



HARTWELL

Creationism: God's Beauty and Glory
in God's Creation

APO 110

FACULTY SYLLABUS

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COURSE OVERVIEW

SYNOPSIS

This course will examine the scriptural basis for creation and its outworking in the spiritual-physical world. Throughout the course, students will learn about the hermeneutics that back a creationist understanding of Genesis 1-2. Additionally, students will engage with ideas such as intelligent design and the teleological argument to prepare a defense of the biblical account of creation. Special emphasis will be given to the refutation of arguments marshalled from multiple fields of secular science against creationism. (3 credits)

PREREQUISITES

None

COURSE OBJECTIVES

Upon completion of this course, each student should be able to:

- Discuss the different views of creation and articulate the primary tenets of a biblical creation.
- Present a defense of the primary tenets of creation including but not limited to intelligent design and the teleological argument.
- Articulate the differences between 6-Day Creation and Old-Earth Creation with a focus on both scientific and theological issues.
- Present a cohesive vision for creation including Scripture and scientific data.
- Discuss models of the intersection of science and religion in the context of sources of knowledge and their interactions.

REQUIRED TEXTBOOKS AND RESOURCES

1. Morland, J.P., Meyer, Stephen C., Shaw, Christopher, Gauger, Ann K., and Wayne Grudem. *Theistic Evolution: A Scientific, Philosophical, and Theological Critique*. Wheaton, IL: Crossway, 2017.
2. Sarfati, Jonathan. *The Genesis Account: A Theological, Historical, and Scientific Commentary on Genesis 1-11*. Powder Springs, GA: Creation Book Publishers, 2023.
3. Hagopian, David G. *The Genesis Debate: Three Views on the Days of Creation*. Mission Viejo, CA: Crux Press, 2001.
4. Garner, Paul. *The New Creationism*. Welwyn Garden City, UK: EP Books, 2009.
5. Clarey, Timothy and Davis Werner. 2023. "A Progressive Global Flood Model Confirmed by Rock Data Across Five Continents." *Proceedings of the International Conference on Creationism* 9, no. 1: 412-445.
https://digitalcommons.cedarville.edu/icc_proceedings/vol9/iss1/23
6. Meyer, Stephen C. *Return of the God Hypothesis*. New York City, NY: HarperCollins, 2021.
7. Anderson, Kevin Lee. *Echoes of the Jurassic, Second Edition*. Creation Research Society, 2017. (Optional)

ADDITIONAL TEXTBOOKS AND RESOURCES

1. Anderson, Kevin. *Echoes of the Jurassic: Discoveries of Dinosaur Soft-Tissue*. Chino Valley, AZ: Creation Research Society, 2017. (Optional – Technical)
2. Rupe, Christopher and John Sanford. *Contested Bones*. Canandaigua, NY: FMS Publications, 2019.

RECOMMENDED TEXTBOOKS AND RESOURCES

1. Kelly, Douglas F. *Creation and Change: Genesis 1.1—2.4 in Light of Changing Scientific Paradigms*. Scotland, UK: Mentor Imprint, 2017.
2. Lisle, Jason. *The Ultimate Proof of Creation: Resolving the Origins Debate*. Green Forest, AK: Master Books, 2022.

3. Kantonen, T. A. *Science and Christianity: 4 Views*. Downers Grove, IL: IVP Academic, 2000.
4. Percy, Nancy. *Finding Truth: 5 Principles for Unmasking Atheism, Secularism, and Other God Substitutes*.
5. Sarfati, Jonathan. *Refuting Compromise*. Powder Springs, GA: Creation Book Publishers, 2014.
6. Clarey Timothy. *Carved in Stone: Geologic Evidence of the Worldwide Flood*. Dallas, TX: Institute for Creation Research, 2020.
7. Oard, Michael. *Frozen in Time: The Woolly Mammoth, the Ice Age and the Bible*. Green Forest, AK: Master Books, Inc., 2004.
8. Lisle, Jason. *The Physics of Einstein: Black Holes, Time Travel, Distant Starlight, E=mc²*. Aledo, TX: Biblical Science Institute, 2017.
9. Lisle, Jason. *Taking Back Astronomy*. Green Forest, AK: Master Books, Inc., 2006.
10. 2015. "The iDino Project Special Report." *Creation Research Society Quarterly*. 51, 4 (Spring).
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ASSESSMENTS

SUMMARY OF ASSESSMENTS AND WEIGHTS

Assignments	Points	Percent	Week(s) Assigned
Student Checklist (1)	10/10	0%	1
Polemic Papers (3)	167/500	50%	3,10,13
Final Paper (1)	450/450	45%	16
Participation	50/50	5%	All
Total	1,000	100%	

OFFICIAL GRADING SCALE

Grades will be calculated on a "points possible" basis (i.e. the number of points earned is divided by the number of points possible). The 4.0 scale below is used to determine letter grades and GPA.

Grade	Percentage	4.0 Scale
A+	97 – 100	4.0
A	93 – 96	4.0

A-	90 – 92	3.7
B+	87 – 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	65 – 66	1.0
F	Below 65	0.0

DUE DATES & LATE PENALTIES

Due Dates

All submitted assignments within an assigned week are due the last day of that same school week by midnight Mountain Time unless noted otherwise.

Initial posts within forums are due each Tuesday of the school week, but students are encouraged to post sooner. This is to ensure quality interaction throughout the week. Please note also that subsequent responses required in the Discussion rubric must be posted on separate days to be counted for the grade.

Late Penalties

- 24 Hours Late
Assignments submitted within 24 hours past the due date will have a 10% late penalty of the final assignment grade.
- 48 Hours Late
Assignments submitted within 48 hours past the due date will have a 20% late penalty of the final assignment grade.
- 3-6 Days Late
Assignments submitted between 3-6 days late will receive a 50% late penalty of the final assignment grade.
- Assignments submitted beyond 7 days past the due date are not accepted.
- Facilitators are not required to accept assignments submitted after the last night of class.

COURSE POLICIES & PROCEDURES

STUDENT ATTENDANCE & PARTICIPATION

Attendance

Online attendance is counted by submitting at least one graded assignment per week in the Learning Management System. This may include a substantive forum post, quiz, paper, or other graded assignment. E-mailing course participants (including the faculty) does not count toward attendance.

Participation

Participation differs from attendance. While a learner may be in attendance for either online or onsite programs, the participation may not be exemplary. Participation in a class involves being interactive with fellow learners and the faculty member whether in discussion, activities, or projects. Participation in each course will vary depending on the circumstances.

HONOR CODE AND CLASSROOM ETIQUETTE

The following guidelines apply to online discussion forums.

- 1) Be positive, polite, and respectful of others (i.e. be professional).
- 2) Strive to address the entire class instead of one student.
- 3) Be objective and open to new ideas.
- 4) Acknowledge and accept cultural differences.
- 5) Be aware that your words should reflect your values.
- 6) Do not use slang or “chat” terms and symbols.
- 7) Use complete sentences, proper grammar, and correct punctuation.
- 8) Focus on solutions rather than problems.

ACADEMIC INTEGRITY

Every student is expected to abide by Hartwell’s Code of Academic Integrity. Academic Honesty is an important asset for both an institution of higher learning and an individual learner. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Academic dishonesty could involve:

- Having a tutor or friend complete a portion of your assignments.
- Having a reviewer make extensive revisions to an assignment.
- Copying work submitted by another student to a public class meeting.
- Using information from Online information services without proper citation.

Academic dishonesty has grave repercussions for the learner. Within the institution, the learner will receive a reduced grade (as low as a Zero) on the assignment depending on the severity, accompanied by a report to the administration. A second instance of academic dishonesty will result in a failure of the assignment and potentially the course (if within the

same course) and a report to the administration. A third instance of academic dishonesty will result in failure of the course, reporting of the incident to the administration, and removal of the learner from the program.

ADA POLICY

In compliance with Hartwell Policy and the Americans with Disabilities Act (ADA) equal access laws, faculty are available to discuss appropriate academic accommodations that may be required for students with disabilities. Except in cases of unusual circumstances, please contact the Academic Office within two weeks of the course start date to request accommodations. Students who fail to register disabilities with the Academic Office may not qualify for accommodations.

GRIEVANCE PROCEDURES

If you have any questions or concerns about this course, please contact your instructor. If you encounter technical difficulties, please see the technical support section below. If you have concerns about the class that you do not wish to discuss further with the instructor, please contact your student services representative.

FORMATTING

The School of Divinity uses Turabian formatting exclusively in accordance with the standards of the academic discipline of Theology. All papers must use full Turabian formatting including front matter, note-bibliography citation style and a full bibliography. Though this may seem excessive for smaller papers. The purpose of this exercise is to ingrain the proper methodology of formatting and citation at the beginning of the program so that the student will not have problems throughout his or her academic career. Additionally, it is highly recommended to make use of such programs as Zotero to assist with citations and build a library of sources.

TECHNICAL SUPPORT

For technical help, please send a detailed message via the “Tech Support” option in the Learning Management System (LMS), listing the course name and assignment you’re having trouble with.

- Tech Support Hours are Monday – Friday 9:00 a.m. to 5:00 p.m. (Mountain Time)

Please note: technical support is only for situations regarding the Learning Management System (LMS). We are unable to offer advice about your personal computer.

DETAIL COURSE DESCRIPTION

COURSE CALENDAR

Week	Assignments	Readings
Week 1: Views on Science and Religion		Start Hagiopian reading for week 2 (113 pages), Lecturer: Ben
Week 2: 6-Day, Day-Age, Framework		Hagiopian – p.21-66, 123-165, 217-257 (113 pages), Lecturer: Dave
Week 3: Biology (Evolution Vs. Intelligent Design) 1	Polemic Paper 1: Defense of Creation Paradigm	Moreland Ch. 1,2,3 (82 pages), Lecturer: Chris
Week 4: Biology (Evolutionary Theory) 2		Garner 8,9,10,11,12 (86 pages), Lecturer: Paul
Week 5: Geology (Fossil Record and Rock Layers)		Garner Ch. 14, Sarfati p 536-550, 561-566. (28 pages), Lecturer: Dave
Week 6: Geology (Catastrophism and the Flood)		Garner Ch. 13, Sarfati p.491-590 (128 pages), Clarey, Lecturer: Paul
Week 7: The Dinosaurs, Ice Age and Biblical History	Polemic Paper 2: Defense of Creationism from Biology or Geology	Garner 15, Echoes 1-99 (Optional), Sarfati p. 219-280, 587-590 (191 pages), Lecturer: Dan
Week 8: Astronomy (Creationist Views of the Origin)		Garner Ch. 1,2,3,4,5,6,7, (144 pages) Lecturer: Paul
Week 9: Astronomy		Meyer Ch. 16,17 (71 pages), Lecturer: Dan

(Refuting the Multiverse)		
Week 10: Creation Tour in Raleigh		Sarfati p.87-214, Attend Creation Tour
Week 11: Scripture (Interpreting Genesis 1-2)		Sarfati p214-340, Lecturer: Dave
Week 12: Adam and Eve		Sarfati p. 291-312, Lecturer: Dan/Chris
Week 13: Theism, Materialism, and Epistemology	Polemic Paper 3: Defense of Creationism from Astronomy or Human Origins	Meyer - Ch. 1-3 (81 pages), Lecturer: Dan
Week 14: Creation and Theology		Moreland Ch. 27 (56 pages), Lecturer: Chris
Week 15: Creation and Apologetics		No Reading, Lecturer: All
Week 16	Final Paper Due	

ASSIGNMENT DETAILS

POLEMIC PAPERS

Polemic papers involve taking a thesis or idea presented in class or the readings, developing that idea, and then defending that idea against potential criticisms. These papers must be 5 pages in length. Students should spend the first third of the paper articulating the view that they will be defending and the second two thirds of the paper arguing against the criticisms of their view. Students will need to find outside sources to quote in order to properly deal with critiques. Citations should be done in the Turabian format. Block quotes are not allowed for these papers, and any quote over 1 line will not count toward the page limit. Additionally, points will be deducted for over or under quotation.

Polemic Paper 1: The student must choose their personal creation paradigm and defend it.

Polemic Paper 2: The student must defend creationism using either intelligent design or geology.

Polemic Paper 3: The student must defend creationism using either astronomy or human origins issues.

Final Note: Plagiarism of any kind will result in an automatic zero on the assignment and a meeting with the dean of the school to determine whether or not the student will be allowed to continue with the program.

FINAL PAPER

Students must select a topic by the third week of class to begin researching throughout the semester. This topic can be concerned with any aspect of creationism. The paper will be a research paper written in the Turabian citation format. The paper will be 10 pages in length excluding front matter and bibliography. Students must confirm the topic with the professor during the third week of class. Students will need to find outside sources to quote to defend their points. Block quotes are not allowed for these papers, and any quote over 1 line will not count toward the page limit. Additionally, points will be deducted for over or under quotation.

Final Note: Plagiarism of any kind will result in an automatic zero on the assignment and a meeting with the dean of the school to determine whether or not the student will be allowed to continue with the program.