a lecture of approximately four to ten minutes in length. These instructional videos are required viewing, and can be watched as many times as needed. The same content is available in an audio file and a text file (PDF) for students who can benefit from these alternative media. This course includes the following Class Time lectures:

- The Evidence of Honesty
- Its Preservation
- The Evidence of Divine Claims
- The Evidence of Miracles
- The Evidence of Accuracy
- The Evidence of Unity
- The Evidence of Endorsement
- The Evidence of Prophecy

- The Evidence of Survival
- The Evidence of Changed Lives

READING ASSIGNMENT

Complete all readings listed in the Reading Assignment section of each lesson.

RESPONSE TIME

Participants will interact with other students worldwide in an ongoing asynchronous threaded forum of several course topics in each lesson.

In order to get the fullest benefit from the Response Time forum, students should complete the assignment after they have completed the Class Time lecture. Then they should return to the Response Time forum after finishing the lesson to see how others respond. The following steps are instructions to the students for completing the assignment:

- Enter Response Time
- Read the instructions and click the Discussion Question you wish to respond to first.
- Read the Discussion Question and share your thoughts with others.
- Repeat for each Discussion Question.
- Take the time to read other students' postings.

CUGN requires that students' discussion forum posts consist of at least 2 to 3 well-developed paragraphs. Think of posts as mini-essays, where you present an idea and support that idea with details, examples, personal experiences, etc.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

FURTHER STUDY

The Bible reading or study assignments covered in the Further Study section should be read completely at least once and responses to questions are to be recorded in the students' Personal Reflection Journals.

QUIZZES AND EXAM

The quizzes and exam will cover the material from the Class Time lectures, Reading Assignment, and Further Study.

Course Grading and Requirements

QUIZZES AND EXAM

Quizzes	40% of Course Grade
Final Exam	60% of Course Grade

OTHER COURSE REQUIREMENTS

Course requirements noted in this syllabus will be validated before credit is awarded to any student.

Notes Regarding This Syllabus

This syllabus is designed to provide learners with an overview of the course. Specific assignments are contained in each lesson.

Individuals taking the class for academic credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to add additional reading requirements and to alter the syllabus to meet their accreditation requirements. Students seeking academic credit should check with their academic institution for details.