Contact: +962 7 9725-6010
Jordan Evangelical Theological Seminary
Office Hours (Mon 10 am-12 pm, Tues 10 am-1 pm)

Translated by Salem Fareed Alsaadi
Wednesdays 9:45 am -1:45 pm
3 Credit Hours = 4.5 ECTS credits

Syllabus

I. Course Description

This course surveys the Gospels and Acts, emphasizing each book's contribution to the kingdom theme, the occasion of its writing, and the application of its message. The course also focuses on interpreting NT narratives and parables and applying the ministry of Jesus and the early church to our modern situation.

II. Course Rationale

JETS seeks to train every student in every book of the Bible as the foundation for all other courses. This has led to a three-course sequence for both the OT and the NT. These six courses apply 2 Timothy 3:16, which states that ***all*** Scripture is inspired by God and profitable for teaching, reproof, correction, and training in righteousness. No believer applies ***all*** he has learned, but none has ever applied ***more*** than he has learned. NT 503 bridges from the three OT courses and sets a foundation for the other two NT courses, especially in understanding the kingdom of God theme.

III. Course Objectives

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

A. ***Cognitive Objectives*** (those related to an understanding of content)

1. State the author, date, origin, recipients, occasion, characteristics, argument, and relevance of the Gospels and Acts.

2. Place the Gospels and Acts in chronological order in conjunction with the Book of Acts, Roman history, and Jewish history.

3. Explain the unique contributions of the Gospels and Acts to the kingdom of God theme in NT theology from an evangelical perspective.

4. Explain difficult Gospels and Acts texts, such as Matthew 5–7, 13, 23–24; Mark 4, 16; Luke 10, 16; John 8, 25; Acts 2, 3, 15, etc., by evaluating how hermeneutical systems can cloud interpretation over context.

B. ***Affective Objectives*** (those related to spiritual values and attitudes)

1. Appreciate the wonders of the new covenant, including eternal security, assurance of salvation, and the Church.

2. Respond in adoration of Jesus Christ above all, based on the Gospels and Acts.

C. ***Behavioral Objectives*** (those related to competence in a ministry task or skill)

1. Teach the basic content of the Gospels and Acts in Arabic or English.

2. Value their faith sufficiently to pattern their life like the Lord Jesus Christ.

IV. Course Requirements

A. The Readings (25%): Stay up on your readings and report them on the Schedule on pages 7-8.

B. Teaching Project (25%): Teach the Gospels and Acts in at least five sessions to a group of 5+ people (preferably to the same adults, teens, or children, though the kids will need more explanations as the materials are written to a teen or adult audience). Sessions should be about an hour and can be combined into three 2-hour parts, a day seminar, etc. You may use or edit the PPT already designed for this course, or create 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 create 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 out the JETS Course Evaluation of Teacher (page 9) at the last session, and also tally them on a separate page in a 2-page report that explains what you did, what you learned, who you taught, etc. I will grade you with the Teacher Report Grade Sheet. The due date is flexible to fit your church calendar.

C. The Research Paper (25%) on the **kingdom of God** in the Gospels and Acts must be eight double-spaced pages using at least eight sources according to the JETS Research Methods and Model Research Evaluation Sheet. The highest grade for those writing over the maximum page limit 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, or bibliography of 8 sources. Address the readers of the book of Hebrews, the danger they faced, and the penalties for apostasy, including NT teaching on perseverance of the saints (not God's perseverance), and how long salvation lasts. Show the practical implications of how your view relates to life today. Use **المصادر العربية الرسائل العامة** • Arabic General Epistles Resources at JETS on page 7.

D. Two Exams (25%) are ***closed book, closed Bible, closed notes, open mind*** with multiple choice, matching, and ordering questions. Study the General section of the study sheets.

Exam 1 covers Matthew and Mark. To prepare:

1. Know the introductory overview of the Gospels in 01-Gospels-45_eng_ns_0001_v6.pptx.
2. Complete the blank 00-NT_Summary_Chart-4p_(p29-p32)_eng_ns_7405 for Matthew and Mark and use it as a study sheet.
3. Know the overview of **Matthew and Mark** in 01-Gospels-45_eng_ns_0001_v6.pdf.
4. Study 00-NT_Survey_Book_Charts-540_27a-f_eng_ns_7609_v7.pptx in the 20 slides for **Matthew and Mark**.

Exam 2 covers Luke/Acts and John. To prepare:

1. Complete the blank 00-NT_Summary_Chart-4p_(p29-p32)_eng_ns_7405 for **Luke/Acts and John** and use it as a study sheet.
2. Know the overview of **Luke/Acts and John** in 01-Gospels-45_eng_ns_0001_v6.pdf.
3. Study 00-NT_Survey_Book_Charts-540_27a-f_eng_ns_7609_v7.pptx in the 20 slides for **Luke/Acts and John**.

V. Letter/Numerical Grade Scale

Advanced Level

A+ 98-100	**B+ 89-91**	**C+ 80-82**	**D+ 71-73**	**F 0- 64**
A 95-97	**B 86-88**	**C 77-79**	**D 68-70**	
A- 92-94	**B- 83-85**	**C- 74-76**	**D- 65-67**	

VI. Course Bibliography

English Supplemental Readings

Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology.* Grand Rapids: Eerdmans, 2001. 544 pp. hb. US$22.50 CBD.
Emphasizes the literary features of the NT in an easy yet thorough manner.

Bailey, Mark, and Tom Constable. *Nelson's New Testament Survey: Discovering the Essence, Background & Meaning About Every New Testament Book.* Eds. Charles R. Swindoll and Roy B. Zuck. Nashville: Nelson, 2003. 704 pp. hb. US$37.80
A readable yet scholarly treatment that exposits every NT passage. Sidebars and inserts offer other valuable reference material, such as lists of the parables of Jesus, the miracles of Jesus, and key theological principles. Constable was Chairman of the Bible Department and Bailey the President of Dallas Seminary.

BAGD: Bauer, Walter. *Greek-English Lexicon of the New Testament and Other Early Christian Literature.* 5th ed., 1957. Trans. William F. Arndt and F. Wilbur Gingrich. Revised and augmented by F. Wilbur Gingrich and Frederick W. Danker, 2d ed. Chicago: Univ. of Chicago, 1979.
The standard Greek lexicon, also known as "BDAG" in the more recent editions; includes the most up-to-date archaeological findings to determine the meanings of Greek words.

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.

Benware, Paul N. *Survey of the New Testament.* 2nd ed. Everyman's Bible Commentary. Chicago: Moody, 2001. 352 pp.
A popular, concise, clear, conservative work by a former professor of Bible and theology at Moody Bible Institute; helpful historical and religious background to the NT (23 pp.) and brief summaries of NT books on the New Covenant theme. Contains many helpful charts and maps. This book is recommended over the others below, as it is inexpensive and brief, yet accurate and relevant.

Berding, Kenneth, and Matt Williams, eds. *What the New Testament Authors Really Cared About.* Grand Rapids: Kregel, 2008. 240 pp. US$20.00 pb.
This short compilation by fifteen evangelical authors organizes the NT by biblical author and reviews each NT book. It has many color pictures and a helpful "Key Words for Review" section concluding every NT book. Each chapter begins with a helpful summary page of the "Who? Why? When? And Where?" of that book, and also explains its theology; however, it has no book charts, few outlines or the argument for any of the books, and only two maps. The editors teach NT at Biola University in La Mirada, CA.

Carson, D. A., and Douglas J. Moo. *An Introduction to the New Testament.* 2nd ed. Grand Rapids: Zondervan Academic, 2005. 784 pp.
Much deeper than Benware or Wilkinson and Boa. Investigates each NT book's authorship, date, sources, purposes, destination, etc.; avoids excessive details about literary forms, rhetorical criticism, and historical parallels; includes chapters on the synoptic problem, the man and letters of Paul, and NT canon; helpful and extensive name, subject, and Scripture indexes; full bibliography for each biblical book. This updates the first edition in 1992 with Leon Morris.

Elwell, Walter A., and Robert W. Yarbrough. *Encountering the New Testament: A Historical and Theological Survey*. 3d ed. Grand Rapids: Baker, 2013. 430 pp. S$50.30 hb. with CD.
The nicest layout of NT surveys in its color and CD with more pictures, quizzes, etc. However, it tries to do too much by covering background and survey in a single volume with neither treated in enough detail, though it is good at a popular level. However, one can still use their companion volume, *Readings from the First-Century World*. The second edition adds more footnotes and a subject index but is mostly the same, and the third edition eliminates 16 pages though it chops half of chapter 1, expands other sections, and deletes still others. The goal is to be broadly evangelical. This book is also translated into Chinese, Spanish, Dutch and German.

Fee, Gordon D., and Douglas Stuart. *How to Read the Bible for All Its Worth.* 4th ed. Grand Rapids: Zondervan, 2014. 304 pp.
Excellent insights on the types of scriptural literature. Not a detailed work on each book.

Geisler, Norman L. *A Popular Survey of the New Testament.* Grand Rapids: Baker, 2007. 352 pp. hb.
Includes many color photos, charts, and maps in discussing each NT book and the NT context such as authorship and audience, Gnosticism, slavery, and historical reliability. Geisler authored, edited, or co-authored more than sixty books and was an evangelical apologist. In 2009, Geisler co-founded Veritas Evangelical Seminary in Murrieta, California. Until his death in 2019, he served as Chancellor, distinguished Professor of Apologetics and Theology and occupant of the Norman L. Geisler Chair of Christian Apologetics.

Gospel Light Pub. *Reproducible Maps, Charts, Timelines & Illustrations.* Originally *The Bible Visual Resource Book: For Do-It-Yourself Scholars.* Ventura, CA: Gospel Light, 1989. 287 pp. pb.
Great line drawings for classroom use. Written by Keith Kaynor (?—his name is not mentioned).

Griffith, Rick. *Reference Books and Commentaries You Should Buy.* 3rd ed. Singapore: by the author, 2000. 68 pp. S$5.00 from the author (what a bargain!).
What I think are the best 5-12 commentaries on each book of the Bible and the best reference books to buy (500+ books surveyed). Helps sift through many study aids to save you money. Tremper Longman and Douglas Stuart have more up-to-date commentary guides, though, as they are constantly being updated, so please check these also.

Gundry, Robert H. *A Survey of the New Testament.* 5th ed. Grand Rapids: Zondervan, 2012. 542 pp.
Chapters list study goals and end with summary, overview and of people, places, terms to remember, and review questions; illustrative quotes from ancient, extrabiblical literature; this 5th edition has four-color format with more photos, improved maps, and web links; Gundry (PhD, Manchester) is a scholar-in-residence and professor emeritus of New Testament and Greek at Westmont College in Santa Barbara, California. His 1983 commentary on Matthew caused quite a stir by claiming that Jesus taught much from Jewish Midrash literature, leading to his resignation from the Evangelical Theological Society (ETS).

Guthrie, Donald. *New Testament Introduction.* 4th ed. Downers Grove: IVP, 1961–1990. 1161 pp.
A British conservative's rebuttal to liberal arguments against inerrancy, NT authorship, etc. Not light reading and a bibliography of over 100 pages!

Hall, Terry. *Bible Panorama.* Wheaton: SP Pub., Victor, 1983 (unfortunately out of print).
Many excellent diagrams, charts, maps, etc. for the whole Bible; used in these notes.

Hiebert, D. Edmond (1928-1995). *An Introduction to the New Testament.* 3 vols. Rev. ed. Chicago: Moody, vol. 1: 1975 (298 pp.), vol. 2: 1954, 1977 (381 pp.), and vol. 3: 1962, 1977 (294 pp.).
Conservative, technical work answering liberal arguments aimed at NT books, but more readable than Guthrie. He taught at the Mennonite Brethren Biblical Seminary in Fresno, CA.

Hoehner, Harold W. "A Chronological Table of the Apostolic Age." Th.D. Dissertation, Dallas Theological Seminary, 1964, rev. 1972.
Provides very exact dates for NT events backed by scholarly research. His chronology is followed in this course with minor variations. See pages 39-41 in my NT Survey class notes.

_____. *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.

Huddleston, Barry. *The Acrostic Summarized Bible.* Atlanta: Walk Thru The Bible Press, and Nashville: Nelson, 1978; reprint, Grand Rapids: Baker, 1992. $5 from the author.
Creative cartoons used in NT Survey and acrostic memory aids for each book of the Bible.

Jensen, Irving L. *Jensen's Survey of the New Testament.* Chicago: Moody, 1981. 535 pp.
A beginner's guide in how to study the NT books. Contains many helpful charts.

Philips, John. *Exploring the New Testament Book by Book: An Expository Survey.* Grand Rapids: Kregel Academic & Professional, 2015. 336 pp. hb. US$16.39 CBD download here.
Emphasizes the big picture of the NT in its message and meaning by a respected Bible teacher. Phillips taught OT and NT at Moody Bible Institute for many years and is now retired.

Ryken, Leland. *How to Read the Bible as Literature... and Get More Out of It.* Grand Rapids: Zondervan, 2019. ISBN: 9780310536338. JETS Library 220.66. Read 10 pages.
"Leland Ryken (PhD, University of Oregon) served as professor of English at Wheaton College for more than 43 years. He has authored or edited more than three dozen books, including *The Word of God in English*, *The Complete Literary Guide to the Bible*, *The ESV Literary Study Bible*, and *A Complete Handbook of Literary Forms in the Bible*. He is a frequent speaker at the Evangelical Theological Society and served as literary stylist for the English Standard Version" (Logos description).

Vanhoozer, Kevin J., ed. *Theological Interpretation of the New Testament: A Book-by-Book Survey.* Grand Rapids: Baker Academic, 2008. 256 pp. hb. US$20 (CBD US$14)
Includes a history of interpretation and major theological ideas for each NT book with articles by respected NT scholars. Vanhoozer is a systematic theologian and chief editor of this work.

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). 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.

Wilkinson, Bruce, and Kenneth Boa. *Talk Thru the Bible.* Nashville: Nelson, 1983. 522 pp.
Very helpful charts and maps. A very practical guide to the whole Bible by book and from a dispensational perspective. Highly recommended! Note: Although photocopied Walk Thru materials used in this course may say "do not reproduce," approval to duplicate them has been granted, as they are not for profit and clearly identified as Walk Thru materials.

Introduction (cited by Dr Lee Jung Woo—also the commentaries below)

DeSilva, David A. *An Introduction to the New Testament: Contexts, Methods & Ministry Formation*. Downers Grove: InterVarsity Press, 2004.

Kostenberger, Andreas J., L. Scott Kellum, and Charles L. Quarles, *The Cradle, the Cross, and the Crown: An Introduction to the New Testament*. Nashville: B&H, 2009.

Maidment, Robert. *New Testament 1: Moore Theological College Correspondence Course*. New Town: Moor Theological College, 2008.

Matthew

Osborne, Grant R. *Matthew.* Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2010.

Mark

Edwards, James R. *The Gospel According to Mark.* The Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2002.

Strauss, Mark L. *Mark.* Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2014.

Luke

Green, Joel B. *The Gospel of Luke.* New International Commentary of New Testament. Grand Rapids: Eerdmans, 1997.

John

Klink III, Edward W. *John.* Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2016.

Kostenberger, Andreas J. *A Theology of John's Gospel and Letters.* Biblical Theology of the New Testament. Grand Rapids: Zondervan, 2009.

Acts

Bock, Darrell L. *A Theology of Luke & Acts.* Biblical Theology of the New Testament. Grand Rapids: Zondervan, 2012.

Peterson, David G. *The Acts of the Apostles.* The Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2009.

Required Readings in Arabic

Dillow, Joseph C. *Final Destiny: The Future Reign of the Servant Kings.* 4th ed. Monument, CO: Paniym Group, 2012 (updated 29 July 2026 in edition 16). 742 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). Students will read chapters 19-21.

Griffith, Rick. *New Testament Survey.* https://biblestudydownloads.org/resources/new-testament-survey/ Amman, Jordan: JETS, 2026. 1078 pages.

Class notes for the OT and NT Bible sequenced courses at JETS. These are required readings in all six courses taught by Dr Rick.

Zuck, Roy B., and Darrell L. Bock, eds. *A Biblical Theology of the New Testament.* Chicago: Moody, 1994. 487 pp. US$25.00 hb. JETS Library 230.03. Read 224 pages.

An easy-to-read synthesis of the theology of each NT writer from an evangelical, premillennial perspective. The contributors are all faculty members of Dallas Theological Seminary, but they engage with many past and present perspectives beyond their own. The Gospels & Acts course requires these readings: David K. Lowery—"A Theology of Matthew," in *BTNT*, 18-63 (46pp), David K. Lowery—"A Theology of Mark," in *BTNT*, 64-86 (23pp), Darrell L. Bock—"A Theology of Luke-Acts," in *BTNT*, 87-166 (80pp), and W. Hall Harris—"A Theology of John's Writings," in *BTNT*, 167-242 (76pp). Abbreviated *BTNT* in the Reading Schedule.

المصادر العربية الرسائل العامة • Arabic Gospels & Acts Resources at JETS

Use this page for more Arabic sources to use for your research paper

Classification	Author	Author	Arabic Title	English Title or Translation
227.05927 Philippians	فرانك لوباك	Frank Lubak (Laubach?)	تبسيط رسائل العهد الجديد	*Simplifying the New Testament Messages*
230.03 All	روي زوكف. ب. هول	Roy B. Zuck & Darrell L. Bock, eds.	اللاهوت الكتابي للعهد الجديددراسة في الرسائل الجامعة	*A Biblical Theology of the New Testament*
220.66 pp. 155-64230.03 All epistles	ليلاند ريكانروي زوك	Leland Ryken	كيف تقرأ الكتاب المقدس ككتاب أدبياللاهوت الكتابي للعهد الجديد	*How to Read the Bible as Literature...and Get More Out of It*
220.61220.66 pp. 155-64	ليلاند ريكان	Leland Ryken	أضواء من مقدمات الكتاب المقدسكيف تقرأ الكتاب المقدس ككتاب أدبي	*Light from the Introductions of the Bible*
2 Cor220.61		Matthew Henry	أضواء من مقدمات الكتاب المقدس	*Matthew Henry's Commentary on the Bible*

VII. Other Matters

A. Contacting Me: You can contact me at drrickgriffith@gmail.com or via WhatsApp and mobile at +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 the course PPTs and translate them into other languages.

C. Course Design: A study of the Gospels & Acts can be studied in at least three different ways:

1. **Sequence** (Scriptural or Canonical) is used by Jensen, Guthrie, Wilkinson & Boa. This way studies the books in the order they appear in the New Testament. Page 21 illustrates this.

2. **Content** (Theological) is used by Hiebert (vol. 2). NT Survey page 23 does this.

3. **Time** (Chronological) is used by Tenney. We will follow this method and correlate Paul's letters with Acts to see them in their historical context. NT Survey page 38 does this.

D. Late Assignments
Assignments submitted after the due date will incur a grade penalty of 3% per day unless the professor has previously granted an exemption.

E. Class Attendance and Behavior
Three times late counts as an unexcused absence. Absences (especially unexcused absences), cheating in exams, and plagiarism affect the student's grade in accordance with the overall policies as detailed in the JETS catalog, pages 68-70 (also see the final page of this syllabus).

Student Absences

1. If the student wishes to take an absence that is not an emergency, he or she must first inform the teacher, who will determine whether the absence is excused or unexcused (see below for explanations of the penalties for excused and unexcused absences).

2. If a student was compelled to be absent due to an emergency (i.e., without informing the teacher), the student will have until the next class period of that course to communicate with the teacher. If the student does not communicate with the teacher within this time, the absence will automatically be considered unexcused by the teacher, and the appropriate action will be taken when final grades are determined.

3. If a student is absent from the first lecture, he or she must obtain the teacher's permission to continue in the course.

Penalties. The following is the policy on absence penalties:

1. **Excused Absences.** A student who has an excused absence from the teacher of the course should be allowed to make up any work that was missed without penalty.

   Please note that although JETS encourages students to attend Christian conferences or activities regularly, participation in these activities is not a legitimate excuse for being absent from class.

2. **Unexcused Absences.** Students may miss up to 2 sessions of a course for any reason. However, there will be a 2% reduction from the final grade of the course with a maximum number of absences as defined below.

3. **Being Late for Class.** All students should strive to be in class on time. Being late four times (regardless of the circumstances) will be regarded as equivalent to one unexcused absence. For the student who arrives exceptionally late to class, the teacher has the right to decide if this should be considered an unexcused absence rather than merely being late.

4. **Maximum Absences Allowed.** There are a maximum number of absences that will be permitted. Students exceeding this number will be dropped from the course and will receive a grade of "F" on their transcript. If a student has to retake a course due to a failing grade or excessive absences, JETS will not cover the tuition scholarship for the course to be taken a second time. When a student retakes a course that has been failed, the failing grade will be replaced on the student's transcript with the new grade earned.

   The maximum number of total absences (whether excused or unexcused) is as follows:

   - A maximum absence of 4 times for courses whose lectures are twice a week
   - A maximum absence of 2 times for courses whose lectures are once a week (this course)
   - A maximum absence of 2 times for intensive courses

Name_____ Reading Grade_____ Course Grade_____

VIII. Reading Report

Each session below is two hours, though the class meets for four hours on Wednesdays. 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. See the full bibliographic citations in the Arabic Required Readings on page 6. Download these Arabic PDFs on Moodle or at https://biblestudydownloads.org/resources/مسح-ب-العهد-الجديد

Session	Date	Biblical Books	Reading Assignment	X
1	Aug 26	Syllabus & Introduction:	Read the syllabus (20pp) Kingdom & Covenants-1p, NT Overview-1p	
2	Aug 26	• 01-Gospels	00-NT_Summary_Chart-4p_(p29-p32)_eng_ns_7405 01-Gospels-45_eng_ns_0001_v6.pptx	
				53
3	Sep 2	• 00-NT Overall Theme-20 • The Kingdom	Zuck, "Introduction," in *BTNT*, 11-17 (10pp) NTS24a-b_Theme_of_NT-2p_eng_ns_3938_v4.pdf Joseph Dillow, "What is the Kingdom?" (*Final Destiny*, Ch. 19)-11p_eng_ns_v2.pdf	
4	Sep 2	Matthew—Pt 1	Read or listen to Matthew 1–12 (12 chapters) 01-Chapter 1— David K. Lowery—"A Theology of Matthew," in *BTNT*, 18-34 (17pp)	
				67
5	Sep 9	Matthew—Pt 2	Read or listen to Matthew 13–28 (16 chapters)	
6	Sep 9	Matthew—Pt 3	Griffith, Matthew notes, 67-81b (51pp)	
				50
7	Sep 16	Matthew—Pt 4	01-Chapter 1— David K. Lowery—"A Theology of Matthew," in *BTNT*, 35-63 (29pp)	
8	Sep 16	Kingdom Greatness	Joseph Dillow, "Entering into Greatness" (*Final Destiny*, Ch. 20)-8p_eng_ns_v1.pdf Joseph Dillow, "Enter by the Narrow Gate" (*Final Destiny*, Ch. 21)-13p_eng_ns_v1.pdf	
				25
9	Sep 23	Mark—Pt 1	Read or listen to Mark 1–8 (8 chapters)	
10	Sep 23	Mark—Pt 2	Griffith, Mark notes, 82-92 (17pp)	
				31
11	Sep 30	Mark—Pt 3	Read or listen to Mark 9–16 (8 chapters)	
12	Sep 30	Mark—Pt 4	02-Chapter 2— David K. Lowery—"A Theology of Mark," in *BTNT*, 64-86 (23pp)	
				36
13	Oct 7	**Exam 1**	Study Exam 1 requirements on syllabus, page 2 **Exam 1 on Introduction, Matthew, & Mark**	
14	Oct 7	Luke—Pt 1	Griffith, Luke notes, 93-106b (36pp)	
				42
15	Oct 14	Luke—Pt 2	Read or listen to Luke 1–12 (12 chapters)	
16	Oct 14	Luke—Pt 3	03-Chapter 3—Bock—"A Theology of Luke-Acts: God's Plan & Christology," in *BTNT*, 87-116 (30pp)	
				35
17	Oct 21	Luke—Pt 4	Read or listen to Luke 13–24 (12 chapters)	
18	Oct 21	Acts—Pt 1	03-Chapter 3— Darrell L. Bock—"A Theology of Luke-Acts: Soteriology," in *BTNT*, 117-139 (23pp)	

Session	Date	Biblical Books	Reading Assignment	32
19	Oct 28	Acts—Pt 2	Read or listen to Acts 1–12 (12 chapters)	
20	Oct 28	Acts—Pt 3	Griffith, Acts notes, 108-133 (20pp)	
	Nov 4	**Mid-Sem Break**	**No classes or assignments**	**64**
21	Nov 11	Acts—Pt 4	Read or listen to Acts 13–28 (16 chapters) 03-Chapter 3—Bock—"A Theology of Luke-Acts: Ecclesiology & Eschatology," in *BTNT*, 140-166 (27pp)	
22	Nov 11	Acts—Pt 5	Griffith, Acts notes, 134-144a (21pp)	
				21
23	Nov 18	John—Pt 1	Read or listen to John 1–21 (21 chapters)	
24	Nov 18	John—Pt 2	**Research Paper Due**	
				67
25	Nov 25	John—Pt 3	04-Chapter 4—Harris—John, Revelation, Christology, & Glorification in "A Theology of John's Writings," in *BTNT*, 167-96 (30pp)	
26	Nov 25	John—Pt 4	Griffith, John notes, 107-119g (37pp)	
				46
28	Dec 2	John—Pt 5	04-Chapter 4—Harris—Spirit, Polarization, Salvation, & Eschatology "A Theology of John's Writings," in *BTNT*, 196-242 (46pp)	
29	Dec 2	John—Pt 6	**Reading Report Due: submit these two pages** **Teaching Project Due**	
30	Dec 9	Exam 2 Review	Study Exam 2 requirements on syllabus, page 2	
31	Dec 9	**Exam 2**	**Exam 2 on Luke/Acts & John**	
			= Reading Grade for the Semester	

IX. Course Load

A. The expected study time for this course is 31 sessions x 2 hours each = 62 hours

B. The breakdown for the course components is:

Reading: 569 pages* of reading x 3.5 minutes each (1992 minutes)	33 hours
Teaching Project	9 hours
Research Paper	10 hours
Two Exams	10 hours
Total	**62 hours**

* JETS guidelines for master's courses are 225 pages per credit hour, so this 3-hour course should require 675 pages of reading. Thus, the 31 sessions should average 21 pages per session, or 42 pages per class day, comprised of double two-hour sessions. This course averages 18 pages per session or 36 pages weekly.

Readings come from these sources:

Read all four Gospels (28+16+24+21 chapters) and Acts (28 chapters)	117 pages
Dr Rick Griffith's notes	196 pages
Dr Joseph Dillow's three chapters	32 pages
DTS prof articles in *BTNT* (*A Biblical Theology of the NT*, eds. Zuck & Bock)	224 pages
Total Reading Pages	**569 pages**

Jordan Evangelical Theological Seminary

"GOSPELS & ACTS"
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 <u>personal spiritual growth</u>?**

2. **In what ways did this course help you <u>better serve Christ</u>?**

3. **How can this course <u>be improved</u> for future students?**

4. **Further comments:**

Teaching Report Grade Sheet

Student _____ Mailbox _____ Date _____
Bible Book(s) or Presentation(s) Taught _____ Language _____

For students teaching either the class PPT or "The Bible…Basically" seminar or other courses, this page assesses mostly the *content* of your report (70% of the grade). The Format grade (the other 30%) addresses 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
Introduction					
Class (whom did you teach and in what language?)	☐	☐	☐	☐	☐
Scope (what did you teach in each session?)	☐	☐	☐	☐	☐
Procedure (how did you conduct the sessions?)	☐	☐	☐	☐	☐
Body					
Specifics given rather than general observations	☐	☐	☐	☐	☐
Challenges faced in teaching addressed adequately	☐	☐	☐	☐	☐
Improvements suggested in content	☐	☐	☐	☐	☐
Application					
Action Points given to improve next time teaching	☐	☐	☐	☐	☐
Personal and transparent (self-critical is good)	☐	☐	☐	☐	☐
Conclusion					
Main points or lessons reviewed and/or restated	☐	☐	☐	☐	☐
Length (2-4 single-spaced pp., w/o unnecessary info.)	☐	☐	☐	☐	☐
Miscellaneous					
Handouts (student's own material included)	☐	☐	☐	☐	☐
Creativity (pictures of class, video clips, quizzes)	☐	☐	☐	☐	☐
Course Evaluations included & responses totaled	☐	☐	☐	☐	☐
Form					
Format (typed, title page, pages numbered)	☐	☐	☐	☐	☐
Submitted in printed form (not emailed to professor)	☐	☐	☐	☐	☐
Spelling and typos fixed, punctuation good, 12 pt. font	☐	☐	☐	☐	☐
Grammar (agreement of subject/verb and tenses)	☐	☐	☐	☐	☐
Footnotes (not endnotes, if used; biblio. of resources)	☐	☐	☐	☐	☐
Arranged logically (not a collection of thoughts)	☐	☐	☐	☐	☐
Summary					
Number of ticks per column	____	____	____	____	____
Multiplied by point values of the column	**x 1**	**x 2**	**x 3**	**x 4**	**x 5**
Equals the total point value for each column	____	____	____	____	____

Net points _____ minus 3 points per day late (____ points) for Teaching Report grade: _____%

Comments:

3rd edition (15 Oct 2018)

Research Paper 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

1.1 The most complete and widely used format guide is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. rev. by John Grossman and Alice Bennett (Chicago & London: Univ. of Chicago Press, 1937, 1955, 1967, 1973, 1987, 1996, 2007, 2013, 2018). 466 pp.
1.2 Areas not answered by Turabian are addressed in the SBC Writing Standards (2018 edition).
1.3 Other issues are found in *The Chicago Manual of Style,* 17th ed. (Chicago: Editorial Benei Noaj, 2017) and *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies,* 2nd ed., eds. Patrick H. Alexander *et al.* (Peabody, MA: Hendrickson, 2014).

2. Preliminaries

2.1 The title page should follow the typical format in Turabian.
- 2.1.1 Only the title and the author should be in **bold** with the rest in regular text. Do *not* have all CAPS.
- 2.1.2 Please include your mail box number after your name.
- 2.1.3 The same size 12-point Times New Roman font should be used throughout the paper.

2.2 The margins should not change (e.g., should not be in outline form) but should be 2.5 cm on all sides.
2.3* Include a Table of Contents.
- 2.3.1 The Contents page should include only the first page number of each section.
- 2.3.2 Subtitles within the Contents page should be indented.
- 2.3.3 Note this is called a "Table of Contents" and not a "Table of Content."
- 2.3.4 "Table of Contents" should not be an entry on the Table of Contents.

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

3. Body & Style

3.1* Provide an introduction that summarizes the problem(s) your paper aims to answer.
3.2* Check your grammar for confusion of tense, plural, verb/noun, etc. (cf. section 9)
3.3 Use a spell checker if you have one on your computer to avoid careless spelling mistakes.
3.4 Double-space the paper throughout in prose form (not outline form).
3.5* Write in the third person rather than the first person ("This author…" and not "I" or "we" or "us").
3.6 Follow these guidelines for headings within the text:
- 3.6.1 Headings should match your Contents page. None of your levels should appear in all capitals.
- 3.6.2 Headings should not have periods (full stops or colons) after them.
- 3.6.3* Headings should not be in outline form (no "I," "II," "A," "1," "a," "-," etc.).
- 3.6.4 Avoid widow headings (at the bottom of a page without the first sentence of a paragraph).
- 3.6.5 Don't repeat a heading on the next page even if it covers the same section of the paper.
- 3.6.6 Each research paper should have at least 2-3 headings or divisions.
- 3.6.7 In short papers (6-8 pages) without chapters, make (1) main headings **bold** centred, (2) subheadings regular text centred, (3) ***bold italics*** left column, (4) regular text left column, and (5) **bold** text that begins an indented paragraph. If only two levels are needed, skip (2) above.

3.7* Do not clutter your paper with unnecessary details that do not contribute to your purpose.
3.8* Make every statement a full sentence within the text (the exception is headings).
3.9 Critically evaluate your sources; do not believe a heresy just because it's in print!
3.10 Make sure your reasoning is solid and logical.
3.11* Provide a conclusion which solves/summarizes the problem addressed in the introduction

4. Abbreviations

4.1* Do not use abbreviations or contractions in the text or footnotes (except inside parentheses).
4.2 Cite from 1-3 verses inside parentheses in the text but 4 or more verses in the footnotes.
4.3* Use proper biblical book abbreviations with a colon between chapter and verse: Gen Exod Lev Num Deut Josh Judg Ruth 1 Sam 2 Sam 1 Kgs 2 Kgs 1 Chr 2 Chr Ezra Neh Esth Job Ps (plural Pss) Prov Eccl Song Isa Jer Lam Ezek Dan Hos Joel Amos Obad Jonah Mic Nah Hab Zeph Hag Zech Mal Matt Mark Luke John Acts Rom 1 Cor 2 Cor Gal Eph Phil Col 1 Thess 2 Thess 1 Tim 2 Tim Titus Phlm Heb Jas 1 Pet 2 Pet 1 John 2 John 3 John Jude Rev
4.4 Do not start sentences with an Arabic number. Write "First Kings 3:16…" (not "1 Kings 3:16…").
4.5 Write out numbers under ten in the text (e.g., "three"); abbreviate those over ten (e.g., "45").
4.6 "For example" (e.g.) and "that is to say" (i.e.) appear only in parentheses. Each has two periods and a comma.

Research Paper Checklist (2 of 3)

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).

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.)

Research Paper Checklist (3 of 3)

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 (39) with Kadon (3) & Callum (8 mos.), Stephen & Katie (37) with Jesse (7) & Norah (5), John (Griff) & Chloe (34)

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 married Rick, and like Jacob and Rachel of old, Susan also worked for her mate. During their "seven-year tribulation" in seminary, 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 (39 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 (33 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 Director of "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 founded Crossroads International Church in 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 61,000 pages of course notes in Word and pdf, and over 225,000 English PowerPoint slides and pages, along with 336,000 PowerPoint slides and pages translated by 800 students into 55 languages, such as Albanian, Ao Naga, Arabic (151,000 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, Telegu, Tenyidie, Thai, Ukrainian, Vaiphei, and Vietnamese.

Field

Jordan is 98% Muslim but promises freedom of religion and peace with Israel. Since 1991, JETS has trained half of the pastors of Jordan's 60 evangelical churches and has 600 graduates in 22 nations.

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:JETSالغش 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. عدّة فقرات. الرسوب في المادة ووضع الطالب تحت المراقبة.

الغش للمرة الثالثة

في أي حالة من الغش تم ملاحظتها.JETSسيتم 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 النفيذية.

كالتالي:JETSمقاييس العقاب العادية في

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