

03CO5200 Methods of Biblical Change

Summer 2020

July 13 – August 7

Monday, Wednesday, Friday

2:00 – 4:00 pm EST (via Zoom – link provided on Canvas)

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Office hours by appointment (phone or Zoom).

COURSE DESCRIPTION

Methods of Biblical Change explores the processes by which individuals grow in sanctification through the Word of God and ministry of the Holy Spirit. This course seeks to equip students by providing overarching principles of change that can then be applied to particular counseling situations. Emphasis will be placed upon models of human transformation, impediments to sanctification, and the application of Scripture to effect this change.

COURSE OBJECTIVES

There are three primary course objectives for Methods of Biblical Change:

1. Students will be able to articulate the factors in human change as presented within the Scriptures.
2. Students will be able to read the Scriptures identifying cognitive, affective, and volitional emphases within the text.
3. Students will be able to connect the biblical factors of change and apply them into human experience.

COURSE MATERIALS

Pierre, Jeremy. *The Dynamic Heart in Daily Life*. Greensboro: New Growth Press, 2016. 239pp.

Pierre's book helpfully studies the heart (i.e. the inner man) and explores how change occurs across the heart's cognitive, affective, and volitional functions. If that sentence doesn't make sense, don't worry, that's why you're in this course. Pierre's careful anthropology is an excellent example of the blessings that result for soul care from doing careful academic theology.

Lane, Timothy S. and Tripp, Paul David. *How People Change*. Greensboro: New Growth Press, 2008. 223pp.

Lane and Tripp's work is a meta-conversation about how individuals actually change through the ministry of the Word and the Spirit in the midst of suffering and sin. The paradigm of heat/thorns/cross/fruit is one you'll return to

again and again in your counseling ministry. Read this book swiftly, as the benefit is in the model not in every word.

Powlison, David. *Seeing with New Eyes*. Phillipsburg: P&R, 2003. 258pp.

***Seeing with New Eyes* is a classic biblical counseling work by David Powlison. This book is a process book, as it answers the question of how you approach Scripture and connect it with the human condition. As you read, pay close attention to his method. Powlison's book is show, not tell. Pay attention to how he is working to exegete the text of Scripture and exegete the people to whom he's ministering.**

Marshall, Walter. *The Gospel Mystery of Sanctification: A New Version, Put Into Modern English*. Ed. Bruce H. McRae. Eugene: Wipf and Stock, 2005. 238pp.

OR

Marshall, Walter. *The Gospel Mystery of Sanctification*. Available in many different printings, or for free from Monergism [here](#).

Marshall's work was first published in 1692 and is an enduring work on the relationship between the gospel and growth in holiness after one has been justified. I've assigned this book because of its enduring nature, clarity, and emphasis on union with Christ as the foundation and vehicle for sanctification. You may read McRae's version in modern English or Marshall's original Puritan-era work. The modern English version is more helpful to relate to counselees, the original is more precise in its use of doctrinal language and categories.

COURSE WORK

(1) Audio Lectures

Students will listen to four hours of recorded audio lecture in order to meet the 26 hours of instruction threshold. These audios will be uploaded to Canvas under "Files."

(2) Reading Report

Students are to read the assigned books and fill out the reading report available under "Files" in Canvas. Your books are grouped into two sections.

Group 1: Lane & Tripp, <i>How People Change</i> Powlison, <i>Seeing with New Eyes</i>	Due July 24
Group 2: Pierre, <i>The Dynamic Heart in Daily Life</i> Marshall, <i>The Gospel Mystery of Sanctification</i>	Due August 7

Please upload your completed reading report to Canvas by the due dates.

(3) Choose Your Own Adventure Assignment

Students are to pick one of the following for their secondary assignment:

- a. Read Allen, Michael. *Sanctification*. New Studies in Dogmatics Series. Grand Rapids: Zondervan Academic, 2017. 304pp.
- b. Write a 6 page paper in which you trace cognitive, affective, and volitional categories of change through a passage of at least 8 verses. Clearly demonstrate how the Scriptures are engaging each function of the heart. You do not need to use commentaries or theological resources for this paper. Rather, it is to be based upon the plain reading of the English (or Greek or Hebrew if you're capable) Bible.

(4) Research Paper

Students are to select a means of grace and compose a research paper on how God uses that means to accomplish change in the human heart. This research paper should be a minimum of 12 pages in length and a maximum of 15. Cite at least 12 unique sources. Suggested means of grace include Scripture, prayer, fasting, the sacraments, worship liturgy (i.e. ecclesial liturgy), Christian fellowship, and suffering. This paper must indicate the ways in which this particular means of grace promotes human change and the deficiencies of that particular means of grace when distanced from the other means.

(5) Final Exam

Students will take a final exam. You will be given the prompt in advance. This final is open bible, open note, and open book. The only thing you cannot do is talk to other people in the class about it. The final will be a case study where you are expected to weave together materials from the reading and the lectures to counsel a complex situation. This class will prepare you well for such a task. You will take this exam through Lockdown Browser, which has instructions below.

COURSE GRADING

Reading Report	20%
Choose Your Own Adventure	20%
Final Exam	25%
Research Paper	35%

NUTS AND BOLTS

Classroom Policies

1. Please follow all RTS classroom policies, including policies for internet use (appended below).
2. Papers should be formatted according to Chicago/Turabian standards.
3. Students are required to cite all sources consulted for a written assignment. Students who plagiarize or cheat in any other manner are guilty of academic misconduct and will be reported to the Dean of Students. This will result in disciplinary action up to and including failure of the course and academic dismissal.
4. Laptops are welcome in class for note taking only. Only word processing programs may be open during class; no browsers, email programs, social media feeds, or any other program is to be used. Please silence cell phones and do not text, Facebook, Snapchat, Instagram, or whatever else desperately beckons for your attention during class.
5. The professor reserves the right to modify any student's grade who is absent for a significant portion of the class.

Assignment Schedule

This course meets July 13 – August 7, Monday, Wednesday, Friday from 2:00 – 4:00 EST (via Zoom). Please note that there will be no Zoom meeting August 7th. Your assignments are due on the following days:

Reading Group I	July 21
Reading Group II	August 7
Choose Your Own Adventure Assignment	August 14
Research Paper	August 21
Final Exam	August 28

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Student Instructions for Exams (LockDown Browser)

Install the LockDown Browser application on the computer you intend to use for exams, prior to sitting for the exam, using this link: <http://www.respondus.com/lockdown/download.php?id=998253613>

- This link is ONLY for RTS students and covers Mac and Windows applications.
- Be sure that you are able to login to your Canvas account from the LockDown Browser before scheduling a time to take your exam.
- The LockDown Browser application is already installed on the computers in the RTS Charlotte

library. (Note that if you elect to use the library computers, your proctor must still be present throughout the duration of the exam.)

If you use internet filtering software (for example, Covenant Eyes) you should disable it before beginning an exam with LockDown Browser. Some types of filtering software can block your computer's connection to Canvas. Also, please be sure to add an exception for our Canvas URL: <https://rts.instructure.com>

2. Make arrangements with a proctor to supervise the exam within the date timeframe set by the professor. The proctor cannot be a family member, current RTS student (current = taken a class within the past year but not yet graduated), or member of the library staff. Typical proctors are pastors or church staff members.

For your convenience, there will be several on-campus proctor blocks where a proctor will be available to supervise your exam. Dates and times will be posted on Canvas and announced in the weekly Semper.

3. The proctor must observe student taking exam and ensure that there are no devices or resources available other than the computer being used for the exam.
4. Access the exam during the date window specified for that midterm:
 1. Start the LockDown Browser application using a wired or known reliable WIFI connection. We do not recommend using restaurant or coffee shop WIFI to take exams.
 2. Have your student ID number available to input into the exam.
 3. If you use internet filtering software, you should disable it before beginning an exam with LockDown Browser.
 4. Login to your Canvas account using your Self-Service username and password. If you need to reset your Self-Service password, you may do so at <https://selfservice.rts.edu>.
 5. Navigate to the exam. You will not be able to access the exam with a standard web browser. For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF).
 6. Time clock will begin once you open the exam.
 7. Exam must be completed in one sitting. You may not exit and return to exam later.
 8. The exam will contain questions requiring the proctor contact information, an honor pledge, and certification that your proctor was present during the entire exam period.
5. Proctors may be contacted to verify information regarding exam administration.
6. In the rare case of a technical issue (for example, if internet service goes out during exam), the proctor should contact the course TA. While the TA's may not be immediately available, the date and time of the email will document when the issue was reported. Please have your TA's contact information available for your proctor before opening the exam. Once you open the exam using the LockDown Browser, you will not be able to access other programs on your computers.

Please also adhere to the following RTS internet usage protocol:

RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

Course Objectives Related to MACC Student Learning Outcomes

Course: Methods of Biblical Change
 Professor: Nate Brooks
 Campus: Charlotte
 Date: 01.20.20

<u>MACC Student Learning Outcomes</u> <i>In order to measure the success of the MACC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>	<u>Rubric</u> > Strong > Moderate > Minimal > None	<u>Mini-Justification</u>
<u>COUNSELING KNOWLEDGE</u> Demonstrate knowledge of counseling theories and modern anthropology.	Strong	Course articulates biblical anthropology and the manner by which human beings are transformed.
<u>COUNSELING SKILL</u> Ability to apply biblical truths and common-grace insights in a variety of counseling settings.	Strong	Said biblical anthropology and theology of change is developed into the distinct counseling method of biblical counseling.
<u>SCRIPTURE</u> Significant knowledge of the original meaning of Scripture and ability to apply to modern counseling circumstances.	Strong	This course will significantly work towards exegeting Scripture towards human transformation.
<u>REFORMED THEOLOGY</u> Significant knowledge of Reformed theology and practice and ability to apply to modern counseling circumstances.	Moderate	This course is the application of a Reformed understanding of the heart and its functions.
<u>SANCTIFICATION</u> Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Understanding biblical anthropology and the means of grace will naturally develop a love for God and sanctification.
<u>WINSOMELY REFORMED</u> Embraces a winsomely Reformed ethos.	Strong	This course is evangelical in the best definition of the term. This is not idiosyncratic teaching, it's what the church has held for millenia.