

Syllabus

I. Course Description

A survey of the message of each of the 27 New Testament books, their relationships to each other, introductory issues (author, date, occasion, uniqueness, etc.), and factors in the first century (e.g., chronology and history) that influenced the life and ministry of the early church as well as affect the mission of the church today. TENT3010/3030 (3 hours) & TENT4010 (2 hours) classes study together.

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

- (a) All course PowerPoint and notes can be downloaded at <https://www.BibleStudyDownloads.org>. This site also has all the PPT in Chinese and Bahasa Indonesia with portions in other languages.
- (b) The web-based version of the entire course is at Internet Biblical Seminary under “Advanced Studies in the NT” at www.InternetSeminary.org. Students will pay about US\$20 for this online option instead of paying about the same for the course text.
- (c) Online quizzes and the final exam are at the SBC Moodle site. If this SBC moodle site says cookies are not enabled, then enable your cookies under “Options.” If it still does not work, try <https://moodle.sbc.edu.sg/login/index.php>. Online discussions are *optional*.

To get to the SBC Moodle, login with your SBC Gmail account and then click on the NT Survey course. Read announcements that I have posted, and then take your quiz for that week. For tech issues (e.g., getting online), contact the IT Services Helpdesk in the library at the 2nd floor of Block 7. They can also be reached at it@sbcsbc.edu.sg (6559-1555 ext. 1509). IT notes, “Based on recent experience, turning off Norton anti-virus is not effective. Somehow Norton still has some residual effect after it has been turned off. You will need to turn off ‘automatic start up of Norton Antivirus during System Startup’ through the Norton Antivirus Options window. After doing that, restart your computer and you should be able to access the Quiz after that. You may want to consider Avast antivirus which is free for home use and we have had much better experience with it than Norton.”

II. Course Objectives

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

- A. State the author, date, origin, recipients, occasion, characteristics, argument, and relevance of each NT book.
- B. Place the NT books in chronological order in conjunction with the Book of Acts, Roman history, and Jewish history.
- C. Either: (1) Teach the basic content of the course in English, or (2) Prepare to teach it in one’s native language.
- D. Know from experience the value of Internet learning so you will know how to learn via the net.

III. Course Requirements

- A. Readings: Degree students (except GDIS/GDCS/MACS in the 2-hour course) will take online quizzes and report their reading since the last quiz. This includes reading for the day of the quiz. See the reading assignments on page 9 for degree students and page 10 for certificate students:
 1. **Lay**: Students in lay-level course teaching read the course notes before each session and then take a different online quiz from degree students (denoted by letter, not number).
 2. **Degree** (BCM, MPrep, MAC, MACS, GDC, GDIS, GDCS): choose *one* reading option:
 - a. IBS Course: This course at Internet Biblical Seminary (www.internetseminary.org) is called “Advanced Studies in the NT” (Class ID 1113). Dr. Rick will sign you up under

the SBC group. The content is the same as our class, but the IBS course has more detail, interactive questions, and self-check questions. Complete all 16 lessons, including the reading, interactive questions, Life Notebook, and Self Checks (closed book, Bible, & notes but grades not counted). This IBS content covers about half of my 1140 pages of class notes, but we can cover only about 25% of the notes in class, so this option can help you go deeper into each book. *Grades for the four online Unit Exams do not count for your course grade, but you may take these unit exams to practice for your Moodle quizzes and/or final exam.* Those taking IBS automatically have their Life Notebook as their project—unless you change it for another option below (typically harder). After Dr. Rick has enrolled you into the course online, assure that your browser allows popup windows allowed, then go to Learn > Enter My Classes. Click on the Enter Classroom icon in the right ACTION column. Finally, download the NTS IBS Life Notebook Questions.doc from the NT Survey link at BibleStudyDownloads.org. Use this Word doc instead of your online Life Notebook so you need not type in all the questions.

- b. Textbook: Elwell and Yarbrough's *Encountering the New Testament* 3rd ed. (Baker, 1998, 2005, 2013). If you choose this option, you will read the entire book, so please buy your own copy. The following sums up the advantages of each option.

IBS ADVANTAGES:

- Consistency with Class: Since the IBS author and course professor are the same (=me), they don't contradict each other
- More comprehensive: There's greater depth into each NT book as it covers 487 pages of our 1140 pages of NT course notes that we don't have time for in class
- Supports Views: I support a perspective on controversial matters instead of just listing views like ENT on many subjects
- Interactive: IBS includes online self-check quizzes, flash player clips, audio, etc.
- Variety: You probably only read books and articles in other courses, so this can be a different and refreshing change
- No Course Project: The Life Notebook applies the course as your project
- IBS costs \$30 whereas the ENT textbook is about \$55.

ENT ADVANTAGES:

- Other viewpoints: The authors give different outlines and emphases than the class/IBS
- Convenience: No wireless access is needed as the textbook can be read anywhere
- Readability: IBS doesn't support iPad very well yet (I don't think!)
- More NT backgrounds are included than in IBS
- Shorter: Less reading than IBS (except on Acts) to give time for the project (so less pages to review for quizzes)
- Project: This is required for those who want to do translation, teaching, or writing
- Interactive: Baker has web resources [here](#) for students who purchase this book

Grace: On the reading report (page 9), BCM/MPrep/MAC/GDC/Special students may skip *two* reading assignments and GDIS/GDCS/MACS may skip *one* reading assignment without penalty.

- B. Quizzes for all degree students (except GDIS/GDCS/MACS TENT4010 2 hours) only are the same whether you do the IBS course or read *Encountering the NT*. Take all quizzes by midnight *before* the class period for which they are assigned. Half of the quiz grade will ask if you completed the readings since the last quiz (50 points per quiz) and half will generally comprise five questions (10 points each or 50 points total). GDCS students will submit the page 9 report on the last day of class. There are no makeup quizzes. I will put the quizzes on the Moodle site (see page 1) one week before they are due—NOT on the IBS site (do NOT take the IBS exams instead of taking the Moodle quizzes!). No quiz will be allowed after the respective class period begins as the website will lock out further access to this quiz. ***You should take this quiz by yourself (closed book, closed Bible, closed notes, opened mind).*** Also, do not wait until just before the quiz closes, as the server cannot handle everyone taking it at the same time. Further, when taking the quizzes or the final exam, do *not* let the timer go all the way down to zero. This will delete all of your answers! Instead, click the "submit my answers" button before the time limit so that your answers will be recorded on the database. Finally, do not discuss quizzes with other students, as they may

not have taken them yet. For IBS students, their Self-Checks will serve as a form of review and self-assessment, so take them as closed book, closed "notes." This means you shouldn't be peeking at the other parts of the online lesson as you can do on the normal lesson study questions while you read the interactive lesson. However, these grades will not be recorded and will not count as part of your Life Notebook project grade. Grades are based on the following percentages: 0-59 (F), 60-63 (D-), 64-66 (D), 67-69 (D+), 70-73 (C-), 74-76 (C), 77-79 (C+), 80-83 (B-), 84-86 (B), 87-89 (B+), 90-93 (A-), and 94-100 (A).

- C. Project requirements apply *only for degree students*. Choose *one* of six options and sign up [here](#):
1. **The Life Notebook** is the project for students doing the IBS course (see the page 9b grade sheet). It is an online journal that answers thoughtful, application-oriented questions as opposed to content-based questions covered in the interactive IBS format. The student should submit over 20 single-spaced pages (but 12 pages of questions are already written). Please download and use only the NTS IBS Life Notebook Questions.docx file among the supplements on the [NTS](#) page.
 2. **Translate NTS PPT** into your native tongue in 70 NT slides (BCM/MPrep) or 100 NT slides for grad students (MAC/GDIS/GDCS) of the course PPT (OT allowed too). Download the English slides at the BibleStudyDownloads.org NT Survey link. After the course I will upload the newly translated presentations for all to use. For more instructions, please download and read the TBB_Translation_Instructions.doc file at my website's TBB [link](#). Your grade sheet is on page 9a.
 3. **Translate TBB** for 1 (BCM/MPrep) or 2 (MAC/GDIS/GDCS) "The Bible...Basically" PPT presentations or Word scripts. We need help in Ao, Bisaya, Burmese, Chiru, Dutch, French, Hindi, Japanese, Khmer, Kiswahili, Lotha, Malayalam, Mao, Mizo, Nepali, Rongmei, Sinhala, Sumi, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vaiphei, and Vietnamese. These should total 50-70 slides (BCM) or 70-100 slides for graduate students. Please download the English TBB materials to translate at BibleStudyDownloads.org. Also download the TBB_Translation_Instructions.doc file at [this link](#) and read it. Other languages can be downloaded at this site too. As in the project above, I will grade you based on page 9a (PPT) or 9b (handouts) and then upload the newly translated presentations for all to use.
 4. **Teach NTS** in at least 4 NT books in at least 4 sessions (BCM/MPrep) or at least 6 NT books in at least 6 sessions (MAC/GDIS/GDCS) to a group of 5+ people (preferably to the same adults, teens or children, though the kids should be taught the primary 3 version of the course on the NTS website [link](#)). Sessions should be about an hour and can be combined into three 2-hour segments, a day seminar, etc. You may use or edit the PPT already designed for this course and/or you may make your own. You are not required to develop more materials, but those who work hard in this area tend to get better grades on the assignment and I would love to upload what you develop for others to use in the future. Teaching can be via the pulpit, home Bible study, cell group, Sunday school class, etc. Have your students fill in the page 9.1 (not 9.2!) evaluation on the last session, but you should tally these on a separate page and submit them to me with a 2-page report that explains what you did, what you learned, who you taught, etc. You may teach in another language but please translate all student evaluation forms for me before submitting them. I will then grade you with the Teacher Report Grade Sheet (p. 9.2), so make sure you fulfill its requirements. Completing teaching by the due date may be difficult to fit into an existing small group calendar, so there is flexibility here as long as you finish teaching by finals week.
 5. **Teach TBB** ("The Bible...Basically") sessions 1 (Overview), 2 (Map), 3E (Silence), 3F (Jesus), 6 (Open Bible), and 8 (NT) in TBB seminar according to the instructions in #4 above. BCM students may omit sessions 2 (Map) and 3E (Silence).

6. **A Research Paper** on the student's chosen NT theme (but approved by the professor) must be 6-8 double-spaced pages and written according to Turabian and *SBC Writing Standards*. Use footnoting, not endnotes. Plagiarism will not be tolerated and your own written work from previous papers should be cited as such. The page count does not include a title page, table of contents, and bibliography of 6-8 sources. It will be graded based on page 9d and should follow the guidelines of pages 9e-f. The topic must be broad enough to encompass at least eight NT books, such as the glory of God, redemption, the new covenant, an SOC issue, salutations in Paul's epistles, prayer, worship, geography, some aspect of NT backgrounds that helps us understand Scripture, etc. Pick a theme in the first two weeks of the course and write on it in such a way that will show your understanding of the broad scope of NT theology and NT books. Papers that go *over* 8 pages will have a maximum B+ grade. All papers must first be checked at turnitit.com to assure that they have no more than 20% in common with other writings (i.e., have at least 80% originality).

D. **Online Final Exam** covers only the course notes. It has multiple choice, matching, and ordering questions. This is a timed online Moodle exam with up to two hours to complete. It must be finished *before* midnight on the last night of the Final Exam period, so you must start it before 9 PM as the exam ends after 11 PM. Once you start the exam, you cannot view another page on the website or leave the exam or else you will not be able to re-access the exam. You may NOT refer to your Bible or other resources during this exam. Study for it with the study sheets (pp. 382-83).

Course Grading Percentages for Each Level

	MPrep/BCM/GDC/MAC (3 hrs.) TENT3010 /3030	MACS/GDCS/GDIS/Special (2 hrs.) TENT4010	Lay	Audit
Reading NTS Class Notes (Lay-level only)	-	-	50%	-
Reading <i>ENT</i> or Online IBS Course	25%	33%	-	-
Project (translation/teaching/IBS Life Notebook/paper)	25%	33%	-	-
Online Moodle Quizzes (Not for MACS/GDCS/GDIS/Special)	25%	-	50%	-
Online Moodle Final Exam	25%	33%	-	-

IV. Course Bibliography

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

† Books with a cross as well indicate required 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.

"A.D." 12-hour film produced by Vincenzo LaBella. Edited to 6 hours by Gospel Films, Inc. (PO Box 455; Muskegon, Michigan 49443-0455) available from Visionvideo.com and Christian Book Distributors (www.christianbook.com) for US\$20 (9-hour version for US\$70).

Religious life was complex when Paul wrote his epistles. Probably the most extreme differences were between Roman religion and Judaism (and those Jews who had embraced Christ as Messiah). The conflicts are well portrayed in this production that cost US\$30 million to film on location in Tunisia, Pompeii, Herculaneum, and Rome. It was televised in the USA in 1984-85. We normally see the last hour when we study 1 Timothy & 1 Peter.

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 exposit 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 is 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. \$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 tied in with the text. It also improves on it with many color photographs, 23 new maps, 48 pages of added commentary, plus Scripture and General Indexes. These maps appear in the NLT, ESV, and NIV Study Bibles. However, the revised edition still retains two weaknesses of the first edition: no regional maps and few Scripture references on the maps (though cited in supporting material). Beitzel 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 professor of Bible and theology at Moody Bible Institute; helpful historical and religious background to the NT (23 pp.) and brief presentations of NT books around 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.

Cheney, Johnston M. *The Life of Christ in Stereo: The Four Gospels Combined as One*. Edited by Stanley A. Ellisen. 2d ed. Portland: Western Baptist Seminary, 1971. 275 pp. pb.

A harmony of the gospels (the four accounts in one continuous chronological narrative). Advocates a 4.5 year ministry for Christ and six denials for Peter.

Dillow, Joseph C. *Final Destiny: The Future Reign of the Servant Kings*. 2nd ed. Monument, CO: Panim 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).

†*Elwell, Walter A., and Robert W. Yarbrough. *Encountering the New Testament: A Historical and Theological Survey*. 3d ed. Grand Rapids: Baker, 2013. 430 pp. \$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 the companion volume, *Readings from the First-Century World* (see below). 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.

- *_____, eds. *Readings from the First-Century World: Primary Sources for New Testament Study*. Grand Rapids: Baker, 1998. 223 pp. US\$20.00 pb.
The companion to *Encountering the New Testament*. Ancient writings from AD 30-600 illuminate the NT and are arranged in canonical order. Includes Scripture, subject, and readings indices. This is a required text for my World of the NT course.
- *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 has authored, edited, or co-authored more than sixty books and is an evangelical apologist. In 2009, Geisler co-founded Veritas Evangelical Seminary in Murrieta, California. He now serves 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 commentary on Matthew caused quite a stir by claiming that Jesus taught much from Jewish Midrash literature.
- *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.
- Harrison, Everett F. *A Short Life of Christ*. Grand Rapids: Eerdmans, 1968. 288 pp.
A brief, conservative commentary on Christ's life.
- _____. *Introduction to the New Testament*. Grand Rapids: Eerdmans, 1964.
A detailed exposition of each NT book and its background.
- *Hiebert, D. Edmond. *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. Hiebert lectures at the Fresno Pacific 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 these 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 these notes on the handout "Chronology of the Life of Christ" on page 56.

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

Provides 19 NT studies overhead transparencies. Many are used 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 this course 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.

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

A companion work to the book below placing the gospel accounts in parallel columns.

_____. *The Words and Works of Jesus Christ: A Study of the Life of Christ*. Grand Rapids: Zondervan, 1981. 629 pp. hb.

A commentary on the gospel accounts from a dispensational perspective.

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.

*Tenney, Merrill C. *New Testament Survey*. 3rd ed. Grand Rapids: Eerdmans, 1985. 473 pp. US\$22.50 CBD.

An easy to read, popular summary of NT history and the writing of the NT books. His social, political, economic, and religious background to the NT is quite valuable.

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.

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

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.

V. Other Matters

- A. Contacting Me: You can contact me at SBC by box L19 or by office phone (6559-1513). Also, my home is at Block 2-302 on the SBC campus, mobile is +65 9113-7090, and email at griffith@sbc.edu.sg. My office hours when I can talk are from 11:00-1:00 from Wednesday to Friday. Let's have lunch too!
- 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 PPT and translate them into other languages.
- C. Course Design: A survey of the New Testament can be studied at least four 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. **Author** (Biographical) is used by Hiebert (vols. 1, 3) and Berding/Williams. This method addresses all writings by Paul together, then by Luke, by John, by Peter, and by others with only one book (Matthew, Mark, James, Jude, Hebrews). Page 13 provides this methodology.
 3. **Content** (Theological) is used by Hiebert (vol. 2). Page 23 illustrates how this is done.
 4. **Time** (Chronological) is used by Tenney. We will follow this method after studying the gospels and Acts to see the books in their historical context. Page 38 outlines this course.

VI. Course Load

- A. The expected study time for this course is 2 hours for each of 26 sessions = 52 hours
- B. *Encountering the NT* = 300 pages
- C. The study breakdown for the class for graduate students should be approximately:
 - Readings (300 pp. x 3 min./pp. = 15 hours) or IBS course study (15 hours)
 - Quiz study & actual quiz time (5 quizzes x 1 hr./each = 5 hrs.)
 - Project: Translation or teaching (15 hours) or IBS course study (15 hours)
 - Final Exam study (5 hours)

VII. Internet Advantages: Why will we all take online tests—and some of us take the IBS course?

- A. Interest: My prayer is that you will have *more fun* learning through the website than from a book-alone approach.
- B. Better Learning: Interactive website learning should help you retain the information more than simply reading a textbook.
- C. Equipping Others: I'm convinced that most learning will be via the net within 10-20 years, so being early adopters can help us better train others with this medium in the near future. We must not fear this tool that can so greatly enhance our ministries.
- D. Saves Time: Taking our quizzes and exams online will save us class time that otherwise would be devoted to taking, grading, and collecting paper. You also will have immediate feedback to your quiz and then can discuss questions in class.

Name _____ Mailbox _____ Reading Grade _____ Course Grade _____

VIII. Course Schedule for degree students in BCM, MPrep, GDC, MAC, MACS, GDIS & GDCS

All readings are due *before* class and quizzes cover material for the day of class up to the previous quiz. Complete *either* the IBS or ENT column. Only MACS/GDCS/GDIS/Special (2 hrs.) TENT4010 students must submit this sheet since others report reading on their quizzes. Put "X" in each cell if you finished IBS lessons or *Encountering the NT* (ENT) readings in full and on time. Mark it "-2%" if late, "-4%" if partial, and -6% if not read at all. BCM/MPrep/MAC/GDC/Special students may skip two reading assignments and GDIS/GDCS/MACS may skip one reading assignment without penalty.

Session	Date (Tues)	Class Content	Assignments	IBS	ENT
1	15 Jan	<u>Unit 1: The Kingdom Is Introduced</u> Syllabus	Read this syllabus and the online IBS Advanced Studies in the NT introduction		
2-3	15 Jan	NT Overview, Synoptic Gospels	Sign up in class on options & project		
4	22 Jan	Matthew	<i>Encountering NT</i> , Chapter 4 or Online Lesson 1 (Matthew)		
5-6	22 Jan	Luke	<i>Encountering NT</i> , Chapter 6 or Online Lesson 3 (Luke)		
7-9	29 Jan	Mark John	<i>Encountering NT</i> , Chapters 5 & 7 or Online Lessons 2 (Mark) & 4 (John) Online Quiz 1 by midnight before class		
10-11	5 Feb	<u>Unit 2: The Kingdom Is Expanded</u> Acts	<i>Encountering NT</i> , Chapters 14-16 or Online Lesson 5 (Acts)		
12	5 Feb	James	<i>Encountering NT</i> , 1-18, 336-42 Online Lesson 6 (James & Galatians) Bring \$20 for volume 2 notes		
13-14	12 Feb	Galatians (3 sessions taught by Dr Spurgeon) 1 Thessalonians	<i>Encountering NT</i> , 235-53, 309-16 or Online Lesson 7 (1-2 Thessalonians)		
15	12 Feb	2 Thessalonians	No assignments (take a break while Dr Rick teaches in Manipur, India :-)		
16-17	19 Feb	1 Corinthians	<i>Encountering NT</i> , Chapter 19 or Online Lesson 8 (1-2 Corinthians)		
18	19 Feb	2 Corinthians	Online Quiz 2 by midnight before class		
19-20	26 Feb	<u>Unit 3: The Kingdom Is Tested</u> Romans (3 sessions taught by Dr Spurgeon)	<i>Encountering NT</i> , Chapter 18 or Online Lesson 9 (Romans)		
21	26 Feb	Prison Epistles Introduction	No assignments (take another break :-)		
22-23	4 Mar	Ephesians Colossians	<i>Encountering NT</i> , Chapter 20 or Online Lesson 10 (Ephesians/Colossians)		
24	4 Mar	Philemon Philippians	<i>Encountering NT</i> , Chapter 2 or Online Lesson 11 (Philemon/Philippians) Online Quiz 3 by midnight before class		
25	11 Mar	1 Peter	<i>ENT</i> , 343-49 or IBS Lesson 12 (1-2 Peter)		
26-27	11 Mar	2 Peter			
	18 Mar	Mid-Semester Break	No class or assignments		
28	25 Mar	"AD" video on setting of AD 60s			
29-30	25 Mar	"AD" video on setting of AD 60s	All Projects Due		
31-32	1 Apr	<u>Unit 4: The Kingdom Is Victorious</u> 1 Timothy & Titus	<i>Encountering NT</i> , 317-25 or Online Lesson 14 (1-2 Timothy & Titus)		
33	1 Apr	2 Timothy	Online Quiz 4 by midnight before class		
34-35	8 Apr	Hebrews	<i>Encountering NT</i> , 329-36, 353-56 or Online Lesson 13 (Hebrews)		
36	8 Apr	Jude			
37	15 Apr	1 John	<i>Encountering NT</i> , 349-52 or Online Lesson 15 (1-3 John & Jude)		
38-39	15 Apr	2-3 John			
40-41	22 Apr	Revelation	<i>Encountering NT</i> , 357-67 or Online Lesson 16 (Revelation)		
42	22 Apr	Revelation GDIS/GDCS/MACS submit this page	IBS Life Notebooks & GDSCS Reading Due; Quiz 5 by midnight before class		
	29 Apr	Study Week	No class or assignments		
No class	4-6 May	Online Final before 6 May (10 pm)	Review Final Study Tips (notes, 508-9)		

Course Schedule for Lay Teaching in Churches

12 sessions taught in outside studies

The following sessions are available for lay-level teaching in churches or other schools. Students should read more than they are quizzed on, but quiz questions cover only the underlined pages of the notes on one NT book read for that session (10 questions). Pages 22-25 are optional, but please fill in these charts to review for the quizzes. Note that there are no G & J quizzes. Finally, these quizzes are closed book, closed Bible on the honour system administered by the Holy Spirit. Be honest!

Session	Date (Th)	Topic	Class Notes to Read	Book for Quiz
1	11 Jan	Syllabus, Overview	4-10, 38, 49, 52	No quiz
2	18 Jan	Matthew Luke	<u>67-81</u> <i>total pp. tonight:</i> 93-106 29	Matthew (Quiz A)
3	25 Jan	Mark John	<u>82-89f</u> 107-116 22	Mark (Quiz B)
4	22 Feb	AD Movie Dr. Rick elsewhere	139, <u>203-210b</u> 211-216 156-158, skim 159-159z 20	1 Thess. (Quiz E)
5	1 Mar	Acts James & Galatians	<u>120-131</u> 134-134c, 137-142 22	Acts (Quiz C) Buy vol. 2
6	29 Mar	1-2 Thessalonians 1 Corinthians	267-273, 273p-274b <u>38, 167-174</u> 23	Bring vol. 1 to class Galatians (Quiz D)
7	5 Apr	2 Corinthians Romans	140, 162-166c 145-154, 155c-155d 36	No quiz Bring vol. 1 to class
8	12 Apr	Ephesians Colossians Philemon Philippians	<u>175-180</u> 187-193, 201-2 245-253 181-186a 34	Ephesians (Quiz F) Bring vol. 2 only until the end of the course (Skip Quiz G)
9	19 Apr	1 Peter 2 Peter	<u>275-280a</u> 284-289 23	1 Peter (Skip Quiz H) & Take Quiz I Instead
10	19 Apr	1 Timothy Titus 2 Timothy	<u>217-222, 222a-i</u> 241-244h 237-240 31	1 Timothy (Quiz I) (Skip Quiz J)
11	26 Apr	Hebrews Jude	<u>254-266d</u> 310-317b 31	Hebrews (Quiz K)
12	3 May	1 John 2 John 3 John Revelation	290-296 297-301 305-309 <u>318-26, 337,</u> <u>340-48, 371-73</u> 39	Revelation (Quiz L) Optional: 397-400, 421-24, 439, 442-45

SINGAPORE BIBLE COLLEGE

“NT SURVEY” OR “THE BIBLE...BASICALLY” COURSE EVALUATION

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

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

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

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

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

	SD	D	U	A	SA
The course objectives were clearly explained.					
The course objectives were achieved.					
The teacher was well prepared for each class.					
The course material was effectively presented.					
The 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:

Teaching Report Grade Sheet

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

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

	1	2	3	4	5
	Poor	Minimal	Average	Good	Excellent
<u>Introduction</u>					
Class (whom did you teach and in what language?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scope (what did you teach in each session?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedure (how did you conduct the sessions?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Body</u>					
Specifics given rather than general observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenges faced in teaching addressed adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improvements suggested in content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Application</u>					
Action Points given to improve next time teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and transparent (self-critical is good)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Conclusion</u>					
Main points or lessons reviewed and/or restated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Length (2-4 single-spaced pp., w/o unnecessary info.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Miscellaneous</u>					
Handouts (student’s own material included)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity (pictures of class, video clips, quizzes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course Evaluations included & responses totaled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Form</u>					
Format (typed, title page, pages numbered)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Submitted in printed form (not emailed to professor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling and typos fixed, punctuation good, 12 pt. font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar (agreement of subject/verb and tenses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Footnotes (not endnotes, if used; biblio. of resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranged logically (not a collection of thoughts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)

PowerPoint Translation Grade Sheet

Student _____ Mailbox _____ Date _____
 Bible Book or Presentation Translated _____ Language _____

1 2 3 4 5
 Poor Minimal Average Good Excellent

Translation

Overall content translated accurately
No English on any slide (design new memory aids)
 --For example, replace "A Judge Must Judge" or "ARC" with a mnemonic in your language

Fonts

Notes page # in Arial bold 24-point upper right screen
Generic fonts or popular language fonts (e.g., unicode)
Sans-serif fonts used that lack "feet" (e.g., Arial)

Text

Text **does not overlap** other text, image, or page edge
 Text **shadow** not seen prior to animation appears
 Text **did not need to be enlarged** (should fill the slide)
 Text has **good contrast** with background
 Text **fits text boxes** correctly with extra space on sides
 Text box **colors match** surroundings w/o perimeter lines

Images

Images **do not overlap** text or edge of page
 Embedded text in **English covered** with translation

Miscellaneous

Format of fonts & background colors same as English
Animations don't need correction; in PPT, not Keynote
Slide order remains the same as the English version
Done right the first time (no email trail with me!)
File name *translated* with dash & number of slides at end
Easy transfer by online drive or USB key or email
Sent as one PowerPoint file (not separate ones or a pdf)

Summary

Number of ticks per column _____
 Multiplied by point values of the column x 1 x 2 x 3 x 4 x 5
 Equals the total point value for each column _____

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

Comments:

Revised 24 Oct 2018

Handout Translation Grade Sheet

Used for "The Bible...Basically" (TBB) Scripts and Class Notes

Student _____ Mailbox _____ Date _____

Handout Translated _____ Language _____

	1	2	3	4	5
	Poor	Minimal	Average	Good	Excellent

Translation

Overall content translated accurately

No English on any slide (design new memory aids)

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

Fonts & Formatting

Slide Advance Hashes kept in TBB PPT notes sections

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

Format of headings and margins same as English

Widow headings avoided

Miscellaneous

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

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

Easy transfer by thumb drive or email or website

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

Summary

Number of ticks per column _____

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

Equals the total point value for each column _____

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

Comments:

Revised 2 Jan 2018

IBS Life Notebook Grade Sheet (NTS Edition)

Student _____ Mailbox _____ Project Grade _____

For students taking the online Internet Biblical Seminary Course, the first four sections below cover the Life Notebook *content* (70% of the grade). The Format grade (the other 30%) addresses English grammar, clarity of writing and presentation, etc. In general, students need to write at least 10 pages for a B and 20 pages for an A grade. Students must answer all 66 questions in the Life Notebook.

	1	2	3	4	5
	Poor	Minimal	Average	Good	Excellent
<u>Clarity</u>					
Direct (each answer addresses the proper question)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specifics given rather than general answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Color of questions is in red and answers in black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Quality</u>					
Wide research (interacts with other views & sources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual work (no more than 10% quotations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development (proves points, not just lists verses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpretation of passages accurate (exegesis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Application</u>					
Action Points apply the content to the student's life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow up from previous action points highlighted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and transparent answers (self critical is good)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Miscellaneous</u>					
Critical Thinking (shows how/why student disagrees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depth (answers all 66 questions with sufficient depth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Length (answers 5-10 lines/question, 20+ pages total)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Format</u>					
Submitted via email in Word & pages numbered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flow and readability of content, questions given	<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 shows agreement of subject/verb & tenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Citations given in footnotes instead of endnotes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sections clearly stated without orphan headings	<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 Life Notebook grade: _____%

Comments:

7 July 2016

Research Paper Grade Sheet

Student _____ Topic _____ Box _____

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

	1	2	3	4	5
	Poor	Minimal	Average	Good	Excellent
<u>Introduction</u>					
Purpose (the paper addresses what issue?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scope of the issue defined/narrowed down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedure for addressing the issue introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Body</u>					
Wide research (other views included, good sources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual work (<20% quotes; careful citation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key Bible texts noted and addressed adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development (proves points, not just lists verses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpretation of passages accurate (exegesis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Conclusion</u>					
Solution given to issue raised in introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Main points reviewed and/or restated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Length (1/2 to 1 page, no unnecessary info.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Miscellaneous</u>					
(These can be addressed anywhere in the paper)					
Application (shows why the topic is important)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depth (leaves any questions unanswered?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet not used for more than 20% of sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Form</u>					
Format (Contents & title page, length, pages numbered)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling and typographical errors, punctuation	<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 (<i>not</i> end notes; proper form; biblio. incl.)	<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"/>
Sections agree with Contents page; no orphan headings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Summary</u>					
Number of ticks per column	_____	_____	_____	_____	_____
Multiplied by point values of the column	x 1	x 2	x 3	x 4	x 5
Equals the total point value for each column	_____	_____	_____	_____	_____
Net points _____ minus 3 points per day late (_____ points) equals % grade of _____%					
Comments:					

19th edition (19 June 2018)

Research Paper Checklist

* Asterisks show the most common mistakes SBC students make on research papers. Give special attention to these areas!
19th edition (19 June 2018)

1. General Format

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

2. Preliminaries

- 2.1 The title page should follow the typical format in Turabian.
 - 2.1.1 Only the title and the author should be in **bold** with the rest in regular text. Do *not* have all CAPS.
 - 2.1.2 Please include your mail box number after your name.
 - 2.1.3 The same size 12-point Times New Roman font should be used throughout the paper.
- 2.2 The margins should not change (e.g., should not be in outline form) but should be 2.5 cm on all sides.
- 2.3* Include a Table of Contents.
 - 2.3.1 The Contents page should include only the first page number of each section.
 - 2.3.2 Subtitles within the Contents page should be indented.
 - 2.3.3 Note this is called a “Table of Contents” and not a “Table of Content.”
 - 2.3.4 “Table of Contents” should not be an entry on the Table of Contents.
- 2.4 Page numbers should be at the top right in the preliminaries (except no number on Title Page and Table of Contents) and at the bottom centre from the first page to the end.

3. Body & Style

- 3.1* Provide an introduction that summarizes the problem(s) your paper aims to answer.
- 3.2* Check your grammar for confusion of tense, plural, verb/noun, etc. (cf. section 9)
- 3.3 Use a spell checker if you have one on your computer to avoid careless spelling mistakes.
- 3.4 Double-space the paper throughout in prose form (not outline form).
- 3.5* Write in the third person rather than the first person (“This author...” and not “I” or “we” or “us”).
- 3.6 Follow these guidelines for headings within the text:
 - 3.6.1 Headings should match your Contents page. None of your levels should appear in all capitals.
 - 3.6.2 Headings should not have periods (full stops or colons) after them.
 - 3.6.3* Headings should not be in outline form (no “I,” “II,” “A,” “1,” “a,” “-,” etc.).
 - 3.6.4 Avoid widow headings (at the bottom of a page without the first sentence of a paragraph).
 - 3.6.5 Don’t repeat a heading on the next page even if it covers the same section of the paper.
 - 3.6.6 Each research paper should have at least 2-3 headings or divisions.
 - 3.6.7 In short papers (6-8 pages) without chapters, make (1) main headings **bold** centred, (2) subheadings regular text centred, (3) **bold italics** left column, (4) regular text left column, and (5) **bold** text that begins an indented paragraph. If only two levels are needed then (2) above may be skipped.
- 3.7* Do not clutter your paper with unnecessary details that do not contribute to your purpose.
- 3.8* Make every statement a full sentence within the text (the exception is headings).
- 3.9 Critically evaluate your sources; do not believe a heresy just because it’s in print!
- 3.10 Make sure your reasoning is solid and logical.
- 3.11* Provide a conclusion which solves/summarizes the problem addressed in the introduction

4. Abbreviations

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

5. Quotations

- 5.1* When quoting word-for-word, use quotation marks and footnote the source. Do not plagiarize!
- 5.2 Use proper quotation formats with single quotation marks within double ones.
- 5.3 Indent block quotes (no quote marks) with 10-point, single-space text of five or more lines (cf. Turabian, 349).
- 5.4* Avoid citing long texts of Scriptures or other sources so the paper mostly reflects your own thinking.
- 5.5 Provide biblical support for your position rather than simply citing your opinion.
- 5.6 If your source quotes a more original source, then quote the original in this manner: R. N. Soulen, *Handbook*, 18 (cited by Rick Griffith, *New Testament Backgrounds*, 7th ed. [SBC, 1999], 165).

Research Paper Checklist (2 of 2)

6. Punctuation

- 6.1 Periods & commas go *before* quote marks and footnote numbers (e.g., “Marriage,” not “Marriage.”)
- 6.2 Periods & commas go *outside* parentheses (unless a complete sentence is within the parentheses). For example: “Jesus wept” (John 11:35), but never “Jesus wept.” (John 11:35)
- 6.3 A space should not precede a period, comma, final parenthesis, semicolon, apostrophe, or colon.
- 6.4 A space should not follow a beginning parenthesis or beginning quotation mark.
- 6.7 A space should always follow a comma and 1-2 spaces always follow a period.
- 6.8 Bible book abbreviations do not have a period.

7. Footnotes

- 7.1* The first reference to a book includes (in this order) the author's *given* name first then family name, title (in *italics* but not in quotes), publication data in parentheses (place, colon, publisher, comma, then year), volume (if more than one), and page number (no “p.” or “pp.”). For example: Ralph Gower, *The New Manners and Customs of Bible Times* (Chicago: Moody, 1987), 233. In footnotes, use a period only *once* at the end of the citation. Indent the first line of each footnote entry.
- 7.2* Cite later references to the same book but a different page number with only the author's family name (not given name), book title (no subtitle) and new page number. For example: Gower, *The New Manners and Customs of Bible Times*, 166.
- 7.3 Further citations to the same book follow the same format. Turabian and SBC no longer use “*ibid*” (Latin abbreviation for “in the same place”) or “*idem*” (Latin abbreviation for “by the same author”).
- 7.5* Encyclopedia, Bible dictionary, or other book entries with multiple authors under an editor should first cite the article's author, then article title within quotes, book, editor, publication data in parentheses, volume, and page. For example: P. Trutza, “Marriage,” *The Zondervan Pictorial Encyclopedia of the Bible*, 5 vols., ed. Merrill C. Tenney (Grand Rapids: Zondervan, 1975, 1976), 4:92-102. (If needed, look up the author's name after the Contents page by tracing the initials at the end of the article.)
- 7.6 Footnote numbers are raised with no parentheses and go *after* a quotation's punctuation (e.g., period).
- 7.7 Always cite your footnote numbers in sequence rather than using a former number again.
- 7.8 Use only numbers as footnote references (don't use letters or *#@^%, etc.).
- 7.9 Cite translations in parentheses within the text rather than the footnotes—for example, “trust” (NIV).
- 7.10 Cite book, chapter, and paragraphs of primary (ancient) sources with Arabic numerals and full stops (e.g., “Josephus, *Jewish Antiquities* 18.1.3,” not “Josephus, *Jewish Antiquities*, Book XVIII, Chapter 1, Section 3”).
- 7.11 Page numbers may be added to primary sources in parentheses. For example: *War* 2.1 (Whiston, 44).

8. Bibliography

- 8.1 Alphabetize all sources by family name without numbering the sources.
- 8.2 Make entries single-spaced with the second line indented and with a double space between entries.
- 8.3 Do not cite an author's title in a footnote or the bibliography (no “Dr.,” “Rev.” etc.).
- 8.4 Cite book references differently than in the footnotes by including the author's *family* name first (not given name), title (in *italics* but not in quotes), publication data *without* parentheses (place, colon, publisher, comma, then year), and volume (if more than one). For example: Gower, Ralph. *The New Manners and Customs of Bible Times*. Chicago: Moody, 1987. Use full stops (not commas) after each given name, title, and date; don't use parentheses (but do use them in footnotes). Indent each line after the first line in an entry.
- 8.5* Encyclopedia, Bible dictionary, or other book entries with multiple authors under an editor should first cite the article's author, then article title within quotes, book, editor, publication data, volume, and page. For example: Trutza, P., “Marriage,” *The Zondervan Pictorial Encyclopedia of the Bible*. Ed. Merrill C. Tenney. 5 vols. Grand Rapids: Zondervan, 1975, 1976. 4:92-102. (You may need to find the author's name after the Contents page by tracing the initials at the end of the article.)
- 8.6 Put the bibliography on a separate page rather than tagging it on the conclusion.
- 8.7 Consult as many sources as you have pages in your paper (e.g., 8 sources for an 8-page paper).
- 8.8* Include the bibliography even if the professor has assigned the sources.
- 8.9 Primary sources should be listed under the ancient author's name, followed by the translator's name. For example: Josephus. *The Works of Josephus*. Translated by William Whiston...
- 8.10 Primary sources with several or unknown authors should be listed by editor and/or translator's name. For example: Danby, Herbert, trans. *The Mishnah*. Oxford: University, 1933.

9. Common Grammatical and Spelling Mistakes

- 9.1 “Respond” (verb) is used for “response” (noun). “The respond” should be “The response.”
- 9.2* Events in biblical times should be noted in the past tense; keep your tense consistent in the same paragraph.
- 9.3 Write “BC” dates *before* “BC” but “AD” dates *after* “AD” (“AD 70” and “70 BC” but never “70 AD” or “BC 70”).
- 9.4 Always capitalize the words “Christian,” “Bible,” “Christ,” “Word of God,” and “Scripture(s).”
- 9.5 The current trend is to *avoid* capitalization, especially in the adjectives “biblical,” “scriptural,” etc.
- 9.6 Avoid words in all CAPITALS in the text (except acronyms) and *avoid* all CAPS in titles.

19th edition (19 June 2018)

My Biographical Sketch



The Griffith Family

John (27), Kurt & Cara (33), Stephen & Katie (30) & Jesse (8 months), Susan & Dr Rick

Background

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

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

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

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

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

They have three sons: Kurt (33 yrs.) works with business analysis wife Cara in Seattle at their consulting company called Tandem Motion, Stephen is a pilot (30 yrs.) with his counselor wife Katie (also Seattle) with grandson Jesse (born 14 May 2019), and John is a graphic designer in California (27 yrs.).

Ministry

However, since 1991 the Griffiths' home has been Singapore where Rick serves 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 in its Certificate of Church Ministry studies. He began by teaching Old and New Testament Survey, Old and New Testament Backgrounds, Eschatology (the study of future things), Evangelism, Pastoral Epistles, Psalms, Homiletics (preaching), Hebrew Exegesis, and four Old Testament exposition courses. Then for years he also taught Pentateuch, Gospels, Eschatology (theology of the future), Ecclesiology (theology of the church), and Pneumatology (theology of the Holy Spirit). Now he teaches mostly Bible Exposition classes, including Homiletics, OT Foundations, and OT & NT Survey. He has also written three Advanced Studies in the Old and New Testament courses at Internet Biblical Seminary (www.internetseminary.org).

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

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

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

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

In 2009 Dr. Rick began BibleStudyDownloads.org to offer his courses for free download. It has 17,000 pages of course notes in Word and pdf, and especially over 67,000 PowerPoint slides in English, and translations comprising 104,000 PowerPoint slides by his students into 49 languages, such as Ao, Arabic, Bangla, Bisaya, Burmese, Chin, Chiru, Chinese, Dutch, English, French, German, Gujarati, Hindi, Ilonggo, Indonesian, Japanese, Kachin, Karen, Khmer, Kiswahili, Korean, Lotha, Malay, Malayalam, Mao, Mizo, Mongolian, Moyon, Nepali, Nias, Paite, Portuguese, Rongmei, Russian, Sinhala, Spanish, Sumi, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vaiphei, and Vietnamese.

Field

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

Passion

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

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

However, recent trends include the following:

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