

وصف المساق

دراسات نقدية للعهد القديم: OT 604

أيام الأربعاء / المترجم : رامي جوينات

1. وصف المساق

هذا المساق عبارة عن تقييم لنقد العهد القديم وفحص المشاكل الأولية لأسفار منتقاة من العهد القديم (التآليف, التاريخ, الخ). سوف يتم الإلتباه إلى الردود الإنجيلية على الإنتقادات المتحررة للعهد القديم .

2. أهداف المساق

مع نهاية هذا المساق سوف يتناغم الطالب مع ...

- الخلفيات (الكاتب, التاريخ, الأصل, المستلمين, المناسبة, الخصائص و الجدالات) لأسفار معينة من العهد القديم هوجمت من قبل المنتقدين .
- الدعم القانوني لأصالة الأسفار التسعة والثلاثين المكتوبة .
- دليل أثري لمصادقية العهد القديم .
- دراسات عن الخليفة تدعم القراءة الطبيعية لتكوين 1 – 2 .
- مؤلفات من مصادر علمانية قديمة تدافع عن أصالة العهد القديم .
- مشاكل في التسلسل الزمني خلال تاريخ إسرائيل .
- الديانات الوثنية التي تظهر إسرائيل كشعب خاص .

3. متطلبات المساق

- القراءات (25%) : اقرأ ملاحظات كيتشن عن مصداقية العهد القديم, وملاحظات ميريل إت آل عن العالم والكلمة (سوف تضاف عند توفرها باللغة العربية), والملاحظات العربية من د. بول تانر على www.paultanner.org وقم بتسجيلها في الجدول صفحة 8 .
- المشروع (25%) وهناك اختياريين :

1. ترجمة 40 شريحة بوربوينت إلى العربية : قم بالتسجيل حتى تقوم بالترجمة على

<https://biblestudydownloads.org/resource/old-testament-backgrounds/>.

بعد انتهاء المساق سوق أقوم بتحميل الشرائح المترجمة بحيث تكون متاحة لاستخدام الجميع, أنظر إلى نهاية وصف المساق لترى نموذج تقييم ترجمة الشرائح, يجب تسليمها قبل شرحها داخل الصف بيوم واحد على الأقل .

- علم 5 محاضرات من هذا المساق في خمسة اجتماعات لمجموعة تتكون من خمسة أشخاص فما فوق (يفضل أن يكون لنفس الأشخاص سواء بالغين أو أطفال, مع أن الأطفال يحتاجون إلى توضيح أكثر, كون المواد مجهزة للبالغين أو المراهقين) . يجب أن تكون المحاضرات لمدة ساعة أو أن تكون لساعتين مقسمة إلى ثلاثة أجزاء أو محاضرات لمدة يوم ... الخ . يمكنك أن تستخدم الشرائح المجهزة لهذا المساق نفسها أو تقوم بتعديلها, أو أن تقوم باعداد الشرائح الخاصة بك, كما أنه ليس مطلوباً منك أن تضيف شرائح أكثر, لكن الذين يجتهدون في هذه الناحية سيحصلون على علامات إضافية, كما يسرني أن أحصل على ما تضيفونه لتحميلها للأخريين حتى يستخدموها في المستقبل . يمكنك أن تعلم من خلال المنبر, مجموعات دراسة الكتاب المقدس البيئية, المجموعات الصغيرة, صفوف مدارس الأحد ... الخ . أطلب من تلاميذك أن يملأوا تقييم المعلم في المحاضرة الأخيرة وقم بفرزها في تقرير من صفحتين يوضح ما الذي قمت به وماذا تعلمت ومن الذين علمتهم, سوف أقوم بتقييمك من خلال نموذج تقييم المعلم, وسيكون تاريخ استحقاق هذا الواجب مرناً حتى يمكنك أن تتلاعب مع برنامج كنيستك .

- الورقة البحثية (25%) عن موضوع نقدي في العهد القديم بحيث يكون البحث 8 صفحات بمسافتين وبعده أدنى 8 مراجع, بحسب أساليب البحث العلمي المعتمدة في جيتس ونموذج تقييم البحث المرفق . أعلى علامة يمكن إعطاؤها لمن يتجاوزون الحد الأعلى المطلوب في البحث هي ب+. استخدم الحواشي السفلية و ليس الحواشي الختامية, لن يتم التسامح مع السرعة الأدبية و يجب أن تشير إلى اقتباساتك من أي كتابات سابقة قمت بها, احتساب عدد الصفحات لا يشمل صفحة العنوان, قائمة المحتويات و صفحة المراجع, قم بطرح القضية و قيم النهج النقدي والإنجيلي لها, أظهر تضمينات العهد الجديد لوجهة نظرك أيضاً, مع الإشارة إلى اتصال وجهة نظرك مع الحياة اليوم .

ث. الإمتحان النهائي (25%) عبارة عن كتاب مغلق, كتاب مقدس مغلق, ملاحظات مغلقة, ذهن مفتوح . الأسئلة عبارة عن ضع دائرة, توصيل و أسئلة ترتيبية, الإمتحان النهائي يغطي المواد بالكامل .

4. مراجع المساق و الإختصارات (تحتها خط)

العناوين التي تحتها خط تشير إلى اختصار اسم الكتاب (إشارة النجمة تشير إلى توفر الكتاب في مكتبة جيتس)

Alexander, T. Desmond. *From Paradise to Promised Land: An Introduction to the Main Themes of the Pentateuch*. Carlisle, UK: Paternoster, 1995. 227 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 David W. Baker. *The Face of Old Testament Studies: A Survey of Contemporary Approaches*. Grand Rapids: Baker, 1999. 221.609045 BAK

A nice primer for quick views of recent OT literature on various topics from theology to archaeology. Arnold teaches at Asbury Seminary.

Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*. Grand Rapids: Baker, 1999. S\$64.00 hb. (with SBC discount) + CD-ROM. 512 pp.

A first year Bible college OT survey in an attractive format of simple text, graphics, backgrounds, colour photographs, and an interactive CD with video clips, photos, maps, and review questions. The authors teach at Asbury and Columbia, respectively.

_____. *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.

Arnold, Bill T. and Richard S. Hess, eds. *Ancient Israel's History: An Introduction to Issues and Sources*. Grand Rapids: Baker, 2014. xv+544 pp.

A collection of evangelical articles on the history of Israel by chronological period. Arnold teaches at Asbury Seminary.

Arnold, Bill T. and Brent A. Strawn. *The World Around the Old Testament*. Grand Rapids: Baker, 2016. Xxvii+531 pp.

Edited evangelical articles on many peoples of the OT era. Arnold teaches at Asbury Seminary.

Backhouse, Robert. *The Student Bible Guide to the Temple*. Tim Dowley, ed. Grand Rapids: Kregel, 1996. 32 pp. Formerly *The Kregel Pictorial Guide to the Temple*.

Stunning, full-colour. close-up pictures of Herod's temple from a beautiful model built by Alec Garrard of England. Research is based on the Bible, Talmud, Mishna and latest archaeological discoveries. Includes many photos and helpful drawings as well.

Beitzel, Barry J. *The New Moody Atlas of Bible Lands*. 2d ed. Chicago: Moody, 2009. xii+304 pp.

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. The revised edition still retains two weaknesses of the first edition: it lacks regional maps and often lacks Scripture references on the maps (though cited in supporting material). However, it 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. Beitzel teaches OT at Trinity International Univ. (TEDS) in Deerfield, IL.

**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, great book outlines, maps, charts, cross references, book introductions, evangelical, gives special attention to difficult texts (while many single volume commentaries 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 Theological Seminary).

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 people's stories (e.g., the exodus account was invented to increase the Jews' faith).

Coleman, William L. *Today's Handbook of Bible Times and Customs*. Minneapolis, MN: Bethany House, 1984. 303 pp.

Many cultural insights on both OT and NT. Content is similar to Wight's book. Many photographs but no drawings. Three of his chapters are in these notes.

Cooper, Bill. *After the Flood*. Chichester, England: New Wine Press, 1995.

Verifies both the accuracy of the Table of Nations (Gen. 10-11) and the early date of creation (5200-4000 BC) from ancient European and Middle Eastern texts.

Gospel Light Publishers. *The Bible Visual Resource Book: For Do-it-Yourself Scholars*. Ventura, CA: Gospel Light, 1989.

Another subtitle reads "Reproducible Maps, Charts, Timelines, and Graphics for Groups or Individual Study." Written by Keith Kaynor (?—his name is not mentioned).

Gower, Ralph. *The New Manners and Customs of Bible Times*. Chicago: Moody, 1987. 408 pp.

Updates and expands upon Fred Wight's similar book published in 1953 (see entry below). Part 1 addresses "The Individual in Family Life" (e.g., family, education, work) and Part 2 concerns "National Institutions and Customs" (e.g., hospitality, travel, leisure, social/political groupings). Excellent colour photographs.

Hoerth, Alfred J.; Mattingly, Gerald L.; and Yamauchi, Edwin M., eds. *Peoples of the Old Testament World*. Grand Rapids: Baker, 1994. 400 pp. 221.95 HOE

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.

de Lange, Nicholas. *Atlas of the Jewish World*. New York & Oxford: Fact on File [distributed by Thomas Nelson], 1984. 240 pp.

Impressive maps, texts, drawings, and photographs of worldwide Jewish migration in history. Includes historical and cultural background and the Jewish world today.

*Kitchen, Kenneth A. *On the Reliability of the Old Testament*. Grand Rapids, MI: Eerdmans, 2003. 781 pp. hb. and pb. \$45.00 hb. Arabic ed.

Evangelical, late date of the Exodus advocate, defends the OT against critics and includes many tables, figures, and maps; addresses sections of the OT but out of order; very readable.

*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*. 2nd ed. Grand Rapids: Baker,

2008. 554 pp. \$45.00 pb. SBC library 221.95 MER

An up-to-date and well-written treatment of OT history, archaeology, and ancient literature with particular emphasis on Israel's role as a light to the nations. Dr. Merrill teaches OT at Dallas Seminary (dispensational premillennial). Supplemented with several helpful indexes and now illustrated.

*Merrill, Eugene H., Mark Rooker, and Michael A. Grisanti. *The World and the Word: An Introduction to the Old Testament*. Nashville, TN: B&H, 2011. 943 pp. hb. Kindle. Arabic forthcoming in late 2021.

This massive volume is based on the Holman Christian Standard Bible where three authors explore the OT world (historical, cultural, and literary), text (composition, canonicity, and transmission), approaches (development and present state of OT critical approaches), and a book-by-book analysis of each OT book: Pentateuch (Grisanti), Historical (Merrill), and Prophetic/Poetic (Rooker). Conservative with early Exodus date (p. 21), Moses (p. 305) and Daniel authorship (p. 684, 686). The Arabic edition is due late 2021.

McCarter, P. Kyle, Jr. *Ancient Inscriptions: Voices from the Biblical World*. Washington, DC: Biblical Archaeology Society, 1996. 180 pp. US\$30 for book alone and US\$140 for book and slides. SBC Library 411 (R) McC.

Contains the story of how writing came into being, starting from Mesopotamian cuneiform and ending in the Roman period at the time of Christ by tracing the evolution of the alphabet from pictographs to symbols which each represent a single sound. Includes 97 drawings cross-referenced to 140 separately available slides. McCarter teaches at John Hopkins Univ.

*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.

Oswalt, John N. *The Bible Among the Myths: Unique Revelation or Just Ancient Literature?* Grand Rapids, MI: Zondervan, 2009. ISBN 978-0-310-28509-0

"Oswalt is an American scholar and distinguished professor of Old Testament at Asbury Theological Seminary. He teaches in theology, Old Testament and ancient Semitic languages including Hebrew. He is the author of 11 scholarly books; foremost is the 2-volume commentary on the Book of Isaiah in the New International Commentary on the Old Testament series. *Exodus: The Way Out* (2013) is a recent work. Oswalt adheres to single, unitary authorship of... Isaiah. Numerous scholarly journals, biblical encyclopedias and academic religious periodicals have included articles by him" (Wikipedia). This work responds to attacks on the Bible that claim it only recited ancient myths.

Pritchard, James B., ed. *Ancient Near Eastern Texts Relating to the Old Testament*. 3rd ed., Princeton: Univ. Press, 1950, 1955, 1969. Abbreviated *ANET*. hb. approx. \$100.

The classic translation of Sumerian creation myths (e.g., Enuma Elish), Babylonian flood stories (e.g., Gilgamesh Epic), and other non-biblical texts that give backdrop to the OT.

_____, ed. *The Ancient Near East*. 2 vols. Princeton: Princeton Univ. Press, 1958. 380 pp. and 251 pp. + 110 illustrations, respectively. pb.

Abridged material from *ANET* in a highly condensed and more affordable form.

_____. *The Harper Atlas of the Bible*. New York: Harper & Row, 1987. 254 pp. CBD for \$34.95.

Most of the 134 maps are two pages and complemented by smaller maps, charts, diagrams, photographs, drawings and text; comprehensive (covers from 10,000 BC to AD 600, though only one map addresses Genesis 1–11); maps and detailed full-colour paintings of terrain have a three dimensional look, appearing as if viewed from the ground or on larger maps taking into account the curvature of the earth's surface; probably the best atlas for backgrounds (other ancient peoples, pagan

temples, writing, commerce, archaeology, practices of everyday life, etc.); indexes include summaries of events in the lives of significant biblical characters and a map index which includes variant, Arabic, Palestinian Grid Reference numbers, and Modern Hebrew names for cities. However, some maps are difficult to read due to lack of compass directions and excess supplementary material; mostly conservative, but the 50 contributors from varied perspectives (Christian, Jewish, liberal, etc.) tend to be moderately critical in the narrative and hold to late date for the Exodus. The book is also difficult to fit upright on most bookshelves due to its enormous size (nearly 11" x 14 1/2" or 27.5 cm. x 37 cm.).

Purifoy, Thomas, Jr. "The Gnostic World of John Walton," https://isgenesishistory.com/gnostic-world-of-john-walton/?goal=0_052697a034-1f954a62a8-148566237&mc_cid=1f954a62a8&mc_eid=5b0ee33446 (accessed 18 June 2018).

Purifoy is producer, writer, and director of the 2017 documentary film "Is Genesis History?" He shows that Walton's method of separating history from theology parallels early Gnostic heretics.

Rasmussen, Carl G. *The Zondervan NIV Atlas of the Bible*. Regency Reference Library. Grand Rapids: Zondervan, 1989 and Jerusalem: Carta, 1989. 256 pp. CBD for \$30.00?

Similar in features to Beitzel with a comprehensive geographical section (57 pp.) and historical section (131 pp.), so purchasing both Beitzel and Rasmussen will have much overlapping. However, they are not the same. This is better than Beitzel in its topological overview of Palestine, extra graphs and diagrams, and its inclusion of excellent regional maps but worse in that the maps throughout are poorly colored and not tied into the text with coordinates as is true of Beitzel; too few color photographs (Beitzel's weakness too but strengths in Rogerson and Pritchard).

_____. *Essential Atlas of the Bible*. Grand Rapids: Zondervan, 2013. 159 pp. US\$16.99 pb.

A compact guide in a handy and more affordable style that covers geography and historical maps; many timelines and photos.

Rogerson, John. *Atlas of the Bible*. New York: Facts on File [distributed by Thomas Nelson], 1986. 237 pp. CBD for US\$32.50.

Visually stunning, regional maps and many color photographs (Beitzel's weaknesses), but weak in physical geography and too-brief summaries of events (Beitzel's strengths).

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.

Thompson, J. A. *Handbook of Life in Bible Times*. Downers Grove: IVP, 1986. 384 pp.

A comprehensive guide to the people of the OT, home life, food and drink, industry and commerce, culture and health, warfare, and religion during the OT times.

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 of which are used in this course.

_____. "Is Genesis Real History?" Unpublished campus paper, Wheaton, IL: Wheaton College, 2017. <https://20dgp03jvses4dyzoq6atn0f-wpengine.netdna-ssl.com/wp-content/uploads/Is-Genesis-Real-History-John-Walton.pdf>.

Disconnects Genesis narratives from history by postulating that their theology was the only goal.

Wight, Fred H. *Manners and Customs of Bible Lands*. Chicago: Moody, 1953. 336 pp.

Older than Coleman's work but very readable and interesting with short chapters on subjects such as marriage customs, dress, education, music, etc. Helpful line drawings but no photographs.

Wilson, Clifford and Wilson, Barbara. *The Stones Still Shout! Sensational Highlights of the Bible and Archaeology*. Springfield, MO: Pacific International University and Victoria, Australia: Pacific Christian Ministries, 1999. 224 pp.

A collection of photographs by this husband-wife team from Australia provides many images and briefs descriptions of how archaeology has confirmed the OT and NT.

Youngblood, Ronald. *The Heart of the Old Testament*. Grand Rapids: Baker, 1971. 108 pp. 221.13 YOU
An evangelical but old earth treatment of the OT.

The Zondervan Pictorial Encyclopedia of the Bible. 5 vols. Ed. Merrill C. Tenney. Grand Rapids: Zondervan, 1975, 1976. Abbreviated ZPEB.

This may be the best multi-volume evangelical Bible encyclopedia available today. Clearly written, comprehensive articles.

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

A concise and well-written treatment of how theological ideas within each OT book support a kingdom theme in which God's purpose is to re-establish His rule on earth through mankind which was lost at the Fall. Faculty members of Dallas Theological Seminary write each chapter. It is insightful but heavy reading. Required reading is copied in these notes, 318-28.

5. أمور أخرى

أ. للتواصل معي عبر الإيميل drrickgriffith@gmail.com

ب. تصوير الملاحظات الصفية : مسموح طالما أنك تنسب الفضل لصاحبه عندما يكون حاجة لذلك, كما تسجيل الملاحظات صوتياً مسموح .

ج. تصميم المساق : يمكن أن يتم تدريس مساق دراسة نقدية للعهد القديم بثلاث طرق :

1. تسلسلي (كتابي) بحيث يتم دراسة الأسفار بنفس الترتيب الموجود في العهد القديم, النصف الثاني من كتاب ميريل العالم والكلمة يتبع هذا الترتيب .

2. النظام الموضوعي ممكن, حيث أن هذا الأسلوب يعالج القضايا بشكل منفصل ويأخذ المعلومات من كل العهد القديم عن نفس الموضوع, من الأمثلة على ذلك جوور, وايت وآخرون يستخدمون نفس الأسلوب الترتيبي .

6. عبء المساق

أ. زمن الدراسة المتوقع لهذا المساق هو 30 محاضرة صفية * ساعتين لكل محاضرة = 60 ساعة

ب. تفاصيل مكونات المساق هي :

20 ساعة	القراءة : 781 صفحة * دقيقتين لكل صفحة (2448 دقيقة)
15 ساعة	مشروع الترجمة أو تعليم مواد المساق
15 ساعة	الورقة البحثية
10 ساعات	الإمتحان النهائي

60 ساعة

المجموع

VII. Reading Report Name _____ Reading Grade _____ Box _____

Submit translated projects 24 hours before we study your book. Each session below is 1.5 hours. Put an "X" in each cell if you finished the session reading in full and on time. Mark it -2% if read late, -3% if read partially, and -5% if not read at all. For notes by Dr Paul Tanner, download them from PaulTanner.org at the Arabic link الموقع بالعربية under العهد القديم. Readings assigned on 11 August have a white blank below. Others for the other class sessions will be added as Arabic resources become available.

Session	Date	Topic	Reading Assignment	X
1	Aug 25	Syllabus	None	
2	Aug 25	Overview	Key Events Chart-1pp, OTOverview5-1p Program of Bless - Color-1p	
Introduction				
3	Sep 1	What's in Question?	Kitchen, ch. 1 First Things First	
4	Sep 1	29-Literature		
5	Sep 8	19-Canon of the OT		
6	Sep 8	33-Prophecy	Kitchen, ch. 8-Prophets & Prophecy	
Creation				
7	Sep 15	• 32-Gen 1 Literal?		
8	Sep 15	• 22-Creation	Kitchen, ch. 9 Methuselah—and Well Beyond	
9	Sep 22	41-Theistic Evolution		
10	Sep 22	41-Theistic Evolution		
Chronology				
11	Sep 29	Is Genesis History?	No assignments—1:44 movie with Arabic subtitles	
12	Sep 29	Is Genesis History?	https://www.youtube.com/watch?v=UM82qxxskZE	
13	Oct 6	• 20-Chronology		
14	Oct 6	• 30-Gen 5 & 11	Kitchen, ch. 7—The Patriarchs	
15	Oct 13	• 38-Noah's Flood		
16	Oct 13	نور - الحلقة ٤٤٦ - فلك نوح	59 minutes at https://www.youtube.com/watch?v=n5siwuD7k2U	
17	Oct 20	• 02-Exodus Date	Kitchen, ch. 5—Joshua & Judges in Canaan	
18	Oct 20	• 02-Egyptian Chron	Research Paper Due	
Oct 27 Sem Break				
No classes or assignments				
19	Nov 3	Student Presentations	Prepare PPT, copy & share your paper to the class	
20	Nov 3	Student Presentations	Prepare PPT, copy & share your paper to the class	
21	Nov 10	20- Judges	Kitchen, ch. 4 Saul, David & Solomon	
22	Nov 10	20- Kings		
Authorship				
23	Nov 17	• 01-Genesis 1-3		
24	Nov 17	• 23-Isaiah	Kitchen, ch. 2—Era of Hebrew Kingdoms	
25	Nov 24	• 27-Daniel	Kitchen, ch. 3—Exile and Return	
26	Nov 24	• 27-Daniel		
Archaeology				
27	Dec 1	• 17 Archaeology	Kitchen, ch. 6—Exodus and Covenant	
28	Dec 1	• 17 Archaeology		
Religion				
29	Dec 8	• 30-Monotheism	Kitchen, ch. 10—Last Things Last—Conclusions	
30	Dec 8	• 35-Pagan Religions	Reading Report Due: Submit this page	
31	Dec 15	Final Exam	Final Exam Study Questions (notes, 669-670) = Reading Grade for the Semester	

Jordan Evangelical Theological Seminary

“Critical Studies in the OT

(for JETS students to have their students complete on the last day of class)

YOUR NAME (OPTIONAL):..... CLASS SIZE:

JETS 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. تم شرح أهداف المساق بوضوح					
The course objectives were achieved. تم تحقيق أهداف المساق					
The teacher was well prepared for each class. كان المعلم مستعداً في كل مرة					
The course material was effectively presented. تم تقديم مواد المساق بفعالية					
The teacher gave me some resources for further learning. أعطاني المعلم مصادر إضافية لمزيد من التعلم					
The teacher responded well to students' questions. تجاوب المعلم بشكل جيد مع أسئلة التلاميذ					
The teacher encouraged students to think for themselves and to express their ideas. شجع المعلم التلاميذ على التفكير لأنفسهم والتعبير عن أفكارهم					
The teacher was accessible to students outside classes. كان المعلم متاحاً للتلاميذ خارج الصف					
TOTAL					

COMMENTS:

- In what ways did you find this course helpful for your personal spiritual growth?**
1. ما هي الطرق التي وجدت فيها الدراسة مساعدة لنموك الروحي الشخصي؟
- In what ways did this course help you better serve Christ?**
2. ما هي الطرق التي ساعدتك فيها هذه الدراسة على خدمة المسيح بشكل أفضل؟
- How can this course be improved for future students?**
3. كيف يمكن تطوير هذه الدراسة للتلاميذ المستقبليين؟
- 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 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
<u>Introduction</u>					
Class (whom did you teach and in what language?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scope (what did you teach in each session?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedure (how did you conduct the sessions?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Body</u>					
Specifics given rather than general observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenges faced in teaching addressed adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvements suggested in content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Application</u>					
Action Points given to improve next time teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and transparent (self-critical is good)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Conclusion</u>					
Main points or lessons reviewed and/or restated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Length (2-4 single-spaced pp., w/o unnecessary info.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Miscellaneous</u>					
Handouts (student’s own material included)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity (pictures of class, video clips, quizzes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course Evaluations included & responses totaled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Form</u>					
Format (typed, title page, pages numbered)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Submitted in printed form (not emailed to professor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling and typos fixed, punctuation good, 12 pt. font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar (agreement of subject/verb and tenses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Footnotes (not endnotes, if used; biblio. of resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranged logically (not a collection of thoughts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Summary</u>					
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)

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 drive or 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 24 Oct 2018

Research Paper Checklist

* Asterisks show the most common mistakes students make on research papers. Give special attention to these areas!
Grading is based on the Excel sheet called 2011 Research Evaluation (English) (3).xls

20th edition (27 July)

1. General Format (التنسيق العام)

- 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 Beni 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).

النموذج الأكثر شهرة وأوسع استخداماً هو نموذج التيباري في كتابة الأبحاث.

2. Preliminaries (المقدمات)

- 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. فقط العنوان واسم الباحث يجب أن يكونا بخط عريض. أما باقي الصفحة بالخط العادي ولا تستخدم الأحرف الكبيرة.
 - 2.1.2 Please include your mail box number after your name. ضع رقم صندوق البريد (صندوق الطالب) بعد اسمك.
 - 2.1.3 The same size 12-point Times New Roman font should be used throughout the paper. يجب أن يكون حجم الخط 12 نوع الخط Times New Roman في كل الورقة البحثية.
- 2.2 The margins should not change (e.g., should not be in outline form) but should be 2.5 cm on all sides. الهوامش لا تتغير ويجب أن تكون 2.5 سم من كل الجهات.
- 2.3* Include a Table of Contents. (فهرس المحتويات)
 - 2.3.1 The Contents page should include only the first page number of each section. صفحة المحتويات يجب أن تتضمن رقم الصفحة الأولى لكل قسم.
 - 2.3.2 Subtitles within the Contents page should be indented. العناوين الفرعية في صفحة المحتويات يجب أن يكون لها مسافة بادئة.
 - 2.3.3 Note this is called a “Table of Contents” and not a “Table of Content.” لاحظ أن اسم هذه الصفحة هو قائمة المحتويات وليس قائمة المحتوى.
 - 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. أرقام الصفحات يجب أن يكون في أعلى اليمين في صفحات المقدمات (ما عدا صفحة العنوان وقائمة المحتويات) وفي وسط أسفل الصفحة من أول صفحة إلى النهاية.

3. Body & Style (متن البحث و النمط)

- 3.1* Provide an introduction that summarizes the problem(s) your paper aims to answer. اكتب مقدمة تلخص المشكلة التي ستقوم ورقتك البحثية بحلها.
- 3.2* Check your grammar for confusion of tense, plural, verb/noun, etc. (cf. section 9) تفحص القواعد لتجنب الارتباك بخصوص الأزمنة، الجمع، الفعل / الاسم ... الخ.
- 3.3 Use a spell checker if you have one on your computer to avoid careless spelling mistakes. استخدم متفحص التهجئة إذا كان متوفراً على جهازك لتجنب الأخطاء الإملائية الناتجة عن عدم الإنتباه.
- 3.4 Double-space the paper throughout in prose form (not outline form). حافظ على وجود مسافتين بين الأسطر في البحث بكامله.
- 3.5* Write in the third person rather than the first person (“This author...” and not “I” or “we” or “us”). استخدم صيغة الغائب بدلاً من صيغة المتكلم.
- 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. اتبع التعليمات بخصوص العناوين الرئيسية داخل النص: يجب أن تتطابق العناوين الرئيسية مع قائمة المحتويات.
 - 3.6.2 Headings should not have periods (full stops or colons) after them. لا يجب أن تحتوي العناوين الرئيسية على علامات (نقطة أو نقطتان) بعدها.
 - 3.6.3* Headings should not be in outline form (no “I,” “II,” “A,” “1,” “a,” “-,” etc.). العناوين الرئيسية لا يجب أن تظهر في شكل المخطط التفصيلي (1, 2, 3 أو أ. ب. ج)
 - 3.6.4 Avoid widow headings (at the bottom of a page without the first sentence of a paragraph). تجنب عنوان الأرملة (أن يكون العنوان في أسفل الصفحة بدون وجود الجملة الأولى من الفقرة)
 - 3.6.5 Don't repeat a heading on the next page even if it covers the same section of the paper. لا تكرر عنواناً رئيسياً في الصفحة التالية حتى لو كان يغطي نفس الجزء من البحث.
 - 3.6.6 Each research paper should have at least 2-3 headings or divisions. كل ورقة بحثية يجب أن تحتوي 2-3 عناوين أو أقسام.
 - 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. في الأبحاث الصغيرة (6 – 8 صفحات) بدون فصول قم بعمل (1) عنوان رئيسي وسطي خط عريض (2) عنوان فرعي وسطي خط عادي (3) عمود يسار مانل خط عريض (4) عمود يسار خط عادي و (5) نص خط عريض فقرة ذات بادئة. إذا كان هناك مستويين فقط فيمكن الإستغناء عن النقطة الثانية.

- 3.7* Do not clutter your paper with unnecessary details that do not contribute to your purpose.
لا تحشو ورقتك البحثية بتفاصيل غير مهمة لا تساهم في تحقيق هدفك .
- 3.8* Make every statement a full sentence within the text (the exception is headings).
اجعل من كل عبارة جملة كاملة خلال النص (باستثناء العناوين)
- 3.9 Critically evaluate your sources; do not believe a heresy just because it's in print!
قيم مصادرك بطريقة نقدية : لا تصدق بدعة فقط لكونها مطبوعة .
- 3.10 Make sure your reasoning is solid and logical.
تأكد أن تفكيرك صلب و منطقي .
- 3.11* Provide a conclusion which solves/summarizes the problem addressed in the introduction
قدم خلاصة تحل / تلخص المشكلة التي طرحتها في المقدمة .

4. Abbreviations (الإختصارات)

- 4.1* Do not use abbreviations or contractions in the text or footnotes (except inside parentheses).
لا تستخدم الإختصارات أو الألفاظ المرخمة في النص أو الحواشي (باستثناء داخل الأقواس)
- 4.2 Cite from 1-3 verses inside parentheses in the text but 4 or more verses in the footnotes.
ضع اقتباس 1 – 3 أعداد كتابية بين أقواس في النص. لكن من 4 فما فوق في الحواشي .
- 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
استخدم إختصارات الأسفار الكتابية المناسبة مع وجود نقطتين بين الإصحاح و العدد .
- 4.4 Do not start sentences with an Arabic number. Write “First Kings 3:16...” (not “1 Kings 3:16...”).
لا تبدأ جملة من خلال رقم عربي. أكتب ملوك الأول 3 : 16 و ليس 1 ملوك 3 : 16
- 4.5 Write out numbers under ten in the text (e.g., “three”); abbreviate those over ten (e.g., “45”).
اكتب الأرقام تحت العشرة في النص (مثل ثلاثة) و اختصر ما هو فوق العشرة (مثل 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 (الإقتباسات)

- 5.1* When quoting word-for-word, use quotation marks and footnote the source. Do not plagiarize!
عند الإقتباس كلمة بكلمة استخدام علامات الإقتباس و ضع المصدر في الحواشي. لا تسرق
- 5.2 Use proper quotation formats with single quotation marks within double ones.
استخدم تصميماً مناسباً للإقتباس مع علامات الإقتباس المفردة ضمن المزدوجة .
- 5.3 Indent block quotes (no quote marks) with 10-point, single-space text of five or more lines (cf. Turabian, 349).
أترك مسافة بادئة (بدون علامات الإقتباس) من خلال وضع 10 نقاط أو مسافة ترك النص أو خمس خطوط أو أكثر .
- 5.4* Avoid citing long texts of Scriptures or other sources so the paper mostly reflects your own thinking.
تجنب وضع نصوص طويلة من الكتاب المقدس أو المصادر الأخرى بحيث تعكس الورقة البحثية فكرك الشخصي
- 5.5 Provide biblical support for your position rather than simply citing your opinion.
قدم دعم كتابي لموقفك بدلاً من الإكتفاء بتقديم رأيك .
- 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).
إذا كان المصدر الذي تعتمد عليه يقتبس من مصدر أصلي أكثر منه، إذا عليك الإقتباس من المصدر الأصلي .

Research Paper Checklist (2 of 2)

6. Punctuation (علامات الترقيم)

- 6.1 Periods & commas go *before* quote marks and footnote numbers (e.g., “Marriage,” not “Marriage”).
النقاط والفواصل تأتي قبل علامات الإقتباس وأرقام الحواشي كما في المثال السابق .
- 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)
النقاط والفواصل تأتي خارج الأقواس (ما عدا وجود جملة كاملة داخل الأقواس) كما في المثال السابق .
- 6.3 A space should not precede a period, comma, final parenthesis, semicolon, apostrophe, or colon.
لا يجب أن يكون هناك مسافة قبل النقطة والفاصلة والفوس الأخير والفاصلة المنقوطة والفاصلة العليا والنقطتان .
- 6.4 A space should not follow a beginning parenthesis or beginning quotation mark.
لا يجب أن تتبع المسافة الفوس الإبتدائي أو علامة الإقتباس الأولى .
- 6.7 A space should always follow a comma and 1-2 spaces always follow a period.
يجب أن يكون هناك مسافة بعد الفاصلة دائماً و 1 – 2 مسافة بعد النقطة دائماً .
- 6.8 Bible book abbreviations do not have a period.
إختصارات الأسفار الكتابية لا يتبعها نقطة .

7. Footnotes (الحواشي)

- 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.
يجب أن يشمل الإقتباس الأول من كتاب معين الترتيب التالي : الإسم الأول للكاتب يليه اسم العائلة، عنوان الكتاب (بخط مائل ولكن ليس في نص الإقتباس)، معلومات النشر ضمن أقواس (المكان، نقطتين، الناشر، فاصلة، ثم السنة)، الجزء في حال وجود أكثر من جزء واحد، رقم الصفحة أو الصفحات . في الحواشي استخدم النقطة مرة واحدة في نهاية الإقتباس. أعط مسافة بادئة في بداية كل حاشية .
- 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.
عند وجود اقتباسات أخرى من نفس الكتاب من صفحات مختلفة ضع في الإقتباس اسم العائلة فقط وليس الإسم الأول ثم اسم الكتاب ورقم الصفحة المطلوبة كما في المثال .
- 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”).
اقتباسات لاحقة لنفس الكتاب تتبع نفس المثال السابق .
- 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.)
المجلات والقواميس الكتابية أو أي كتاب آخر من عدة مؤلفين تقوم بذكر كاتب المقال أولاً ومن ثم عنوان المقال ثم الكتاب والمدقق ومعلومات النشر ضمن أقواس ثم الجزء ورقم الصفحة .
- 7.6 Footnote numbers are raised with no parentheses and go *after* a quotation's punctuation (e.g., period).
أرقام الحواشي توضع بدون أقواس وتظهر بعد علامات الإقتباس .
- 7.7 Always cite your footnote numbers in sequence rather than using a former number again.
دائماً ضع أرقام الحواشي بشكل متتابع بدلاً من استخدام أرقام سابقة ثانية .
- 7.8 Use only numbers as footnote references (don't use letters or *#/@/%, etc.).
دائماً ضع الأرقام كمرجعية الحواشي .
- 7.9 Cite translations in parentheses within the text rather than the footnotes—for example, “trust” (NIV).
استخدم الترجمات بين أقواس ضمن النص بدلاً من الحواشي كما في المثال .
- 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”).
اقتبس الكتاب، الفصل، الفقرة من المصادر الأساسية القديمة من خلال أرقام عربية ونقاط .
- 7.11 Page numbers may be added to primary sources in parentheses. For example: *War* 2.1 (Whiston, 44).
أرقام الصفحات تضاف على المرجع الأساسي بين أقواس .

8. Bibliography (قائمة المراجع)

- 8.1 Alphabetize all sources by family name without numbering the sources.
رتب المراجع أبجدياً حسب اسم العائلة دون ترقيم المراجع .
- 8.2 Make entries single-spaced with the second line indented and with a double space between entries.
رتب كل إدخال ضمن مسافة واحدة بحيث يكون السطر الثاني من الإدخال بمسافة بادئة، وبمسافتين بين الإدخالات .
- 8.3 Do not cite an author's title in a footnote or the bibliography (no “Dr.,” “Rev.,” etc.).
لا تضع لقب المؤلف في الحواشي أو في قائمة المراجع .
- 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.
ضع مرجع الكتاب بشكل مختلف عن الحواشي من خلال تضمين اسم عائلة المؤلف أولاً (ليس الإسم الأول) العنوان (بخط مائل) ثم معلومات النشر بدون أقواس (المكان، نقطتين، الناشر، فاصلة، ثم السنة) و الجزء . استخدم النقطة بعد الإسم الأول والعنوان والتاريخ ، لا تستخدم الأقواس (لكن استخدمها في الحواشي)، ضع مسافة بادئة في كل سطر بعد السطر الأول من الإدخال .
- 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.)

المجلات والقواميس الكتابية أو أي كتاب آخر لعدة مؤلفين تحت مدقق واحد يجب أن تضع أولاً كاتب المقالة ثم عنوان المقالة، الكتاب فالدقق ومعلومات النشر والجزء والصفحة .

- 8.6 Put the bibliography on a separate page rather than tagging it on the conclusion.
ضع قائمة المراجع في صفحة منفصلة بدلاً من ربطها مع الخلاصة .
- 8.7 Consult as many sources as you have pages in your paper (e.g., 8 sources for an 8-page paper).
استخدم ما تستطيع استخدامه من مراجع بما يتناسب مع عدد الصفحات (8 مراجع و 8 صفحات)
- 8.8* Include the bibliography even if the professor has assigned the sources.
اعمل صفحة مراجع حتى لو قام معلم المساق بتحديد المراجع .
- 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...
يجب أن تكتب المراجع باستخدام اسم الكاتب الأصلي يتبعه اسم المترجم كما في المثال .
- 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.
المراجع مجهولة الكاتب تكتب باستخدام اسم المدقق أو المترجم أو كليهما .

9. Common Grammatical and Spelling Mistakes (أخطاء نحوية و إملائية شائعة)

- 9.1 "Respond" (verb) is used for "response" (noun). "The respond" should be "The response."
يجب التمييز بين الفعل و الاسم مثل الفعل تجاوب و الاسم تجاوب .
- 9.2* Events in biblical times should be noted in the past tense; keep your tense consistent in the same paragraph.
الأحداث الكتابية تسجل بصيغة الماضي، وحافظ على الصيغة الزمنية ثابتة ضمن الفقرة .
- 9.3 Write "BC" dates *before* "BC" but "AD" dates *after* "AD" ("AD 70" and "70 BC" but never "70 AD" or "BC 70").
استخدم صيغة ق.م و ب.م وليس ق. م أو ب . م
- 9.4 Always capitalize the words "Christian," "Bible," "Christ," "Word of God," and "Scripture(s)."
تنطبق على اللغة الإنجليزية و ليس العربية .
- 9.5 The current trend is to *avoid* capitalization, especially in the adjectives "biblical," "scriptural," etc.
تنطبق على اللغة الإنجليزية و ليس العربية .
- 9.6 Avoid words in all CAPITALS in the text (except acronyms) and *avoid* all CAPS in titles.
تنطبق على اللغة الإنجليزية و ليس العربية .

My Biographical Sketch



The Griffith Family

Kurt & Cara (34), Stephen & Katie (32) with Jesse (2) & Norah (b. July 2021), John & Chloe (29), Susan & Dr Rick

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 (34 yrs.) works with business analysis wife Cara in Seattle at their consulting company called Tandem Motion, Stephen is a United Airlines pilot (31 yrs.) with his counselor wife Katie (also Seattle) with two grandkids (2019 & 2021), and John is a graphic designer in California (28 yrs.).

Ministry

From 1991-2021 the Griffith home was Singapore where Rick served as Doctor of Ministry director with 26 other full-time faculty at Singapore Bible College. SBC has 495 students from 26 countries and 25 denominations, as well as many professionals. 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). In recent years he taught mostly Bible Exposition classes, including Homiletics, OT Foundations, and OT & NT Survey. He also wrote 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 has invested 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 entered pastoral or missionary ministries due to Asia's shortage of trained leaders.

Ministry opportunities abound. Over the years, Rick and Susan conducted premarital counseling for students with their home's open door to students and guests traveling through Singapore. In 1992, they also helped start International Community School, an expatriate Christian K-12 school in Singapore now with more than 400 students. These all came from the Griffiths as seconded missionaries with WorldVenture.

Dr. Griffith also enjoys several other partnerships. He also serves as Translation Coordinator for "The Bible... Basically International" seminars; web author & editor, Internet Biblical Seminary; and itinerate professor for 73 trips throughout Asia and the Middle East at Lanka Bible College (Sri Lanka), Myanmar Evangelical Graduate School of Theology, Union Bible Training Center (Mongolia), and Biblical Education by Extension training in three restricted access countries. In 2021, he joined Jordan Evangelical Theological Seminary as Professor of Bible Exposition.

Dr. Rick also began Crossroads International Church, Singapore where "Pastor Rick" served as pastor-teacher from 2006-2021. The church worships at the Metropolitan YMCA at 60 Stevens Road. See cicfamily.com.

In 2009 Dr. Rick began BibleStudyDownloads.org to offer his courses for free download. It has 19,000 pages of course notes in Word and pdf, and over 82,000 English PowerPoint slides and 118,000 PowerPoint slides translated by 700 students into 53 languages, such as Albanian, Ao Naga, Arabic, Bangla, Bisaya, Burmese, Chin Tedim, Chiru, Chinese, Czech, Dutch, English, French, German, Gujarati, Hindi, Ilonggo, Indonesian, Italian, Japanese, Kachin, Karen, Khmer, Kiswahili, Korean, Liangmai, Lotha, Malay, Malayalam, Mao, Mizo, Mongolian, Moyon, Nepali, Nias, Norwegian, Paite Chin, Polish, Portuguese, Romanian, Rongmei, Russian, Sinhala, Spanish, Sumi Naga, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Ukrainian, Vaiphei, and Vietnamese.

Field

Jordan is 98% Muslim but provides freedom of religion and has diplomatic ties with Israel. JETS has provided half of the pastors of Jordan's 60 evangelical churches since its founding in 1991.

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 words 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:

- Christians are biblically illiterate due to 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.