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College of Biblical Studies
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MS 482: BIBLICAL VIEW OF SEX

JANUARY-FEBRUARY 2009

“The more this truth [Word of God] is brought before the mind, the more we commune with it, entering into its import, applying it to our own case, appropriating its principles, appreciating its motives, rejoicing in its promises, trembling at its threatenings, rising by its influence from what is seen and temporal to what is unseen and eternal; the more may we expect to be transformed by the renewing of our mind so as to approve and love whatever is holy, just, and good. Men [and women] distinguished for their piety have ever been men of meditation as well as men of prayer; men accustomed to withdraw the mind from the influence of the world with its thousand joys and sorrows, and to bring it under the influence of the doctrines, precepts, and promises of the Word of God.”

~ Dr. Charles Hodge

I. COURSE DESCRIPTION:

This course is designed to help youth workers deal with the vital topic of sex in today's youth culture.

II. COURSE OBJECTIVES (cognitive, affective, and behavioral):

1. *Overall objective:* Upon completion of this course, successful students will be able to articulate personal convictions rooted in an understanding of concepts, presuppositions, philosophical bases and worldviews that have been examined in light of biblical principles:
2. To familiarize students with the biblical teachings of sex. Students should be able to articulate these systems in and outside of the classroom.
3. To strengthen families and churches against temptation by the world, the flesh, and the devil.
4. To familiarize students with the most pressing and critical issues regarding sexuality that confronting the church and society, so they will be equipped to take and defend a biblical position both in the Christian community and the secular arena. Students' proficiency in this will be demonstrated in class discussions and term paper, but the ultimate test will be outside of the classroom, in the student's daily life.
5. To challenge students to address these issues not in an abstract or impersonal sense, but to practically apply them in specific compassionate Christ-centered actions.

6. To equip and motivate students toward a lifetime of communicating biblical sexual values to their families, churches, communities and other spheres of influence.

III. TEXTBOOKS:

REQUIRED:

At the Altar of Sexual Idolatry by Stephen Gallagher (Dry Ridge, Kentucky: Pure Life Ministries, 1986, 2007).

Bible of your choice.

RECOMMENDED:

Voddie Baucham Jr, *Family Driven Faith*.

J. Budziszewski, *What We Can't Not Know; Ask Me Anything* (1); *Ask Me Anything* (2)

Harris, Joshua, *Boy Meets Girl: Say Hello to Courtship*.

_____, *Not Even a Hint: Guarding Your Heart Against Lust*.

Heimbach, Daniel R. *True Sexual Morality: Recovering Biblical Standards for a Culture in Crisis*.

Mahaney, C. J. *Sex, Romance, and the Glory of God: What Every Christian Husband Needs to Know*. Wheaton, Ill.: Crossway, 2004.

Maheney, Carolyn, *Feminine Appeal: Seven Virtues of a Godly Wife and Mother*.

Josh McDowell & Bob Hostetler, *Right from Wrong: What you Need to Know to Help Youth Make Right Choices*.

Powlison, David, *Pornography: Slaying the Dragon*, Resources for Changing Lives. Phillipsburg, N.J.: Presbyterian & Reformed, 1999.

Powlison, David, and John Yenchko. *Pre-Engagement: Five Questions to Ask Yourself*, Resources for Changing Lives. Phillipsburg, N.J.: Presbyterian and Reformed, 2000.

Mark D. Regenerus, *Forbidden Fruit: Sex & Religion in the Lives of American Teenagers*.

Sex and the Supremacy of Christ, edited by John Piper and Justin Taylor.

Tripp, Paul David. *Teens and Sex: What Should We Teach them?* Resources for Changing Lives. Phillipsburg, N.J.: Presbyterian & Reformed, 2000.

IV. COURSE REQUIREMENTS:

A. TERM PAPER (90%):

This paper, which is due at the beginning of the sixth class (19 February 2009), is to be a summary paper of five chapters you have found to be most helpful from your required textbook.

You may choose any of the 5 chapters that you deem most important.

The paper should be a minimum of five pages and adhere to the following format for each chapter chosen:

(1) Paragraph Summary whereby you summarize chapter in one paragraph;

(2) Points of Agreement paragraph summary indicating what you found most valid and insightful;

(3) Points of disagreement and/or questions paragraph summary, indicating what you take issue with and/or have questions concerning. Be specific and concise. *Justify your response, whether you disagree or have questions.* If you don't disagree with the way Steve Gallager handles the issue, then *explain how and why* he arrives to the decision he does.

(4) Format specific: Each paper must have the following format:

- a. Title and specific number of Chapter:
- b. Double space
- c. 1 inch margins
- d. Font: Romans or New Times Only.
- e. Size of font: 12
- f. Footnotes, no endnotes.
- g. Bibliography if other sources are consulted or used.

B. CLASS PARTICIPATION (10%):

1. You will need to participate in classroom exercises offering thoughtful questions and comments.
2. Stay on topic; do not ask questions or offer comments that are not relevant to classroom discussion.

3. Be punctual to class and commit yourself to the class the entire time.
4. Be courteous to your professor and fellow students.

C. EXTRA CREDIT (10%):

Extra credit is possible by reading a response paper to *Ask Me Anything* or *Family Driven Faith* (5 pages minimum). 10% possible to final course grade. No outside sources are to be used for the completion of this paper. Proper grammar and syntax is expected; it is due last class (February 26th, 2009 at beginning of class).

V. COURSE POLICIES:

A. Weight Given to Course Requirements for Grading:

1. Summary Paper: 90%
2. Class Participation: 10%
3. Extra Credit: Up to 10%
4. Your professor has the right to alter the requirements or grading at his discretion and that the schedule of assignments is subject to change at the professor's discretion.

B. Class Participation:

1. Class participation is expected. All students are required to be present when term paper is due. Because of the nature of this course, it is in your best interest to attend class and engage material.
2. Always be sensitive to the topics at hand, professor, and fellow students. We only have so much time to cover the material prepared for that day of lecture (no rabbit trail conversations, please).
3. Since this is a course on college level, be sure to write down lecture notes; it is *your* responsibility to keep good notes.
4. If you miss a particular class, be sure to ask your fellow student for a copy of his or her notes.
5. I will not distribute my lecture notes (other than powerpoint presentations which are location on my website).

C. Attendance:

1. Students are expected to attend all classes in which they are enrolled.
2. Students are allowed to miss 20% of all class time without penalty (no more than 1.4 absence). So, if you have missed one class and then leave early or show up late in another class, you will receive a grade reduction.
3. Absences totaling more than 20% of class time will result in an automatic "F"
4. If you are more than 30 minutes late to class you will be counted as absent for that particular class.
5. Please do not be tardy to class; it is discourteous to both students and professor.
6. Two absences result in an automatic F.

D. Late Assignments:

1. You are required to be present at beginning of sixth class to turn in term paper.
2. If you fail to turn in paper at sixth class without a cogent documented excuse, your paper will be counted numerically as a zero (00). This is considerably lower than an average F.

E. Letter/Numerical Grade Scale:

A+	99-100	B+	91-93	C+	83-85	D+	75-77	F	0-69
A	96-98	B	88-90	C	80-82	D	72-74		
A-	94-95	B-	86-87	C-	78-79	D-	70-71		

VI. COURSE SUPPLEMENTAL INFORMATION:

A. Classes will involve a blend of lecture, interaction, and guided class discussion. Students are expected to be attentive not only to the instructor but to each other. Active participation in the classroom will greatly enhance each student's benefits from the course. Students should be aware that the instructor will sometimes argue for positions he does not believe, or argue against positions he does believe, in order to motivate and challenge students to develop and articulate biblical moral convictions.

B. Class Schedule:

C. Other Important Matters:

Americans with Disabilities Act (ADA): Students with a disability who believe they need an adjustment in this class are encouraged to contact the Division for Student and Enrollment Services by telephone at 832-252-4685 or 4620, as soon as possible. The office will process your request and include the decision in a letter

directed to my attention. Please present the letter to me so that we may discuss adjustments for this class.

Plagiarism: Students who plagiarize (copy material from other sources without citing references) are committing a very serious offense. Those who plagiarize may be subject to grade reduction, discipline and/or dismissal from CBS.

Add/Drop/Withdrawal: All students who add or drop a class, withdraw from a class, change class section, or change status between credit and audit must give official notice. All ADCP students must contact their Academic Advisor to complete a Change of Status Form. All other students must complete a Change of Status Form with the Registrar's Office.

Financial Aid: Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdrawal or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

Final Course Grades: Final course grades provided to a student by a faculty member may not be relied upon as official. Students may access their official final grades online through the SonisWeb System. The Registrar's Office will only mail grades to a student upon request. All accounts must be paid in full before a student can receive transcripts. According to FERPA rulings, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

Children in Classes and Unaccompanied Children The College does not permit children under sixteen years of age to visit the library or the classroom unless the class is designed for children. Under no circumstances should children be unaccompanied on the property. Any children must be accompanied by their parent or legal guardian at all times.

Cell Phone and Electronic Device Policy Classroom disruption by cell phones or other electronic devices is prohibited. All cell phones and similar electronic devices must remain turned off and out of sight for the duration of class. Electronic devices utilized in a learning context, such as laptops and language interpreters, may be permitted at the professor's discretion. A student may face a zero and/or failure in the class if an electronic device is used for cheating during a test. Cheating at CBS is not tolerated and may result in expulsion.


D. How to do well in this class:

- Carefully read assigned books. Bombard your assigned readings with the following questions: why, where, what, when, who, and so what?
- Consider making an outline of the major units of thought in your readings. As you formulate your outline from the reading, ask yourself the following question: "*What do I see?*" The more observations you make, the better your interpretation of the author's position or claim may be. Afterwards ask, "*What does it mean?*"

- After you outline the author's position/claim go back and see what arguments are being provided to support that position or claim. Keep asking yourself, "*What is the issue?*" Then consider what objections can be raised against that issue, position, or claim. Lastly, what replies can be given to defend the position or claim against these objections.
- You should consult with me as often as possible to make sure you are understanding the material. Do not wait until the day before a test to begin studying. This is not the kind of course for which you can cram and expect to do well. Take advantage of the office hours.
- Consider forming study groups to prepare for quizzes and exams.
- Make sure you are able to contact another student for lecture material in case you happen to miss a class (es). Once again, I do not distribute my notes.
- Ten Strategies for First-Rate Studying:

Read Thoughtfully
Read Repeatedly
Read Patiently
Read Prayerfully
Read Meditatively
Read Selectively
Read Imaginatively
Read Purposefully
Read Acquisitively
Read Telescopically

If you want to improve your reading comprehension skills I would encourage you to purchase Mortimer J. Adler's informative work, *How to Read a Book*.

 *This syllabus is subject to change as deemed necessary by the instructor to accommodate instructional and/or student needs.*

OTHER NOTES: