**Syllabus**

**I. Course Descriptions**

A general overview of the message of each Old Testament book, including how they relate to one other to form the whole, pertinent introductory issues (author, date, occasion, uniqueness, etc.), studies of foreign countries which affected Israel, a biblical theology of the Old Testament, and the chronological developments in the history of Israel.

This course will follow a *blended learning* approach. This means that we will survey the OT by two simultaneous means of instruction: (1) *face-to-face classroom learning* via the instructor supplemented by outside reading, as well as (2) *web-based individual learning* via three websites:

(a) All course PowerPoint and notes can be downloaded at [BibleStudyDownloads.org](http://www.BibleStudyDownloads.org). This site also has the entire PPT in Chinese, with some in Indonesian and portions in other languages.

(b) The online edition of the course for degree students is “Advanced Studies in the OT” in two parts at Internet Biblical Seminary at [internetseminary.org](http://www.internetseminary.org). It costs US$41.50 (=S$55) via credit card for both of these two courses. This is about the same price of S$55 for the normal course text.

(c) Online midterm and final exams for degree students (and quizzes for CCTE students) are at [sbc.edu.sg/moodle/login/index.php](https://www.sbc.edu.sg/moodle/login/index.php). If this SBC moodle site says cookies are not enabled, then enable your cookies under “Options.” If it still does not work, try [sbc.edu.sg/moodle](https://www.sbc.edu.sg/moodle). Online discussions are *optional*.

To get to the SBC website, log on with your normal SBC username and password (or the password sent to you by SBC IT), and then click on the OT Survey course. Read announcements that I have posted, and then take your quiz for that week. For tech issues (e.g., getting online), contact the IT department (6559-1555 ext. 1509). IT notes, “Based on recent experience, turning off Norton anti-virus is not effective. Somehow Norton still has some residual effect after it has been turned off. You will need to turn off ‘automatic startup of Norton Antivirus during System Startup’ through the Norton Antivirus Options window. After doing that, restart your computer and you should be able to access the quiz after that. You may want to consider Avast antivirus which is free for home use and we have had much better experience with it than Norton.”

**II. Course Objectives**

By the end of this course the student will be familiar with…

A. *Backgrounds* (author, date, origin, recipients, occasion, characteristics, and argument) of each OT book.

B. The general *content* of the OT books, including a key word for each book.

C. The *relevance* of each OT book to Asian culture and world mission.

D. A general *biblical theology* of the Old Testament.

E. Backgrounds on *foreign countries* that affected Israel.

F. A general *chronology* of the history of Israel with corresponding key dates.

**III. Course Requirements**

A. Readings (25%): Please stay up on your readings, reporting them on the Schedule on pages 8-9. You will turn these two pages in separately at the time of the midterm and final exams. This includes the reading for the day of the quiz. Your reading assignment depends on whether you take the course for certificate (CCTE) or degree credit:

1. **CCTE**: Evening certificate students read the course notes before each session and then take an online quiz that comprises 50% of your course grade. Skip now to section “D” on quizzes.

2. **Degree** (BCM, MPrep, MA, GDCS, GDIS): Degree students must choose *one* of two options:

a. IBS Course: Students can take two Internet Biblical Seminary ([internetseminary.org](http://www.internetseminary.org)) courses called “Advanced Studies in the OT” (ID624 & ID703). I will sign you up under the SBC group (*not* the BEE World group). The content is the same as our class, but the IBS course has more detail, interactive questions, and self-check questions. It has 24 lessons, including the reading, interactive questions, Life Notebook, and Self Checks (closed book, Bible, & notes but grades not counted). IBS covers about half of my 965 pages of class notes, but we can cover only about 25% of the notes in class, so this reading will help you go deeper into each book. *Grades for the four online Unit Exams do not count for your course grade, but you may take these unit exams to practice for your midterm or final exam.* To get online at internetseminary.org, login with your SBC username and the password 123456 under SBC, then go to enter the “Advanced Studies in the OT, Volume 1” option at Students > Learn > Enter My Classes (assure from your preferences/settings that your browser allows popup windows). Click on the Enter Classroom icon under the Action column. This gets you into the course. Finally, instead of the online Life Notebook function, use the Word document emailed to the class that already has the questions so you need not type in the 60 questions. You can also download the OTS IBS Life Notebook Questions.doc from my website OT Survey link under the class notes at [BibleStudyDownloads.org/resource/old-testament-survey/](http://biblestudydownloads.org/resource/old-testament-survey/). Your grade sheet is on page 11.

Those taking the IBS option automatically have their Life Notebook as their project, though doing one of the other options below is also allowed. Your *project* grade is based on your Life Notebook Grade Sheet (page 11) but report your *reading* progress on page 8.

b. Textbook: Read Arnold and Beyer’s *Encountering the Old Testament* 3rd ed. (Baker, 2015). If you choose this option, you will read the entire book, so please buy your own copy. Advantages of this option are the ability to read without needing Internet access, as well as getting a different opinion than that taught in class. However, the textbook does not offer an interactive approach with practice study questions to prepare for the midterm and final exam. It also covers the same content with less depth than the IBS site. As for cost, both options cost about S$55.

IBS ADVANTAGES:

• Consistency with Class: Since the IBS author and course professor are the same (=me), they don't contradict each other

• More comprehensive: There’s greater depth into each OT book as it covers about half of our nearly 1000 pages of OT course notes that we don’t have time for in class

• Supports Views: I support a perspective on controversial matters instead of just listing views like EOT on many subjects

• Interactive: IBS includes online self-check quizzes, flash player clips, audio, etc.

• Variety: You probably only read books and articles in other courses, so this can be a different and refreshing change

• No Course Project: The Life Notebook counts as your semester project (no translation or teaching or research paper)

EOT ADVANTAGES:

• Other viewpoints: The authors give different outlines and emphases than the class/IBS

• Convenience: No wireless access is needed as the textbook can be read anywhere

• Readability: IBS doesn't support iPad very well yet (I don't think!)

• More OT backgrounds than the IBS option

• Shorter: Less reading than IBS gives time for the project (= less pages for quiz prep)

• Project: This is required for those who want to do translation, teaching, or writing

**Assignment Reduction**: For each half semester (each reading report on pages 8-9), BCM students may skip ***three*** reading assignments without penalty, MPrep/MAC/GDC/Special may skip ***two*** reading assignments and GDIS/GDCS may skip ***one*** reading assignment.

3. All students should either buy the printed class notes for the course or download the pdfs or Word files from BibleStudyDownloads.org:

a. Volume 1 of the class notes ($20.00 for 461 pages)

b. Volume 2 of the class notes distributed later in the course ($20.00 for 504 pages)

B. The Project (25%) is not required for BCM students. The default project for IBS learners is the Life Notebook (see the page 11 grade sheet). It is an online journal that answers thoughtful, application-oriented questions in the interactive IBS format. In total, the student will add 20 pages to the 10 pages of questions. However, any student may substitute this with one of the following suggested projects, which are the choices for those reading *EOT* as well:

1. ***Translate OTS PPT*** into your native tongue in 70-100 OT slides (MPrep/GDC/MAC/  
   Special) or 100+ slides (GDIS/GDCS) of the course PPT (Creation and other course PPT allowed too). At [BibleStudyDownloads.org/resource/old-testament-survey/](http://bBibleStudydownloads.org/resource/old-testament-survey/) you can download the files in English. After the course I will upload the newly translated presentations for all to use. For more instructions, please download and read the TBB\_Translation\_Instructions.doc file at the TBB link below. Page 12 is your grade sheet.
2. ***Translate TBB*** for 2 (MPrep/MAC/GDC/Special) or 3 (GDIS/GDCS) “The Bible…Basically” PPT presentations or Word scripts. We need help in Ao, Bisaya, Burmese, Dutch, French, Hindi, Japanese, Khmer, Kiswahili, Lotha, Malayalam, Mao, Mizo, Nepalese, Sinhala, Sumi, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vaiphei, and Vietnamese. These should total 50-70 slides (BCM) or 70-100 OT slides (MPrep/MAC) or 100+ slides (GDIS/GDCS). At [BibleStudyDownloads.org/resource/the-bible-basically/](http://biblestudydownloads.org/resource/the-bible-basically/) find the English TBB materials. Download the TBB\_Translation\_Instructions.doc file at this link and read it. Other languages can be downloaded at this site too. As in the project above, I will grade PPT translations based on page 12 and scripts based on page 13 and then upload the newly translated presentations for all to use.
3. ***Teach*** 5 OT books in at least 5 sessions (MPrep/MAC/GDC/Special) or 6 OT books in at least 6 sessions (GDIS/GDCS) to a group of 5+ people (preferably to the same adults, teens or children, though the kids will need more explanations as the materials are written to a teen or adult audience). Sessions should be about an hour and can be combined into three 2-hour parts, a day seminar, etc. You may use or edit PPT already designed for this course and/or you may make your own. You are not required to develop more materials, but those who work hard in this area tend to get better grades and I would love to have what you may develop to upload for others to use in the future. Teaching can be via the pulpit, home Bible study, cell group, Sunday school class, etc. Have your students fill in the page 14 evaluation at the last session, but also tally them on a separate page with a 2-page report that explains what you did, what you learned, who you taught, etc. While your students will grade you based on page 14, I will grade you with the Teacher Report Grade Sheet (p. 15). The due date is flexible to allow you to fit into your church calendar.
4. ***Teach*** TBB sessions 1 (Overview), 2 (Map), 3E (Silence), 3F (Jesus), 6 (Open Bible), and 8 (NT) in “The Bible…Basically” seminar (see #2 above). MPrep/MAC/GDC/Special students may omit the 3E session. Have your students fill in the page 14 evaluation on the last class session, but you should also submit to me with these a 2-page report that explains what you did, what you learned, who you taught, etc. You may teach in another language but translate all student evaluation forms for me before submitting them. I will then grade you with the Teacher Report Grade Sheet (p. 15), so make sure you fulfill its requirements. Completing teaching by the due date may be difficult to fit into an existing small group calendar, so there is flexibility here as long as you finish teaching by finals week.
5. ***A Research Paper*** on the student’s chosen OT theme (but approved by the professor) must be 9-10 (MPrep/MAC/GDC/Special) or 11-12 (GDIS/GDCS) double-spaced pages written according to Turabian and “SBC Writing Standards.” The highest grade for those writing over the above maximum pages is B+. Use footnotes, not endnotes. Plagiarism will not be tolerated and your own written work from previous papers should be cited. The page count does not include a title page, table of contents, and bibliography of 6-8 sources. It will be graded based on page 16 and should follow the guidelines of pages 17-18. The topic must be broad enough to encompass at least eight OT books, such as the glory of God, redemption, new covenant, prayer, worship, geography, an aspect of OT backgrounds that helps us understand Scripture, etc. Pick a theme in the first two weeks of the course and show your understanding of the broad scope of OT theology and OT books. Scan it yourself with turnitin.com to assure that you are citing sources properly.
6. ***Read the entire OT*** so that each OT book is fully read before we discuss it in class. Fill in the Reading Report on pages 8-9 and include two pages of new insights you gained through reading the entire OT this semester. What themes most impact you that you saw repeatedly? How has your view of God changed? How are you different as a result?

All assignments have a 3% grade penalty per class day late. Also, points may be deducted for not including your full name and box number, exceeding the page limit, bad grammar and spelling.

C. The Midterm (25%) & Final Exam (25%) *cover only the class notes* for the first half and entire course, respectively**. *Take these exams by yourself (closed book, closed Bible, closed notes, opened mind).***Each has multiple choice, matching, and ordering questions. Both are timed online Moodle exams with up to two hours to complete. They must be finished *before* midnight of their exam period, so you must start it before 9 PM as the exam ends after 11 PM. Once you start the exam, you cannot view another page on the website or leave the exam or else you will not be able to re-access the exam. You may NOT refer to your Bible or other resources during these exams. Study sheets are on pages 326 and 669. There are **no** quizzes for degree students. Finally, do not discuss exams with other students, as they may not have taken them yet. Grades are based on the following percentages: 0-59 (F), 60-69 (D), 70-79 (C), 80-89 (B), and 90-100 (A).

D. Quizzes (50%) for *CCTE students* *only* must be taken *before* the class period for which they are assigned. Half of the quiz grade will ask if you completed the readings since the last quiz (50 points per quiz) and half will generally comprise ten questions (5 points each or 50 points total). There are no makeup quizzes. I will put the quizzes on the Moodle site (see page 1) at least one week before they are due—NOT on the IBS site (do NOT take the IBS exams instead of taking the Moodle quizzes!). No quiz will be allowed after midnight before the respective class period as the website will lock out further access to this quiz. ***Take each quiz by yourself (closed book, closed Bible, closed notes, opened mind).***Also, do not wait until just before the quiz closes, as the server cannot handle everyone taking it at the same time. Further, when taking the quizzes, do ***not*** let the timer go all the way down to zero. This will delete all of your answers! Instead, click the “submit my answers” button before the time limit so that your answers will be recorded on the database. Finally, do not discuss quizzes with other students, as they may not have taken them yet. Grades are based on the following percentages: 0-59 (F), 60-69 (D), 70-79 (C), 80-89 (B), and 90-100 (A).

**IV. Course Grading**

As students take this course at 4 different levels, the grading requirements vary accordingly:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | BCM | MPrep/MAC/ GDC/ GDIS/GDCS | CCTE Credit | CCTE Audit |
| IBS Courses or EOT | 33% | 25% | – | – |
| Reading Class Notes | – | – | 50% | – |
| Quizzes | – | – | 50% | – |
| Project (=Life Notebook for EOT) | – | 25% | – | – |
| Midterm Exam | 33% | 25% | – | – |
| Final Exam | 33% | 25% | – | – |
| Total | 100% | 100% | 100% | No grade or credit |
| Attendance | 90+% | 90+% | 70+% | No Minimum |

**V. Course Bibliography and Abbreviations (underlined)**

\* Books with an asterisk are on reserve in the library.

† Books with a cross as well include required readings.

Alexander, T. Desmond. *From Paradise to Promised Land: An Introduction to the Main Themes of the Pentateuch.* Grand Rapids, MI: Baker, 2012. 384 pp.

Covers major themes in the Pentateuch in a simplified manner without getting bogged down addressing hypothetical source theories; readable, helpful maps and diagrams; unfortunately sees no reason for Israel to possess Canaan in the future (p. 30).

†\*Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey.*  3rd ed. Grand Rapids: Baker, 1999, 2008, 2015. US$50.00 hb. + CD-ROM. 528 pp. ISBN 9780801049538.

A first year Bible college OT survey in an attractive format of simple text, graphics, backgrounds, color photographs, and an interactive CD with video clips, photos, maps, and review questions. The authors teach at Asbury and Columbia, respectively. The third edition has more evangelical options for interpreting difficult texts. It is also available on Logos Bible Software.

\_\_\_\_\_\_\_\_\_ . *Readings from the Ancient Near East: Primary Sources for Old Testament Study.* Grand Rapids: Baker, 2002. 240 pp. Pb. $21.99.

Master’s level texts (e.g., from Mesopotamia) in canonical order to supplement the OT.

BDB: Gesenius, William. *The New Brown-Driver-Briggs-Gesenius Hebrew and English Lexicon.* Trans., Edward Robinson. Rev. and augmented by Francis Brown with S. R. Driver and Charles A. Briggs. N.p., 1906; reprint, Peabody, MA: Hendrickson, 1979.

Until *HALOT* (see below), BDB used to be the standard OT lexicon for Hebrew/Aramaic studies, gives brief translations and selected verses for each translation, and includes words from related languages (Aramaic, Assyrian, Arabic, etc.). This edition of BDB is called “New” as it has the Strong/NASB numbering system throughout as well as in an index for those who do not know Hebrew.

\*Beitzel, Barry J. *The New Moody Atlas of Bible Lands.* 2nd ed. Chicago: Moody, 2009. xii+304 pp. S$72.00.

This major revision of *The Moody Atlas of Bible Lands* (1986) retains the strengths of being evangelical, excellent in both physical geography and historical geography with maps superior to *The NIV Atlas* below, and maps nicely tied in with the text. It also improves on it with many color photographs, 23 new maps, 48 pages of added commentary, plus Scripture and General Indexes. These maps appear in the NLT, ESV, and NIV Study Bibles. However, the revised edition still retains two weaknesses of the first edition: no regional maps and few Scripture references on the maps (though cited in supporting material). Beitzel teaches OT at Trinity International Univ. (TEDS) in Deerfield, IL.

\*Benware, Paul N. *Survey of the Old Testament.* Rev. ed. Everyman’s Bible Commentary. Chicago: Moody, 1988, 1993. 318 pp.

Evangelical, concise, chronological, and readable discussions of each OT book on the theme of the covenant promises to Israel. A good entry-point for understanding the OT.

\**BKC*: *The Bible Knowledge Commentary.* 2 vols. Eds. John F. Walvoord and Roy B. Zuck. Wheaton: SP Pub., Victor Books, 1983 (NT, 991 pp.), 1985 (OT, 1589 pp.).

The best single buy in a Bible commentary, based on NIV, excellent book outlines, maps, charts, cross references, book introductions, evangelical, gives special attention to difficult texts (in contrast to many single volume commentaries which skim or skip controversial texts), theologically consistent (whereas most single volume commentaries are by authors of various theological persuasions and thus have inconsistent data, all BKC authors are present or former faculty of Dallas Seminary, making it theologically consistent). This set is also available in Chinese, French, German, Hungarian, Italian, Korean, Russian, and Spanish with portions in Hindi, Thai, and Sinhalese.

Bright, John. *A History of Israel.* 4th ed. Intro and appendix by William P. Brown. Philadelphia: Westminster, 2000. US$34.95 hb.

A standard critical OT text that says that Israel’s faith shaped the course of the people’s story (e.g., the exodus account was invented to increase the Jews’ faith).

Cross, John R. *The Stranger on the Road to Emmaus.* Sanford, FL: Good Seed, 1996. 318 pp.

Historical presentation of the gospel by a New Tribes missionary to Papua New Guinea. Has excellent illustrations which supplement these notes.

\*Fee, Gordon D., and Stuart, Douglas. *How to Read the Bible for All Its Worth.*  Grand Rapids: Zondervan, 1982; London: Scripture Union, 1983.

Excellent insights on the types of scriptural literature. Not a detailed work on each book.

\*Gospel Light Pub. *Reproducible Maps, Charts, Timelines & Illustrations.* Originally *The Bible Visual Resource Book: For Do-It-Yourself Scholars.* Ventura, CA: Gospel Light, 1989. 287 pp. pb.

Great line drawings for classroom use. Written by Keith Kaynor (?–his name is not mentioned).

\*Griffith, Rick. *Reference Books and Commentaries You Should Buy*. 3d ed. Singapore: By the author, April 2000. 68 pp. S$5.00 from Dr. Rick.

My study of 500+ of what I consider the best 5-12 commentaries on each biblical book, plus the best reference books to buy. This may help you choose which sources to look up for the assignments in SBC Bible courses. It may also save you money buying books for the long-term. I use this instead of including commentary info in the notes.

HALOT: Ludwig Köhler, Walter Baumgartner, M. E. J. Richardson, and Johann Jakob Stamm, eds. *The Hebrew and Aramaic Lexicon of the Old Testament*. 3 vols. New York: E. J. Brill, 1994-2000.

This 3-volume dictionary includes the complete vocabulary of the Hebrew Bible with supplemental variants from Ugaritic, Akkadian and other Oriental languages and Samaritan textual traditions, the Ben Sira fragments and the Dead Sea Scrolls. It is the standard lexicon for OT studies, having replaced BDB (see above) that was compiled prior to the extensive archaeological findings of recent years.

\*Hall, Terry. *Bible Panorama.* Wheaton: SP Pub., Victor, 1983.

A practical guide with many diagrams, fill-in charts, and line drawings. Out of print. Hall is a Christian Education expert at Moody Bible Institute.

\*Harrison, R. K. *Introduction to the Old Testament.* Grand Rapids: Eerdmans, 1969. 1325 pp.

A massive evangelical OT introduction with even over 100 pages of comment on the various Apocryphal books, and chapters on evolution, Hebrew poetry, chronology, evangelical responses to higher criticism, etc. Takes an inductive approach including brief outlines and the message of each OT book. Harrison is Professor of Old Testament at Wycliffe College, University of Toronto.

Hill, Andrew E. and John H. Walton. *A Survey of the Old Testament.* 3rd ed. Grand Rapids: Zondervan, 1991, 2000, 2009. Pp. 799. Hardcover, US$49.99 CAN$53.99, ISBN 978-0-310-28095-8.

Evangelical, helpful maps, charts, photographs, has questions for further study and discussion, interacts with NT, has backgrounds, critical or technical introduction, biblical commentary, and OT theology, holds an early date for the Exodus (p. 108), but outlines are too brief (to encourage reading the OT itself) and considers authors of Ecclesiastes (p. 457) and Song (p. 470) anonymous. The authors teach at Wheaton College and Wheaton College Graduate School, respectively. Reviewed [here](http://www.jhsonline.org/reviews/reviews_new/review480.htm).

Hoerth, Alfred J.; Mattingly, Gerald L.; and Yamauchi, Edwin M., eds. *Peoples of the Old Testament World.* Grand Rapids: Baker, 1994. 400 pp.

Conservative articles on 14 OT peoples (20-30 pages each, with many pictures, diagrams, bibliographies, and extensive subject index) from Mesopotamia (Sumerians, Babylonians, Assyrians, Persians), Anatolia, Syria-Palestine and Egypt (Hittites, Canaanites and Amorites, Phoenicians, Arameans, Philistines, Egyptians), and Transjordan (Ammonites, Moabites, and Edomites). Hoerth is Director of Archaeology at Wheaton College.

\*Huddleston, Barry. *The Acrostic Summarized Bible.* Atlanta: Walk Thru The Bible Press, and Nashville, TN: Nelson, 1978; reprint, Grand Rapids: Baker, 1992; out of print but sold in class.

Creative cartoons used in this course and acrostic memory aids for each book of the Bible.

\*LaSor, William Sanford; Hubbard, David Allen; and Bush, Frederic William. *Old Testament Survey: The Message, Form, and Background of the Old Testament.* Grand Rapids: Eerdmans, 1982. 696 pp. SBC 221.61 LAS

Clear, nicely footnoted scholarship by three OT professors at Fuller Theological Seminary, but attempts to be conservative without adhering to inerrancy and holds to a 4th or 5th century date for Daniel, denies Solomonic authorship of Ecclesiastes and Song of Songs, adheres to a late date for the Exodus and non-Mosaic authorship of the Pentateuch.

\*Merrill, Eugene H. *Kingdom of Priests: A History of Old Testament Israel.* Grand Rapids: Baker, 1987. 546 pp. S$40.00. SBC library 221.95 MER

An up-to-date and well-written treatment of OT history with particular emphasis on Israel’s responsibility to be a light to the nations. Dr. Merrill teaches OT at Dallas Seminary (dispensational premillennial). Supplemented with several helpful indexes.

Mortenson, Terry, and Thane H. Ury, eds. *Coming to Grips with Genesis: Biblical Authority and the Age of the Earth.* Green Forest, AZ: Master Books, 2008. 486 pp. US$16.99. ISBN 13: 978-0-89051-548-8 and ISBN 10: 0-89051-548-4.

Fourteen fresh, original, biblical chapters by respected scholars who take a plain reading of Genesis, with a detailed analysis of Genesis 1, a defense of Genesis 5 and 11 as strict genealogies, reasons for rejecting millions of years of death and natural evil prior to Adam, and Christ’s support of a young earth. Mortenson debates and presents for Answers in Genesis while Ury teaches theology at the United Wesleyan Graduate Institute, Hong Kong.

Ollenburger, Ben C., Elmer A. Martens, and Gerhard F. Hasel, eds. *The Flowering of Old Testament Theology: A Reader in Twentieth-Century Old Testament Theology, 1930-1990.* Sources for Biblical and Theological Study, vol. 1. Winona Lake, Indiana: Eisenbrauns, 1992. 547 pp.

Mostly samples of OT theology by various authors, but also includes articles on the future of OT theology and an appendix distinguishing biblical from dogmatic theology.

Schultz, Samuel J. *The Old Testament Speaks.* 5th ed. New York: Harper & Row, 2000. 440 pp.

Conservative archaeological and historical OT survey with good attention to backgrounds. Holds to undated creation (p. 13), either global or local flood that killed all mankind (p. 16), and early date for the Exodus (p. 49). Schultz taught Bible and theology at Wheaton College for many years. He often presents alternate views but holds his own with reserve. This book is translated into more than 20 languages, including Arabic, Chinese, Japanese, Korean, Thai, and Urdu.

\*Walton, John H. *Chronological and Background Charts of the Old Testament.* Rev. & expanded. Grand Rapids: Zondervan, 1978, 1994. 124 pp.

Provides over 100 OT charts. Many are used in this course and about 20 are provided in a separate packet as overhead transparencies in the first edition.

Wilkinson, Bruce. *Walk Thru the Old Testament Bible Survey Seminar Notebook.* Atlanta, GA: Walk Thru The Bible Ministries, 1978.

Very helpful charts and maps. Note: Although photocopied Walk Thru materials used in this course may say “do not reproduce,” approval to duplicate them has been granted as they are not for profit and clearly identified as Walk Thru materials.

\**TTTB*: Wilkinson, Bruce, and Kenneth Boa. *Talk Thru the Bible.* Nashville: Nelson, 1983. 522 pp.

A very practical guide to the whole Bible by book from a dispensational perspective. Contains many helpful charts and maps. Highly recommended!

*BTOT* : Zuck, Roy B., ed. *A Biblical Theology of the Old Testament.* Chicago: Moody, 1991. S$38.00.

A concise and well-written treatment of how theological ideas in each OT book support a kingdom theme where God’s purpose is to re-establish His rule on earth through mankind lost at the Fall. Faculty members of Dallas Theological Seminary write the chapters. Insightful but not light reading.

**VI. Reading Report 1** Name Reading 1 Grade \_\_\_\_\_\_ Box

Put an “X” in each cell if you completed IBS lessons or readings in *Encountering the OT* (EOT) in full and on time. Mark it   
“-2%” if it is read late, “-3%” if read partially, and -5% if not read at all. Those reading the OT as their project must do the same in the OT column as well as the EOT column. Others should fill in only one of the first two columns.

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| --- | --- | --- | --- | --- | --- | --- |
| **Session** | **Date (Tues)** | **Biblical Books** | **IBS Lessons or *EOT Pages (italics)*** | **IBS** | **EOT** | **OT** |
| 1 | 16 July 9 AM | Syllabus | Buy text or order IBS Advanced Studies in OT 1 (ot-624) with Dr. Rick |  |  |  |
| 2 | 16 July 11 AM | Introduction & Biblical Theology | Vol. 1 Notes, pp. 1-19, 30-32, 46-52e  19+3+7+9 |  |  |  |
| 3 | 16 July 12 PM | Biblical Geography | Lesson 1: An Overview of the OT  *Where & When in the OT, 13-36* |  |  |  |
|  |  |  |  |  |  |  |
| 4 | 23 July 9 AM | **Pentateuch** Genesis Overview | *Pentateuch Intro, 37-50* Biblical Theology |  |  |  |
| 5 | 23 July 11 AM | Genesis 1–2 | Lesson 2: Pentateuch & Genesis |  |  |  |
| 6 | 23 July 12 PM | Genesis 3–11 | *Genesis 1–11: Prelude to Israel, 51-62* |  |  |  |
|  |  |  |  |  |  |  |
| 7 | 30 July 9 AM | Genesis 12–50 | *Genesis 12–50: Patriarchs, 63-76* |  |  |  |
| 8 | 30 July 11 AM | Exodus | Lesson 3: Exodus; *Exodus, 77-90* |  |  |  |
| 9 | 30 July 12 PM | Leviticus | Lesson 4: Leviticus & Numbers  *Leviticus, 91-100* |  |  |  |
|  |  |  |  |  |  |  |
| 10 | 6 Aug 9 AM | Numbers | *Numbers, 101-12* |  |  |  |
| 11 | 6 Aug 11 AM | Deuteronomy | Lesson 5: Deuteronomy & Joshua  *Deuteronomy, 113-30* |  |  |  |
| 12 | 6 Aug 12 PM | Joshua | *Introduction to Historical Books, 131-40*  *Joshua, 141-50* |  |  |  |
|  |  |  |  |  |  |  |
| 13 | 13 Aug 9 AM | Judges/Ruth | Lesson 6: Judges & Ruth; *J&R, 155-68* |  |  |  |
| 14 | 13 Aug 11 AM | 1 Samuel | Lesson 7: 1 & 2 Samuel; *1 Sam., 169-82* |  |  |  |
| 15 | 13 Aug 12 PM | 2 Samuel  1 Chronicles | *2 Samuel, 183-96* |  |  |  |
|  |  |  |  |  |  |  |
| 16 | 20 Aug 9 AM | 1 Kings  2 Chron. 1–21 | Lesson 8: 1 & 2 Kings;  *1 Kings, 197-212*  *2 Kings, 213-26* |  |  |  |
| 17 | 20 Aug 11 AM | 2 Kings  2 Chron. 22–36 | Lesson 9: 1 & 2 Chronicles; *EOT, 227-38* |  |  |  |
| 18 | 20 Aug 12 PM | **Wisdom Lit.**  Job | Bring $20 for OTS, vol. 2 **Turn in this completed page 8** |  |  |  |
|  |  |  |  |  |  |  |
| 19 | 27 Aug 9 AM | Psalms | Lesson 10: Wisdom Literature & Psalms  *Job, 265-78; Psalms, 279-90* |  |  |  |
| 20 | 27 Aug 11 AM | Song of Songs | *Intro to Poetical Books, 257-64* |  |  |  |
| 21 | 27 Aug 12 PM | Proverbs | Lesson 11: Job & Proverbs  *Proverbs, 291-302* |  |  |  |
|  |  |  |  |  |  |  |
| **Readings** | **Until ½ Term** | **Leave blank** | **= Reading Grade So Far This Semester** |  |  |  |

**Reading Report 2** Name Course Grade \_\_\_\_\_\_ Box

Put an “X” in each cell if you completed IBS lessons or readings in *Encountering the OT* (EOT) in full and on time. Mark it   
“-2%” if it is read late, “-3%” if read partially, and -5% if not read at all. Those reading the OT as their project must do the same in the OT column as well as the EOT column. Others should fill in only one of the first two columns.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Session** | **Date/Day** | **Biblical Books** | **IBS Lessons or *EOT Pages (italics)*** | **IBS** | **EOT** | **OT** |
|  | **3 Sep** | **No Class** | **Dr Rick Teaching in Sri Lanka** |  |  |  |
|  | **10 Sep** | **Mid-Semester** | **Break Without Classes** |  |  |  |
| 22 | 17 Sep 9 AM | Ecclesiastes | Lesson 12: Ecclesiastes & Song of Sol.  *Ecclesiastes & Song of Songs, 303-16*  Study page 326 and take online midterm by midnight on Monday 23 Sep |  |  |  |
| 23 | 17 Sep 11 AM | **Prophets**  Obadiah | Enroll in Advanced Studies in OT 2  (ot-703)  Lesson 1: Prophetic Literature & Obadiah  *Intro to the Prophets, 317-32* |  |  |  |
| 24 | 17 Sep 12 PM | Jonah | Lesson 2: Jonah & Amos |  |  |  |
|  |  |  |  |  |  |  |
| 25 | 24 Sep 9 AM | Amos | *Hosea, Joel & Amos, 429-40* |  |  |  |
| 26 | 24 Sep 11 AM | Hosea | Lesson 3: Hosea & Micah |  |  |  |
| 27 | 24 Sep 12 PM | Isaiah & Micah | Lesson 4: Isaiah; *Isaiah, 333-64* |  |  |  |
|  |  |  |  |  |  |  |
| 28 | 1 Oct 9 AM | Movie | Jeremiah (Dr Rick in Chiang Mai) |  |  |  |
| 29 | 1 Oct 11 AM | Movie | Jeremiah |  |  |  |
| 30 | 1 Oct 12 PM | Movie | Jeremiah |  |  |  |
|  |  |  |  |  |  |  |
| 31 | 8 Oct 9 AM | Nahum  Habakkuk | Lesson 5: Nahum & Habakkuk  *Obad, Jonah, Micah, Nah, Hab & Zeph, 441-54* |  |  |  |
| 32 | 8 Oct 11 AM | Zephaniah & Joel | Lesson 6: Joel & Zephaniah |  |  |  |
| 33 | 8 Oct 12 PM | Jeremiah | *Jeremiah & Lamentations, 365-90* |  |  |  |
|  |  |  |  |  |  |  |
| 35 | 15 Oct 9 AM | Lamentations | Lesson 7: Jeremiah & Lamentations |  |  |  |
| 36 | 15 Oct 11 AM | Daniel 1–7 | Lesson 8: Daniel |  |  |  |
| 37 | 15 Oct 12 PM | Daniel 8–12 | *Daniel, 415-28* |  |  |  |
|  |  |  |  |  |  |  |
| 38 | 22 Oct 9 AM | Ezekiel | Lesson 9: Ezekiel; *Ezekiel, 391-414* |  |  |  |
| 39 | 22 Oct 11 AM | Ezra | Lesson 10: Ezra 1–6, Haggai, & Zech.  *Ezra, Nehemiah & Esther, 239-56* |  |  |  |
| 40 | 22 Oct 12 PM | Haggai & Zechariah | Bring OTS, vols. 1-2 to class |  |  |  |
|  | **Study Week** | **Make-Up Classes** |  |  |  |  |
| 41 | 29 Oct 9 AM | Esther | **Project & Life Notebook Due**  Bring OTS, vols. 1-2 to class  Lesson 11: Esther & Ezra 7–10 *Haggai, Zechariah & Malachi, 455-66* |  |  |  |
| 42 | 29 Oct 10 AM | Nehemiah | Lesson 12: Nehemiah & Malachi |  |  |  |
| 43 | 29 Oct 11 PM | Malachi | *A Final Word, 467-70*  **Turn in this completed page 9** |  |  |  |
|  |  |  |  |  |  |  |
| No Class | 4-7 Nov | Final Exam | Review Final Exam Study Questions (notes, 669-670) & Pray  **Take online final by midnight 8 Nov** |  |  |  |
| **Reading** | **After ½ Term** | **End-Semester** | **= Reading Grade Second 1/2 Semester** |  |  |  |

**VII. Other Matters**

A. Contacting Me: You can contact me at SBC by box L19 or by phone (6559-1513). Also, my home is at 2-302 on the SBC campus, mobile is 9113-7090, and email griffith@sbc.edu.sg. My office hours when I can talk are from 11:00-1:00 Wednesday and Friday. Most afternoons (except Wednesday) are free as well. Let’s have lunch too!

B. Copying Class Notes: This is allowed as long as you give credit where credit is due and until you become rich from doing it. Taping class lectures is OK too.

C. Course Design: A survey of the Old Testament can be studied at least three ways:

1. **Sequence** (Scriptural) is used by Wilkinson & Boa. This way studies the books in the order they appear in the Old Testament. Pages 34, 36, and 52 illustrate this.
2. **Author** (Biographical) is also possible. This method addresses together all books by Moses, then by Joshua, etc. The study beginning at page 46 does this.
3. **Time** (Chronological) is used by the *Bible Visual Resource Book* (p. 45). We will follow this method to see OT books in their historical context by placing the various prophetic writings within the historical books. Page 43 serves as our outline for this course.

D. Potential Research Paper Topics: The choice of subject is up to the student in consultation with the lecturer. However, any one of these suggested topics can also be addressed:

1. Trace the redemption theme through the OT by showing what the OT teaches about the salvation of individuals.
2. What does the OT teach concerning Israel’s restoration? What aspects of this restoration are already fulfilled?
3. Address another topic in the OT as a whole (or at least a major part of it), such as biomedical ethics, ecology, government, poverty alleviation, the spirit world, healing, music, worship, the Messiah’s reign, etc.).

**VIII. Course Load**

A. The expected study time for this course is 42 sessions x 2 hours each = 84 hours

B. The breakdown for the course components is:

22 IBS Lessons x 3 hours each 66 hours

Project included in IBS

Midterm Exam 4 hours

Final Exam 5 hours

Totals 75 hours

**IBS Life Notebook Grade Sheet (OTS Edition)**

Student Mailbox Project Grade

For students taking the online Internet Biblical Seminary Course, the first four sections below cover the Life Notebook *content* (70% of the grade). The Format grade (the other 30%) addresses English grammar, clarity of writing and presentation, etc. In general, students need to write at least 20 pages for a B and 30 pages for an A grade. Students must answer all questions in the two Life Notebooks but submit them as a single digital file.

1 2 3 4 5

Poor Minimal Average Good Excellent

***Clarity***

**Direct** (each answer addresses the proper question)

**Specifics** given rather than general answers

**Color** of questions is in red and answers in black

***Quality***

**Wide research** (interacts with other views & sources)

**Individual work** (no more than 10% quotations)

**Development** (proves points, not just lists verses)

**Interpretation** of passages accurate (exegesis)

***Application***

**Action Points** apply the content to the student’s life

**Follow up** from previous action points highlighted

**Personal** and transparent answers (self-critical is good)

***Miscellaneous***

**Critical Thinking** (shows how/why student disagrees)

**Depth** (answers all questions with sufficient depth)

**Length** (5-10 lines/question, 30+ single-spaced pages)

**Overall** content (substance rather than filling space)

***Format***

**Submitted** via email in Word & pages numbered

**Flow** and readability of content

**Spelling** and typos fixed, punctuation good, 12 pt. font

**Grammar** shows agreement of subject/verb & tenses

**Citations** given in footnotes instead of endnotes

**Sections** clearly stated without orphan headings

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) for Life Notebook grade: %

**Comments**:

*1st OTS edition—8 July 2014*

**PowerPoint Translation Grade Sheet**

Student Mailbox Date

Bible Book or Presentation Translated Language

1 2 3 4 5

Poor Minimal Average Good Excellent

***Translation***

**Overall content** translated accurately

**No English** on any slide (design new memory aids)

--For example, replace “A Judge Must Judge” or “ARC” with a mnemonic in your language

***Fonts***

**Notes page #** in Arial bold 24 point upper right screen

**Generic** fonts or popular language fonts (e.g, unicode)

**Sans-serif** fonts used that lack “feet” (e.g., Arial)

***Text***

Text **does not overlap** other text, image, or page edge

Text **shadow** not seen prior to animation appears

Text **did not need to be enlarged** (should fill the slide)

Text has **good contrast** with background

Text **fits text boxes** correctly with extra space on sides

Text box **colors match** surroundings w/o perimeter lines

***Images***

Images **do not overlap** text or edge of page

Embedded text in **English covered** with translation

***Miscellaneous***

**Format** of fonts & background colors same as English

**Animations** don’t need correction; in PPT, not Keynote

**Slide order** remains the same as the English version

**Done right the first time** (no email trail with me!)

**File name** *translated* with dash & number of slides at end

**Easy transfer** by online driveor USB key or email

**Sent as one PowerPoint file** (not separate ones or a pdf)

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) equals % grade of %

**Comments:** Revised 7 Sep 2017

**Handout Translation Grade Sheet**

***Used for “The Bible…Basically” (TBB) Scripts and Class Notes***

Student Mailbox Date

Handout Translated Language

1 2 3 4 5

Poor Minimal Average Good Excellent

***Translation***

**Overall content** translated accurately

**No English** on any slide (design new memory aids)

--For example, replace “A Judge Must Judge” and “ARC” with a mnemonic in your language in TBB presentation #1

***Fonts & Formatting***

**Slide Advance Hashes** kept in TBB PPT notes sections

**Consistent Fonts** (e.g., Unicode or generic/popular)

**Format** of headings and margins same as English

**Widow headings** avoided

***Miscellaneous***

**Done right the first time** (no email trail with me!)

**File name** *translated* with dash & number of pages at end

**Easy transfer** by CDor thumb drive or email

**A Word file for each handout** (not combined or a pdf)

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 2 x 4 x 6 x 8 x 10**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) equals % grade of %

**Comments:** Revised 7 Jan 2017

SINGAPORE BIBLE COLLEGE

OT Survey or The Bible…Basically Evaluation of Teacher

PLACE OF COURSE: ………………………… CLASS SIZE: …….…………

SBC STUDENT TEACHER: .………….…… . . . DATE: ……….……….

Please summarize how you feel about each question and give this to your teacher.

KEY: SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA – Strongly Agree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | SD | D | U | A | SA |
| The course objectives were clearly explained. |  |  |  |  |  |
| The course objectives were achieved. |  |  |  |  |  |
| The teacher was well prepared for each class. |  |  |  |  |  |
| The course material was effectively presented. |  |  |  |  |  |
| The methods of assessment were appropriate. |  |  |  |  |  |
| The teacher responded well to students’ questions. |  |  |  |  |  |
| The teacher encouraged students to think for themselves and to express their ideas. |  |  |  |  |  |
| The teacher was accessible to students outside classes. |  |  |  |  |  |
| TOTAL |  |  |  |  |  |

**GENERAL COMMENTS:**

**1. In what ways did you find this course helpful for your personal spiritual growth?**

**2. In what ways did you consider this course to be helpful for your ministry?**

**3. In what ways did you think this course could be improved for future students?**

**4. Further comments:**

Teaching Report Grade Sheet

Student Mailbox Date

Bible Book(s) or Presentation(s) Taught Language

For students teaching either the class PPT or “The Bible…Basically” seminar or other courses, this page assesses mostly the *content* of your report (70% of the grade). The Format grade (the other 30%) addresses English grammar, clarity of writing and presentation, etc. This form is also for students sharing lessons with unbelievers.

1 2 3 4 5

Poor Minimal Average Good Excellent

***Introduction***

**Class** (whom did you teach and in what language?)

**Scope** (what did you teach in each session?)

**Procedure** (how did you conduct the sessions?)

***Body***

**Specifics** given rather than general observations

**Challenges** faced in teaching addressed adequately

**Improvements** suggested in content

***Application***

**Action Points** given to improve next time teaching

**Personal** and transparent (self-critical is good)

***Conclusion***

**Main points or lessons** reviewed and/or restated

**Length** (2-4 single-spaced pp., w/o unnecessary info.)

***Miscellaneous***

**Handouts** (student’s own material included)

**Creativity** (pictures of class, video clips, quizzes)

**Course Evaluations** included & responses totaled

***Form***

**Format** (typed, title page, pages numbered)

**Submitted** in printed form (not emailed to professor)

**Spelling** and typos fixed, punctuation good, 12 pt. font

**Grammar** (agreement of subject/verb and tenses)

**Footnotes** (not endnotes, if used; biblio. of resources)

**Arranged** **logically** (not a collection of thoughts)

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) for Teaching Report grade: %

**Comments:** 3rd edition (15 Oct 2018)

**Research Paper Grade Sheet**

Student Topic Box

The first four sections below cover the paper’s *content* (70% of the grade). The Form grade (the other 30%) is based on Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. (Chicago: Univ. of Chicago Press, 2018). Follow also the *SBC Writing Standards 2018* and the checklist on the next two pages.

1 2 3 4 5

Poor Minimal Average Good Excellent

***Introduction***

**Purpose** (the paper addresses what issue?)

**Scope** of the issue defined/narrowed down

**Procedure** for addressing the issue introduced

***Body***

**Wide research** (other views included, good sources)

**Individual work** (<20% quotes; careful citation)

**Key Bible texts** noted and addressed adequately

**Development** (proves points, not just lists verses)

**Interpretation** of passages accurate (exegesis)

***Conclusion***

**Solution** given to issue raised in introduction

**Main points** reviewed and/or restated

**Length** (1/2 to 1 page, no unnecessary info.)

***Miscellaneous***

(These can be addressed anywhere in the paper)

**Application** (shows why the topic is important)

**Depth** (leaves any questions unanswered?)

**Internet** not used for more than 20% of sources

***Form***

**Format** (Contents & title page, length, pages numbered)

**Spelling** and typographical errors, punctuation

**Grammar** (agreement of subject/verb and tenses)

**Footnotes** (*not* end notes; proper form; biblio. incl.)

**Arranged** **logically** (not a collection of thoughts)

**Sections** agree with Contents page; no orphan headings

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) equals % grade of %

**Comments**: 19th edition (19 June 2018)

**Research Paper Checklist**

\* Asterisks show the most common mistakes SBC students make on research papers. Give special attention to these areas!

19th edition (19 June 2018)

**1. General Format**

1.1 The most complete and widely used format guide is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. rev. by John Grossman and Alice Bennett (Chicago & London: Univ. of Chicago Press, 1937, 1955, 1967, 1973, 1987, 1996, 2007, 2013, 2018). 466 pp.

1.2 Areas not answered by Turabian are addressed in the SBC Writing Standards (2018 edition).

1.3 Other issues are found in *The Chicago Manual of Style,* 17th ed. (Chicago: Editorial Benei Noaj, 2017) and *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies,* 2nd ed., eds. Patrick H. Alexander *et al.* (Peabody, MA: Hendrickson, 2014).

**2. Preliminaries**

2.1 The title page should follow the typical format in Turabian.

2.1.1 Only the title and the author should be in **bold** with the rest in regular text. Do *not* have all CAPS.

2.1.2 Please include your mail box number after your name.

2.1.3 The same size 12-point Times New Roman font should be used throughout the paper.

2.2 The margins should not change (e.g., should not be in outline form) but should be 2.5 cm on all sides.

2.3\* Include a Table of Contents.

2.3.1 The Contents page should include only the first page number of each section.

2.3.2 Subtitles within the Contents page should be indented.

2.3.3 Note this is called a “Table of Contents” and not a “Table of Content.”

2.3.4 “Table of Contents” should not be an entry on the Table of Contents.

2.4 Page numbers should be at the top right in the preliminaries (except no number on Title Page and Table of Contents) and at the bottom centre from the first page to the end.

**3. Body & Style**

3.1\* Provide an introduction that summarizes the problem(s) your paper aims to answer.

3.2\* Check your grammar for confusion of tense, plural, verb/noun, etc. (cf. section 9)

3.3 Use a spell checker if you have one on your computer to avoid careless spelling mistakes.

3.4 Double-space the paper throughout in prose form (not outline form).

3.5\* Write in the third person rather than the first person (“This author…” and not “I” or “we” or “us”).

3.6 Follow these guidelines for headings within the text:

3.6.1 Headings should match your Contents page. None of your levels should appear in all capitals.

3.6.2 Headings should not have periods (full stops or colons) after them.

3.6.3\* Headings should not be in outline form (no “I,” “II,” “A,” “1,” “a,” “-,” etc.).

3.6.4 Avoid widow headings (at the bottom of a page without the first sentence of a paragraph).

3.6.5 Don’t repeat a heading on the next page even if it covers the same section of the paper.

3.6.6 Each research paper should have at least 2-3 headings or divisions.

3.6.7 In short papers (6-8 pages) without chapters, make (1) main headings **bold** centred, (2) subheadings regular text centred, (3) ***bold italics*** left column, (4) regular text left column, and (5) **bold**text that begins an indented paragraph. If only two levels are needed then (2) above may be skipped.

3.7\* Do not clutter your paper with unnecessary details that do not contribute to your purpose.

3.8\* Make every statement a full sentence within the text (the exception is headings).

3.9 Critically evaluate your sources; do not believe a heresy just because it’s in print!

3.10 Make sure your reasoning is solid and logical.

3.11\* Provide a conclusion which solves/summarizes the problem addressed in the introduction

**4. Abbreviations**

4.1\* Do not use abbreviations or contractions in the text or footnotes (except inside parentheses).

4.2 Cite from 1-3 verses inside parentheses in the text but 4 or more verses in the footnotes.

4.3\* Use proper biblical book abbreviations with a colon between chapter and verse: Gen Exod Lev Num Deut Josh Judg Ruth 1 Sam 2 Sam 1 Kgs 2 Kgs 1 Chr 2 Chr Ezra Neh Esth Job Ps (plural Pss) Prov Eccl Song Isa Jer Lam Ezek Dan Hos Joel Amos Obad Jonah Mic Nah Hab Zeph Hag Zech Mal Matt Mark Luke John Acts Rom 1 Cor 2 Cor Gal Eph Phil Col 1 Thess 2 Thess 1 Tim 2 Tim Titus Phlm Heb Jas 1 Pet 2 Pet 1 John 2 John 3 John Jude Rev

4.4 Do not start sentences with an Arabic number. Write “First Kings 3:16…” (not “1 Kings 3:16…”).

4.5 Write out numbers under ten in the text (e.g., “three”); abbreviate those over ten (e.g., “45”).

4.6 “For example” (e.g.) and “that is to say” (i.e.) appear only in parentheses. Each has two periods and a comma.

**5. Quotations**

5.1\* When quoting word-for-word, use quotation marks and footnote the source. Do not plagiarize!

5.2 Use proper quotation formats with single quotation marks within double ones.

5.3 Indent block quotes (no quote marks) with 10-point, single-space text of five or more lines (cf. Turabian, 349).

5.4\* Avoid citing long texts of Scriptures or other sources so the paper mostly reflects your own thinking.

5.5 Provide biblical support for your position rather than simply citing your opinion.

5.6 If your source quotes a more original source, then quote the original in this manner: R. N. Soulen, *Handbook,* 18 (cited by Rick Griffith, *New Testament Backgrounds,* 7th ed. [SBC, 1999], 165).

Research Paper Checklist (2 of 2)

**6. Punctuation**

6.1 Periods & commas go *before* quote marks and footnote numbers (e.g., “Marriage,” not “Marriage”,)

6.2 Periods & commas go *outside* parentheses (unless a complete sentence is within the parentheses). For example: “Jesus wept” (John 11:35). but never “Jesus wept.” (John 11:35)

6.3 A space should not precede a period, comma, final parenthesis, semicolon, apostrophe, or colon.

6.4 A space should not follow a beginning parenthesis or beginning quotation mark.

6.7 A space should always follow a comma and 1-2 spaces always follow a period.

6.8 Bible book abbreviations do not have a period.

**7. Footnotes**

7.1\* The first reference to a book includes (in this order) the author's *given* name first then family name, title (in *italics* but not in quotes), publication data in parentheses (place, colon, publisher, comma, then year), volume (if more than one), and page number (no “p.” or “pp.”). For example: Ralph Gower, *The New Manners and Customs of Bible Times* (Chicago: Moody, 1987), 233. In footnotes, use a period only *once* at the end of the citation. Indent the first line of each footnote entry.

7.2\* Cite later references to the same book but a different page number with only the author's family name (not given name), book title (no subtitle) and new page number. For example: Gower, *The New Manners and Customs of Bible Times*, 166.

7.3 Further citations to the same book follow the same format. Turabian and SBC no longer use “ibid” (Latin abbreviation for “in the same place”) or “idem” (Latin abbreviation for “by the same author”).

7.5\* Encyclopedia, Bible dictionary, or other book entries with multiple authors under an editor should first cite the article’s author, then article title within quotes, book, editor, publication data in parentheses, volume, and page. For example: P. Trutza, “Marriage,” *The Zondervan Pictorial Encyclopedia of the Bible,* 5 vols., ed. Merrill C. Tenney (Grand Rapids: Zondervan, 1975, 1976), 4:92-102. (If needed, look up the author’s name after the Contents page by tracing the initials at the end of the article.)

7.6 Footnote numbers are raised with no parentheses and go *after* a quotation’s punctuation (e.g., period).

7.7 Always cite your footnote numbers in sequence rather than using a former number again.

7.8 Use only numbers as footnote references (don’t use letters or \*#@^%, etc.).

7.9 Cite translations in parentheses within the text rather than the footnotes—for example, “trust” (NIV).

7.10 Cite book, chapter, and paragraphs of primary (ancient) sources with Arabic numerals and full stops (e.g., “Josephus, *Jewish Antiquities* 18.1.3,” not “Josephus, *Jewish Antiquities,* Book XVIII, Chapter 1, Section 3”).

7.11 Page numbers may be added to primary sources in parentheses. For example: *War* 2.1 (Whiston, 44).

**8. Bibliography**

8.1 Alphabetize all sources by family name without numbering the sources.

8.2 Make entries single-spaced with the second line indented and with a double space between entries.

8.3 Do not cite an author’s title in a footnote or the bibliography (no “Dr.,” “Rev.” etc.).

8.4 Cite book references differently than in the footnotes by including the author's *family* name first (not given name), title (in *italics* but not in quotes), publication data *without* parentheses (place, colon, publisher, comma, then year), and volume (if more than one). For example: Gower, Ralph. *The New Manners and Customs of Bible Times.* Chicago: Moody, 1987. Use full stops (not commas) after each given name, title, and date; don’t use parentheses (but do use them in footnotes). Indent each line after the first line in an entry.

8.5\* Encyclopedia, Bible dictionary, or other book entries with multiple authors under an editor should first cite the article’s author, then article title within quotes, book, editor, publication data, volume, and page. For example: Trutza, P., “Marriage,” *The Zondervan Pictorial Encyclopedia of the Bible.* Ed. Merrill C. Tenney. 5 vols. Grand Rapids: Zondervan, 1975, 1976. 4:92-102. (You may need to find the author’s name after the Contents page by tracing the initials at the end of the article.)

8.6 Put the bibliography on a separate page rather than tagging it on the conclusion.

8.7 Consult as many sources as you have pages in your paper (e.g., 8 sources for an 8-page paper).

8.8\* Include the bibliography even if the professor has assigned the sources.

8.9 Primary sources should be listed under the ancient author’s name, followed by the translator’s name. For example: Josephus. *The Works of Josephus.* Translated by William Whiston…

8.10 Primary sources with several or unknown authors should be listed by editor and/or translator’s name. For example: Danby, Herbert, trans. *The Mishnah.* Oxford: University, 1933.

**9. Common Grammatical and Spelling Mistakes**

9.1 “Respond” (verb) is used for “response” (noun). “The respond” should be “The response.”

9.2\* Events in biblical times should be noted in the past tense; keep your tense consistent in the same paragraph.

9.3 Write “BC” dates *before* “BC” but “AD” dates *after* “AD” (“AD 70” and “70 BC” but never “70 AD” or “BC 70”).

9.4 Always capitalize the words “Christian,” “Bible,” “Christ,” “Word of God,” and “Scripture(s).”

9.5 The current trend is to *avoid* capitalization, especially in the adjectives “biblical,” “scriptural,” etc.

9.6 Avoid words in all CAPITALS in the text (except acronyms) and *avoid* all CAPS in titles. 19th edition (19 June 2018)

**My Biographical Sketch**

**The Griffith Family**

Dr Rick & Susan, John (26), Kurt & Cara (32), Stephen & Katie (29) & Jesse

**Background**

“Never say ‘never.’” Rick and Susan Griffith both learned this age-old tip the hard way.

Rick recalls sitting in his elementary school classes thinking, “If there’s one thing I’ll *never* become it’s a *teacher.* Imagine saying the same stuff over and over, year after year!”

Yet after trusting Christ in junior high and beginning to teach the Word of God, Rick’s attitude began to change. After his business degree at California State University, Hayward, and Master of Theology degree (Pastoral Ministries) and the Doctor of Philosophy degree (Bible Exposition) from Dallas Theological Seminary in Texas, Dr. Griffith soon found himself on the other end of the classroom—and loving it!

Susan, from Yucaipa, California, also learned not to say “never.” As she earned her Bachelor of Arts degree in piano at Biola University, several friends married and worked to put their husbands through three more years of seminary training. “I’ll *never* do that!” she exclaimed. Soon afterwards she invested three years (1981-1983) singing together with her future husband in the Crossroads, Campus Crusade's traveling music team in Asia. This nine member Philippines-based group shared Christ in the Philippines, China, Hong Kong, Korea, Japan, Macau, Thailand, Malaysia, Indonesia, and Singapore.

In December 1983 Susan’s “never” became a reality. She and Rick were married and like Jacob and Rachel of old, Susan also worked for her mate. During these seven seminary years Rick served as a pastor, corporate chaplain, and International Students church consultant. Susan taught women's Bible studies and often ministered by singing. Their primary church in Texas is Christ Chapel Bible Church in Fort Worth.

They have three sons: Kurt lives in Seattle (32 yrs.) with his business analysis wife Cara, Stephen is a pilot (29 yrs.) with his counselor wife Katie (also Seattle) with grandson Jesse (born 14 May 2019), and John is a graphic designer in California (26 yrs.).

**Ministry**

However, since 1991 the Griffiths’ home has been Singapore where Rick serves as Doctor of Ministry Director with 30 other full-time faculty at Singapore Bible College. SBC has 460 students from 26 countries and 25 denominations, as well as many professionals in the certificate-level Centre for Continuing Theological Education (CCTE). He began by teaching Old and New Testament Survey, Old and New Testament Backgrounds, Eschatology (the study of future things), Evangelism, Pastoral Epistles, Psalms, Homiletics (preaching), Hebrew Exegesis, and four Old Testament exposition courses. Then for years he also taught Pentateuch, Gospels, Eschatology (theology of the future), Ecclesiology (theology of the church), and Pneumatology (theology of the Holy Spirit). Now he teaches mostly Bible Exposition classes, including Homiletics, OT Foundations, and OT & NT Survey. He has also written three Advanced Studies in the Old and New Testament courses at Internet Biblical Seminary (www.internetseminary.org).

Dr. Griffith loves the variety and strategic nature of his teaching. He invests his life into Anglicans from Sri Lanka, Lutherans from Singapore, Presbyterians from Korea, Conservative Baptists from the Philippines, and missionaries from Campus Crusade, OMF, and Operation Mobilisation—sometimes all in one class! One class had 17 of the 20 students training for ministry outside of Singapore. Nearly all SBC graduates enter pastoral or missionary ministries due to Asia’s shortage of trained leaders.

Ministry opportunities abound. Rick and Susan have conducted premarital counseling for students and their home has an open door to students and guests traveling through Singapore. They have sung in evangelistic thrusts and in 1992 also participated in founding International Community School, an expatriate Christian primary and secondary school in Singapore now with 480 students. The Griffiths are missionaries with WorldVenture and Rick serves as the Singapore field leader.

Dr. Griffith also enjoys several other partnerships. He also serves as Asia Translation Coordinator for "The Bible... Basically International" seminars; web author & editor, Internet Biblical Seminary; and itinerate professor for 62 trips throughout Asia in places such as Lanka Bible College (Sri Lanka), Myanmar Evangelical Graduate School of Theology, Union Bible Training Center (Mongolia), Jordan Evangelical Theological Seminary, and Biblical Education by Extension training in three restricted access countries.

In 2006 Dr. Rick began Crossroads International Church, Singapore. Here “Pastor Rick” serves as pastor-teacher. The church worships at the Metropolitan YMCA at 60 Stevens Road. See cicfamily.com.

In 2009 Dr. Rick began [BibleStudyDownloads.org](http://biblestudydownloads.com/Site/Homepage.html) to offer his courses for free download. It has 17,000 pages of course notes in Word and pdf, and especially over 100,000 PowerPoint presentations in English, and translations of these by his students into 49 languages, such as Ao, Arabic, Bangla, Bisaya, Burmese, Chin, Chiru, Chinese, Dutch, English, French, German, Gujarati, Hindi, Ilonggo, Indonesian, Japanese, Kachin, Karen, Khmer, Kiswahili, Korean, Lotha, Malay, Malayalam, Mao, Mizo, Mongolian, Moyon, Nepali, Nias, Paite, Portuguese, Rongmei, Russian, Sinhala, Spanish, Sumi, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vaiphei, and Vietnamese.

**Field**

SBC is strategically located in Singapore at the “ministry hub” of Southeast Asia. The population of this multi-cultural society is 75 percent Chinese, 15 percent Malay and 8 percent Indian. Other groups include Filipinos, Thais, Japanese, Americans, and Europeans. The Singaporean cross-cultural missionary force is increasingly contributing to God’s work in overseas ministries.

**Passion**

Rick’s passion is for God’s leaders to preach and live the Word of God as God’s servants:

* Teaching obedience to Christ’s teaching is key to our commission to make disciples (Matt. 28:20)
* Paul’s legacy to Timothy focused on exposition: “Preach the Word” (2 Tim. 4:2-3; cf. Acts 6:1-16)

However, recent trends include the following:

* Church people are biblically illiterate in a “famine for hearing the words of the Lord” (Amos 8:11)
* Attempting to be “relevant,” pastors preach what people want to hear—not what they need

**Why Study the Old Testament?**

Adapted from Elizabeth Achtemeier, *Preaching From the Old Testament,* 21-26

**I. The Problem:** Most Christians today don’t know the OT

A. Signs of Ignorance

B. OT Preaching

**II. Reasons We Must Know Our OT**

A. God’s Nature is Revealed in the OT

1. Creator

2. Holy & Just

3. Personal

4. Unknowable (unless He chooses to reveal Himself)

5. Sovereign

B. Man’s Nature is Revealed in the OT

1. How do these non-Christian perspectives understand man?

a. Evolutionists say we are nothing more than animals.

b. New Agers seek to dissolve our individual personalities into a mystical Soul.

c. Marxists classify us in terms of economic forces.

d. Sociologists see people as simply products of their environment.

e. Governments view man as statistics.

f. The military sees people as aggressors or those needing protection.

g. Doctors advance the quality and longevity of the life of people who all eventually die.

h. Advertisers see people as consumers of their products.

2. Contrast these perspectives with a view of man obtained in the OT.

C. The World’s Nature is Revealed in the OT

1. Evolution has taught us the world is a closed system (no outside influence acts upon it).

2. If this is true then there exists no God and no future judgment.

3. If this is false then God exists and His promise of an even better world will come true.

D. The OT is Foundational to the NT

1. **Messianic Prophecies**: We cannot understand how Jesus Christ is the fulfillment until we understand from the OT what prophecies about Him were made (Luke 24:44-45).

2. **Covenants**: We won’t understand the NT’s new covenant until we know the old covenant (cf. p. 22). Unless we comprehend law, we will not appreciate grace.

3. **Kingdom Purpose**: We must understand God’s original plan for man in Eden (Gen. 1:26-27) before we can see how we participate in this now and in eternity (cf. p. 22).

4. **The People of God**: We must know about Israel before we can understand the church (cf. pp. 117-18).

E. Most of the Bible is Contained in the OT

1. The OT comprises over 2/3 of God’s written revelation.

2. “In many respects that last third of our canon in the New Testament is simply a final reinterpretation and summing up of the two thirds that have gone before in the Old Testament” (Achtemeier, 23). She overstates her case, but the OT is still important.

3. If we believe that “all Scripture is inspired of God and profitable for teaching, reproof, correction, and training in righteousness” (2 Tim. 3:16), then we must preach the OT!

**Readings and Quizzes Schedule (CCTE 2017)**

Quizzes cover only the notes for one OT book for that week (generally 10 questions each worth 5 points). The class notes from which quiz material may be derived is underlined below. The first quiz question will ask if you completed the reading for that week for 50 points so that each quiz has a possible 100 points. By CCTE standards, you need only attend six of the Part 1 sessions and six of the Part 2 sessions. However, I hope you will attend them all along with the degree students.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sessions** | | **Date (All Thursdays)** | | **Biblical Books Covered in Class** | | **Class Notes to Read & Quiz Pages Underlined** | | | **Book for Quiz**  **and Quiz #** | |
| 1-3 | 20 July | | Movie Night | |  | | None  Reading page total | = 0 | | No readings or assignments | |
| 4-6 | 27 July | | Syllabus & OT Intro | |  | | 1-19, 30-32, 46-52e | =36 | | No Quiz | |
| 7-9 | 3 Aug | | Genesis | | 50 | | 54-70, 71a-b, 78-79 | =21 | | Genesis: Quiz 1 | |
| 10-12 | 10 Aug | | Exodus | | 40 | | 98-107 | 10 | | Exodus: Quiz 2 | |
|  |  | | Leviticus | | 27 | | 122-128, 133 | 8= 39 | |  | |
| **-** | **17 Aug** | | **65th Ann Hymn Fest** | |  | | **No Class** |  | | **No Assignments** | |
| 13-15 | 24 Aug | | Numbers | | 36 | | 135-146, 142a | 13 | | Numbers: Quiz 3 | |
|  |  | | Deuteronomy | | 34 | | 147-159, 157a-b | 15 | |  | |
|  |  | | Joshua | | 24 | | 160-171c | 14= 42 | |  | |
| 16-18 | 31 Aug | | Movie CCTE Part1 End | |  | |  |  | | Dr. Rick Sri Lanka | |
|  |  | | Judges | | 21 | | 172-184 | =13 | | Judges: Quiz 4 | |
| **-** | **7 Sep** | | **Break** | |  | | **No Class** |  | | **No Assignments** | |
| 19-21 | 14 Sep | | Ruth | | 4 | | 185-193 | 8 | | Bring $20 for OTS2 | |
|  |  | | 1 Samuel | | 31 | | 194-208 | 15 | | class notes | |
|  |  | | 2 Samuel/ 1 Chronicles | | 24 29 | | 209-218  (No readings) | 10= 46 | |  | |
|  |  | | 1 Kings | | 22 | | 219-237 | =19 | | 1 Kings: Quiz 5 | |
| 22-24 | 21 Sep  (OTS2 Starts) | | 2 Kings/ 2 Chronicles  Job | | 25 36 | | 246-47, 249-256  (No readings)  356-70 15 | 9= 25 | | No quiz or assign. | |
| 25-27 | 28 Sep | | Psalms | | 150 | | 380-93 14 | 15 | | No quiz or assign. | |
|  |  | | Song of Solomon | | 8 | | 425-32 8 | 8= 22 | |  | |
| 28-30 | 5 Oct | | Proverbs | | 31 | | 394-402b 39 | 10 | | Proverbs: Quiz 6 | |
|  |  | | Ecclesiastes | | 12 | | 403-24 33 | 22 | |  | |
|  |  | | Obadiah | | 1 | | 594-98 6 | 5= 37 | |  | |
| 31-33 | 12 Oct | | Jonah | | 4 | | 599-605 11 | 7 | |  | |
|  |  | | Amos | | 9 | | 583-90 18 | 8 | |  | |
|  |  | | Hosea | | 14 | | 565-72 23 | 8 | |  | |
|  |  | | Micah | | 7 | | 615-20 13 | 6=29 | | Micah: Quiz 7 | |
| 34-36 | 19 Oct | | Isaiah | | 66 | | 452-61 76 | 10 | | Isaiah: Quiz 8 | |
|  |  | | Nahum | | 3 | | 621-26 9 | 6 | |  | |
|  |  | | Jeremiah | | 52 | | 474-85 52 | 12 | |  | |
|  |  | | Habakkuk | | 3 | | 627-33 9 | 7 | |  | |
|  |  | | Lamentations | | 5 | | 493-99 13 | 7= 41 | |  | |
| 37-39 | 26 Oct | | Zephaniah | | 3 | | 634-39 9 | 6 | | Zephaniah: Quiz 9 | |
|  |  | | Joel | | 3 | | 575-82 11 | 8 | |  | |
|  |  | | Daniel | | 12 | | 532-45 14 | 14 | |  | |
|  |  | | Ezekiel | | 48 | | 500-10, 520-28 11 | 7 | |  | |
|  |  | | Ezra | | 13 | | 289-95 7 | = 52 | |  | |
| 40-42 | 2 Nov | | Esther | | 10 | | 308-318 11 | 20 | | 64 | |
|  |  | | Zechariah | | 14 | | 649-56 8 | 8 | | Zechariah: Quiz 10 | |
|  |  | | Haggai | | 2 | | 640-48 9 | 9 | |  | |
|  |  | | Nehemiah | | 13 | | 299-303 5 |  | |  | |
|  |  | | Malachi | | 4 | | 659-62 8 | 4= 41 | |  | |