

Mission Statement:

Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

SECTION 1: COURSE OVERVIEW

Regent University

SCHOOL OF DIVINITY

COSM 500

**Cosmogony & Anthropology (2)
(3 credit hours)**

Spring 2025

8 weeks

Online

Instructor: B. Kyle Keltz, PhD

Location: Online

Office hours: M/W: 12:30pm–2:30pm (CST); T/TR: 8:30am–9:30am (CST); F: 8:30am–9:30am

Phone: (email me to schedule an online meeting through Zoom)

Email: kkeltz@regent.edu

Communications Policy

All course email communication should be conducted through the student's Regent University email account. Students can expect a faculty response to an email or a phone call within 24 hours Monday through Friday. Any communication attempted after 5 PM on a Friday will be responded to the next business day.

Course Description

Biblical apologetic for the nature of God, humankind, and creation. Focuses on God's revelation of Himself through creation with practical application to Christian witness.

Required Resources

1. Bontrager, Krista K. *The Bigger Picture on Creation Study Guide*. Glendora, CA: Reasons to Believe, 2008. ISBN: 1–886653–43–7 [Available through Canvas in e-book format – included in the course fee for this class. No need to purchase separately unless you want a hard copy of this resource]
2. Bontrager, Krista K. *In Wisdom You Made Them All: Psalm 104*. Glendora, CA: Reasons to Believe, 2015. ASIN: B00USMQ2DO [Available through Canvas in e-book format – included in the course fee for this class. No need to purchase separately unless you want a hard copy of this resource]
3. Ham, Ken, Hugh Ross, Deborah Haarsma, and Stephen C. Meyer. *Four Views on Creation, Evolution and Intelligent Design*. Grand Rapids, MI: Zondervan, 2017. ISBN: 978-0310080978. [Can be purchased through MBS-Regent Bookstore or separate vendor]
4. Ross, Hugh. *More Than a Theory*, Grand Rapids, Baker Books, 2012. ISBN: 978-0801014420.
5. Ross, Hugh. *Creation as Science*. NavPress, 2006. ISBN: 1576835782 [Available through Canvas in e-book format – included in the course fee for this class. No need to purchase separately unless you want a hard copy of this resource]

The School of Divinity has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at <http://www.regent.edu/admin/stusrv/bookstore/>.

Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on Canvas. Students are responsible for the information and materials distributed through Canvas and, for on-ground students, in class.

Course Assignment Summary

Assignments	Weight
Syllabus Quiz	2%
Book Reviews (4 x 4.5% each)	18%
Blog Posts (2 x 12.5% each)	25%
Blog Post #2 STEP 3 Response Paper	5%
Pastor Audit	15%
STEMM Audit	15%
Public Presentation	20%
TOTAL	100%

Assignment Information:

1. **Syllabus Quiz (2% of total):** Brief, 4-question quiz related to this syllabus due Sunday at 11:59 pm of week 1. Students who fail to submit this quiz may be dropped from the course.
2. **Book Reviews (4 x 4.5% each; 18% of total).** Students will complete four 500-word Book Reviews of various required readings. Book Reviews will be graded based on organization, format, summary, thoughtful analysis, and appropriate academic tone and are due based on the course schedule. See the “Assignments” tab for the rubric for this assignment.
3. **Blog Posts (2 x 12.5% each; 25 of total)** Students will write two blog posts on a predetermined topic which should demonstrate thorough knowledge of the required lectures and textbook reading. Each initial post should be 500-600 words in length and is due on Wednesday, 11:59 pm

EST as per the Course Schedule. Students will then submit at least two response posts of 150-200 words due by Sunday, 11:59 pm as per the Course Schedule.

4. **Blog Post #2 Step 3 Response Paper (5% of total)** The second blog post requires an additional third step. In this response paper, students will investigate the best case against the main point made in their second blog post by writing a 800-1100 word reflection.
5. **Pastoral Audit (15% of total)** Students will complete this multi-stepped assignment by interviewing a pastor on his or her views on the age of the Earth and how they handle controversies about Genesis in their congregation. This assignment will involve interviewing a pastor, recording the conversation, and write a 750–1000-word reflection on the interview. See Canvas for more information.
6. **STEMM Audit (15% of total)** Students will complete this multi-stepped assignment by interviewing a non-Christian who has a scientific, medical, mathematics, engineering or some other technical background. This assignment will involve interviewing a person, recording the conversation, and write a 750–1000-word reflection on the interview. See Canvas for more information.
7. **Public Presentation (20% of total)** Students will prepare, organize, and present a 30-minute TED-style talk (for a non-Christian audience) or a sermon (for a Christian audience) demonstrating the harmony between science and the Bible, the origins of the cosmos, the origin of life, and/or the origin of humanity. See Canvas for more information.

Late Policy

Late work will be accepted without penalty only if prior arrangements have been made with the instructor due to circumstances beyond the student's control. In the event of a true emergency, the instructor should be contacted as soon as is reasonable so that arrangements can be made to hand in late work. All such arrangements are subject to the approval of the instructor on a case-by-case basis. Aside from those circumstances listed above, all assignments will lose 10 points for each day they are late. For purposes of this course 12:00 a.m. (EST) will be considered the beginning of a new day.

Citation Style

All papers and essays at Regent University must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in this course is the current edition of Turabian.

Course Schedule

Week 1: Understanding Dual Revelation		
Graded Assignments	Weight	Due
Syllabus Quiz	2%	Sun., March 23 @ 11:59 pm (EST)
Zoom Session		Tue., March 18 @ 7:00 pm (CST)
Study Materials		
Read: <i>More Than a Theory</i> , Ch. 1-5 & 15		
Read: <i>The Bigger Picture on Creation</i> , lesson 1		
Watch: Dual Revelation		
Watch: What is a Scientific Model?		

Week 2: Origins: The Big Bang & Creation		
Graded Assignments	Weight	Due
Blog #1	12.5%	Wed., March 26/Sun., March 30 @ 11:59 pm (EST)
Study Materials		
Read: <i>Bigger Picture on Creation</i> , lesson 2		
Read: <i>More Than a Theory</i> , Chs. 6-7		
Read: <i>Four Views on Creation, Evolution and Intelligent Design</i> , Chapter 1 (“Young Earth Creationism”)		
Read: “Defending Concordism” Article		
Read: “Is There Science in the Bible?” Article		
Watch: Big Bang or Big Fraud?		
Watch: Journey Toward Creation		

Week 3: Origin of Life		
Graded Assignments	Weight	Due
Book Review #1	4.5%	Sun., April 6 @ 11:59 pm (EST)
Zoom Session		Tue., April 1 @ 7:00 pm (CST)
Study Materials		
Read: <i>Bigger Picture on Creation</i> , lesson 3		
Read: <i>Four Views on Creation, Evolution and Intelligent Design</i> , Intro. and Ch. 2		
Read: <i>Creation as Science</i> , Appendix D		
Read: <i>More Than a Theory</i> , Chs. 8-10		
Read: <i>In Wisdom You Made Them (Psalm 104)</i>		
Watch: Origins of Life		
Watch: How to Build a Case for Biochemical Design		

Week 4: Biblical Models Of Creation		
Graded Assignments	Weight	Due
Blog #2	12.5%	Wed., April 9/Sun., April 13 @ 11:59 pm (EST)
Pastoral Audit	15%	Sun., April 13 @ 11:59 pm (EST)
Study Materials		
Read: <i>Bigger Picture on Creation</i> , lesson 4		
Read: <i>Four Views on Creation, Evolution and Intelligent Design</i> , Ch. 3		
Read: <i>More Than a Theory</i> , Appendix A		
Read: “Christian Approaches to Interpreting Genesis 1” Article		
Read: “Do Christian Creeds Support a Calendar-Day View of Creation?” Article		
Read: “It’s a Miracle! Or is It?” Article		
Watch: Finding a Home in the Science Faith Landscape		

Week 5: Origins: The Fossil Record		
Graded Assignments	Weight	Due
Book Review #2	4.5%	Mon., April 21 @ 11:59 pm (EST)
Zoom Session		Tue., April 15 @ 7:00 pm (CST)
Study Materials		
Read: <i>Bigger Picture on Creation</i> , lesson 5		
Read: <i>Four Views on Creation, Evolution and Intelligent Design</i> , Chapter 4 (“Intelligent Design”)		
Read: Presentation by Stephen C. Meyer, the Responses and Rejoinder		
Read: <i>Creation as Science</i> , Appendix F		
Read: “Repeatable Evolution or Repeated Creation” Article		
Read: “Convergence: Evidence for a Single Creator” Article		
Read: “Tetrapod Transitions: Evidence for Design” Article		
Watch: Cambrian Explosion, 2 parts		
Watch: Faint Sun Paradox		

Week 6: Origins: Humanity		
Graded Assignments	Weight	Due
Book Review #3	4.5%	Sun., April 27 @ 11:59 pm (EST)
STEMM Audit	15%	Sun., April 27 @ 11:59 pm (EST)
Study Materials		
Read: <i>Bigger Picture on Creation</i> , lesson 6		
Read: <i>More Than a Theory</i> , Chs. 12-13		
Watch: Image of God, 2 videos		
Watch: The Quest for the Historical Adam and Eve		

Week 7: Time: Flood & Dating the Universe		
Graded Assignments	Weight	Due
Book Review #4	4.5%	Sun., May 4 @ 11:59 pm (EST)
Blog #2 Step 3	5%	Sat., May 3 @ 11:59 pm (EST)
Zoom Session		Tue., Apr. 29 @ 7:00 pm (CST)
Study Materials		
Read: <i>Bigger Picture on Creation</i> , lesson 7		
Read: <i>Creation as Science</i> , Chs. 10–12 and Appendix E		
Read: “The Evidence Doesn’t Lie” Article		
Watch: Noah’s Flood: Global or Local?		
Watch: Dating the Universe—A How-To Guide		

Week 8: Reasons To Believe: Sharing Your Faith		
Graded Assignments	Weight	Due
Public Presentation	20%	Sat., May 10 @ 11:59 pm (EST)
Study Materials		
Read: "Apologetics Strategies: How to Talk to the Experts, part 1" Article		
Read: "Apologetics Strategies: How to Talk to the Experts, part 2" Article		
Read: "Evaluating Christian Apologists" Article		
Read: "Why We Need Apologetic Pastors, part 1" Article		
Read: "Why We Need Apologetic Pastors, part 2" Article		
Watch: Reaching STEMM People for Christ		
Watch: Apologetics and Pastoring, 3 parts		

SECTION 2: COURSE REQUIREMENTS

Relationship of course to Regent's Mission

Mission: *Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.*

Below are ways this course supports the mission:

1. **Biblical Perspective:** This course grounds the student in biblical perspectives on creation and how to integrate this material with the natural world. Students will also have the opportunity to communicate biblically-informed responses to science-faith inquiries.
2. **Global Context:** The principles of communicating with "gentleness, respect and a clear conscience" (1 Pet. 3:15–16) will be practiced. In seeking to understand and appreciate how to communicate with scientists, skeptics and atheists, we will cultivate love and empathy, both of which are essential to interacting in a global context.

Program Learning Outcomes

Master's Program Learning Outcome	Program(s)
Students will be able to articulate the inspiration, infallibility, and authority of God's Word as found in the Old and New Testaments. Students will be able to describe the renewing work of the Holy Spirit in the Church and world. Students will be able to be witnesses to the Gospel of Jesus in their vocation.	All Master's Programs
Students will be able to articulate a biblical and theological understanding of ministry.	Master of Arts in Christian Ministry All M.Div. Programs
Students will be able to produce a research-based project grounded in a faithful expression of theological knowledge for the Church.	Master of Theological Studies

Students will be able to interpret and apply God's Word to contemporary ministry situations.	Master of Divinity in Theology & Ministry
Students will be able to read, exegete, and apply God's Word from the original languages to contemporary ministry situations.	Master of Divinity in Biblical Literature & Languages

Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain scientific concepts, theories, and applications in various disciplines.
2. Communicate biblically-informed responses to faith-science inquiries.
3. Conduct research to bridge the gap between theological and scientific thinking.
4. Evaluate the assumptions and pre-suppositions of scientific methodologies, discoveries, and applications.

Course Objectives (specific tasks/assignments with match to CLOs)

Assignments	Course Learning Outcomes			
	CLO1	CLO2	CLO3	CLO4
Textbook Reading & Bible Study Affidavit	X	X		
Blog Posts	X	X	X	X
Pastor Audit			X	X
STEMM* Audit			X	X
Public Presentation	X	X	X	X

Faith and Learning Integration

This course will examine the basic truths concerning origins of the cosmos, life and humanity. Focus will be the dual revelation of God in the book of nature (Rom 1:18-20) and Scripture. The material we use will be at the intersection of faith, science, and reason, illustrating an apologetic for God, the integrity of Scripture, and the Biblical account of creation. The ultimate goal of this course is to be equipped to share your faith with those who need reasons to believe, presenting a life-giving apologetic for the Gospel. One of the aims of this course is to help you develop a reasoned response to important questions about the Bible related to origins of the cosmos, life, and humanity. Often times the "STEMM" group of people have scientific reasons that they think discredit the Scriptures. This course helps prepare you to answer those questions with a biblical model for origins that leverages science to give them reasons to believe.

Course Procedures

Attendance Policy

Regent University recognizes the importance of class attendance and participation for students' learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others' contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as

active engagement through discussion and other forms of interaction. Both are valuable to student learning.

Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education. Attendance is tracked weekly. For any week (7 days) in which a student does not attend class or, for online courses, participate in academic activities for the course in Canvas, the student will be marked absent in the Canvas grade book. The standard by which a final date of attendance in the class is measured will be the last date on which the online student engages in academic activity for the course in Canvas or the on-campus student attends the on-campus class for a course, whichever is more recent. "Academic activity" includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course. Students should be aware that this date could affect their financial aid and financial obligations.

Normally, expectations for participation—such as those for quality work in the group discussions (including those in Canvas)—differ from the minimal requirements for attendance. Thus, at the instructor's discretion, a student who is present or absent might lose participation points. Instructors determine whether students may gain back lost participation points (for example, through additional work). Students should be aware that instructors follow their posted policy for receiving late work from students. Work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course grade. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including students' participation. Students are responsible to attend and participate in class and to follow campus policies.

Canvas Requirements

Canvas has four primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor; (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials; (3) to provide a means for students to complete quizzes and other forms of evaluation; and (4) to enhance the learning process by providing a variety of materials.

Students are expected to log in to Canvas and check the Announcements section of Canvas at least once a week beginning one week before the start of the course. Students must keep their e-mail address current in Canvas; they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

For courses with online discussions, they will be posted in Canvas. Unless otherwise instructed, the student's postings have word limits. The purpose of these parameters is to promote writing that is both thorough and concise. The instructor will post questions and activities weekly. Discussion questions will be posted in advance. Since not everyone will see things identically, students are to review one another's postings in order to further their insight and learning. This is an important benefit of dialogue. Note that the expectations for quality work in the Canvas group discussions differ from the *minimal* requirements for attendance.

Please check the RU Resources tab in Canvas for University Library and Academic Support information, Student Services, Canvas Tutorials and Resources, and Disability Services, among others.

Some basic computer skills you are expected to have mastered before taking an online course include the following: sending and receiving emails, opening or sending an email attachment, searching the Internet, using Microsoft Word and downloading files.

If you have technical problems with Canvas and/or are not able to log in, please contact the Help Desk/IT department. You can e-mail the Help Desk at: helpdesk@regent.edu or call at (757) 352-4076.

Required Work Hours

As per Regent University's Credit Hour policy, 45 hours of total student work are minimally required for each credit hour earned in a course; therefore, you should calculate the average number of work hours per week required by this course (e.g., a 3-credit course lasting 15 weeks requires at least 9 hours per week of student work) in order to give you an approximate understanding of the amount of time you should devote to its requirements. For online, 8 week classes, the student work effort per week is in effect doubled to about 17 hours per week (vs. 9 hours per week for 15-week courses).

Turnitin™

In order to support students and faculty in reducing plagiarism, Regent University utilizes Turnitin™, a plagiarism prevention service offered through Canvas. Turnitin™ detects unoriginal content in student assignments and provides an easily identifiable report for faculty to distinguish between original and plagiarized content. This service helps educators prevent plagiarism by detecting unoriginal content in student papers.

School of Divinity Academic Policies

For additional academic policies, please review the latest graduate catalog [here](#).

Grading Scale

The following Master's grading system is followed in the School of Divinity:

Grade	Percentage	Quality Points	Meaning of Grade
A	93–100	4.00	Superior
A-	90-92	3.67	Accomplished
B+	87-89	3.33	
B	83-86	3.00	
B-	80-82	2.67	Satisfactory
C+	77-79	2.33	Unsatisfactory
C	73-76	2.00	
C-	70-72	1.67	
D+	67-69	1.33	
D	63-66	1.00	
D-	60-62	0.67	
F	0-59	0.00	Failing

Superior: A

Work of superior quality in all areas. Work displays a mastery of course content at the highest level of attainment appropriate for the graduate level: outstanding quality of thought; excellent understanding of the course content and demonstration of skills associated with the course; a creative and critical engagement with the material; and an ability to analyze and evaluate the knowledge and ideas that shows talent for graduate work. Work shows practical or personal application of course content in specific assignments, as appropriate.

Accomplished: A-, B+, B

Strong performance demonstrating a high level of attainment appropriate for the graduate level: high quality of thought; solid understanding of the course content and demonstration of skills associated with the course; an engagement with the material that shows good comprehension of the subject; and an ability to analyze and evaluate the knowledge and ideas in the course. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from A- to B according to the quality and quantity of the work.

Satisfactory: B-

Satisfactory performance demonstrating an adequate level of attainment appropriate for the graduate level: competent quality of thought; acceptable understanding of the course content and demonstration of skills associated with the course; an engagement with the course that shows adequate ability to analyze and evaluate; and adequate comprehension of the subject. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade will vary from B- to C- according to the quality and quantity of the work.

Unsatisfactory: C+, C, C-, D+, D, D-

Unsatisfactory performance demonstrating a minimal level of attainment appropriate for the graduate level. The student's work indicates poor quality of thought and poor comprehension of course content. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from C+ to D- according to the quality and quantity of the work.

Failing: F

Unacceptable performance. The student's work indicates major deficiencies in learning and reveals little or no understanding of course content. This grade denotes either unacceptable performance despite some effort, or failure to complete the assigned work.

SECTION 3: POLICIES & PROCEDURES

This section covers policies related to academic integrity, accommodations, and University policies and procedures.

Christian Foundations of Academic Integrity

Biblical. Regent University affirms the Biblical commandment of "thou shalt not steal" (Ex. 20:15). In the context of academic integrity, this must be understood in the larger framework of "love thy neighbor as thyself" (Matt. 22:39) as well as "render therefore unto Caesar what are Caesar's; and unto God what are God's" (Matt. 22:21). Paul writes from this framework of love and respect when he says, "Pay to all what is owed them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed" (Rom. 13:7). Each of these passages conveys the social obligation to respect the dignity of both the personhood and the property of those in society. Paul thus prescribes the biblical standard of honest, hard work as a key to respecting each other's

personhood and property. In his letter to the Ephesians, Paul even provides counsel to those who have committed theft, stating, “Let him labor, doing honest work with his own hands, so that he may have something to share with anyone in need” (4:28). As such, the God of the Bible mandates a higher life than the world requires, a life in which Christians participate in the love and dignity God holds for himself as Father, Son, and Spirit. Indeed, even as Christ honors and acknowledges the will of his Father and the works of his Spirit, so should Christians honor and acknowledge the wills and works of those that provide opportunities to edify their minds and hearts with the knowledge and wisdom of sound scholarship. In doing so, Christians follow the biblical precept of integrity that is founded on love and respect and enables them to learn both from one another and those outside the faith.

Philosophical. Regent University also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one’s sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act morally, individuals must act in a manner that prevents themselves from being placed in a position where they must choose between convenience and morality, or, stated differently, into a position where they “consider one thing to be right but not expedient, and another to be expedient but not right” (102). The virtues, therefore, require diligence in order to act morally upright—diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. *On Moral Obligations*. Trans. John Higginbotham. London: Faber and Faber LTD, 1967. Print.)

Legal. Finally, Regent University affirms the necessity of equipping students for the reality of functioning within a society bound by laws, including copyright laws. Paul speaks clearly about a Christian’s responsibility to abide by the laws of the land. He concludes that authority is ultimately from God, so believers must work within that God-ordained system (Rom. 13). Thus, in mastering the art and science of proper attribution of sources, students are participating in the Biblical tradition of exhibiting reverence for the divine institute of law as well as giving honor where honor is due.

Accommodations for Students with Disabilities

The policy and intent of Regent University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Regent University will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services. Regent University will provide reasonable accommodation to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Services. http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm

University Policies and Procedures

For information about student records, privacy, and other University policies and procedures, students are directed to the most recent version of the Student Handbook located at <http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>