226 Baptist History
Syllabus ©

Instructor:
Teaching Site:
Semester and Year:

Course Description
This course focuses on how to teach Baptist church history. Topics include the Baptist Faith and Message, Baptist leaders, confessions, controversies, reformers, distinctives, and the conservative resurgence. The doctrines of biblical inspiration and religious authority are seen in historical perspective. Students will create a visual project and a booklet on Baptist distinctives, beliefs, and practices.

Course Design Comments
This course is designed to equip church starters, pastors, and leaders with Bible knowledge, Christian character, servant leadership, and teaching experience with the goal of life-change. It addresses the diverse learning styles of adults through active discussion, charts, visuals, Internet research, team-building, and project-based learning. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Suggestions for improving course design and content are appreciated.

Required Textbooks
1. The Holy Bible. A translation, such as the New International Version, the New American Standard Version, or the New King James Version, is recommended for study. A paraphrase, such as the New Living Translation, is recommended for enhanced understanding.

Recommended Resources

Books may be ordered through a local bookstore or on the Internet.

Internet Resources
http://www.sbc.net/
http://www.namb.net/
http://www.pastors.com/
Learning Outcomes
The student who successfully completes this course will be able to:

1. Describe the early Baptist leaders and heroes of the faith.
2. Describe the early Baptist confessions.
3. Describe the early Baptist missionaries.
4. Describe the Baptist controversies.
5. Describe the Baptist reformers.
6. Describe the twentieth century Baptist controversies.
7. Describe the split between Northern Baptists and Southern Baptists.
8. Describe the major Baptist confessions.
9. Explain the historic Baptist view of Scripture.
10. Explain the Conservative Resurgence in the Southern Baptist Convention.
11. Contribute to a group presentation on Baptists and the Bible.
12. Present a visual project on reasons for being a Baptist.
13. Create a typed illustrated booklet describing Baptist distinctives and beliefs.

Methods of Instruction
Instruction emphasizes active learning, project-based learning, collaborative team-based learning, reflection, discussion, interactive lecture, story-telling, drama, visuals, PowerPoint, quizzes, and exams, with the goal of long-term and real-world learning that results in life-change and leading healthy churches. The major pedagogical premise of this course is that students should be treated like the professionals they are becoming. Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a Southern Baptist pastor and church planter under the North American Mission Board. In 2008 Dr. Woods was elected to the Board of Grossmont Union High School District in San Diego with 20,000 students.

The goal of balanced instruction is to address each of the learning strengths of diverse adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. Student-centered instruction is most effective when it impacts the mind, the will, and the emotions. TEAM-based Learning: Students are encouraged to study in teams before or after class for at least one hour per week working on study skills, application skills, individual projects, and group projects. Students do not give answers to co-learners, but help them learn how to find the answers. Everyone contributes to the learning process. TEAM = Together Everyone Accomplishes More

L. Russ Bush is dean of the faculty at Southeastern Baptist Theological Seminary. He previously taught at Southwestern Baptist Theological Seminary.

Tom J. Nettles, is widely regarded as one of the foremost Baptist historians in America. He came to Southern Seminary from the faculty of Trinity Evangelical Divinity School where he was Professor of Church History and Chair of the Department of Church History. He previously taught at Southwestern Baptist Theological Seminary and Mid-America Baptist Theological Seminary.
Student Requirements

First, successfully complete the quizzes 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.

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, each session discuss the quizzes and journal in the Portfolio. (1) What are we as a group learning about the Bible and transformational leadership in this course? (2) How can we as leaders apply these concepts to our lives, families, and ministries? (3) How can our churches apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing the relational, speaking and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, contribute to a group presentation titled Baptists and the Bible, based on textbooks and course notes. This group project can be a PowerPoint presentation, dramatic skit, role-play, set of charts or drawings (15-20 minutes). This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership. Week 12

Fifth, create an individual project titled Why I Am a Baptist based on textbooks, online articles, course notes, and other materials. The individual project is an illustrated checklist/timeline for starting a church for use with training church starting teams (10-minute class presentation). This will assist student-leaders in developing their learning and teaching style skills essential to effective servant-leadership. Week 13

Sixth, complete the final exam in the Portfolio. Summarize the Baptist Faith and Message in 1000 words. 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. This will serve as the basis for the booklet or term paper. Week 11

Seventh, create a typed illustrated booklet or term paper titled What Baptists Believe based on textbooks, online articles, course notes, the Baptist Faith and Message, and other materials to be distributed in your church. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Booklet should be at least 3,000 words in length. Text should be single-spaced. Font should be Times New Roman 11 font. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective living, teaching, preaching, and servant-leadership. Week 14
Sequence of Instruction
Read the table like this, "At Session ____ on __________, the scheduled session content is _________, and the assignment *due that session* is _________."

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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</thead>
</table>
| 1       |      | **Baptists and the Bible**  
Beginnings of Baptist History – John Smyth and Thomas Helwys  
The Spirit of God Moved  
And God Divided the Waters  
Overview of Syllabus  
Grade and discuss Portfolio quiz and journal.  
Group Activity: Create a visual summary of Baptist Church History.  
Demonstrate examples of the following:  
Baptists and the Bible  
Why I Am a Baptist  
What Baptists Believe  

- Print 226 Baptist History Portfolio.  
- Study chapters 1-2 in *Baptist and the Bible*.  
- Study chapters 1-2 in *Why I Am a Baptist*.  
- Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.  
- Read the Baptist Faith and Message [http://www.sbc.net/printfriendly.asp](http://www.sbc.net/printfriendly.asp)  
- Subscribe to the free online Christian History & Biography Newsletter [http://www.christianitytoday.com/lyris/subscribe/history.html](http://www.christianitytoday.com/lyris/subscribe/history.html) |
| 2       |      | **Early Baptists – Roger Williams and John Bunyan**  
And God Saw That It Was Good  
The Waters Brought Forth Abundantly  
Grade and discuss Portfolio quiz and journal.  
Group Activity: Create a visual summary of one of these chapters.  

- Study chapters 3-4 in *Baptist and the Bible*.  
- Study chapters 3-4 in *Why I Am a Baptist*.  
- Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.  
- Print an article relating to SBC position statements: [http://www.sbc.net/aboutus/positionstatements.asp](http://www.sbc.net/aboutus/positionstatements.asp) |
| 3       |      | **Baptists and Missions – William Carey and Adoniram Judson**  
Be Fruitful and Multiply Unto a Land That I Will Show You  
Grade and discuss Portfolio quiz and journal.  
Group Activity: Create a visual summary of one of these chapters.  

- Study chapters 5-6 in *Baptist and the Bible*.  
- Study chapters 5-6 in *Why I Am a Baptist*.  
- Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.  
- Print an article relating to Baptist2Baptist articles and papers: [Reports, Articles & Papers](http://www.sbc.net/redirect.asp?url=http://www.baptist2baptist.net) |
| 4       |      | **Baptist Controversies – Back to the Bible**  
They Separated Themselves Their gods Shall be a Snare  
Grade and discuss Portfolio quiz and journal.  
Group Activity: Create a visual  

- Study chapters 7-8 in *Baptist and the Bible*.  
- Study chapters 7-8 in *Why I Am a Baptist*.  
- Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.  
- Print an article relating to Baptist2Baptist |
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<tr>
<th>Session</th>
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<tbody>
<tr>
<td></td>
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<td>summary of one of these chapters.</td>
<td>articles and papers: Reports, Articles &amp; Papers</td>
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<td>5</td>
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<td>Baptist Seminaries – J. P. Boyce and Basil Manly</td>
<td>Study chapters 9-10 in Baptist and the Bible.</td>
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<td>Come, and Let Us Go to Gilgal</td>
<td>Study chapters 9-10 in Why I Am a Baptist.</td>
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<td>O My Son Absalom</td>
<td>Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.</td>
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<td>Grade and discuss Portfolio quiz and journal.</td>
<td>Print an article relating to history and quotes: History, Quotes &amp; Resolutions</td>
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<td>6</td>
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<td>Baptist Leaders – Charles Spurgeon and A. H. Strong</td>
<td>Study chapters 11-12 in Baptist and the Bible.</td>
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<td>That the LORD May Continue His Word</td>
<td>Study chapters 11-12 in Why I Am a Baptist.</td>
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<td>All His Days They Departed Not</td>
<td>Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.</td>
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<td>Grade and discuss Portfolio quiz and journal.</td>
<td>Print an article relating to history and quotes: History, Quotes &amp; Resolutions</td>
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<td>Then Rose Up the Chief of the Fathers</td>
<td>Study chapters 13-14 in Why I Am a Baptist.</td>
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<td>Now These Are Thy Servants</td>
<td>Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.</td>
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<td></td>
<td>Grade and discuss Portfolio quiz and journal.</td>
<td>Read the Chicago Statement of Biblical Inerrancy:</td>
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<td>Group Activity: Create a visual summary of one of these chapters.</td>
<td><a href="http://www.namb.net/site/pp.asp?c=9qKILUOzEpH&amp;b=238325">http://www.namb.net/site/pp.asp?c=9qKILUOzEpH&amp;b=238325</a></td>
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<td>8</td>
<td></td>
<td>Baptists and Genesis – Northern Baptists and Southern Baptists</td>
<td>Study chapters 15-16 in Baptist and the Bible.</td>
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<td>Do Men Gather Grapes of Thorns</td>
<td>Study chapters 15-16 in Why I Am a Baptist.</td>
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<td>The Beginning of Sorrows</td>
<td>Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.</td>
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<td>Grade and discuss Portfolio quiz and journal.</td>
<td>Print an article relating to SBC Life:</td>
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<td>Group Activity: Create a visual summary of one of these chapters.</td>
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<td>Session</td>
<td>Date</td>
<td>Session Content</td>
<td>Assignment Due</td>
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<td>9</td>
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<td><strong>Baptist Confessions of Faith – Scripture is Supreme</strong>&lt;br&gt;<strong>Things Which Are Most Surely Believed</strong>&lt;br&gt;<strong>Keep the Sayings of This Book</strong>&lt;br&gt;Grade and discuss Portfolio quiz and journal.&lt;br&gt;Group Activity: Create a visual summary of one of these chapters.</td>
<td>- It is time to enroll in the next course and order textbooks.</td>
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<td>10</td>
<td></td>
<td><strong>Why I Am a Baptist - Resurgent Conservatives</strong>&lt;br&gt;Grade and discuss Portfolio quiz and journal.&lt;br&gt;Group Activity: Create a visual summary of one of these chapters.&lt;br&gt;Assign group presentations</td>
<td>- Study chapters 17-18 in <em>Baptist and the Bible</em>.</td>
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<td>- Study chapters 17-18 in <em>Why I Am a Baptist</em>.</td>
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<td>- Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity.</td>
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<td>- Print an article relating to SBC Life:</td>
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<td>11</td>
<td></td>
<td><strong>Final Exam</strong>&lt;br&gt;Grade and discuss Portfolio final exam and journal.&lt;br&gt;Group Activity: Students will prepare for group presentations.</td>
<td>- Summarize <em>The Baptist Faith and Message</em> in 1000 words for Final Exam in the Portfolio.</td>
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<td>- Prepare to work with your group in preparing to team-teach a group presentation using PowerPoint or handouts.</td>
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<td>12</td>
<td></td>
<td><strong>Bring Family and Friends</strong>&lt;br&gt;Group Presentations: Students will team-teach in a group presentation, <em>Baptists and the Bible</em>.</td>
<td>- Prepare for group presentations: <em>Baptists and the Bible</em>.</td>
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<tr>
<td>13</td>
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<td><strong>Bring Family and Friends</strong>&lt;br&gt;Individual Project or Sermon: Each student will present a project, <em>Why I Am a Baptist</em>.</td>
<td>- Complete individual project: <em>Why I Am a Baptist</em>.</td>
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<td>- Distribute the textbooks for the next course.</td>
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</table>
Session  |  Date  |  Session Content  |  Assignment Due  
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  |  |  Submit Portfolio for grading.  |  

**Notice:** EBI holds to the **Baptist Faith and Message.** The inclusion of articles, books, or external links in this list does not imply that the opinions expressed represent the official position of EBI. Primary resources dealing with cults, denominations, education, liberalism, postmodernism, secular culture, and world religions may be included.

**Webliography: Baptist Church History External Links**

1. Church Planting Village  [www.churchplantingvillage.net](http://www.churchplantingvillage.net)
2. Hall of Church History  [http://www.spurgeon.org/~phil/hallmap.htm](http://www.spurgeon.org/~phil/hallmap.htm)
3. LifeWay.com church planting articles  [http://www.lifeway.com/wlc/mainpage/0,1701,M%253D50090,00.html](http://www.lifeway.com/wlc/mainpage/0,1701,M%253D50090,00.html)

**Church Leadership Email Subscriptions**


**Course Bibliography**


Wilson, Jim L. *Future Church: Ministry in a Post-Seeker Age.* Nashville, TN: Broadman and Holman, 2204. 0805431349

**Transfer of Credits to Southern California Seminary**

To 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 quizzes, journal reflections, booklets or term papers, and exams for each course. Upon successful completion of the course, students may transfer 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.

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) 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 or does not complete coursework on time. Exceptions must be approved in writing by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute. Students who attend all 14 session will receive 100 points.
### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>95-100%</td>
<td>950-1000</td>
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<td>A-</td>
<td>90-94%</td>
<td>900-949</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
<td>800-839</td>
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<td>C+</td>
<td>77-79%</td>
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<td>C</td>
<td>74-76%</td>
<td>740-769</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
<td>700-739</td>
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<td>NC</td>
<td>Below 70%</td>
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**Student Evaluation**

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<table>
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**Course Points**

**Quizzes/Journal/Group Activities** of each session are worth 50 points (500 points total).

**Discussion/Attendance**: Students who attend all 14 sessions receive 100 points.

**Group Presentation** is worth 100 points.

**Individual Project** or Sermon is worth 100 points.

**Booklet or Term Paper** is worth 100 points.

**Final Exam** is worth 100 points.

### Course Points

<table>
<thead>
<tr>
<th>Quiz 1</th>
<th>Quiz 2</th>
<th>Quiz 3</th>
<th>Quiz 4</th>
<th>Quiz 5</th>
<th>Quiz 6</th>
<th>Quiz 7</th>
<th>Quiz 8</th>
<th>Quiz 9</th>
<th>Quiz 10</th>
<th>Final Exam</th>
<th>Attendance</th>
<th>Group Presentation</th>
<th>Individual Project</th>
<th>Booklet Paper</th>
<th>Points</th>
<th>Grade</th>
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</thead>
</table>

**Student Signature**

Typed or printed name

Date

**Instructor Signature**

Typed or printed name

Date

**Site Director Signature**

Typed or printed name

Date
Grade Report

This is an official document and must be typed or computer-generated.

Today’s Date

Name of EBI Teaching Site

First Middle Full Last Name

Street City State/Country Zip

Home Phone Cell or Work Phone Email

Semester: ☐ Fall (September-December) ☐ Spring (January-April) ☐ Summer (May-August) Year: ____________ ☐ Check if any information above needs to be updated.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Name of Instructor</th>
<th>Start Date</th>
<th>End Date</th>
<th>Units</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>226</td>
<td>Baptist History</td>
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<td>2</td>
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</tbody>
</table>

This student earned the above grade.

Instructor Signature

Printed Name

Date

Site Director Signature

Printed Name

Date

Order textbooks at least four weeks before the course starts.

(1) The Professor will grade the Portfolio and return it to the student with the grade on the front page.
(2) The Site Director will sign and keep a copy of this Grade Report in the teaching site files.
(3) The Site Director will mail or email this Grade Report to gwoods@socalsem.edu.

Dr. Gary C. Woods
Equip Biblical Institute
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El Cajon, CA 92019-1161