

Chapter 1 : Brief (law) - Wikipedia

Overview. The world is intolerant of Christian beliefs. You've probably heard many of the anti-Christian comebacks and conversation-enders that refute the relevance and validity of Christianity, including.

God in his sovereign will elects certain individuals in Christ John 6: Modern theologians have subordinated righteousness to love and denied it equal ultimacy with love in the nature of deity. We have projected American ideas of egalitarianism over the Scriptural concepts of justice. Crockett and Sigountos conclude that much work remains to be done to produce a balanced evangelical theology of religions. One extreme holds that all truth resides in Christianity and that non-Christian religions have none. The other extreme states that non-Christian religions are just as valid as Christianity. To plot a course between these two extremes is the difficult task remaining. Sir Norman Anderson writes out of lengthy experience working among Muslims. He has lectured in Islamic law for many years. He is the author of Christianity: In Christianity and World Religions, Anderson highlights the uniqueness of the Christian proclamation, salvation and disclosure vis-a-vis other world religions, and ends with an excellent chapter on proclamation and dialogue in our pluralistic society. While he solidly affirms that the only way to God is through Christ and the only basis of forgiveness and acceptance is the atonement effected at the cross pp. Is there any basis on which the efficacy of the one atonement can avail for those who have never heard about it? Anderson makes much of the Old Testament Jews who turned to God in repentance, brought the prescribed sacrifices and threw themselves on the mercy of God. Anderson follows this up with an exegesis of Romans Pinnock and Sanders write from a solidly evangelical perspective. Both, like Anderson, believe that it is only through the work of Christ that people are saved. They hold that Jesus is the Christ, the Son of God and only Saviour whose redemptive work was intended to benefit the whole world. Both affirm a wider hope and universally accessible salvation. Both authors reject the view that God created billions of people only to consign the vast majority of them to eternal torment. This judgment befalls them according to the traditional view due to the accidents of history or geography. Due to factors over which they had no control, they never received an opportunity to hear of Christ. Neither author is a universalist. Both reject pluralist theology which affirms that the different religions of the world are all valid paths to God and all lead to salvation. Sanders and Pinnock affirm an optimism of salvation grounded in the love of God and the wideness, not the narrowness of His mercy. Both authors approvingly cite John R. Stott and would agree when he writes: I have never been able to conjure up as some great evangelical missionaries have the appalling vision of the millions who are not only perishing but who will inevitably perish. On the other hand, as I have said, I cannot be a universalist. Between these extremes I cherish the hope that the majority of the human race will be saved Pinnock, p. The only possibility for encountering God and receiving salvation in the restrictivist view is by exercising explicit faith in Jesus Christ in this life. Sanders and Pinnock, following the lead of Anderson, affirm that the Bible presents a much more hopeful picture than restrictionists present. God includes before He excludes. The love of God for all humanity, and salvation found only in Christ. Premessianic Jews were saved by faith in God even though they knew very little about Christ. Though they never confessed the Saviour, they were nevertheless saved by His redemption. Much is made of the Cornelius story Acts Cornelius was a believer before this and not hellbound. Regarding the salvation of babies and mentally incompetent people who die, most Christians believe that such people are saved. But this seems inconsistent with the belief that all must be evangelized. Salvation is Accessible for the Unevangelized Without being naively optimistic by believing all religions are ways to God, inclusivists say we should not think that God cannot work in and through them. We ought not deny that there is some truth in other religions. The point is, God will judge all people fairly in terms of the light they have received in their own historical situation. God, in grace, grants every individual a genuine opportunity to participate in the redemptive work of Christ. Salvation is universally accessible apart from evangelization and people who respond in faith to the revelation they do have will attain salvation even if they never hear the

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gospel. Sanders and Pinnock affirm that the unevangelized are saved or lost on the basis of their commitment, or lack thereof, to the God who saves through the work of Jesus. The inclusivist view raises the matter of motivation for missions. A number of reasons are given why proponents of the wider hope are strongly motivated to bring the gospel to the unevangelized. Jesus commanded us to go and preach the gospel to all people. Christians deeply desire to share Christ and cannot keep the blessings of a personal relationship with Him to themselves. The Bible teaches that God wants to bring fullness of eternal life into the lives of all people now. The good news is not only for the life beyond this one, but for the life we live now. Pinnock suspects evangelicals have narrowed the motivation for missions down to one thing - deliverance from wrath. Our mission is not to urge them to turn to Jesus because God hates them and delights in sending them to hell. Jesus did not come to condemn but to save the world John 3: No, our mission is to announce the wonderful news of the kingdom of God p. Hermeneutical problems exist on both sides of the issue. The sense this reviewer received from reading widely on the topic is that this question is a serious one and cannot be pursued as a mere academic curiosity but is vital to our understanding of the nature of God and our sense of mission. The conclusions we reach must be consistent with the full-orbed portrayal of God in Scripture, and our theology of the unevangelized must not diminish our sense of urgency in proclaiming the gospel throughout the world. The Bible is clear about this: Christianity and World Religions: The Challenge of Pluralism. Through No Fault of Their Own. Religious Pluralism and the Question of Truth. An Investigation into the Destiny of the Unevangelized.

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Chapter 2 : How to Write a Legal Brief (with Pictures) - wikiHow

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Writing a critique What is a critique? A critique is a genre of academic writing that briefly summarises and critically evaluates a work or concept. Critiques can be used to carefully analyse a variety of works such as: However, the body of a critique includes a summary of the work and a detailed evaluation. **Why do we write critiques?** Writing a critique on a work helps us to develop: A recognition of the strengths and weaknesses of the work. **How to write a critique** Before you start writing, it is important to have a thorough understanding of the work that will be critiqued. Study the work under discussion. Make notes on key parts of the work. Develop an understanding of the main argument or purpose being expressed in the work. Consider how the work relates to a broader issue or context. There are a variety of ways to structure a critique. You should always check your unit materials or blackboard site for guidance from your lecturer. The following template, which showcases the main features of a critique, is provided as one example. **Describe the main argument or purpose of the work.** Explain the context in which the work was created. Have a concluding sentence that signposts what your evaluation of the work will be. For instance, it may indicate whether it is a positive, negative, or mixed evaluation. This summary should not be the focus of the critique and is usually shorter than the critical evaluation. **Critical evaluation** This section should give a systematic and detailed assessment of the different elements of the work, evaluating how well the creator was able to achieve the purpose through these. A critical evaluation does not simply highlight negative impressions. It should deconstruct the work and identify both strengths and weaknesses. It should examine the work and evaluate its success, in light of its purpose. Examples of key critical questions that could help your assessment include: Who is the creator? Is the work presented objectively or subjectively? What are the aims of the work? Were the aims achieved? What techniques, styles, media were used in the work? Are they effective in portraying the purpose? What assumptions underlie the work? Do they affect its validity? What types of evidence or persuasion are used? Has evidence been interpreted fairly? How is the work structured? Does it favour a particular interpretation or point of view? Does the work enhance understanding of key ideas or theories? Does the work engage or fail to engage with key concepts or other works in its discipline? This evaluation is written in formal academic style and logically presented. Group and order your ideas into paragraphs. Start with the broad impressions first and then move into the details of the technical elements. For shorter critiques, you may discuss the strengths of the works, and then the weaknesses. In longer critiques, you may wish to discuss the positive and negative of each key critical question in individual paragraphs. To support the evaluation, provide evidence from the work itself, such as a quote or example, and you should also cite evidence from related sources. Explain how this evidence supports your evaluation of the work. **Conclusion** This is usually a very brief paragraph, which includes: A statement indicating the overall evaluation of the work A summary of the key reasons, identified during the critical evaluation, why this evaluation was formed. In some circumstances, recommendations for improvement on the work may be appropriate. **Reference list** Include all resources cited in your critique. **Checklist for a critique** Have I: Mentioned the name of the work, the date of its creation and the name of the creator? Accurately summarised the work being critiqued? Mainly focused on the critical evaluation of the work? Systematically outlined an evaluation of each element of the work to achieve the overall purpose?

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Chapter 3 : How to brief a case | Lloyd Sealy Library at John Jay College of Criminal Justice

response #2: the inclusivist (wider-hope) view 1. What are the key tenets of the middle knowledge/accessibilist position? Do any stand out to you as being helpful?

Overcoming Objections to Christian Faith in which several adjustments had been made including the addition of roughly half a dozen chapters, the addition of the further reading section of each chapter and the move of the study guide to the authors website. But what if these remarks could be used as opportunities to further the discussion instead of stifle it? Overcoming Objections to Christian Faith , that is just the starting point that Paul Copan uses in order to help guide the conversation in a much more meaningful direction. In his book, Paul Copan addresses 29 of these common statements by organizing them into 5 main categories. Each of these parts contain an introduction to the main category which will include some discussion of any terms that may need to be defined, followed by the chapters themselves. Since the chapters are typically just a few pages in length, each addressing a particular statement, the reader will be able to get through one in a matter of a few minutes. Perhaps one of the greatest benefits to having this book on the shelf is in its ability to function as a reference tool. Many of the comebacks and retorts discussed are seen regularly in conversation and even if you are used to handling them, Paul Copan will likely offer some new perspectives to how they should be viewed and responded to. In fact, having a good grounding in some of these responses will likely help the reader to recognize how many of these suppositions pervade society through various avenues. And since each chapter is concluded with a summary of chapter highlights and a list of further reading material, True For You But Not For Me can serve as a gateway into deeper study as the reader sees fit. The Books Structure As I mentioned, the book is organized by means of 5 major parts. Absolutely Relative, Paul Copan introduces the concept of relativism along with the reality of truth. He establishes the fact that relativism is ultimately self-defeating and shows that many of the retorts that are encountered in this section are as well. The Absolutism of Moral Relativism deals with the various issues of moral relativism. It is in this sense that religious pluralism practices the very thing it claims to deny. The Uniqueness of Jesus Christ: The Question of the Unevangelized Paul Copan deals with the exclusivity of Christianity and the various views on salvation for those who have never heard the Gospel. This study guide, which can be used individually or for small groups, contains roughly a handful of questions for each chapter of the book. My wife and I led a small group through this book over the course of about a year with various breaks throughout and found the questions available in the study guide to be much more thoroughly thought out than most study guides we come across. The questions force you to interact with the content and since the chapters themselves are relatively short it is very easy for the group to collectively go back and read through particular items that are being addressed. This allows the information to be readily available and fresh in the minds of the participants. The book will allow itself to be molded a bit for your particular small group. We found that some chapters dealt with some heavier items that many people are going to be unfamiliar with. In those instances the group leaders may wish to skip them entirely or deal with them over the course of a few meetings. Since there are times that Paul Copan takes the familiarity with certain topics for granted, group leaders may find they need to be ready to introduce and further explain what is being discussed. But as anyone familiar with apologetics will tell you, a script is going to be worthless when you think you need it most. One way a Christian can be prepared to give their defense is by learning how to think properly about these common objections. That being said, True For You But Not For Me may be just the right balance because it will offer responses to very specific and common objections in a way that will teach you how to think about and engage the content of the objection at hand. This post along with all content on this site except citations is the property of davidchristopher. Please give appropriate citation along with a link to the URL and the date it was obtained.

Chapter 4 : How to Write a Case Brief for Law School | LexisNexis

The inclusivist view raises the matter of motivation for missions. Sanders argues that even if "belief in the wider hope were conclusively shown to reduce support for missions, this would not in itself indicate that the wider hope view was false; the problem might well lie elsewhere - in an inadequate theory of missions" (p.).

How to write a case brief for law school: Excerpt reproduced from Introduction to the Study of Law: This section will describe the parts of a brief in order to give you an idea about what a brief is, what is helpful to include in a brief, and what purpose it serves. Case briefs are a necessary study aid in law school that helps to encapsulate and analyze the mountainous mass of material that law students must digest. The case brief represents a final product after reading a case, rereading it, taking it apart, and putting it back together again. Who will read your brief? Most professors will espouse the value of briefing but will never ask to see that you have, in fact, briefed. You are the person that the brief will serve! Keep this in mind when deciding what elements to include as part of your brief and when deciding what information to include under those elements. What are the elements of a brief? Different people will tell you to include different things in your brief. Most likely, upon entering law school, this will happen with one or more of your instructors. While opinions may vary, four elements that are essential to any useful brief are the following: Because briefs are made for yourself, you may want to include other elements that expand the four elements listed above. Depending on the case, the inclusion of additional elements may be useful. For example, a case that has a long and important section expounding dicta might call for a separate section in your brief labeled: Whatever elements you decide to include, however, remember that the brief is a tool intended for personal use. To the extent that more elements will help with organization and use of the brief, include them. On the other hand, if you find that having more elements makes your brief cumbersome and hard to use, cut back on the number of elements. At a minimum, however, make sure you include the four elements listed above. Elements that you may want to consider including in addition to the four basic elements are: In the personal experience of one of the authors, this element was used to label cases as specific kinds e. This element allowed him to release his thoughts without losing them so that he could move on to other cases. In addition to these elements, it may help you to organize your thoughts, as some people do, by dividing Facts into separate elements: One subject in which Procedure History is virtually always relevant is Civil Procedure. When describing the Judgment of the case, distinguish it from the Holding. Remember that the purpose of a brief is to remind you of the important details that make the case significant in terms of the law. It will be a reference tool when you are drilled by a professor and will be a study aid when you prepare for exams. A brief is also like a puzzle piece. The elements of the brief create the unique shape and colors of the piece, and, when combined with other pieces, the picture of the common law takes form. A well-constructed brief will save you lots of time by removing the need to return to the case to remember the important details and also by making it easier to put together the pieces of the common law puzzle. The simple answer is: But what parts of a case are relevant? When you read your first few cases, you may think that everything that the judge said was relevant to his ultimate conclusion. Even if this were true, what is relevant for the judge to make his decision is not always relevant for you to include in your brief. Remember, the reason to make a brief is not to persuade the world that the ultimate decision in the case is a sound one, but rather to aid in refreshing your memory concerning the most important parts of the case. What facts are relevant to include in a brief? You should include the facts that are necessary to remind you of the story. If you forget the story, you will not remember how the law in the case was applied. You should also include the facts that are dispositive to the decision in the case. For instance, if the fact that a car is white is a determining factor in the case, the brief should note that the case involves a white car and not simply a car. To the extent that the procedural history either helps you to remember the case or plays an important role in the ultimate outcome, you should include these facts as well. What issues and conclusions are relevant to include in a brief? There is usually one main issue on which the court rests its decision. This may seem

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simple, but the court may talk about multiple issues, and may discuss multiple arguments from both sides of the case. Be sure to distinguish the issues from the arguments made by the parties. The relevant issue or issues, and corresponding conclusions, are the ones for which the court made a final decision and which are binding. The court may discuss intermediate conclusions or issues, but stay focused on the main issue and conclusion which binds future courts. What rationale is important to include in a brief? This is probably the most difficult aspect of the case to determine. Remember that everything that is discussed may have been relevant to the judge, but it is not necessarily relevant to the rationale of the decision. The goal is to remind yourself of the basic reasoning that the court used to come to its decision and the key factors that made the decision favor one side or the other. A brief should be brief! Overly long or cumbersome briefs are not very helpful because you will not be able to skim them easily when you review your notes or when the professor drills you. On the other hand, a brief that is too short will be equally unhelpful because it lacks sufficient information to refresh your memory. Try to keep your briefs to one page in length. This will make it easy for you to organize and reference them. Do not get discouraged. Learning to brief and figuring out exactly what to include will take time and practice. The more you brief, the easier it will become to extract the relevant information. While a brief is an extremely helpful and important study aid, annotating and highlighting are other tools for breaking down the mass of material in your casebook. The remainder of this section will discuss these different techniques and show how they complement and enhance the briefing process.

Annotating Cases Many of you probably already read with a pencil or pen, but if you do not, now is the time to get in the habit. Cases are so dense and full of information that you will find yourself spending considerable amounts of time rereading cases to find what you need. An effective way to reduce this time is to annotate the margins of the casebook. Your pencil or pen will be one of your best friends while reading a case. It will allow you to mark off the different sections such as facts, procedural history, or conclusions, thus allowing you to clear your mind of thoughts and providing an invaluable resource when briefing and reviewing. You might be wondering why annotating is important if you make an adequate, well-constructed brief. By their very nature briefs cannot cover everything in a case. Even with a thorough, well-constructed brief you may want to reference the original case in order to reread dicta that might not have seemed important at the time, to review the complete procedural history or set of facts, or to scour the rationale for a better understanding of the case; annotating makes these tasks easier. Whether you return to a case after a few hours or a few months, annotations will swiftly guide you to the pertinent parts of the case by providing a roadmap of the important sections. Your textual markings and margin notes will refresh your memory and restore specific thoughts you might have had about either the case in general or an individual passage. Annotations will also remind you of forgotten thoughts and random ideas by providing a medium for personal comments. In addition to making it easier to review an original case, annotating cases during the first review of a case makes the briefing process easier. With adequate annotations, the important details needed for your brief will be much easier to retrieve. Without annotations, you will likely have difficulty locating the information you seek even in the short cases. It might seem strange that it would be hard to reference a short case, but even a short case will likely take you at least fifteen to twenty-five minutes to read, while longer cases may take as much as thirty minutes to an hour to complete. No matter how long it takes, the dense material of all cases makes it difficult to remember all your thoughts, and trying to locate specific sections of the analysis may feel like you are trying to locate a needle in a haystack. An annotation in the margin, however, will not only swiftly guide you to a pertinent section, but will also refresh the thoughts that you had while reading that section. When you read a case for the first time, read for the story and for a basic understanding of the dispute, the issues, the rationale, and the decision. As you hit these elements or what you think are these elements make a mark in the margins. When a case sparks an idea “write that idea in the margin as well” you never know when a seemingly irrelevant idea might turn into something more. Finally, when you spot a particularly important part of the text, underline it or highlight it as described below. With a basic understanding of the case, and with annotations in the margin, the second read-through of the case should be much easier. You can direct your reading to the most important

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sections and will have an easier time identifying what is and is not important. Continue rereading the case until you have identified all the relevant information that you need to make your brief, including the issues, the facts, the holding, and the relevant parts of the analysis. Pencil or pen – which is better to use when annotating? Our recommendation is a mechanical pencil. Mechanical pencils make finer markings than regular pencils, and also than ballpoint pens. Although you might think a pencil might smear more than a pen, with its sharp point a mechanical pencil uses very little excess lead and will not smear as much as you might imagine. A mechanical pencil will also give you the freedom to make mistakes without consequences. When you first start annotating, you may think that some passages are more important than they really are, and therefore you may resist the urge to make a mark in order to preserve your book and prevent false guideposts. With a pencil, however, the ability to erase and rewrite removes this problem. Like annotating, highlighting may seem unimportant if you create thorough, well-constructed briefs, but highlighting directly helps you to brief. It makes cases, especially the more complicated ones, easy to digest, review and use to extract information. Highlighting takes advantage of colors to provide a uniquely effective method for reviewing and referencing a case. If you prefer a visual approach to learning, you may find highlighting to be a very effective tool. If annotating and highlighting are so effective, why brief? Because the process of summarizing a case and putting it into your own words within a brief provides an understanding of the law and of the case that you cannot gain through the process of highlighting or annotating.

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Chapter 5 : NPR Choice page

Review Book Reviews 'Brief Answers To The Big Questions' Is Stephen Hawking's Parting Gift To Humanity Brief Answers to the Big Questions Author Stephen Hawking. a view that many.

Title and Citation The title of the case shows who is opposing whom. The name of the person who initiated legal action in that particular court will always appear first. Since the losers often appeal to a higher court, this can get confusing. The first section of this guide shows you how to identify the players without a scorecard. The citation tells how to locate the reporter of the case in the appropriate case reporter. Facts of the Case A good student brief will include a summary of the pertinent facts and legal points raised in the case. Sometimes, the best statement of the facts will be found in a dissenting or concurring opinion. Judges are not above being selective about the facts they emphasize. The fact section of a good student brief will include the following elements: A one-sentence description of the nature of the case, to serve as an introduction. A statement of the relevant law, with quotation marks or underlining to draw attention to the key words or phrases that are in dispute. A summary of the complaint in a civil case or the indictment in a criminal case plus relevant evidence and arguments presented in court to explain who did what to whom and why the case was thought to involve illegal conduct. A summary of actions taken by the lower courts, for example: Issues The issues or questions of law raised by the facts peculiar to the case are often stated explicitly by the court. Constitutional cases frequently involve multiple issues, some of interest only to litigants and lawyers, others of broader and enduring significance to citizens and officials alike. Be sure you have included both. With rare exceptions, the outcome of an appellate case will turn on the meaning of a provision of the Constitution, a law, or a judicial doctrine. Capture that provision or debated point in your restatement of the issue. Set it off with quotation marks or underline it. This will help you later when you try to reconcile conflicting cases. Board of Education involved the applicability of a provision of the 14th Amendment to the U. Many students misread cases because they fail to see the issues in terms of the applicable law or judicial doctrine than for any other reason. There is no substitute for taking the time to frame carefully the questions, so that they actually incorporate the key provisions of the law in terms capable of being given precise answers. Remember too, that the same case may be used by instructors for different purposes, so part of the challenge of briefing is to identify those issues in the case which are of central importance to the topic under discussion in class. Reasoning The reasoning, or rationale, is the chain of argument which led the judges in either a majority or a dissenting opinion to rule as they did. This should be outlined point by point in numbered sentences or paragraphs. Separate Opinions Both concurring and dissenting opinions should be subjected to the same depth of analysis to bring out the major points of agreement or disagreement with the majority opinion. Make a note of how each justice voted and how they lined up. Knowledge of how judges of a particular court normally line up on particular issues is essential to anticipating how they will vote in future cases involving similar issues. Analysis Here the student should evaluate the significance of the case, its relationship to other cases, its place in history, and what it shows about the Court, its members, its decision-making processes, or the impact it has on litigants, government, or society. Look for unarticulated premises, logical fallacies, manipulation of the factual record, or distortions of precedent. Then ask, How does this case relate to other cases in the same general area of law? What does it show about judicial policymaking? Does the result violate your sense of justice or fairness? How might it have been better decided? Further information and sample briefs Many of the guides to legal research and writing include a discussion of student briefs, appellate briefs and other types of legal memoranda used by practicing attorneys. Examples and more information can be found in the library books listed below: Legal writing in a nutshell 4th ed. S68 Clary, B. Successful legal analysis and writing: The fundamentals 2nd ed. C53] Edwards, L. Legal writing and analysis 2nd ed. Law and Reserve Room KF E] Garner, B. G37] Hames, J. Legal research, analysis, and writing 5th ed. H36 ; For 3rd ed. H36] Putman, W. Legal analysis and writing 2nd ed. P87] Ray, M. Legal writing--getting it right and getting it written 4th ed. R39] Shapo, H.

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Writing and analysis in the law Rev. S5] Slocum, R. Legal reasoning, writing, and persuasive argument. S] Yelin, A. The legal research and writing handbook: A basic approach for paralegals 7th ed.

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Chapter 6 : Synopsis | Define Synopsis at www.nxgvision.com

This is an interesting book, Paul Copan has worked to compile the most common arguments against Christianity and writes a sort of rebuttal system to use against each.

Sanders then introduces a third theory, the greater-hope theory. Chapter one explains the main question and outlines the rest of the book. It acknowledges that there is no way of completely knowing the unevangelized destiny after death, but that this should not keep someone from investigating the issue Sanders , Sanders introduces some themes that are constant throughout the book. These themes are evangelism what affect does a particular theory have on missions , and the two essential truths finality of Jesus vs. Sanders also reveals his personal biases that will influence the work. These biases include Sanders personal faith in Jesus and his belief in the authority of scripture , Chapter two explains the theory of restrictivism. Restrictivism believes that anyone who does not have explicit knowledge of Jesus and accept him by faith cannot be Breanna Lebsack 2 saved Sanders , This infers that the majority of people throughout history who never heard the gospel are automatically dammed to hell. Restrictivists point to scriptures that they believe prove that Jesus is the only way to salvation Sanders , Sanders believes that restrictivists confuse salvation through the person of Jesus with salvation through knowledge of Jesus Sanders , He also believes that this theory gives Christianity a bad reputation Sanders , 6. Chapter three explains the theory on the opposite side of the spectrum. This theory is universalism. Universalism believes that everyone, evangelized and unevangelized, will eventually make it to heaven Sanders , Sanders is weary of universalism because it does not allow for divine retributive justice Sanders , Sanders believes that universalism gives way to radical pluralism and waters down the truth and actions of Jesus Sanders , The fourth chapter of the book introduces a new theory called wider hope. This theory lies in middle of the two extremes of restrictivism and universalism. Like universalism, the wider hope does not believe that all unevangelized are dammed, and like restrictivism, the wider hope does not believe that the unevangelized all go to heaven Sanders , Rather, the wider hope theory believes that salvation is universally accessible, in other words, whether evangelized or not, everyone is equally able to accept or reject Jesus Sanders , Breanna Lebsack 3 Chapter five outlines three wider hope theories that all affirm that salvation is universally accessible before death Sanders , The first of the theories states that if someone is searching for truth that God will send the message, anyone who dies unevangelized would not have accepted the gospel anyway Sanders , The second theory is rooted in Catholicism and states that right before death that everyone has the choice whether to accept Christ or not Sanders , The wider hope theories discussed in chapter six differ from those in chapter five in that they believe that salvation is available after death. Believers in eschatological evangelization point to scriptures that they believe prove that Jesus preached the gospel in hell ex. The last chapter is about inclusivism. Inclusivism believes that God judges the unevangelized based on the knowledge they have Sanders , Someone can be saved through Jesus without knowing that it is Jesus who has saved them Sanders , Sanders concludes by stating that inclusivism is the most logical and philosophically true to biblical themes Sanders , Though, he says that any wider hope theory is to be preferred to the extremes of restrictivism and universalism Sanders , In the appendix, Sanders surveys the conclusions and contradictions of each of these theories concerning infant death and the mentally impaired. Sanders groups the key biblical texts of each theory according to their control beliefs , ; ; ; A key passage that Sanders uses in support of the latter category is the story of Cornelius in Acts 10 Sanders , In this story, God comes to a God-fearing gentile named Cornelius. Sanders interprets this passage as evidence for inclusivism. The fact that God was pleased with Cornelius before Peter arrived proves that he was already saved before Peter arrived. Just like the Old Testament patriarchs, Cornelius was saved through Jesus- even though they did not have full understanding of him , Peter realized that God did not require someone to convert to Judaism before they could receive salvation. Since Cornelius was saved before he had explicit knowledge of Jesus, the unevangelized must also have the ability to be saved through Jesus without explicit

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knowledge of him. It is clear that Cornelius was a moral man and that God had noticed his morality, but who is to say that God cannot be pleased with the actions of someone who is not saved? It is possible that God was pleased with Cornelius because he was seeking Him, and that He honored his efforts by revealing himself through Peter. Sanders does not acknowledge this possibility, however. In short, by seeking God, someone has found salvation. Restrictivist Interpretation of Acts 10 Ironically, restrictivists also use the story of Cornelius in support of their own theory. Restrictivists ask why Peter would have ever been sent to Cornelius to tell him the gospel if Cornelius was already saved Sanders , If the synagogue had been enough, why was Peter here? Wider-hope doctrines sustain the finality of Jesus in that they acknowledge that salvation comes only through Him. By doing this, wider-hope theories do not lessen or dilute the importance of the cross Sanders , Rather, they broaden the salvific influence of the cross by affirming its universal accessibility. In believing that salvation is equally accessible to everyone, wider-hope theorists maintain the loving, gracious character of God Sanders , The last aspect that affects my view is free-will doctrine. Without emphasizing free-will doctrine the former two points could not coincide Sanders , Both restrictivism and universalism are theories based on determinism Sanders , Restrictivism is based on the assumption that God picks some for heaven and some for hell, and universalism claims that God chooses all for salvation Sanders , Therefore, only the wider-hope doctrine is capable of affirming the finality of Christ, the loving nature of God, and the responsibility that each individual has in their own salvation. Charting the Way Forward Luke Their accusations may sound illogical, but this is the exact same mindset that many Christians have towards other religions today. Many assume that anything different from their current tradition is evil. Breanna Lebsack 8 If we are to construct a God-honoring theology of religions, this mindset has got to change. The definitive judgments should not be based on a spectrum of what is traditional and what is untraditional. It should not be based on what is Christian and what is not Christian. It should be based on what is of God and what is not of God. If the Jews in Luke 11 had this perspective they would have been able to realize that casting out demons, healing the sick, and loving people are all good things of God. An Investigation into the Destiny of the Unevangelized. Wipf and Stock Publishers,

Chapter 7 : Behavior Rating Inventory of Executive Function - Wikipedia

This review is of the second edition of True For You But Not For Me: Overcoming Objections to Christian Faith in which several adjustments had been made including the addition of roughly half a dozen chapters, the addition of the further reading section of each chapter and the move of the study guide to the authors website.

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Chapter 8 : Direction: The Destiny of Those Who Have Never Heard: A Bibliographical Essay

Assignment Brief: Assessment 1 Developmental Psychology Critical Review REFERRAL TYPE Essay WORD LENGTH words TITLE Critical Review OVERVIEW The assessment involves you writing a critical review on a key paper in Developmental Psychology.

As the title implies, Copan has compiled arguments that can be used against five common objections to or issues non-believers have with the Christian faith: To begin with, the book itself is attractive, clearly laid out, contains summaries and further reading, uses attractive font, end notes, and is easy to navigate. Surprisingly, there is no index, which is a negative for a non-fiction academic work. This is especially bad for scholars and students who need to cite material as they will have to guess where specific information is and then skim through the book to find it. This deficiency alone moves me to take away one star in the ranking. A Brief Summary of the Book: As mentioned above, the book deals with five broad categories of objections to Christianity. Copan does break these into nuanced sub-categories. An overview of the five areas: Relativism is the idea that there is no absolute truth. This objection is usually a logic-based argument. Fortunately, Copan is easily able to counter it due to the fact that the very definition or core belief of relativism is a statement of truth. It is a truth claim that applies to all people, which is what makes it a statement of absolute, universal truth. Thus, this argument is self-defeating, and the person arguing against relativity merely needs to bring this point up to invalidate the objection. Moral relativism is similar to relativism and might be considered a sub-category of the same. Moral relativists argue that there are no universal morals. On one level, this objection can be neutralized with the same argument as relativism in general: Further, it should be explained that a moral value and its expression are not the same; it is the underlying principle that provides the commonality, e. This universal presence of moral values demonstrates that moral relativism is invalid. Religious pluralism argues that there are many ways to God; different religions are all the same in the sense that they provide the adherent with a way to access God. This objection can be partially neutralized with logic; the claim that religions are basically the same, for example, is rather easy to invalidate logically as religions are, in fact, vastly different. Thus, depicting some of these differences, such as contrasting the impersonal god-force of Buddhism with the personal God of Christianity and Islam, serves to neutralize this objection. The idea that all the religions are true can be neutralized by demonstrating that religions have conflicting messages for example, the Hindu concept of Nirvana versus the Christian Heaven. The presence of directly conflicting messages invalidates the argument that all religions are equally true. Status claims regarding Christ centre around the reliability of the Bible regarding Him, the claims to divinity Jesus made, and the veracity of the Resurrection. The reliability of the Bible can be demonstrated by the highly accurate text. The Bible is the most complete ancient document known as evidenced by the vast work performed on the source documents over many centuries. The Resurrection is affirmed by the accurate biblical text; further, it is supported by both biblical and non-biblical evidence such as the consistency of the claim, the early witness of women the idea here is that women were generally not considered reliable at the time, so someone fabricating a story would logically use male witnesses , and other physical evidential factors such as the size of the stone sealing the tomb, which would have been too large for an individual or small group to move. Lastly, the issue of the unevangelized centres around the idea of God being cruel to damn those who have not heard the gospel, and, thereby, not having an opportunity to be saved. This can be dealt with in various ways. One, the general revelation provides people with evidence of the Creator. Second, God may reach out to people via other means that evangelism dreams, for example. Thus, those dying without hearing the gospel would not have responded had they heard it. My Take I think this book is a good basic tool for dealing with objections to the faith. The Roman Catholic faith has never been Christian, in the full sense, despite its claims to the contrary. It has always been a pagan entity with Christian trappings. He also seems to think the Bible views slavery as wrong, and I believe this to be demonstrably false. Slavery is considered repugnant in our modern culture, and this

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may be why Copan uses it as an example. However, it is the Bible, not current culture, that serves as the standard for Christian practice. I do not know why the author makes these errors. He may be ignorant of them in the sense he has not considered them although, in the introduction, he claims to have written about slavery previously or he may have considered them and reached what I believe can be demonstrated biblically to be the wrong conclusion regarding these two areas. Either way, it creates sufficient doubt in my mind as to the credibility of the author. I really do not recommend this book. As a survey, virtually all the information herein can be found in other books. There are evangelical authors who do not make the mistakes Copan makes slavery; Roman Catholicism , and I would urge folks to use their texts, instead.

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Chapter 9 : QUT cite|write - Writing a critique

Paul Copan writes about the newly released "revised, expanded edition" of his popular book, True for You, But Not for Me: Overcoming Objections to Christian Faith: "True" has been significantly expanded (half a dozen or so new chapters) and completely overhauled; I left very few.

Language[edit] Trial briefs are presented at trial to resolve a disputed point of evidence. Legal briefs are used as part of arguing a pre-trial motion in a case or proceeding. Merit briefs or briefs on the merits refers to briefs on the inherent rights and wrongs of a case, absent any emotional or technical biases Amicus briefs refer to briefs filed by persons not directly party to the case. These are often groups that have a direct interest in the outcome. Appellate briefs refer to briefs that occur at the appeal stage. IRAC Case Briefs Are usually a one page review done by a paralegal or attorney, ultimately used by the attorney to find previously decided cases by an Appellate court , in State or Federal Jurisdiction, which show how the courts have ruled on earlier similar cases in court. To achieve these ends, the brief must appeal to the accepted forces such as statutory law or precedent , but may also include policy arguments and social statistics when appropriate. For example, if the law is vague or broad enough to allow the appellate judge some discretion in his decision making, an exploration of the consequences of the possible decision outside of legal formalism may provide guidance. Such arguments may also support a legal argument when the purpose of the law at issue may be clear, but the particular application of that law in service of that purpose is in dispute. Procedure[edit] The party filing the appeal " called the petitioner or appellant , who is attempting to convince the appellate court to overturn the lower court decision " is responsible for submitting his brief first. The responding party " the respondent or appellee, who is satisfied with the lower decision " then files a reply brief within a specified time. Depending on local rules, the court may then decide the case purely based on the submitted briefs or may hear oral argument by the parties. England[edit] Upon a barrister devolves the duty of taking charge of a case when it comes into court, but all the preliminary work, such as the drawing up of the case, serving papers, marshalling evidence, etc. The delivery of a brief to counsel gives him authority to act for his client in all matters which the litigation involves. The brief was probably so called from its first being only a copy of the original writ. Contents[edit] A brief contains a concise summary for the information of counsel of the case which the barrister has to plead, with all material facts in chronological order, and frequently such observations thereon as the solicitor may think fit to make, the names of witnesses, with the "proofs," that is, the nature of the evidence which each witness is ready to give, if called upon. The brief may also contain suggestions for the use of counsel when cross-examining witnesses called by the other side. Accompanying the brief may be copies of the pleadings , and of all documents material to the case. The brief is always endorsed with the title of the court in which the action is to be tried, with the title of the action, and the names of the counsel and of the solicitor who delivers the brief. The result of the action is noted on the brief by counsel, or if the action is compromised, the terms of the compromise are endorsed on each brief and signed by the leading counsel on the opposite side. These bags they distributed among rising juniors of their acquaintance, whose bundles of briefs were getting inconveniently large to be carried in their hands. These perquisites were abolished in Brief-bags are now either blue or red. Blue bags are those with which barristers provide themselves when first called, and, in some jurisdictions, it is a breach of etiquette to let this bag be visible in court. The only brief-bag allowed to be placed on the desks is the red bag, which by English legal etiquette is given by a leading counsel to a junior as a reward for excellence in some important case. This is still viewed as one of the great traditions of the bar. In many jurisdictions, the receipt of a red bag from a silk is seen as a rite of passage for a junior barrister. The use of such special bags eventually led to the briefcase. Ecclesiastical[edit] In English ecclesiastical law a brief meant letters patent issued out of chancery to churchwardens or other officers for the collection of money for church purposes. Such briefs were regulated by a statute of , but are now obsolete, though they are still to be found named in one of the rubrics in the

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Communion service of the Book of Common Prayer. United States[edit] In the United States, the word differs in meaning from its English counterpart because attorneys in the United States exercise all the functions distributed in England between barristers and solicitors. A lawyer sometimes prepares for his own use what is called a "trial brief" for use at the trial. This corresponds in all essential particulars with the "brief" prepared by the solicitor in England for the use of counsel. But the more distinctive use of the term in America is in the case of the brief "in error or appeal," before an appellate court. This is a written or printed document, varying according to circumstances, but embodying the argument on the question affected. Most of the appellate courts require the filing of printed briefs for the use of the court and opposing counsel at a time designated for each side before hearing. In the rules of the United States Supreme Court and circuit courts of appeals the brief is required to contain a concise statement of the case, a specification of errors relied on, including the substance of evidence, the admission or rejection of which is to be reviewed, or any extract from a charge excepted to, and an argument exhibiting clearly the points of law or fact to be discussed. This form of brief, it may be added, is also adopted for use at the trial in certain states of the Union which require printed briefs to be delivered to the court. Contents[edit] In American courts , the brief typically has the following parts: The brief may also be accompanied by an appendix that includes copies of the lower court opinions and other documents or court opinions cited in the brief. The particular required format of briefs is a matter of local court procedural rules. Elsewhere[edit] In Scotland a brief is called a memorial and in Canada it is called a factum. In Australia the tradition regarding briefs is almost identical to England, except that the use of brief bags is relatively uncommon. In Dutch and German , the word brief refers to a regular letter. Law school briefs are shorter than court briefs but follow a similar structure: For more information see this guide on How to Brief a Case. Case briefing is a widely accepted pedagogical method among law professors today. When a potential client has an interview with an attorney and tells of the legal problem, the attorney, or office paralegal, will review prior case law to find out if the client does indeed have a problem that has legal remedy. The formation of each case brief follows the same pattern: Facts, Issue, Rule, Analysis, Impact. A case brief may also include a dissent or concurrence if there is either in the particular case. The facts should include the important information from the case, and should also include the procedural history before it makes it to the supreme court. The issue statement should always be in the form of a question that will be answered in the rule section. Some schools prefer students to list the Facts, Issue, Holding, and Reasoning.