



BIOLA  
UNIVERSITY

**BIBLICAL DEMONOLOGY & THE OCCULT**  
*CSAP 656 (2 Units) • Course Outline • Spring 2014 • Kevin Lewis*  
**Independent Study**

**I. COURSE DESCRIPTION**

*A theological examination of the nature and work of Satan and demons with application to the topics of demon possession, spiritual warfare, occultic groups, occultic phenomena and occultic practices. Special emphasis is placed on Christ as the Deliverer.*

**II. LEARNING OUTCOMES**

*After satisfactorily completing the course requirements, students should be able to:*

1. Recognize the various occultic groups and practices influencing the church and contemporary culture.
2. Examine and refute the false theology of the aforementioned groups in light of the Scriptures and orthodox Christian doctrine.
3. Strengthen the understanding of the student's faith so that he or she might be able "to make a defense to everyone who asks you to give an account for the hope that is in you" (I Pet. 3:15).

**III. TEXTBOOKS & COURSE MATERIALS**

1. Hawkins, Craig. *Goddess Worship, Witchcraft and Other Neo-Pagan Movements*. Grand Rapids: Zondervan, 1998.
2. Kole, Andre & Terry Holley. *Astrology & Psychic Phenomena*. Grand Rapids: Zondervan, 1998.
3. Lewis, Kevin. *Demonology & Occult Syllabus (Spring 2014 Independent Study Version)*. Note that this resource will be available in sections on my website at <http://www.theolaw.org>.
4. Lewis, Kevin. *Biblical Demonology & the Occult*. Vols. 1 and 2. Audio Lecture CD Set available from the Christian Apologetics Office at Biola University.
5. Montgomery, John Warwick. *Principalities & Powers*. Minneapolis: Bethany House, 1973.
6. Passantino, Bob & Gretchen. *Satanism*. Grand Rapids: Zondervan, 1995.
6. Unger, Merrill. *Biblical Demonology*. Grand Rapids: Kregel, 2011
7. Yahweh. The Bible.<sup>1</sup>

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<sup>1</sup>The preferred translation for this course is the New American Standard Bible. However, the NIV, KJV, NKJV and other translations are acceptable. Please avoid paraphrased versions such as Phillips or the Living Bible. Please note that the *Satanic Bible* is not a real Bible and the 6<sup>th</sup> and 7<sup>th</sup> Books of Moses were not written by the biblical Moses.

## IV. COURSE ASSIGNMENTS

### A. COURSE OUTLINE & PROFESSOR CONTACT

1. The student *must* carefully read the entire course outline prior to the commencement of the course.
2. After reading the course outline, the student must send a confirmation email to the coordinating professor at [kevin.lewis@biola.edu](mailto:kevin.lewis@biola.edu) indicating the student has read the entire course outline.
3. The “Subject” line of this email *must* read (exactly) “BDO SPR14 Confirmation Email.”
4. The student may ask for clarification of any part of the course outline in the confirmation email.
5. **The due date for the confirmation email is February 3, 2014 or upon receipt of the course outline if received after the due date listed.**

### B. READING

You will complete the assigned reading for the course as listed in the course schedule. You will also complete certain written assignments in connection with your reading. (See discussion of these assignments, *infra*.)

### C. PRÉCIS ASSIGNMENTS (MONTGOMERY & UNGER TEXTS)

The student will write a précis for the Duncan text. For the précis, please observe the following procedure:

#### 1. Paper Guidelines

- a. The word count for each précis should be 3,000 words (+ or – 50). Place the word count on the first page of your report.<sup>2</sup>
- b. Note that the student may elect to include or exclude the headers, footnotes, and student information in the reported word count.
- c. The paper must be typed, double-spaced with one inch margins, using a 12 point font. It must have page numbers at the bottom of each page.
- d. **Important:** Use appropriate headings to make your paper’s structure evident at a glance.
- e. **Format**
  - (1) The student *must* submit papers in the format specified in this course outline.
  - (2) At the top of the page, type the title of the assignment, your name, student number, course information (e.g., BDO, *et al.*), and the word count (e.g., 2,999).
  - (3) See the example, *infra*, for formatting details.
- f. Spelling and grammar count. See the explanation, *infra*, for details.
- g. Be certain to *footnote* your work. That is, when you directly quote or allude to a portion of the book, properly reference your material.

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<sup>2</sup> Note that most word processors have a word count function located on the “Tools” menu.

## 2. Substantive Content of the Precis

- a. Write a concise summary (i.e., a précis) of the book.
- b. Do not analyze or comment on the material presented. Simply summarize the text. This means you should write a 3,000 word abstract of the book, reducing the book material to reflect its essential content and arguments.
- c. NOTE: Students are *not* required to read or summarize the material presented in the Prologue, Epilogue, or Appendices of the Montgomery text.

## D. ZONDERVAN TEXTS ASSIGNMENT

### 1. Paper Guidelines

- a. *Texts*: The student shall write a short reaction paper for each of the Zondervan texts (i.e. Hawkins, Passantino, and Kole & Holley).
- b. *Word Count*
  - (1) The word count for each paper (3 papers total) shall be 750 words each (+ or – 25).
  - (2) Place the actual word count on the first page of each report.
- c. *Headings*: Use appropriate headings to make your paper's structure evident at a glance.
- d. *Format*: The paper must be typed, double-spaced with one inch margins, using a 12 point font. It must have page numbers at the bottom of each page.
- e. *Essential Information*: At the top of the page, type the title of the assignment, your name, student number, course information (e.g., Demonology & the Occult, *et al.*), the word count (e.g., 749 *et al.*)
- f. *References*: Be certain to *footnote* your work. That is, when you directly quote or allude to a portion of the book, properly reference your material.

### 2. Substantive Content of the Paper

- a. Summarize the three (3) best arguments of each book.
- b. Note that you are required to state your reasons for selecting each argument as one of the three most persuasive in the book. Please note that a “best argument” can be an argument either for or against the reality of a particular occult idea or practice *or* an explanation of an occult idea or practice that gave you a useful and practical understanding of that particular issue.

## E. AUDIO LECTURES & STUDENT NOTES

### 1. Audio Lectures

- a. The student must listen to all of the audio lectures in the *Biblical Demonology and the Occult* Audio CD Set (Volumes 1 and 2).
- b. The audio lectures are based on the *Biblical Demonology & the Occult* syllabi, which are available on my Biola faculty webpage at [www.theolaw.org](http://www.theolaw.org).

### 2. Course Syllabi & Note-taking

- a. The student must read all of the course syllabi (i.e., preprinted notes & outlines) assigned for this course. The syllabi are available for download on the course downloads page located at [www.theolaw.org](http://www.theolaw.org).

- b. The student shall take *careful, comprehensive, and detailed notes* of the audio lectures, which follow the materials in the course syllabi. Student notes should be typed on the downloaded copies of the course syllabi.
- c. The student must treat the notes as they would a formal research paper. The student must:
  - (1) Write in complete sentences;
  - (2) Organize his or her work;
  - (3) Use appropriate subheadings and numbering to make the lecture notes clear.
- d. An example of the student notes can be found at the end of this course outline.
- e. Students who do not follow these guidelines will have their grade reduced accordingly.

The student shall submit the typed notes of the audio lectures based on the course syllabi one week on or before the day indicated in the Course Outline

## **F. SUBMITTING ASSIGNMENTS**

### **1. Required Information**

Students must have their student name, student number, course name, semester, title of the assignment, and any other required information on each submitted assignment.

### **2. Email Etiquette**

- a. Please treat your emails as formal communications. Use complete sentences. Do not use a “texting” style for your messages.
- b. Be certain to include your full name, course name, and the semester in which you are enrolled (e.g. Spring 2014) in each email you send.

### **3. Emailing Assignments**

- a. For all assignments, please email them as attachments—on or before the due date—to my Biola faculty email address at [kevin.lewis@biola.edu](mailto:kevin.lewis@biola.edu).
- b. All assignments must be submitted as Microsoft Word documents.

### **4. Required Labeling of Student Assignments [READ CAREFULLY HERE]**

- a. Each assignment you send as a MS Word document must be properly labeled.
- b. The file name shall contain the following information:
  - (1) Semester
  - (2) Course Name
  - (3) Assignment Name
  - (4) Full Student Name (last name first name)
- c. ***Kole Reaction Paper MS Word File Name***
  - (1) File Name: “SPR14 BDO Kole Last Name First Name”
  - (2) Example: SPR14 BDO Kole Lewis Kevin
- d. ***Hawkins Reaction Paper MS Word File Name***
  - (1) File Name: “SPR14 BDO Hawkins Last Name First Name”
  - (2) Example: SPR14 BDO Hawkins Lewis Kevin

- e. ***Passantino Reaction Paper MS Word File Name***  
(1) File Name: “SPR14 BDO Passantino Last Name First Name”  
(2) Example: SPR14 BDO Passantino Lewis Kevin
- f. ***Montgomery Preci MS Word File Name***  
(1) File Name: “SPR14 BDO Montgomery Last Name First Name”  
(2) Example: SPR14 BDO Montgomery Lewis Kevin
- g. ***Unger Preci MS Word File Name***  
(1) File Name: “SPR14 BDO Unger Last Name First Name”  
(2) Example: SPR14 BDO Unger Lewis Kevin
- h. ***Lecture Notes File Name***  
(1) File Name: “SPR14 BDO Notes Last Name First Name”  
(2) Example: SPR14 BDO Notes Lewis Kevin
- i. ***Email Subject Line for Emailing Assignments***  
(1) ***Precis Assignment Subject Line***  
(a) *NOTE: Send both précis assignments attached to one email, i.e., two files in one email.*  
(b) The “Subject” line of this email must read (exactly):  
i. Subject Name: “SPR14 BDO Precis Assignments Last Name First Name”  
ii. Sample: SPR14 BDO Precis Assignments Lewis Kevin
- (2) ***Reaction Paper Assignment Subject Line***  
(a) *NOTE: Send all Reaction Paper assignments attached to one email, i.e., three files in one email.*  
(b) The “Subject” line of this email *must* read (exactly):  
i. Subject Name: “SPR14 BDO Reaction Papers Last Name First Name”  
ii. Sample: SPR14 BDO Reaction Papers Lewis Kevin
- (3) ***Lecture Notes Assignment Subject Line***  
(a) The “Subject” line of this email *must* read (exactly):  
i. Subject Name: “SPR14 BDO Notes Last Name First Name”  
ii. Sample: SPR14 BDO Notes Lewis Kevin
- j. ***Naming Clarification***  
(1) Please do not include the quotation marks in your subject line or file names. The quotation marks are given in the example to indicate the exact words the student must use for the Subject Line of the email and the File Names.  
(2) Moreover, please use spaces between words, rather than hyphens, dashes, or underlining, when writing your Subject Lines and File Names.  
(3) Please follow the guidelines for emails and naming files as it helps me organize the large number of student emails and files I receive each semester.

## V. IMPORTANT COURSE DATES

Date	Events & Assignments Due
2/3	Confirmation Email Due
4/7	<i>Goddess Worship</i> (Hawkins) Reaction Paper Due
4/7	<i>Astrology</i> (Kole & Holley) Reaction Paper Due
4/7	<i>Satanism</i> (Passantino) Reaction Paper Due
5/5	<i>Biblical Demonology</i> (Unger) Précis Due
5/5	<i>Principalities &amp; Powers</i> (Montgomery) Précis Due
5/12	Lecture Notes Due

## VI. GRADING

### A. GRADING CHART

The value of each assignment as it relates to your final grade can be seen in the following scale:

Assignment	% of Final Grade
<i>Goddess Worship</i> Paper	10%
<i>Astrology</i> Paper	10%
<i>Satanism</i> Paper	10%
<i>Principalities &amp; Powers</i> Précis	20%
<i>Biblical Demonology</i> Précis	20%
Lecture Notes	30%

### B. GRADING CRITERIA

#### 1. Quality of Student Work

- In order for a student to receive an “A” grade on any assignment, the student must do *outstanding*, graduate level work.
- If the student submits *average* or *above average* graduate level work, the assigned letter grade will reflect the quality of the work submitted.

#### 2. Formalities & Mechanics of Assignments

- Format & Required Information:** At the top of the first page of all written assignments the student *must* have the:
  - Title of the assignment,
  - Student’s name,
  - Student’s identification number,
  - Title of the course,
  - Date of the course (e.g., Spring 2014),
  - Name of the professor, and
  - Additional information requested for that specific assignment (e.g., word count). The student may examine the exemplars of the assignments given at the end of this Course Outline for further clarification.

- b. **Failure to Follow Instructions:** The grade for student papers and assignments will be reduced if the student fails to follow the directions listed in this course outline. Please consult the course outline when completing your assignments.
- c. Note that the paper grade will be *reduced one point* for each instance of a failure to conform to the guidelines. Please check your work before you submit it for grading.

### 3. Late Work

- a. All assignments must be submitted on time. Late assignments will *be reduced one percentage point* for each calendar day they are tardy.
- b. Written assignments must be mailed and postmarked on or before the due date.
- c. Only in the case of *extreme* emergencies will an exception to this policy be granted.

### 4. Academic Dishonesty

- a. Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.
- b. Biola University regards all forms of plagiarism and cheating on exams as serious problems with serious consequences.
- c. For this course, any student who represents the words or ideas of another as his or her own without giving credit for the source or who cheats on an exam will not receive credit for the course and will be referred for additional disciplinary action.

### 5. Guidelines for Citations

- a. The student must cite the source (e.g., have a footnote) for any idea found in the student's paper that is not the student's original idea or a matter of common knowledge.
- b. Secondary source citations must be properly cited with reference to the primary text. Thus, if an author cites another author, the footnote must reflect this citation-in-a-citation relationship.

### 6. Grading Standards for All Written Work

Whereas Biola University desires to maintain the highest standards with respect to the composition of all written work, any student paper exhibiting poor grammar, spelling errors, typographical errors, or other substandard academic expression shall have the overall grade for that paper reduced accordingly. Generally, a paper will be deemed substandard and ineligible to receive an "A" grade when it averages three or more compositional errors per page. Moreover, at the discretion of the professor, the substandard paper may be returned to the student for correction and resubmission with appropriate grade penalties. Graduate papers

are expected to demonstrate a higher level of academic expression than undergraduate papers. Students deficient in writing skills may seek assistance at the Biola Writing Center.

#### 7. Grading Rubric & Code Key

The student must examine and employ the criteria listed in the Grading Rubric & Code Key when preparing written assignments. See the Code Key at the end of this course outline, *infra*.

#### 8. Disabled Students

Students desiring accommodations for your class on the basis of physical learning, or emotional disability are to contact The Learning Center. The office of The Learning Center is located on the upper level of the Library in Room U137. For more information, contact extension 4542 on campus.

### C. GRADING SCALE

Final grades will be awarded according to the following scale:

Graduate	Scale
A = 96-100 points (Excellent)	C = 78-80 points (Average)
A- = 93-95 points	C- = 75-77 points
B+ = 90-92 points	D+ = 73-74 points
B = 87-89 points (Above Average)	D = 71-72 points (Below Average)
B- = 84-86 points	D- = 69-70 points
C+ = 81-83 points	F = 0-68 points (Fail)

### D. THE PRIVACY ACT

In order to comply with the Privacy Act, professors are not able to leave graded papers and exams in offices or designated areas for the purpose of returning those items to students.

## VII. GENERAL COURSE RULES & PROFESSOR POLICIES

### A. LECTURES, SYLLABUS & COPYRIGHT

1. The course syllabus, handouts, Power Point presentations, and class lectures are the intellectual property of the professor. As such they are subject to the protections of Federal Copyright Law (Title 17 of the United States Code).
2. Students desiring to copy printed or electronic course materials or record lectures must first obtain permission from the professor. The professor reserves all rights unless explicitly waived.

### B. MISCELLANEOUS POLICIES

1. Please do not request an exemption from the rules or to have a deadline extended unless there is an unanticipated emergency.
2. Please do not ask me to change your grade unless I have made an error in calculating the grade.



**C. DOCTRINAL EXPECTATIONS FOR STUDENTS:  
BIOLA’S DOCTRINAL STATEMENT & EXPLANATORY NOTES**

1. Since its inception, Biola has been a conservative evangelical protestant institution. Biola’s theological distinctives are affirmed in its Doctrinal Statement and Explanatory Notes (DSEN), which function as the doctrinal standard for the university. Both Talbot School of Theology and the M.A. Christian Apologetics Program expect all graduate students to affirm all of the precepts in the DSEN. The only exception to this policy is for those students who have requested and received an exception on the DSEN’s Eschatology and Spiritual Gifts statements. This decision for an exception is made at the time of admission. And if an exception is granted in the aforementioned areas, the student may not actively argue against Biola’s teaching position while they are students. Biola’s DSEN can be viewed at <http://www.biola.edu/about/doctrinal-statement/> .
2. Since Biola’s DSEN does not address every possible theological issue, the university permits a diversity of opinion on issues not covered by the DSEN, such as the doctrines involved in the Calvinism-Arminianism debate. However, apart from the exceptions listed above, Talbot School of Theology and the M.A. Christian Apologetics Program do not permit students to hold views contrary to the DSEN, such as Theistic Evolution, Open Theism, any view that rejects the full inspiration and inerrancy of Scripture, any view that rejects the full deity or full humanity of Jesus Christ, or any view that rejects eternal conscious punishment for the unsaved.
3. Given the school’s policies on these matters, it is an expectation for this course that enrolled students affirm the required views of the DSEN. The purpose for this requirement is to establish true unity and avoid unnecessary dissention on these important theological issues in our university community. As well, this policy helps to foster the best possible discipleship experience for all students in Biola’s diverse conservative evangelical protestant learning environment.
4. Finally, note that this expectation is not intended to hinder important reflection, discussion, or queries on these matters. Students are encouraged to engage in candid discussions, ask questions about any theological issue, raise counterarguments they have encountered, or even express genuine doubts or confusion about these items. The goal is to foster genuine camaraderie, unity, and *koinonia* among students as fellow travelers in their theological education.

**D. LECTURES, SYLLABUS & COPYRIGHT**

1. The course syllabus, handouts, Power Point presentations, and class lectures are the intellectual property of the professor. As such they are subject to the protections of Federal Copyright Law (Title 17 of the United States Code).
2. Students desiring to copy course materials, printed or electronic, or record lectures must first obtain permission from the professor. The professor reserves all rights unless explicitly waived.

## **VIII. PROFESSOR AVAILABILITY & CONTACT INFORMATION**

1. *Office Location:* My faculty office is located in the Biola Professional Building.
2. *Office Phone:* I may be reached at extension 5506 on campus. The Biola Campus telephone number is 562-903-6000.
3. *Office Hours:* Students may meet with me at breaks, after class, and by appointment.
4. *Biola E-mail:* [kevin.lewis@biola.edu](mailto:kevin.lewis@biola.edu)
5. *Biola Faculty Home Page:* [www.theolaw.org](http://www.theolaw.org) or [www.kevinlewis.info](http://www.kevinlewis.info) .
6. *ITL Home Page:* [www.itlnet.org](http://www.itlnet.org) Note: I will have many study materials linked on this site.
7. *Department Secretary:* The Christian Apologetics Department Secretary is Christy Brown. She may be reached at 562-906-4570 or at [christy.brown@biola.edu](mailto:christy.brown@biola.edu).

## ***IX. SAMPLE OUTLINES***

### **A. PRECIS EXAMPLE**

## ***PRINCIPALITIES & POWERS***

by John Warwick Montgomery

Student Name: Fox Mulder

Student Number: 11223345

CSAP 656 – Biblical Demonology & The Occult

Spring 2014 - Lewis

Word Count: 2,999

### **Chapter One: But Is It Real?**

This section will be a brilliant, but concise summary of the chapter.

NOTE: See sample précis excerpt, *infra*.

**B. ZONDERVAN TEXT PAPER EXAMPLE**

***SATANISM***

By Bob & Gretchen Passantino

Student Name: Abraham Van Helsing

Student Number: 11223344

CSAP 656 – Biblical Demonology & the Occult

Spring 2014 - Lewis

Word Count: 749

**Argument One: Title**

This section will be a brilliant, but concise summary of one of your selected best arguments followed by the reasons why you believe it was a persuasive and helpful argument.

1. *Summary of the Argument*
2. *Reasons Why the Argument was Persuasive*

**Argument Two: Title**

This section will be a brilliant, but concise summary of one of your selected best arguments followed by the reasons why you believe it was a persuasive and helpful argument.

1. *Summary of the Argument*
2. *Reasons Why the Argument was Persuasive*

## C. SAMPLE HIGH QUALITY STUDENT PRECIS EXCERPT

Note the qualities of this précis excerpt that earned the student a high grade. (1) It is complete, easy to read, and well organized. (2) It is well documented and referenced. The student explained where each section summary originated. (3) It is written in a carefully well-worded manner and is grammatically correct. (4) It truly condenses the author's ideas in the student's prose without resorting to random selections of the author's direct quotes.

### PRINCIPALITIES & POWERS<sup>1</sup>

by John Warwick Montgomery

Student Name: Carl Kolchak  
Student Number: 8675309  
Biblical Demonology & The Occult  
Spring 2014 - Lewis  
Word Count: 3,043<sup>2</sup>

#### Chapter One: But Is It Real?

Discussion of the occult must not be trivialized or made meaningless.<sup>3</sup> References to the occult should not be offhandedly vague, nor should the credibility of the existence of the supernatural be dismissed on an *ad hoc* basis.<sup>4</sup>

While almost impossible to capture the myriad of phenomena fitting within the scope of “the occult” with a single definition or description, it is dangerous error to permit the three broad categories into which occult activity are categorized – (1) the paranormal, (2) the supernatural, or (3) the “secret” or “hidden” – to become vehicles for simple reductionism.<sup>5</sup>

One of the real dangers of the occult is that the elements often overlap or appear in combination when considering any specific occult phenomena.<sup>6</sup> It is the supernatural (the immaterial, spiritual, or other-worldly) that is foremost in thought when the “occult” is mentioned<sup>7</sup> – probably because those who claim to have, or those who desire and pursue the knowledge and power linked with, special abilities are generally not deterred by consideration of

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<sup>1</sup> John Warwick Montgomery, *Principalities and Powers* (Edmonton, AB, Canada: Canadian Institute for Law, Theology, and Public Policy, Inc., 2001)

<sup>2</sup> Based on text only, without counting headers and footnotes.

<sup>3</sup> Montgomery, p. 25.

<sup>4</sup> *Ibid.*, pp. 25, 43-46

<sup>5</sup> *Ibid.*, pp. 25-26

<sup>6</sup> *Ibid.*, pp. 26, *et seq.*, synthesized and summarized

<sup>7</sup> *Ibid.*, p. 26

the hazy line between the supernatural and the paranormal<sup>8</sup> (powers and abilities possibly part of the genetic makeup of all human beings, accessible by some).<sup>9</sup> The failure of rational explanations based on rules governing the material world to explain actual recorded incidents makes “hidden” or “secret” not merely a catch-all category of specialized practitioners or organizations justifies the application of the term “occult” -- whose historic root meant “hidden” – to all these phenomena generally.<sup>10</sup>

Concealment (usually intentional) of knowledge and practices to a select few so as to preclude the ability to verify of truth claims is the key distinction between the occult and legitimate scientific inquiry and the truth claims of religion. The life, death, and resurrection of Jesus is not so different in type from occult phenomena, but the broad exposure of the occurrence to public scrutiny is quite distinct.<sup>11</sup>

Denial of the reality of the occult rejects the truth claims of the Bible. Worse, it is inherently illogical to reject all the non-biblical recorded data on a preconception against the reality of such phenomena.<sup>12</sup>

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<sup>8</sup> *Ibid.*, pp. 26-27

<sup>9</sup> *Ibid.*, p. 26

<sup>10</sup> *Ibid.*, pp. 27-29 synthesized and summarized..

<sup>11</sup> *Ibid.*, pp. 27-28 [footnote applies to entire paragraph of my text]

<sup>12</sup> *Ibid.*, pp. 30-46 synthesized and summarized [while some guidelines regarding writing a precis permit inclusion of examples provided in the text, this précis follows the simple rule of summarizing argument presented and offers examples, which filled most of this text, only when directly necessary to explain development of the underlying argument]

## D. SAMPLE STUDENT NOTES FOR INDEPENDENT STUDY COURSE

**Note: This is sample is not based on the lectures for this course, but exemplify the quality of notes you should take based on the lectures.**

Student Name: Shawn Spencer  
Student Number: 8675309  
Cults of America  
Spring 2014 – Lewis

(Note that notes in blue text are the student's notes. The black text is the syllabus.)

### E. THE COMMON THEOLOGICAL CHARACTERISTICS OF CULTS

#### 1. Denial of the Trinity

Denial of the Trinity is common in cults. It is rejected because it is difficult to understand.

The Bible is rejected by many until it is reasonable to them.

“Faith seeking understanding” is the norm for the Christian church, that is, “I believe, in order that I might understand.” Rejection of the Trinity requires ruling out parts of Scripture that one personally believes to be irrational.

The Trinity is important because all doctrine starts with the doctrine of God. The questions of “how should we live before God” and “what are we supposed to be” follow this doctrine.

A Unitarian believes in one Person as God; the Trinitarian believes in three Persons as God the one God. The Unitarian view of how to imitate God is to be alone as God is alone. Because of this they emphasize education as the highest virtue, because smart people are the best kind of people in their book.

The Trinitarian understanding of God is that there are three Persons who have been in a righteous, loving relationship for all eternity. So the Trinitarian idea of being and acting in the image of God is relational. To imitate God is to function in loving relationships. The family is a key human model of this relationship.

Heresies come in multiples! Denying essential doctrines are almost always done in multiples as they are dependent on the doctrine of God.

#### a. What is the Doctrine of the Trinity?

What the Trinity is Not: It is not an egg or anything triplex. It is not modalism.

The Biblical facts show:

1) There is only one God by nature. Isa 43:10; 44:6  
Jesus is unique 1 Tim 2:5, John 17:3

Very few cults reject monotheism. Rather Trinitarianism is rejected as polytheistic by certain cultists without the cultist understanding the meaning of the Trinity!

## 2). The Deity of the individual persons of the Godhead:

Mormons have a weird, polytheistic view of deity.

Christians must identify God as one divine Being who is simultaneously three divine Persons. This can be understood by understanding the soul in humans. All of us have a soul, but the entire soul simultaneously has three distinct capacities: intellect, will, and emotions.

All Three Persons are Deity.

The Father is Deity: This is seldom rejected by cults.

Jesus the Son is Deity: John 1:1 clearly teaches this in the prologue of John's Gospel (1:1-18). It is the story of Christmas; the Word of God became a man.

The Holy Spirit is Deity: In Acts 5:3-4 (the Ananias and Saphira story), the Holy Spirit is declared to be God and a Person.

Each Person of the Trinity remains eternally and simultaneously distinct. The Trinity is not one Person in three different roles.

## 3. The Simultaneous Distinction of all three Persons. (John 14:16)

The three Persons are simultaneously distinct.

Modalists cannot justify their beliefs since texts like John 14:16 teach the simultaneous distinction of Persons.

The definition of the Trinity: There is One God that simultaneously exists as three distinct Persons.

(End of 10<sup>th</sup> lecture)

### (1) See **Trinity Syllabus**

Heresies often start in educational arenas, usually when some "smart" professor tries to improve on God's Word. Rather we need to understand the truth and authority of the Bible and approach it with reverence. Cults usually begin in saying that the Bible has been misunderstood, the church has gone astray, and then tell us the cult leader is the true source of truth. This is the cultic mentality.

Mormons are the worst theological cult. They are anti-Christian and closer to paganism than monotheism. Genuine Christians are closer to Islam than we are to Mormonism.



In Kenneth Copeland's version of the Word of Faith movement, Christians are "little gods." Copeland claimed special "Revelation Knowledge" for this view. Copeland also says Adam was an exact duplicate of God and that God lives on another planet. This little god of Copeland has the power to speak things into existence through positive confession. He also teaches that people, including Jesus, are "Born Again" from satanic nature to that of a divine nature. Word of Faith is not Christian.

Modalism is taught by many churches today, for example, TD Jakes, the United Pentecostals, and others. Modalism teaches that one Person who is God, appears in three ways, but is not three persons)

Nestorianism is another heresy that has re-emerged. It teaches that Christ is two Persons, a human person and divine Person.

Dynamic Monarchianism means the one Person who is God indwelt the man Jesus.

We have hope because God came in Person to lead us to a proper relationship with Him.

Tri-theists believe that there are three gods. Groups like the Mormons and the followers of Kenneth Copeland hold this view.

(End of the 11<sup>th</sup> lecture)

## X. GRADING CODE KEY FOR WRITTEN WORK

### WRITTEN ASSIGNMENT CODE KEY

*Note: If one instance of a certain kind of problem is noted in your paper,  
you should look for other instances of the same problem.*

Code	Short Description	Detailed Description
¶	New Paragraph	Your paragraph is too long. Divide this paragraph into two or more paragraphs.
AAN	Additional Argumentation Needed	Expand your analysis to include additional arguments needed to deal fully with the issue.
ACA	Anticipate Counter Argument	Here, you should anticipate what your opponent will argue against you and refute it in advance.
AE	Article Error	The word requires a definite article “the” or an indefinite article “a” or “an” before it.
AGB	A Good Beginning	Your paper is a good start for research in this area. However, it requires additional research to adequately cover the topic.
AI	Argument Inadequate	The argument provided is inadequate. Either the material cited is irrelevant to the point in question or you have failed to show how it is.
AM	Argument Missing	You have failed to present an argument for your position. Do not merely assert your ideas.
AQ	Abridge Quote	The quote given is too long. Cite only the relevant and necessary portions it.
AR	Argument	Argue your point. Do not merely narrate.
AWK	Awkward	This sentence is awkward. Rephrase it for clarity.
BB	Blah, Blah, . . .	This section of the paper is not relevant to the topic. Eliminate blah-blah from your work.
BI	Bibliography Inadequate	The quantity or quality of sources, or both, is inadequate.
BM	Bibliography Missing	Where is the bibliography?
BP	Bibliography Padded	The bibliography contains a title or titles that are not cited in the body of your paper.
CAP	Capitalization Error	The word is either capitalized or not capitalized appropriately.
CF	Citation Form	The citation in your bibliography or footnote does not conform to standard citation form.
CNCL	Conclusory	You have stated a conclusion without sufficient supporting argumentation.
COL	Colloquialism	The word or phrase you employed is too informal or conversational.
CONT	Contraction	Do not (don't) use contractions in formal writing.
CPS	Cite Primary Source	You need to cite this material directly from a primary source. Either (1) you did not cite a primary source at all, or (2) you cited a primary source indirectly, i.e., by way of a secondary source.
DB	Demons Are Bad	Demons are bad. Just checking... ;-)
DQN	Direct Quotation Needed	You need to provide a direct quotation to establish your point.
DS	Double Space	Double space this portion of the paper or the entire paper as required.
DT	Define Term(s)	You used a term that requires definition. Explain the significance and meaning of this word or phrase.
EA	Endnote Abomination	Endnotes are abominations! Use either footnotes (Turabian) or in-text citations (MLA or APA) as required for this class.
ED	Em Dash	Use an em dash “—” rather than parentheses “( )” to distinguish parenthetical remarks from the rest of the sentence.
EF	Ellipsis Form	This ellipsis does not follow the proper form. For example, it may not contain the proper number of periods, or the spacing between periods is incorrect. See Turabian for the proper way to set up ellipses.
EV	Exegete Verse	You need to give details regarding why the passage means what you say it means.
FE	Factual Error	The statement is factually incorrect.
GA	Good Argument	You made your point well.

<b>GI</b>	Grammatically Incorrect	The sentence is grammatically incorrect. Follow the proper rules for grammar and syntax.
<b>HE</b>	Heading Error	Your headings are not correctly formatted or they are located at the bottom of the page. See the appropriate style guide for instruction.
<b>HM</b>	Headings Missing	Your paper is either missing the appropriate headings to divide the sections according to the guidelines or the headings are formatted incorrectly.
<b>IA</b>	Integrate Analytically	Integrate this block quote analytically into your own sentence. You may wish to summarize the quotation's content or use portions of the quotation with your own wording.
<b>IDU</b>	I Do Not Understand	Your sentence or argument does not make sense to me.
<b>IM</b>	Information Missing	You have omitted important information from your paper or exam.
<b>INP</b>	Indent New Paragraph	<i>Res Ipsa Loquitur</i> (The thing speaks for itself.)
<b>IS</b>	Issue Spotting	You either failed to spot an issue or misidentified an issue.
<b>IV/IP</b>	Interact with Verse or Passage	You have cited a passage as a proof text, but failed to demonstrate how the verse supports your argument or point. Explain how the verse or passage supports your argument.
<b>LF</b>	Logical Flow	The logical flow of the idea is unclear or erroneous. See also "IDU" and "PR."
<b>MXC</b>	Mixed Citation	Use either footnotes or an in-text citation method, but do not use both.
<b>MI</b>	Missing Information	You have omitted important information from your paper or exam.
<b>NAN</b>	No Annunciation Necessary	Do not announce what you will do in the paper. It is not necessary. Simply proceed with your paper.
<b>OAO</b>	One Argument Only	This assignment requires the student to select the single strongest and weakest argument. You have analyzed more than one argument in the section. See course outline.
<b>OGP</b>	Overall, A Good Paper	<i>Res Ipsa Loquitur</i>
<b>OUM</b>	Oversized or Undersized Margin	The margin or margins for this paper do not conform to the paper guidelines. Use proper margin settings (cf. Paper Guidelines).
<b>OST</b>	Overstated	You have overstated your case.
<b>OUF</b>	Over-Undersized Font	The font size for this paper is too large or small. Use an appropriately sized font (12 point).
<b>PE</b>	Punctuation Error	There is a punctuation error.
<b>PIQ</b>	Punctuation Inside Quotation Mark	The punctuation mark should be placed inside the quotation mark (e.g., "He is a beast.")
<b>PNM</b>	Page Numbers Missing	Page numbers do not appear on all of the pages. Number all of the pages of your paper.
<b>PR</b>	Proof Required	You need to give supporting evidence for this assertion
<b>PRM</b>	% Read Missing	You failed to state the percentage of the text you actually read. See the Course Outline.
<b>PTS</b>	Paper Too Short	The paper is too short. It either (1) contains less than the required number of pages or words, or (2) has margins, a font size, or line spacing that is too large. (cf. paper guidelines outline).
<b>PV</b>	Passive Voice	The passive voice was unnecessarily being used by you. Use the active voice whenever possible.
<b>QME</b>	Quotation Mark Error	You have either used a " for a ' or a ' for a ".
<b>QMM</b>	Quotation Mark Missing	Either the opening or closing quotation mark is missing.
<b>QRE</b>	Quotation Requires Explanation	The material you cited is not self-explanatory. Explain the relevance of the quote.
<b>QRP</b>	Quote Relevant Portion	The quotation given contains information that is not relevant to your point. Use only the portion of the quote that supports or explains your point.
<b>RBTR</b>	Rebuttal Required	You failed to rebut an argument or point raised against your view. That is, you need to demonstrate that the arguments raised are insufficient.
<b>REL</b>	Relevance	This does not appear to be relevant to your argument. Relevance is the tendency for the information to prove or disprove the matter in issue.
<b>REP</b>	Repeated Material	You already stated this point. Move on.
<b>RI</b>	Reference Incomplete	The reference lacks key information, such as the author, page, title, <i>et cetera</i> .
<b>RM</b>	Reference Missing	This quotation or idea needs support by a footnote reference.

<b>RN</b>	Refutation Needed	You raised a view that needs to be <i>proven</i> false.
<b>RO</b>	Renumber Outline	The outline needs to be numbered appropriately.
<b>SCN</b>	See Course Notes	Consult the course syllabus, notes, handouts, or powerpoint slides for additional details on this topic.
<b>SCO</b>	See Course Outline	You need to make your paper conform to the guidelines given in the course outline.
<b>SF</b>	Sentence Fragment	This is not a complete, grammatically correct sentence.
<b>SGR</b>	See Grading Rubric	Consult the grading rubric for this exam.
<b>SHM</b>	Sub-Headings Missing	You have failed to subdivide your paper and place the appropriate headings on the subsections.
<b>SP</b>	Spelling Error	<i>Res ipsa loquitur</i>
<b>SS</b>	Single Space	This section needs to be single-spaced. (E.g., it is a block quote, or a footnote, <i>et cetera</i> .)
<b>SSN</b>	Summary Statement Needed	You should provide a summary statement of the position from an authoritative source.
<b>STL</b>	Sentence Too Long	The sentence is too long. Break this up into two or more shorter sentences.
<b>SVA</b>	Subject Verb Agreement	The “number” of the subject does not agree with the number of the verb. (E.g., you have a plural subject with a singular verb or <i>vice versa</i> .)
<b>UFW</b>	Underline Foreign Words	Underline or italicize foreign language words.
<b>UT</b>	Underline Title	Underline or italicize book titles.
<b>VA</b>	Vague	Your argument or citation is not clear in its meaning or application.
<b>VRE</b>	Verse Reference Error	You have quoted a verse without giving a reference or have given a reference without citing the appropriate portion of the verse.
<b>VT</b>	Verb Tense	Change the verb tense as appropriate.
<b>WBH</b>	Why Believe Her?	You have cited the conclusions of an "expert witness." Why should I believe the truth claim solely on his or her authority? Establish why the expert's cited conclusions should be believed.
<b>WC</b>	Word Choice	The meaning of this word or expression does not fit here.
<b>WCM</b>	Word Count Missing	You failed to declare the total number of words used in paper.
<b>WM</b>	Word Missing	You have omitted a word from the sentence.
<b>WS</b>	Write Succinctly	You have employed far too many words to express your thought. Express the same thought using fewer words.
<b>WSN</b>	Word Study Needed	Show how this word is used in various contexts and why it has the meaning you say it has in this instance.
<b>WST</b>	Where Saith That?	This is a statement requiring a reference. See also RM.