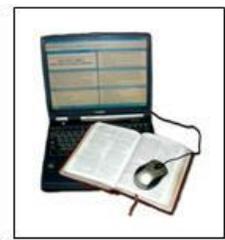


Equip Biblical Institute
Church Planting * Team Leadership * Pastors Institute

2100 Greenfield Drive, El Cajon, CA 92019



English Composition 1

Professor:

Training Center City:

Semester and Year:

Course Description

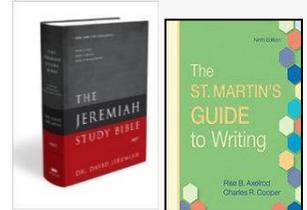
This course focuses on how to apply and teach the writing skills related to writing with power and increasing influence. Topics include grammar, punctuation, sentence style, word choice, research, and writing term papers. This will assist in the study and accurate interpretation of Scripture, as well as in writing sermons, blogs, and books. Students will type a Turabian style college-level research paper demonstrating a mastery of English Composition 1 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.*

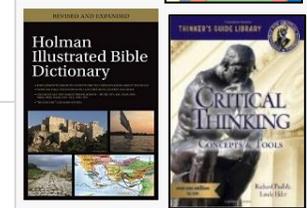
Required Textbooks

1. *Jeremiah Study Bible*. Annotated by Dr. David Jeremiah. Worthy Publishing, 2013. [CBD](#) or [9781936034895](#)
2. Dr. Rise B. Axelrod and Dr. Charles Cooper. *The St. Martin's Guide to Writing*, 9th ed. Bedford St. Martin's, 2013. [[Used books](#) are under \$10.] [9780312536121](#)
3. 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



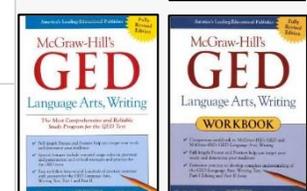
Additional Books for Pastors, Leaders, and Advanced Students

4. *McGraw-Hill's Language Arts, Writing*. McGraw-Hill, 2002. [9780071407083](#)
5. *McGraw-Hill's Language Arts, Writing Workbook*. McGraw-Hill, 2002. [9780071407090](#)



Internet Resources

- 4truth.net * grammar.about.com/ * gotquestions.org



Professors – [Click here to receive the Notes by email](#). The purpose of this course is to help you realize your fill potential in God by developing your critical thinking skills, communication skills, and writing skills that will increase your influence and multiply your ministry to others for the glory of God.

Learning Outcomes	
The student who successfully completes this course will be able to:	
1.	Apply and teach how to analyze and respond to an essay.
2.	Apply and teach how to move from a subject to a topic, group idea, and formulate a thesis.
3.	Apply and teach how to recognize patterns, understand the parts of the essay, and contrast a formal outline.
4.	Apply and teach how to write a first draft and revise an essay.
5.	Apply and teach how to edit for grammar, edit for punctuation, and edit for sentence style and word choice.
6.	Apply and teach how to use narration, structure a narrative essay, and edit a narrative essay.
7.	Apply and teach how to use description, structure a descriptive essay, and edit a descriptive essay.
8.	Apply and teach how to use exemplification, structure an exemplification essay, and edit an exemplification essay.
9.	Type a college-level paper with concision, clarity, flow, gracefulness, and a powerful conclusion titled "Multiplying One's Leadership and Writing Skills for Maximum Influence."
10.	Coach leaders to develop Christian character through our identity in Christ, gratitude for the Gospel, the spiritual disciplines, personal revival, the fruit of the Spirit, the armor of God, the mind of Christ, and the seven virtues with the goal of transformational discipleship and leadership (Romans 12:1-2)

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.

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.



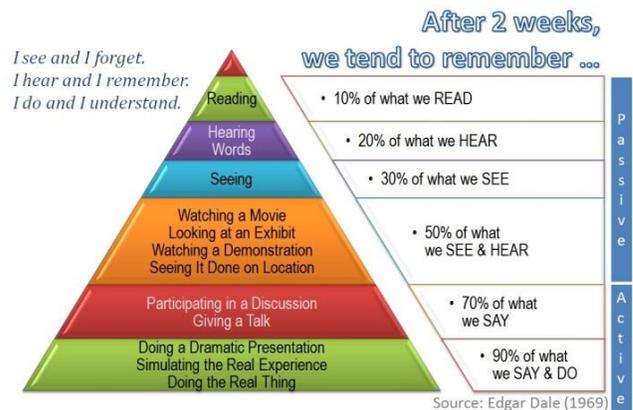
Accelerated Adult Learning Strategies

Authentic learning involves observation, interpretation, and application. The goal of *balanced instruction* is to address the learning strengths of adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. *Student-centered instruction* is most effective when it impacts the mind, will, and emotions.

TEAM-based Active Learning Principles

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.**

The Cone of Learning



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 10- to 15-page **term paper** titled "Multiplying One's Leadership and Writing Skills for Maximum Influence." 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 biblically 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>Thinking about Writing Remembering an Event</p> <p>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. Group activity: Create a visual summary or mind-map of one of these chapters. Review in class: http://grammar.about.com, http://grammar.about.com/od/writersonwriting, http://grammar.about.com/od/developingessays/, http://grammar.about.com/od/basicsentencegrammar/, www.criticalthinking.org/files/Concepts_Tools.pdf, www.edufind.com/english-test/, www.edufind.com/english-grammar/english-grammar-guide/.</p> <p>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.</p> <p>Review the Transformational Discipleship Covenant.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Print 110 English Composition 1 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 in <i>Guide to Writing</i>. <input type="checkbox"/> Explore the Internet resources on this topic at http://grammar.about.com, http://grammar.about.com/od/writersonwriting, http://grammar.about.com/od/developingessays/, http://grammar.about.com/od/basicsentencegrammar/, www.criticalthinking.org/files/Concepts_Tools.pdf, www.edufind.com/english-test/, www.edufind.com/english-grammar/english-grammar-guide/. Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity. <input type="checkbox"/> Practice taking the English Grammar Test at www.edufind.com/english-test/. <input type="checkbox"/> Begin writing the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service. <input type="checkbox"/> Read the <i>Baptist Faith and Message</i> in Resources at www.sbc.net. <input type="checkbox"/> Share what you are learning with your apprentice disciples and others.
2		<p>Writing Profiles Explaining a Concept</p> <p>Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and critical thinking in class. Work on term paper in class. Group activity: Create a visual summary or mind-map of one of these chapters. Discuss with students the people and things that they are grateful for and how to pass it forward.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 3-4 in <i>Guide to Writing</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 questions and journal in preparation for the discussion and group activity. <input type="checkbox"/> Work on term paper. <input type="checkbox"/> Review the study guide.

Session	Date	Professor Responsibilities	Student Responsibilities
			<input type="checkbox"/> Character development: Create or update your "Gratitude List" including the attributes of God, family, freedom, friends, fruit of the Spirit, great exchange, health, heritage, mentors, opportunities, parents, salvation, and teachers who have equipped and encouraged you, etc. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
3		<p>Finding Common Ground Arguing a Position</p> <p>Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and critical thinking in class. Work on term paper in class. Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<input type="checkbox"/> Study chapters 5-6 in <i>Guide to Writing</i> . <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 term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: do random acts of kindness. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
4		<p>Proposing a Solution Justifying an Evaluation</p> <p>Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and critical thinking in class. Work on term paper in class. Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<input type="checkbox"/> Study chapters 7-8 in <i>Guide to Writing</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 term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: do random acts of kindness. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
5		<p>Speculating about Causes Analyzing Stories</p> <p>Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and critical thinking in class. Work on term paper in class.</p>	<input type="checkbox"/> Study chapters 9-10 in <i>Guide to Writing</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 term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: do random acts of kindness.

Session	Date	Professor Responsibilities	Student Responsibilities
		Group activity: Create a visual summary or mind-map of one of these chapters.	<input type="checkbox"/> Share what you are learning with your apprentice disciples.
6		<p>A Catalog of Invention Strategies A Catalog of Reading Strategies</p> <p>Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and critical thinking in class. Work on term paper in class. Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<input type="checkbox"/> Study chapters 11-12 in <i>Guide to Writing</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 term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: do random acts of kindness. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
7		<p>Midterm Exam</p> <p>Give the midterm exam. Preview the second half of the course. Coach students on how to improve their term papers. Make corrections to the term paper in class. Discuss who would benefit from the EBI leadership training program. Order textbooks for next semester. Request next semester portfolios and notes by email.</p>	<input type="checkbox"/> Review the study guide in the notes to prepare for the midterm exam. Four hours of study are recommended. <input type="checkbox"/> Work on the term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: do random acts of kindness. <input type="checkbox"/> Be involved in the small group and/or Sunday school ministry of your church. <input type="checkbox"/> Pay for textbooks for the next courses.
8		<p>Cueing the Reader Narrating</p> <p>Welcome guests and encourage students to share what they have learned. Discuss portfolio questions, applications, and resolutions. Coach students on how to improve their term papers and critical thinking in class. Work on term paper in class. Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<input type="checkbox"/> Study chapters 13-14 in <i>Guide to Writing</i> . <input type="checkbox"/> Review for 10 minutes resources on Correcting Common Sentence Errors at http://grammar.about.com/od/correctingerrors/ . <input type="checkbox"/> Type the answers to the portfolio. <input type="checkbox"/> Work on term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: do random acts of kindness. <input type="checkbox"/> Students are encouraged to invite friends to see how the course works.
9		<p>Describing Defining</p>	<input type="checkbox"/> Study chapters 15-16 in <i>Guide to Writing</i> .

Session	Date	Professor Responsibilities	Student Responsibilities
		<p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and critical thinking in class.</p> <p>Work on term paper in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <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 term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: do random acts of kindness. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
10		<p>Classifying</p> <p>Comparing and Contrasting</p> <p>Arguing</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and critical thinking in class.</p> <p>Work on term paper in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 17-19 in <i>Guide to Writing</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 term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: do random acts of kindness. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
11		<p>Analyzing Visuals</p> <p>Designing Documents</p> <p>Library and Internet Research</p> <p>Using Sources</p> <p>Writing Portfolios</p> <p>Discuss portfolio questions, applications, and resolutions.</p> <p>Coach students on how to improve their term papers and critical thinking in class.</p> <p>Work on term paper in class.</p> <p>Group activity: Create a visual summary or mind-map of one of these chapters.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Study chapters 20-21, 23-24, 27 in <i>Guide to Writing</i>. <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 term paper. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: do random acts of kindness. <input type="checkbox"/> Share what you are learning with your apprentice disciples.
12		<p>Writing Workshop 1</p> <p>Coach students on how to improve their term papers and critical thinking in class.</p> <p>Group activity: Peer-review and make corrections to the term paper in class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review resources on Critical Thinking for class discussion at www.criticalthinking.org/files/Concepts_Tools.pdf. <input type="checkbox"/> Work on the term paper at home. <input type="checkbox"/> Review the study guide. <input type="checkbox"/> Community service: do random acts of kindness.

Session	Date	Professor Responsibilities	Student Responsibilities
13		<p>Writing Workshop 2 Coach students on how to improve their term papers and critical thinking in class. Group activity: Peer-review and make corrections to the term paper in class.</p>	<p><input type="checkbox"/> Review resources on Critical Thinking for class discussion at www.criticalthinking.org/files/Concepts_Tools.pdf</p> <p><input type="checkbox"/> Work on the term paper at home.</p> <p><input type="checkbox"/> Review the study guide.</p> <p><input type="checkbox"/> Community service: do random acts of kindness.</p>
14		<p>Final Exam and Course Evaluation Give final exam. Collect portfolio for review. Collect revised term paper for review. Students will debrief by sharing how they are using and sharing what they have learned. Discuss how to recruit students who would benefit from the EBI leadership training program. Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course. Time of fellowship.</p>	<p><input type="checkbox"/> Review the study guide for the final exam.</p> <p><input type="checkbox"/> Complete the portfolio.</p> <p><input type="checkbox"/> Revise the term paper.</p> <p><input type="checkbox"/> Share and/or email your revised term paper to pastors, deacons, small-group leaders, apprentice disciples, and friends to multiply your ministry in obedience to 2 Timothy 2:2-3.</p> <p><input type="checkbox"/> Discipleship is about teaching others about what you are learning. Pass on the baton of discipleship by sharing what you are learning each week. To be a disciple you need to make disciples (Matthew 28:18-20).</p>

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.

Holman Bibliography

- 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 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

Course Bibliography

- Axelrod, Rise and Charles Cooper. *The St. Martin's Guide to Writing*, 9th ed. Bedford St. Martin's, 2010. 9780312536121
- Hacker, Diana. *Rules for Writers*, 7th ed. Bedford St. Martin's, 2011. 9780312647360
- Harvey, Michael. *The Nuts and Bolts of College Writing*. Cambridge: Hackett, 2003. 97808272205734
- Kirszner, Laurie G., and Stephen R. Mandell. *Guide to Writing*, 10th ed. Boston: Bedford/St. Martin's, 2007. 9780312445867
- Paul, Richard, and Linda Elder. *The Miniature Guide to Critical Thinking Concepts and Tools*. Foundation for Critical Thinking, 2009. 9780944583104
- Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. Chicago: University of Chicago. 2013. 9780226816388
- 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 AU (Audit) will be recorded when a student is auditing the course, misses four sessions, does not complete coursework on time, or earns less than 700 points.

Class Time and Homework Policy

To transfer [Carnegie](#) 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. Students who plan to transfer must keep copies of portfolios and term papers to present to Equip Biblical Institute and Southern California Seminary upon request

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 for Transferring Students

To graduate or transfer credits from Equip Biblical Institute to Southern California Seminary, **students must submit their portfolio and term papers at the end of each course to the Registrar for formative assessment.** Upon successful completion of the Associate of Biblical Studies, students may transfer **60 units** into the Bachelor of Arts in Biblical Studies degree. If the portfolio or term papers are missing, the credits may not be transferable. Portfolios must be completed individually—not as couples.

Answers to portfolio questions are individual and subjective, so each student must do his or her own portfolio and term paper. As part of the EBI-SCS Articulation Agreement and to facilitate transfer of degrees to other schools, professors must submit the portfolios and term papers of transferring students to the EBI Registrar at gwoods@socalsem.edu at the end of each course. The goal is to assist students in being successful in their studies and in their ministries.

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
AU	= 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	Midterm 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 12- to 15-page term paper with zero errors.	
A-	Exams, portfolio, presentation, and the 10- to 11-page term paper with less than 2 errors.	
B+	Exams, portfolio, presentation, and the 9-page term paper with less than 4 errors.	
B	Exams, portfolio, presentation, and the 8--page term paper with less than 6 errors.	
B-	Exams, portfolio, presentation, and the 7-page term paper with less than 8 errors.	
C+	Exams, portfolio, presentation, and a 6-page essay are completed with less than 10 errors.	
C	Exams, portfolio, presentation, and a 5-page essay are completed but need corrections.	
C-	Exams, portfolio, presentation, and a 4-page essay and/or tutoring or peer coaching.	
AU	Student audited the course for personal spiritual enrichment or earned less than 700 points or missed more than 3 sessions. (audit) EBI has levels for all students.	

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. It is possible to earn a "C" by writing an essay rather than a term paper, but it is necessary to write a term paper to earn an "A" or "B".

Writing and journaling two 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 first goal is to affirm students who are doing all the work. The second goal is help students do even better by analyzing the term papers and to preparing next-generation leaders for university level education and ministry by helping them improve their writing skills, thinking skills, and leadership skills.

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 leadership 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.

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 based on [Carnegie](#) Units, portfolios, and term papers.

One of the benefits of advanced training is that trained pastors do better and last longer in ministry than pastors with little or no training. Skills learned include administration, apologetics, attitude, belonging, biblical worldview, Bible interpretation, character development, church planting, college learning, communication, community development, counseling, creative thinking, critical thinking, disciple-making, encouragement, enrichment, equipping, ethical development, evangelism, faith-based, family-based disciple-making, financial intelligence, interaction, leadership, mentoring, ministry, motivational, online learning, organizational, parenting, pastoral ministry, people, project-based learning, preaching, relational, resilience, self-awareness, servant leadership, spiritual disciplines, spiritual gifts, spiritual growth, spiritual warfare, student success, strategic planning, teaching, technology, transformational learning, writing, and youth leadership skills. Every course assignment has a whole-brain learning rationale with the goal of life transformation. The goal is the effective ministry described in 2 Peter 1:2-8.

As students take each course, their brains will develop a multitude of new physical and chemical 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.

EBI incorporates seminary success skills and transformational teaching, including [Adult Learner Model](#), the Affective Neuroscience Learning Model, Bloom's Taxonomy of Learning Domains, the [Carnegie Unit and Student Hour](#) Rubric, the Cognitive [Neuroscience](#) Learning Model, the Seven Laws of Learning Model, the Learning Styles Model, Knowles's [Adult Learner Model](#), the [Maslow](#) Pyramid of Needs, 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.

EBI utilizes the power of [Formative Assessment](#) rather than summative assessment. Formative assessment promotes students' learning by providing feedback on how to study better, develop integrity and leadership skills, and write better term papers. Summative assessment gives only a final grade or evaluation of proficiency (A, B, C, D, F).

Academic research indicates that when formative assessment is provided the amount of student learning is often double that of summative assessment. Formative assessment involves briefly reviewing portfolios each week to make sure students are not getting behind and assisting all students to improve their writing skills each week based on rubrics and samples of term papers.

Effective teachers enlist stronger students to help struggling students to improve. Rubrics help students gauge the quality of their work and see what else is needed to improve their writing and leadership skills. Samples of term papers demonstrate what is expected and required for leadership and character development.

Effective teachers have students compare and peer-review one another's papers in class during specified times. Formative assessment is about providing students with feedback or tips aimed at improving their writing and critical thinking skills—not just giving them a letter grade. Feedback is most effective when it explicitly communicates to students about some specific aspects of their performance relative to specific target criteria, and when it provides information that helps students progress toward meeting that criterion.

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