

COURSE SYLLABUS

CA209: *The Da Vinci Code*— Separating Fact from Fiction

An Our Daily Bread Ministries *Day of Discovery* Study

Course Description

The Da Vinci Code is one of the most widely read books of our time. This novel, however, is more than a page-turning murder mystery. *The Da Vinci Code* is a conspiracy theory that leaves many readers wondering whether everything they have believed about Christ and the Bible is wrong. *The Da Vinci Code—Separating Fact from Fiction* will strengthen the student’s confidence in God’s Word as biblical answers are provided to questions raised by *The Da Vinci Code*.

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: Where Did the Bible Come From? Part 1

- Identify key characteristics of good historical fiction writing
- Explain the role of Emperor Constantine at the Council of Nicea
- Answer *The Da Vinci Code* allegation that the Bible has been altered repeatedly over the years
- Articulate the doctrine of divine inspiration based on key Bible texts

Lesson 2: Where Did the Bible Come From? Part 2

- Answer the objection that Scripture has been revised many times in history
- Explain the significance of the Dead Sea Scrolls to Bible scholarship
- Demonstrate how the written Scriptures point to Christ
- Cite key passages on the enduring power of the Word of God

Lesson 3: Has the Bible Been Corrupted? Part 1

- Explain how the apostles endorsed each other's writing as being Scripture
- Understand the role that accurate copying played in the transmission of books of the Bible
- Identify the dates of the writing of the Gnostic Gospels
- Answer *The Da Vinci Code* allegation that the Gnostic Gospels are pro-women

Lesson 4: Has the Bible Been Corrupted? Part 2

- Support the statement the New Testament books have been more accurately transmitted than any other ancient document
- Give reasons why the Gnostic Gospels could not have been written by the authors who bear their names
- Show why the Gnostic Gospels' credibility is damaged by the date when they were written

- Cite Bible verses that equate Scripture with truth
- Understand key principles of biblical discernment

Lesson 5: Was Jesus Just a Man? Part 1

- Answer *The Da Vinci Code* allegation that Constantine manipulated Bible documents to promote the deity of Christ
- Explain the historic credibility of the New Testament Gospels: Matthew, Mark, Luke, and John
- Cite key Bible verses that support the deity of Christ

Lesson 6: Was Jesus Just a Man? Part 2

- Answer *The Da Vinci Code* allegation that Jesus was just a man
- Explain the importance of women being the first witnesses to the resurrection of Jesus
- Explain the significance of Peter being willing to die in defense of Jesus' resurrection
- Cite key Bible verses that support the historical account of Jesus' resurrection
- Use Scripture and history to support the deity of Christ

Lesson 7: Three Marys Jesus Loved, Part 1

- Answer *The Da Vinci Code* allegation that Jesus Christ and Mary Magdalene were husband and wife
- Explain how *The Da Vinci Code* reinterprets standard historical accounts and legends to promote its own ideas
- Show why the biblical evidence indicates Jesus Christ was never married
- Cite key Bible verses to show Mary Magdalene's historic involvement in the ministry of Jesus Christ

Lesson 8: Three Marys Jesus Loved, Part 2

- Answer *The Da Vinci Code* allegation that the Christian church has suppressed women
- Explain the various relationships Jesus had with Mary his mother, Mary of Bethany, and Mary Magdalene

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:

- Where Did the Bible Come From? Part 1
- Where Did the Bible Come From? Part 2
- Has the Bible Been Corrupted? Part 1
- Has the Bible Been Corrupted? Part 2
- Was Jesus Just a Man? Part 1
- Was Jesus Just a Man? Part 2
- Three Marys Jesus Loved, Part 1
- Three Marys Jesus Loved, Part 2

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.