

Syllabus

I. Course Description

This is a study of the four Gospels, with attention given to developing a chronological survey of the life of Christ. Emphasis will be given to understanding their historical, cultural, and literary message, the trustworthiness of their witness, and important issues for the contemporary church (3 hours).

II. Course Objectives

By the end of this course, the student will be able to...

- A. Know the ten movements of the Life of Christ
- B. See the value of harmonizing the gospels.
- C. Teach the basic content of the course.
- D. Know from experience the value of Internet learning.

III. Course Requirements (choose either the project or paper)

- A. The Readings (33%): Stay up on your readings and report them on the Schedule on page 5. They are primarily from Mark Moore's *Chronological Life of Christ*. The JETS library has two sets of this three-volume work, and it is uploaded for the class only at <https://drive.google.com/file/d/1z4TAd21oEXVxYeDmpVRxNmZin20Z1e0k/view?pli=1>.
- B. The Project (33%) is to teach three sessions of this course to a group of 3+ 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 two 1.5-hour parts, a day seminar, etc. You may use or edit the PPT already designed for this course /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 JETS Course Evaluation of Teacher (page 7) at the last session, and also tally the results on a separate page. This should be accompanied by a 2-page report that explains what you did, what you learned, and those you taught. I will grade you with the Teacher Report Grade Sheet (page 8). The due date is at the end of the course.
- C. The Research Paper (33%) on the teaching of Jesus on the kingdom of God must be 6 double-spaced pages according to the JETS Research Methods and Model Research Evaluation Sheet. 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 sources. Show the practical implications of how your view relates to life today.
- D. Two Exams (33%) are **closed books, closed Bible, closed notes, and open minds** with multiple choice, matching, and ordering questions.

Exam 1 covers sections 1-5. To prepare...

- 1. Study the notes for sections 1-5.
- 2. Study the Gospels and NT Backgrounds PPT presentations.

Exam 2 addresses sections 6-10. To prepare...

- 1. Study the notes for sections 6-10.
- 2. Study the Chronology of Christ PPT presentation on the birth and death of Jesus.

IV. Course Bibliography

English-Only Books

Beitzel, Barry J. *The New Moody Atlas of the Bible*. 2d ed. Chicago: Moody, 2009. xii+304 pp. S\$71.65.

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 linked to 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 retired from teaching OT at Trinity International Univ. (TEDS) in Deerfield, IL.

Blomberg, Craig L. *Jesus and the Gospels: An Introduction and Survey*. Nashville, TN: Broadman & Holman, 1997. 440 pp.

A conservative text from a covenant premillennial approach by an NT scholar at Denver Seminary.

Bock, Darrell L. *Jesus According to Scripture: Restoring the Portrait from the Gospels*. Grand Rapids, MI: Baker, 2002. 704 pp.

A defense of the historical reliability of the gospels that addresses both their unique contributions and unity of purpose. The major part (pages 45-407) addresses the life of Christ in the Synoptics, supplemented by three chapters on Jesus in John's gospel and one chapter on the theology of Jesus. Bock has taught NT at Dallas Seminary since the mid-1980s.

Bruce, A. B. *The Training of the Twelve*. T&T Clark, 1924.

A classic work on how Jesus molded his ordinary men into a group who would change the world.

Cheney, Johnston M., and Stanley Ellisen. *Jesus Christ: The Greatest Life Ever Lived, A Unique Blending of the Four Gospels*. Paradise Publishing Inc., 1999.

A harmony of the life of Christ compiled and translated from the four gospels in Greek. A related work is entitled *The Life of Christ in Stereo*.

Coleman, Robert. *The Master Plan of Evangelism*. Old Tappan, NJ: Spire Books of Fleming H. Revell Company, 1963, 1964.

Explains the ten steps used by Jesus to win his men over to himself so they could do the same for others after his ascension.

Clerke, Jonathan Peter. *Echoes of Jesus: Does the New Testament Reflect What He Said?* 2nd ed. Dorset, UK: Icefire Pub., 2014, 2017. ISBN-13: 978-0992338305. 434 pp.

Apologetic evidence that the NT accurately portrays the life and teachings of Jesus by investigating secular sources such as Lucian, Josephus, and Pliny the Younger, as well as showing the reliability of the earliest NT manuscripts.

Dillow, Joseph C. *Final Destiny: The Future Reign of the Servant Kings*. 4th ed. Monument, CO: Paniym Group, 2012. 1093 pp. US\$50 pb.

A massive volume of 66 chapters articulating a mediating position between the Reformed and Arminian views on the NT that Jody Dillow calls the "Partakers" view, based on Hebrews 3:14. Argues for eternal security (Reformed) but against perseverance of the saints (Arminian). His 2-part course on the Life of Christ is comprehensive and insightful at internetseminary.org.

Hoehner, Harold W. *Chronological Aspects of the Life of Christ*. Grand Rapids: Zondervan, 1977.

Dates Christ's birth (4 BC), ministry (AD 29-33), and crucifixion (AD 33). His conclusions are summarized in my NT Survey class notes in the "Chronology of the Life of Christ" (p. 56).

House, H. Wayne. *Chronological and Background Charts of the New Testament*. Grand Rapids: Zondervan, 1984.

Provides 19 NT studies overhead transparencies converted to PPT in this course.

Pentecost, J. Dwight. *The Words and Works of Jesus Christ: A Study of the Life of Christ*. Grand Rapids: Zondervan, 1981, 2d ed, 2001. 680 pp.

This classic work from a premillennial perspective divides the life of Jesus into ten periods, which provides the outline for this course.

Pentecost, J. Dwight. *A Harmony of the Words and Works of Jesus Christ: From the New International Version*. Grand Rapids: Zondervan, 1981. 183 pp.

This companion volume to Pentecost's above book gives the parallel NIV text for easy reference. I follow this outline in the 12-Life_of_Christ_(Rick_Griffith)-47pp_eng_lc_v26.pdf notes.

Walvoord, John F., and Roy B. Zuck, eds. *The Bible Knowledge Commentary*. Vol. 2: *New Testament Edition*. Wheaton: SP Pub., Victor, 1983. Abbreviated "BKC." 991 pp. hb.

The best single-volume commentary on the NT (my opinion). Volume 1 is an excellent OT commentary. Authored by present or former faculty at Dallas Theological Seminary. Provides the most help on difficult passages (in contrast to many other commentaries, which avoid controversial texts). It is theologically consistent (dispensational) throughout. This 2-volume set is also available in Chinese, French, German, Hungarian, Italian, Korean, Russian, and Spanish with portions in Hindi, Thai, and Sinhala.

English Sources Translated into Arabic

Drane, John W. *Jesus and the Four Gospels*. Oxford, England: Lion, 1979. 297 pp. Arabic. JETS Library 232 Dra 1999 c1

Chapters include: "God's promised deliverer. The world of Jesus; Jesus' birth and early years; Who was Jesus?; Why did Jesus die?; The resurrection -- God's new society. The nature of the new society; Pictures of the new society; The power of the new society; God's society in action -- Knowing about Jesus. What are the Gospels?; The four Gospels; Are the Gospels true?" (<https://archive.org/details/jesusfourgospels0000drane>).

Griffith, Rick. "The Life of Christ." Unpublished class notes in English and Arabic called (حياة المسيح - 163-ريك غريفيث). pp_ara_lc_v29.pdf. JETS, 2024. 163 pp. in Arabic at

<https://biblestudydownloads.org/resources/%d8%ad%d9%8a%d8%a7%d8%a9-%d8%a7%d9%84%d9%85%d8%b3%d9%8a%d8%ad/>.

These notes follow the ten-step outline of the life of Christ by J. Dwight Pentecost, *The Words and Works of Jesus Christ: A Study of the Life of Christ* (Grand Rapids: Zondervan, 1981, 2d ed, 2001, 680 pp.). The notes comprise a summary statement for each event in the life of Jesus and their parallel Gospel accounts.

McGrath, Alister. *Jesus: Who He Is and Why He Matters*. Leicester, UK: IVP, 1987, 1994. 188 pp. Arabic. JETS Library 232 Mc 2000 c1.

A response to the Jesus Seminar defending the early church's right understanding of Jesus (part 1), what the Bible says about the person of Christ (esp. his deity and resurrection), and part 3 on the work of Christ in his victory over death, forgiveness, and love. Part 4 concludes that we should be drawn to the real Jesus.

Moore, Mark E. *The Chronological Life of Christ*. Joplin, MO: College Press Pub. Co., 2011. 704 pp.

This conservative, readable, massive work has been published in Cairo and is used for the course. It is also available in English on Logos. It first appeared in 1996 (vol 1) and 1997 (vol 2), but since 2007, it has been a single volume, though the Arabic is three volumes at <https://drive.google.com/file/d/1z4TAd21oEXVxYeDmpVRxNmZin20Z1e0k/view?pli=1>

Tanner, J. Paul. *Following the Master: Lessons for Disciples from the Gospel of Mark*. Colorado Springs, CO: BEE World, 2018. 271 pp.

Mark's gospel provides the framework for this study on the life of Christ. It includes helpful lessons that encourage the application of the text, charts, self-check exercises, and exams.

Walvoord, John F. *Jesus Christ Our Lord*. Chicago: Moody, 1969. 318 pp. English, 360 pp. Arabic. JETS Library 232 Wa 1988 c2.

A systematic study of Christ with chapters on Christ in contemporary theology, eternity past, OT history, OT typology, and OT prophecy. Our course will read the sections on his incarnation, person, and life, including his suffering, death, and resurrection. Chapters 11-12 on his present and future work are also worthy of study for another time. Dr Walvoord served as professor of systematic theology at Dallas Theological Seminary for 50 years and as president from 1952 to 1986. He authored and edited more than 30 biblical and theological works, many on prophecy.

Zuck, Roy B., and Darrell L. Bock, eds. *A Biblical Theology of the New Testament*. Chicago: Moody, 1994. 487 pp. English. US\$25.00 hb. JETS Library 230.03.

An easy-to-read synthesis of the theology of each NT writer from an evangelical, premillennial perspective. Contributors are all faculty members of Dallas Theological Seminary but interact with many past and present perspectives other than their own. Gospels chapters relating to the life of Christ include David K. Lowery, "A Theology of Matthew," 19-64 (46 pp.), David K. Lowery, "A Theology of Mark," 65-86 (22 pp.), Darrell L. Bock, "A Theology of Luke," 87-166 (80 pp.), and W. Hall Harris, "A Theology of John's Writings," 167-244 (76 pp.).

V. Other Matters

- A. Contacting Me: You can contact me at drickgriffith@gmail.com or WhatsApp +1 509-833-0161. My mobile is +962 7 9725-6010.
- B. Copying Class Notes: This is allowed when you give credit where credit is due (unless it makes you rich). You may also copy all course PPTs and translate them into other languages.
- C. Course Design: A study of the Life of Christ can be studied in at least four different ways:
 1. **Scriptural** (Canonical) studies the books in the order they appear in the New Testament: Matthew, Mark, Luke, and John.
 2. **Content** (Theological) is used by those studying only the teaching of Jesus. Lee Strobel and others do this.
 3. **Geography** is the primary way scholars trace the life of Jesus, going from his infancy in Judea to his teaching ministry primarily in Galilee and this death and resurrection back in Judea.
 4. **Harmony** (Chronological) is used by Pentecost based on the life events that identify Jesus as Israel's king. We will follow this method and correlate the Gospels with NT backgrounds in their historical context. Pentecost puts these into ten major periods with 198 sub-sections.

Name _____ Mailbox _____ Reading Grade _____ Course Grade _____

VI. Reading Report

Each session below is 4 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. The readings are all from Mark Moore’s *Chronological Life of Christ*. See the annotated citation in the Bibliography. The number of pages in the readings is in the right column.

Session	Date	Topic	Readings from Mark Moore	X
1	Sept 6	00-Syllabus	No readings	3+1 9
2	Sept 13	01-Gospels 01-NT Bkgrds	Part 1: Beginnings	18
3	Sept 20	01-Introduction	Part 2: Two Divine Births	14
4	Sept 27	02-Authentication	Part 3: The Early Years of Jesus Christ	21
5	Oct 4	03-Controversy	Part 4: Ministry of John the Baptist	8
6	Oct 11	04-Instruction	Part 5: Transition from John to Jesus	36
7	Oct 18	05-Opposition Part 1	Part 6: Galilean Ministry	151
8	Oct 25	Exam 1 (8:45-10:45) 05-Opposition Part 2	Exam on Parts 1-5 Part 7: Breaking Away from Galilee	74
Nov 1		No Class	Mid-Semester Break	
9	Nov 8	06-Preparation	Part 8: The Later Judean Ministry of Christ	76
10	Nov 15	07-Presentation	Part 9: The Later Perean Ministry	80
11	Nov 22	08-Death Preparation	Part 10: The Final Week	43
12	Nov 29	09-Rejection	Part 11: Preparation for the Death of Christ	73
13	Dec 6	01-Chronology of Christ	Past 12: The Death of Christ	49
14	Dec 13	10-Resurrection	Part 13: The Resurrection & Ascension <i>Teaching Project or Research Paper Due</i> <i>Reading Report Due: submit this page</i>	33
15	Dec 20	Exam 2	Exam on Parts 6-10	
= Reading Grade for the Semester				676

VII. Course Load

A. The expected study time for this 3-hour course over 15 weeks is 45 sessions x 1 hour each = 45 hours

B. The breakdown for the course components is:

Reading: 676 pages* of reading x 2.5 minutes each (1690 minutes)	28 hours
Teaching Project or Research Paper	10 hours
<u>Two Exams</u>	<u>7 hours</u>
Total	45 hours

* JETS guidelines for bachelor courses are 150 pages per credit hour, so this 3-hour course requires 450 pages of reading. This course exceeds this maximum by over 200 pages, but it grants an option for the project or paper.

Jordan Evangelical Theological Seminary

“LIFE OF CHRIST” COURSE EVALUATION

(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.					
The course objectives were achieved.					
The teacher was well prepared for each class.					
The course material was effectively presented.					
The teacher gave me some resources for further learning.					
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					

COMMENTS:

1. In what ways did you find this course helpful for your personal spiritual growth?
2. In what ways did this course help you better serve Christ?
3. How can this course be improved for future students?
4. Further comments:

17 Dec. 2014

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 Poor	2 Minimal	3 Average	4 Good	5 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 are 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 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"/>

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 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 **تقييم البحث** (or 2022_Research Paper Evaluation (English) (5).xls)

20th edition (27 July)

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 mailbox 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 center 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 the 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** centered, (2) subheadings regular text centered, (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 that 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)

Research Paper Evaluation

Name: _____ Date Submit: _____

Title: _____

A. Introduction of the Paper (5%)		0.0
Capturing the interest of the reader (1%)	_____	
Introducing the problem(s) to be discussed (2%)	_____	
Explaining the importance of the subject (1%)	_____	
Explaining the plan of the paper (1%)	_____	
B. Content of the Research (75%)		0.0
Staying with the problem(s) under study (5%)	_____	
Objectivity and kindness in dealing with other views (5%)	_____	
Logical arrangement of titles and coherent thinking (5%)	_____	
Quantity and quality of resources used (10%)	_____	
Interaction with opposing view(s) (15%)	_____	
Validation and proof of defended position(s) (15%)	_____	
Quantity and quality of supporting footnotes (15%)	_____	
Summary of quotations (5%)	_____	
C. Conclusion of the Paper (5%)		0.0
Succinct review of main points of the paper (2%)	_____	
Clear statement of the paper conclusion (2%)	_____	
Application to life and ministry (1%)	_____	
D. Formal Matters (15%)		0.0
Proper form of cover sheet (1%)	_____	
Proper form of Table of Contents (2%)	_____	
Proper form of Bibliography (1%)	_____	
Proper form of Footnotes or Endnotes (2%)	_____	
Proper form of titles (2%)	_____	
Proper use of page numbers (1%)	_____	
Proper form of quotations (2%)	_____	
Elegance of paper (2%)	_____	
Proper use of commas and full stops (1%)	_____	
Creativity in the title of the paper (1%)	_____	
E. Penalty		0.0
Late submission of paper (5% per day)	_____	
Longer than required	_____	
Shorter than required	_____	
Other:	_____	
F. Grand Total		0.0

My Biographical Sketch



The Griffith Family

Kurt & Cara (38) & Kadon (2), Stephen & Katie (36) with Jesse (6) & Norah (4), John & Chloe (32)

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 changed. After his business degree at California State University, East Bay, a Master of Theology degree (Pastoral Ministries), and a 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!

From Yucaipa, California, Susan 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 afterward, she invested three years (1981-1983) singing 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 (38 yrs.) works in IT with his business analysis wife Cara in Seattle at their HR consulting firm Tandem Motion with two grandsons (2022 & 2025), Stephen is a United B777 pilot trainer (36 yrs.) with wife Katie in Denver with two grandkids (2019 & 2021), and John (Griff) and his wife Chloe work in IT graphic design in California (32 yrs.), respectively.

Ministry

From 1991 to 2021, the Griffith home was in 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 mostly taught 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. WorldVenture has seconded them to these organizations over the years.

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 a Professor of Bible Exposition and has been the Academic Dean since 2024.

Dr. Rick also began Crossroads International Church, Singapore, where "Pastor Rick" served as pastor-teacher from 2006-2021. See CICFamily.com.

In 2009, Dr. Rick began BibleStudyDownloads.org to offer free courses for download. It has 58,000 pages of course notes in Word and pdf, and over 213,000 English PowerPoint slides and pages, along with 284,000 PowerPoint slides and pages translated by 800 students into 54 languages, such as Albanian, Ao Naga, Arabic (141,000 slides and notes pages), 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, Swedish, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Ukrainian, Vaiphei, and Vietnamese.

Field

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

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.

الغش في الأبحاث

وسوف يتم معاقبة الطالب وفق الإجراءات التالية: JETS الغش هو ضد سياسات

الغش للمرة الأولى

1. عند اقتباس فكرة دون الإشارة إلى صاحب الفكرة (سرقة)، أو خطأ بسيط في طريقة الاقتباس (وضع الرقم في المكان غير الصحيح في الجملة) يتم خصم 5% من العلامة.
2. اقتباس جملة أو جملتين مع بعض التعديلات البسيطة في الكلمات، أو خطأ كبير في طريقة الاقتباس (وضع رقم الاقتباس في رأس الصفحة عند بداية عنوان، أو وضع الرقم في نهاية الجملة دون ترك مسافة تدل على أن الجملة مقتبسة). يتم خصم 10% من العلامة.
3. اقتباس مباشر لجملة أو جملتين باستخدام نفس كلمات الكاتب دون الإشارة إلى المرجع. يتم خصم 15% من العلامة وإبلاغ عميد الطلبة والعميد الأكاديمي لتقييد الحالة في سجل الطالب.
4. فقرة (ثلاث جمل متواصلة أو أكثر) من الواضح أنها اقتباس مع تغييرات بسيطة. يتم خصم 20% من العلامة وإبلاغ عميد الطلبة والعميد الأكاديمي لتقييد الحالة في سجل الطالب.
5. فقرة (ثلاث جمل متواصلة أو أكثر) بدون أي تغيير وبدون ذكر المرجع. يتم خصم 30% من العلامة مع إبلاغ عميد الطلبة والعميد الأكاديمي لتقييد الحالة في سجل الطالب.
6. اقتباس عدة فقرات نصاً أو مع بعض التغييرات الطفيفة. تكون العلامة صفراً مع إبلاغ عميد الطلبة والعميد الأكاديمي لتقييد الحالة في سجل الطالب.

الغش للمرة الثانية

1. اقتباس دون الإشارة إلى صاحب الفكرة (سرقة)، أو خطأ في الاقتباس. يتم خصم 10% من العلامة.
2. اقتباس جملة أو جملتين مع بعض التعديلات البسيطة في الكلمات، أو خطأ كبير في طريقة الاقتباس. يتم خصم 15% من العلامة.
3. اقتباس مباشر لجملة أو جملتين باستخدام نفس كلمات الكاتب دون الإشارة إلى المرجع. خصم 20% من العلامة.
4. فقرة كاملة. خصم 30% من العلامة.
5. فقرة كاملة دون الإشارة إلى المرجع. تكون العلامة صفراً.
6. عدة فقرات. الرسوب في المادة ووضع الطالب تحت المراقبة.

الغش للمرة الثالثة

في أي حالة من الغش تم ملاحظتها. JETS سيتم فصل الطالب من

الغش في الامتحانات

سوف يتم معاقبة الطالب الذي ضبط يغش في الامتحانات بناء على التالي: عندما يتم ضبط الطالب (بأي شكل من الأشكال) سوف والمكونة من (DC) يتم التحقيق بالأمر من قبل القسم الأكاديمي. حيث سيقوم القسم الأكاديمي بترتيب جلسة مع لجنة التحقيق المدير الإداري والمالي وممثل القسم الأكاديمي وعميد الطلبة. وإذا لم يتم اتخاذ قرار من قبل لجنة التحقيق يرفع الأمر إلى اللجنة التنفيذية.

كالتالي: JETS مقاييس العقاب العادية في

1. المرة الأولى: يُمنح الطالب علامة صفر في الامتحان مع إنذار وسوف يتم تقييد الحالة في سجله
2. المرة الثانية: يرسل الطالب في المادة ويوضع تحت المراقبة وسوف يتم تقييد الحالة في سجله
3. المرة الثالثة: يتم فصل الطالب من JETS