



Emmanuel Bible College
In Alliance with Nazarene Bible College
THE2013: Doctrine of Holiness

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: English Composition II, Introduction to the Old Testament, and Introduction to the New Testament.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A study of the biblical doctrine of Christian Holiness from a uniquely Wesleyan-Holiness perspective. Attention will be given to the historical, theological, and experiential dimensions of God's sanctifying grace.

COURSE INTENDED LEARNING OUTCOMES:

The learning outcomes for this course will enable the student to:

1. Explain the biblical foundation for the doctrine of Christian Holiness
2. Understand the progression of grace in God's work in people, from initial prevenient grace to final glorification.
3. Assess one's relationship with Christ in light of the doctrine of holiness.
4. Clearly articulate the message of biblical Christian holiness.
5. Identify the historical influences that have contributed to the way the doctrine of Christian holiness has evolved to the present time.

The following are competencies for Ministry as outlined in the Sourcebook for Ministerial Development:

- Ability to articulate the doctrine of holiness from a Wesleyan perspective. (CN9)

COURSE TEXTBOOKS:

Greathouse, William M. *Wholeness in Christ: Toward a Biblical Theology of Holiness*. Beacon Hill Press, 1998.

ISBN: 9780834117860

Wesley, John. *A Plain Account of Christian Perfection*. Beacon Hill Press, 1966.

ISBN: 9780834101586

Moore, Frank. *Breaking Free from Sin's Grip: Holiness Defined for a New Generation*. Beacon Hill Press, 2001.

ISBN: 9780834118928

Shaver, Charles (Chic). *Basic Bible Studies for the Spirit-Filled and Sanctified Life*. 3rd ed., Beacon Hill Press, 2009.

ISBN: 8780000122194

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

COURSE RESOURCES:

Bibliography

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

II. Reading Summary and Reflection

After completing the assigned reading, students will write a brief summary and reflection on each section of the assigned readings. For instance, in Session One, there are two required reading sections: 1. Reading from Greathouse and 2. Reading from Wesley. Each of these three summary/reflections should include the following three elements: 1) a short, one paragraph summary of the reading, 2) **at least two significant issues** gained from the reading, and 3) the student's reflection on these issues as they relate to their own spiritual life and/or specific area of ministry. In other words, explain why the issues you select are significant for you and for your future understanding of holiness and the Christian life. Note: your personal opinion such as "This was hard reading" or "The reading excited me" is not what I'm looking for here. As a guide, the summaries for each reading segment should be no less than 300 words. This means that the total word count for the Reading Summary and Reflection assignment will be approximately 600 words for Session One.

III. Discussion Questions

Students are required to submit a thoughtful response to two discussion questions each session that pertain to the subject matter. The response to each discussion question should be 350-500 words long. These responses should demonstrate mature theological insight, clear articulation of ideas, and should be supported by citations from textbooks, lectures, and/or other reliable sources. Proper documentation of sources is required. **Note:** While you are to include the question you are answering, the question is not to be included in the word count of the answer. Please provide a word count after each answer. **Note:** Answer only TWO (2) of the Discussion Questions! In each Discussion Question response, the student must provide support for their responses by specifically referring to the textbooks.

IV. Class Project: Basic Bible Studies for the Spirit-Filled and Sanctified Life

Each student must fill in the Bible study questions of Chic Shaver's *Basic Bible Studies for the Spirit-Filled and Sanctified Life*. Students are strongly encouraged to use the *Basic Bible Studies* after the class to help other people better understand the biblical teaching of the Spirit-filled and sanctified life.

V. Final Exam

Students will write a ninety minute, closed-book, final exam during Session 6. The exam will include multiple choice, matching, and short answer questions.

VI. Session Reflection

Submit a 500 word (minimum) referenced reflection on the key items addressed and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- What additional information would you like concerning this session's topic(s)?

To score well, the reflection assignment must:

- cite references from the weekly assigned reading for the learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments	
	Points
Weekly Assignments:	
Reading Reflections	40
Discussion Questions	45
Weekly Reflection	20
Participation	30
<i>TOTAL EACH WEEK</i>	<i>135</i>
Course Level Assignments:	
Major Project	100
Final Exam	90
<i>TOTAL COURSE ASSIGNMENTS:</i>	<i>190</i>
<i>TOTAL ALL ASSIGNMENTS</i>	<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F

A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

1. Session One - Old Testament Foundations for Sanctification

A. Reading Assignment

1. Greathouse, William M. *Wholeness in Christ: Toward a Biblical Theology of Holiness*. Chaps. 1-4 (pp. 13-60).
2. Wesley, John. *A Plain Account of Christian Perfection*. Chaps. 1-10 (pp. 9-21).

B. Reading Summary and Reflection

C. Discussion Questions

1. "There is only one way in which God is imaged in the world and only one: humanness! God is not imaged in anything fixed but in the freedom of human persons to be faithful and gracious" (cited by Greathouse, *Wholeness in Christ*, Kansas City: Beacon Hill Press of Kansas City, 1998, p. 37). What is the significance of this statement for those who teach and preach Christian holiness?
2. In regard to preaching or teaching the message of Christian holiness, what are the benefits and/or the difficulties of using Old Testament texts? Suggest two or three OT texts that you think would be particularly useful, and explain why.

D. Project: Begin working on *Basic Bible Studies for the Spirit-Filled and Sanctified Life*

E. Session Reflection

2. Session Two - New Testament Foundations for Sanctification

A. Reading Assignment

1. Greathouse, William M. *Wholeness in Christ: Toward a Biblical Theology of Holiness*. Chaps. 5-7 (pp. 61-129).
2. Wesley, John. *A Plain Account of Christian Perfection*. Chaps. 11-12 (pp. 22-28).

B. Reading Summary and Reflection

C. Discussion Questions

1. In regard to preaching or teaching the message of Christian holiness, what are the benefits and/or the difficulties of using New Testament texts? Suggest two or three NT texts that you think would be particularly useful, and explain why.
2. Read the following story, and write as directed below:

Faust, in the old story, gambled with his soul - and lost. In the painting Stewart describes, Faust and the devil are seated at a chessboard with Faust's soul at stake. The game in the picture is almost over. Faust has only a few pieces left - one or two pawns, a knight, and a king. On his face Faust wears a look of stark despair, while Satan leers in anticipation of his coming triumph. The title of the painting, which hangs in a Scottish gallery, is "Checkmate." Many a chess player has looked at that board and agreed that Faust's position is hopeless - it is checkmate. But one day a great master of the game stood gazing at the painting. He was fascinated by the terrible despair on Faust's face. Then he stared at the pieces on the board. He gazed at them, absorbed. Other visitors in the gallery came and went, but still the chess master studied the board, lost in contemplation. Suddenly he let out a ringing shout that echoed through the gallery halls: "It's a lie! The king has another move! The king has another move!"

This story is about Christ's victory for us and Christ's victory in us through His gracious work of redemption. Based on this story and your assigned reading, give a succinct summary expression to what you are coming to understand about sin (the problem) and salvation (the provision). Write one concise paragraph for each idea - one paragraph for sin and one paragraph for salvation. Demonstrate, on the basis of your reading and reflection, a biblical understanding of sin and salvation as central to a grasp of the doctrine of holiness.

3. In a book, Paul Bassett claims that the primary factor which shaped the theology of John and Charles Wesley was their experience of worship. Please remember that worship is more than just the songs we sing! Drawing upon your own experience, how significant has worship been in the shaping of your own theological convictions and particularly of your understanding of holiness? Be sure to support your response with references or citations from the textbooks.

D. Project: Continue working on *Basic Bible Studies for the Spirit-Filled and Sanctified Life*

E. Session Reflection

3. Session Three - Theological Reflections on the Doctrine of Holiness

A. Reading Assignment

1. Moore. *Breaking Free from Sin's Grip*. Chaps 1-5 (pp. 9-53).
2. Wesley, John. *A Plain Account of Christian Perfection*. Chaps. 13-17 (pp. 28-47).

B. Reading Summary and Reflection

C. Discussion Questions

1. In his book, *Wholeness in Christ*, Greathouse refers to: a) sanctification through death to sin and self (pp. 97ff), and b) sanctification through death to the law (pp. 105 ff). How would these concepts apply in relation to people in your community or in your church?
2. In his book, *Breaking Free from Sin's Grip*, Moore writes, "So, that's the secret to full salvation from sin — both forgiveness for acts of sinning (sin problem number 1) and the inclination to sin in the first place (sin problem number 2). It's all made possible by Christ's sacrifice" (42). Which of these two "sin problems" do you think is more difficult for believers to overcome? Why? How have Christ's death and resurrection taken care of both sin problems (that is, sin problems number 1 and number 2) so that believers can have victory over sin in this life?
3. Is it important to use specific "holiness" terminology (like "entire sanctification," "Christian perfection," etc.) in our preaching/teaching or would you say that the same message can be communicated more effectively using more generic language?

D. Project: Continue working on *Basic Bible Studies for the Spirit-Filled and Sanctified Life*

E. Session Reflection

4. Session Four - Nazarene Understanding of the Doctrine of Entire Sanctification

A. Reading Assignment

1. Moore. *Breaking Free from Sin's Grip*. Chaps. 6-10 (pp. 55-105).
2. Wesley, John. *A Plain Account of Christian Perfection*. Chap. 18 (pp. 47-50).

B. Reading Summary and Reflection

C. Discussion Questions

D. Project: Continue working on *Basic Bible Studies for the Spirit-Filled and Sanctified Life*

E. Session Reflection

5. Session Five - Wesley and the American Holiness Movement

A. Reading Assignment

1. Greathouse, William M. *Wholeness in Christ: Toward a Biblical Theology of Holiness*. Chap. 9 (pp. 146-172).
2. Moore. *Breaking Free from Sin's Grip*. Chaps 11-13 (pp. 107-133).
3. Wesley, John. *A Plain Account of Christian Perfection*. Chaps. 19-23 (pp. 51-72).

B. Reading Summary and Reflection

C. Discussion Questions (only one this session)

1. Hebrews 12:14 reads, "Make every effort to live in peace with all men and to be holy; without holiness no one will see the Lord" (NIV). What is your interpretation of this verse, and how does this passage relate to the doctrine of holiness espoused by the Church of the Nazarene? Be sure to refer to Greathouse's discussion of this passage in chapter 9 of our textbook.

D. Project: Finish working on *Basic Bible Studies for the Spirit-Filled and Sanctified Life*

E. Session Reflection

6. Session Six - Cultivating the Holy Life

A. Reading Assignment

1. Greathouse, William M. *Wholeness in Christ: Toward a Biblical Theology of Holiness*. Chap. 10 (pp. 173-200).
2. Wesley, John. *A Plain Account of Christian Perfection*. Chaps. 24-28 (pp. 72-119).

B. Reading Summary and Reflection

C. Discussion Questions

1. Has your study over the past six sessions helped you better understand the workings of God in your own life? Have you been surprised by anything you have learned? What questions still remain when you think about your understanding of Christian holiness?
2. Years ago, a speaker at Nazarene Theological Seminary said he was once asked if we Nazarenes take the Sermon on the Mount literally. His response was, "We don't take it literally, we take it seriously." Reflect on this response and discuss how this response reflects a Wesleyan understanding of holy living.
3. When Wesley was responding to the criticism that the doctrine of Christian Perfection was often abused and/or misunderstood, he responded with the following: "But that is no reason for giving up this or any other scriptural doctrine. 'When you wash your child,' as one speaks, 'throw away the water; but do not throw away the child.'" Review pages 114 - 119 in "Plain Account." How does Wesley's instruction inform Nazarene leaders as they face the challenge of communicating the message of Christian holiness in the 21st century?
4. For any in our class who are not affiliated with the Church of the Nazarene, you may wish to respond to the following: How does your denomination/organization differ from the Church of the Nazarene in its understanding of God's call to holiness. What could you learn from the Church of the Nazarene? What could the Church of the Nazarene learn from you?

D. Session Reflection

E. Final Examination

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.