

Associated Canadian Theological Schools of Trinity Western University, Langley, BC
& Vancouver Institute for Evangelical Worldview

SCS 503 Origin Theories in the Bible, Science & History

Spring 2012
3 Semester hours
Paul S. Yang, Ph.D.

Dr. Yang has taught solid state physics and history of science at Kyungpook National University (Korea) for 14 years. "Science and the Christianity" is the focus of his teaching and research, particularly issues in the biblical, historical and scientific aspects of creation/evolution controversy. He has published articles in <*Perspectives on Science and Christian Faith*> and other academic journals. His books include 9 devotional books and several books on Christian worldview and creationism: <*Is Evolutionism Scientific?*>, <*Lectures on Creationism*>, <*History of Science & Science Education*>, <*Physics & History*>, <*Understanding a Christian Worldview*>, <*Scientists & Physics Education*>, <*An Annotated Bibliography of Creationism*>, <*Environment, Pollution, Man*>, <*A Christian Worldview*>, <*Creation and Catastrophes*>, <*On the Origin of Life*>, <*The Pride-Ridden Don Quixote*>, <*Christian Scholar, the Priest of Learning*>, etc.

Course Description

Basic issues of creationism will be taught and discussed from Christian worldview. Class teaching will cover 3 major arguments of creationism such as Intelligent Design, Theistic Evolution/Day Age and Creation Science. Though historical, theological and philosophical aspects of creationism are included, majority arguments will come from scientific evidences. This will help students understand the biblical basis of creationism. Basic assumptions of contemporary creation/evolution controversy are evaluated from the evangelical perspective.

Course Objectives

As a result of this course the student will be able to:

- a. Learn how to view the world as God's creation;
- b. Understand the importance of creationism from apologetic and evangelism perspective;
- c. Be equipped with basic skill to manage creation/evolution debate;
- d. Give at least a creationism lecture with creation evangelism perspective for general audience.
- e. Identify some origin-related scientific evidences like fossils, hominid skulls, geological formations, astronomical phenomena etc.

Course Texts

1. Paul S. Yang, <*Creation and Catastrophes*> (Seoul: Jeyoung, 2006) - CC
2. Paul S. Yang, <*The Pride-Ridden Don Quixote*> (Seoul: SFC, 2009) - PD
3. Paul S. Yang, <*Catastrophic History of the Earth*> (Seoul: SFC, 2010) - CH
4. Paul S. Yang, <*On the Origin of Life: Creationist's Perspective on the Origin of Life*> (Seoul: SFC, 2011) - OL
5. Paul S. Yang, <*The Endless Debate: Creationist's Perspective on the Origin of Species*> (Seoul: SFC, 2012) - TD

Recommended Materials

1. Paul S. Yang, <Creation and Catastrophes> (VIEW Media Mission, 2011) - DVD series
2. Paul S. Yang, <The Creationism Field Trip Guide to Columbia Valley of Washington State> (VIEW, 2011) - DVD guide
3. Paul S. Yang, <God of Creation> (Jubilee Chapel, 2011) - Expositions on Genesis 1 - CD series

Course Assignments

Students are strongly expected to read all texts and think on the issues of origins with humility and to participate to the class discussions actively and creatively.

1. Pre-class assignment

- 1) Text Reading: Read the texts and be prepared for class discussions. Self-evaluation guide for reading will be distributed at the end of class. - 15%
- 2) Book-review: Review <The Pride-Ridden Don Quixote> or <Catastrophic History of the Earth>. Books are available from VIEW office. Book-review(900 words) should be submitted at the beginning of the class. - 10%

2. In-class assignment

- 1) Participate actively to all classes and discussion sessions and submit discussion sheets. - 10%
- 2) Watch designated documentary DVDs at home and discuss in class and submit discussion sheets. - 10%

3. Post-class assignment

- 1) Community Presentation : One time 50 minute-presentation of creationism for general audience in local church or school or other communities with A/V material. Submit presentation note (1 reading card per one A/V material) and evaluation sheets from audience. Due April 14 - 20%
- 2) Critique Paper : A 10-page(2000 words) critique paper (exclusive of title page, outline and bibliography) should be prepared for the various subjects included in 5 texts and 3 recommended materials. Students are required to interact with the instructor for the critique topics. The hard copy paper should be submitted with electronic copy. Due March 31 - 35%

Course Outline

- Day 1 Devotion: Gen.1:2, 6-7, 9(v.9)
 Supplementary: Video clip #1
 Session 1 Introduction
 Session 2 Big Bang Cosmology and Christian Faith
 Session 3 History of the Universe
 Session 4 Biblical Perspectives on the Earth
 Discussion #1
- Day 2 Devotion: Heb.11:1-3(v.3), Jn.1:1-3(v.3)
 Supplementary: Video clip #2
 Session 1 Introduction / Creationism and Evolutionism
 Session 2 Spontaneous Generation and Special Creation
 Session 3 Search for Extra-terrestrial Intelligent
 Session 4 Is Evolution is Scientific?

Discussion #2

- Day 3 Devotion: Gen.1:11,12,21,24-25(v.25), Gen.1:26-28(v.27)
Supplementary: Video clip #3
Session 1 Biological Evidences
Session 2 Haeckel's Hoax
Session 3 Evidences of Fossils 1
Session 4 Evidences of Fossils 2
Discussion #3
- Day 4 Devotion: Ps.8:4-8(v.5), Ps.19:1-4(v.1)
Supplementary: Video clip #4
Session 1 Controversy in Human Origin
Session 2 From Ramapithecus to Homo Habilis
Session 3 From Homo Erectus to Homo Sapiens
Session 4 Creation and Intelligent Design
Discussion #4
- Day 5 Devotion: 2 Pet.3:4-7(v.6)
Supplementary: Video clip #5
Session 1 Catastrophic History of the Earth
Session 2 Catastrophes in Northwestern America and West Canada
Session 3 Canyon Land and Catastrophe
Session 4 Monuments of Catastrophe and Noah's Ark
Discussion #5
- Day 6 Devotion: 2 Pet.3:8-13(v.8), Ps.90:1-4(v.4)
Supplementary: Video clip #6
Session 1 Radioactive Dating: Devil's Trick or God's Science?
Session 2 Meteor Craters and Noah's Flood
Session 3 Science and the Creation Date
Session 4 Creation Date in the Bible and Church History
Discussion #6
- Day 7 Devotion: Eph. 4:13-15(v.15)
Supplementary: Video clip #7
Session 1 Genesis 1, Creation and Pre-Adamites
Session 2 Reflection and Prospective on Creationism Movement
Session 3 Creationism, Its Influences and Education
Session 4 Conclusions & Summary
Discussion #7

Course Requirements and Evaluation

1. Self-evaluation for Text Reading: 15%
2. Book-review : 10%
3. Documentary Discussions : 10%
4. Discussion Sheets : 10%
5. Critique Paper : 35%

6. Community Presentation : 20% (Presentation skill, Evaluation sheet, Note)

Instructor contact information

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Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or <http://www.dianahacker.com/resdoc/>. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation.

Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/>

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.