

I. Syllabus

A. Catalog Course Description

This course enhances the understanding of the Old Testament by exploring background issues outside of Scripture. Areas covered include geography, history, customs, religions, people groups, archaeology, chronology, and writings that shed light on what the Bible says. PowerPoint and small group discussions illustrate passages and apply them to today (3 hours).

Course notes are titled “Old Testament Backgrounds” because the professor originally taught this course under that title, which later changed to “World of the OT” and is now “OT Foundations.”

B. Course Objectives

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

1. Show how the geography of Israel and the Ancient Near East provides a better comprehension of the OT and the mission of both Israel and the modern church.
2. Survey the biblical theology of the Old Testament, including the various biblical covenants.
3. Place the OT writings within their historical, political, socio-economic, religious, and linguistic contexts and compare them with present societies.
4. Show how cultural values and practices in Sumerian, Canaanite, Egyptian, Philistine, Phoenician, Ammonite, Moabite, Edomite, Arab, Aramean, Assyrian, Babylonian, Persian, and Jewish societies illuminate the OT and find parallels in the church and society today.
5. Show how OT archaeology confirms and shapes our understanding of the Bible.
6. Articulate the general chronology of Israel’s history with corresponding key dates (creation, Exodus, fall of Samaria and Jerusalem, archaeological periods, etc.).

C. Course Requirements

1. Readings (15%) will be assigned for most class periods. The Schedule in this syllabus serves as a Reading Report to be reported on each quiz. Many readings are from Arnold and Beyer’s *Readings from the Ancient Near East* (Baker), so each student should buy a copy. Others are copied in the back of the notes.
2. Quizzes (15%) over the current reading assignments will be given via the SBC Moodle website. Log in with your SBC username and password, click on the OT Foundations course, and then click on Quiz #1 on the right-hand “Upcoming Events” link. You will have 20 minutes to take it. No notes, Bible, books, websites, etc. are allowed, as it is a Holy Spirit-administered quiz. Also, please do not discuss it with other students after you take it as they may not have already taken it. Prepare for each class session by making sure you have a general understanding of the readings. Please address all tech questions such as login and access to the SBC ITS department. *You should take each quiz and/or exam only once!*
3. A Research Paper (10%) of 5-8 printed pages (no 9+ page papers will receive an “A”), double-spaced, with footnotes (not endnotes), will be on one of the three topics below. The page count excludes title page, table of contents, and bibliography (no more than three websites and a minimum of 5-8 books). Follow the Research Paper Grade Sheet guidelines (p. 10) and Research Paper Checklist at the end of this syllabus (pp. 11-12). Here are the topics:

- a) Prophecy: Show what OT prophecy was and how it shared common ground and yet also differed from ancient pagan prophecy. What was the basis for evaluating the message of each type of prophecy (pagan and Jewish)? Make sure you include key texts (e.g., Deut. 18; 1 Chron. 25:1-5). Cite primary (ancient) sources and give specific examples of how understanding this helps us discern God's Word to us today.
 - b) Creation: What views of the origin of the universe existed in Mesopotamia, Canaan, Egypt, and other ancient societies? How can we as believers explain how these stories originated? When were they written? What do these views reveal about these peoples? Do you think Moses would have known about these when he wrote Genesis 1-2? If so, how would that have influenced his account of creation?
 - c) Women: Compare and contrast the OT (Jewish) view of women with Ancient Near East pagan perspectives. Which treated them better and how? How were women viewed and treated in the family, civic and social order? Draw parallels for believers today (e.g., are women on the same par in OT Israel and the NT or modern church?) Cite primary (ancient) sources.
4. The Project (30%) can be done in one of three ways:
- a) Translate 1-2 PPT presentations of the OT Backgrounds or Creation courses into your native tongue. After I edit your presentation, I will then upload it under its language tab at my website at <http://www.biblestudydownloads.org> for others in your language group to download. There is teaching in 49 languages on this site—including all the PPTs for this and my other courses. You will be graded on page 12b.
 - b) Translate one “The Bible... Basically” presentation or script. This 10-hour seminar by Dr. John Fryman takes listeners through the entire Bible six times, using nearly 1,000 PowerPoint slides. We need help in Burmese, Dutch, French, German, Japanese, Khmer, Kiswahili, Malayalam, Mao, Mizo, Nepali, Sinhala, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vietnamese, etc. Presentations already translated are also at <http://www.biblestudydownloads.org/resource/the-bible-basically/>. You will be graded with page 12b as in the above (or page 12c if you translate a script).
 - c) Teach at least four OTF or Creation class presentations in four sessions to a group of four or more people via the pulpit, home Bible study, cell group, or Sunday school class. Download them at <http://www.biblestudydownloads.org/> and have your students each fill out the Course Evaluation. Hand these in with a 1-2-page overview of those you taught, presentations covered, lessons learned by you, etc. You will have your students rate you on page 13, and then you add a 1-2-page summary. An alternative is to share four presentations separately with four unbelievers. Your grade sheet is on page 12a.
5. The Online Final Exam (30%) will cover class lectures, PowerPoint presentations, and class notes for the entire course. The readings will have already been examined on the quizzes so they are not tested on the final exam.

N.B. Each of the preceding requirements has 3% grade penalty per class day late. Also, points may be deducted for not including your full name and box number on assignments, exceeding the page limit, and improper grammar and spelling. The student will also be penalized 2% in the final course grade for not submitting the online course evaluation.

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

	BCM	MPrep/MDiv/MA/MCM	Certificate (Eve. Sch.)	Audit (Eve. Sch.)
Readings	20%	15%	50%	–
Quizzes	20%	15%	50%	–
Research Paper	-	10%	–	–
Project	30%	30%	–	–
Final Exam	30%	30%	–	–
Total	100%	100%	100%	No grade or credit
Attendance	90+%	90+%	70+%	No Minimum

D. Course Bibliography and Abbreviations

† Books with a cross indicate required readings on reserve in the library.
Underlined words indicate abbreviations used in these notes

Alexander, T. Desmond. *From Paradise to Promised Land: An Introduction to the Main Themes of the Pentateuch*. Carlisle, UK: Paternoster, 1995. 227 pp.

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

Arnold, Bill T. and David W. Baker. *The Face of Old Testament Studies: A Survey of Contemporary Approaches*. Grand Rapids: Baker, 1999. 221.609045 BAK

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

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

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

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

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

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

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

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

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

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

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

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

This major revision of *The Moody Atlas of Bible Lands* (1986) retains the strengths of being evangelical, excellent in both physical geography and historical geography with maps superior to the *NIV Atlas* below, and maps nicely tied in with the text. The revised edition still retains two weaknesses of the first edition: it lacks regional maps and often lacks Scripture references on the

maps (though Scripture references are cited in the supporting material). However, it improves on it with many color photographs, 23 new maps, 48 pages of added commentary, plus Scripture and General Indexes. These maps appear in the NLT, ESV, and NIV Study Bibles. Beitzel teaches OT at Trinity International Univ. (TEDS) in Deerfield, IL.

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

The best single buy in a Bible commentary, based on NIV, great book outlines, maps, charts, cross references, book introductions, evangelical, gives special attention to difficult texts (while many single volume commentaries skim or skip controversial texts), theologically consistent (whereas most single volume commentaries are by authors of various theological persuasions and thus have inconsistent data, all BKC authors are present or former faculty of Dallas Theological Seminary).

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

A standard critical OT text that claims Israel's faith shaped the people's stories (e.g., the exodus account was invented to bolster the Jews' faith).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Most of the 134 maps are two pages and complemented by smaller maps, charts, diagrams, photographs, drawings and text; comprehensive (covers from 10,000 BC to AD 600, though only one map addresses Genesis 1–11); maps and detailed full-colour paintings of terrain have a three dimensional look, appearing as if viewed from the ground or on larger maps taking into account the curvature of the earth's surface; probably the best atlas for backgrounds (other ancient peoples, pagan temples, writing, commerce, archaeology, practices of everyday life, etc.); indexes include summaries of events in the lives of significant biblical characters and a map index which includes variant, Arabic, Palestinian Grid Reference numbers, and Modern Hebrew names for cities. However, some maps are difficult to read due to lack of compass directions and excess supplementary material; mostly conservative, but the 50 contributors from varied perspectives (Christian, Jewish, liberal, etc.) tend to be moderately critical in the narrative and hold to late date for the Exodus. The book is also difficult to fit upright on most bookshelves due to its enormous size (nearly 11" x 14 1/2" or 27.5 cm. x 37 cm.).

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

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

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

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

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

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

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

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

Schultz, Samuel J. *The Old Testament Speaks*. 4th ed. New York: Harper & Row, 1960, 1970, 1980, 1990. 436 pp.

Conservative archaeological and historical OT survey with good attention to backgrounds. Holds to undated creation (p. 13), local Flood (p. 16), and early date for the Exodus (p. 49). Schultz taught Bible and theology at Wheaton College for many years. He often presents alternate views but holds his own with reserve.

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

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

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

Provides over 100 OT charts, many of which are used in this course.

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

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

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

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

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

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

Youngblood, Ronald. *The Heart of the Old Testament*. Grand Rapids: Baker, 1971. 108 pp. 221.13 YOU

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

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

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

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

E. Other Matters

1. Contacting Me: You can contact me at SBC by box L19 or by phone (6559-1513). Also, my home is at 2-302 on the SBC campus, mobile is 9113-7090, and email griffith@sbc.edu.sg. My office hours when I can talk are from 11:00-1:00 on Wednesday and Friday and afternoons on Tuesday and Friday. Let's have lunch too!
2. Copying Class Notes: Allowed when you give credit where credit is due (until it makes you rich). You can also tape class sessions and copy all course PPT and translate them into other languages. You need not ask permission to do this, but if you translate them, please send me a copy so I can upload it to BibleStudyDownloads.org for others to teach it too.

F. Course Load

Readings (407 pp. x 4 min./page)	28 hours
Quiz Study & Taking Six Quizzes (2 hours each)	12 hours
Paper	12 hours
Project	12 hours
Final Exam	8 hours
Total (45 sessions x 1.6 hours/each)	72 hours

G. Schedule (Reading Report)

Name _____ Box _____ Sem. Grade _____

Please tick the box column if completed in full on time. Note if completed late and/or partially. Also, complete each online quiz by midnight the night before class. Each quiz covers everything above it up to the previous quiz.

#	Date (Thurs)	Subject	Assignment	✓	Pp
1	18 Jul (2:30)	Intro & Syllabus	No assignments		
2	18 Jul (3:30)	Geography Ancient Near East	No assignments		
3	18 Jul (4:30)	Israel Topography	Beitzel, <i>The New Moody Atlas of the Bible</i> , 220-231 in notes, 306-317	<input type="checkbox"/>	12
4	25 Jul (2:30)	Jerusalem Topography	Pipes, "If I Forget Thee: Does Jerusalem Really Matter to Islam?" in notes, 228-32	<input type="checkbox"/>	4
5	25 Jul (3:30)	Literature	Arnold/Beyer, 13-50, 66-70 (Creation/Flood)	<input type="checkbox"/>	41
6	25 Jul (4:30)	Old Testament Canon	Hall, "How We Got Our OT," <i>Moody</i> (Jan '87): 32-34 in notes, 195d-f Hubbard, "The Quest for the Original Bible," <i>Moody</i> (Sept '86): 13-17 in notes, 195g-k	<input type="checkbox"/>	3 5
7	1 Aug (2:30)	Biblical Theology Covenants	Beyer, B. E., "Covenant Making" <i>Biblical Illustrator</i> (Fall 93): 36-39 in notes, 233-36 Arnold/Beyer, 96-103 (Covenants & Treaties)	<input type="checkbox"/>	4 8
8	1 Aug (3:30)	Kingdom Theology	Merrill, "Theology of Pentateuch" in Zuck, <i>Bib. Theol. of OT</i> , ix-16 in notes, 318-28 Quiz #1 by midnight the night before class	<input type="checkbox"/>	15
9	1 Aug (4:30)	Prophecy	Assignment #1: Prophecy Arnold/Beyer, 207-26 (Prophecies, Visions, Apocalyptic, Divination, Incantations, Lamentations)	<input type="checkbox"/>	19
10	8 Aug (2:30)	Creation	Assignment #2: Creation		
11	8 Aug (3:30)	Theistic Evolution	Walton, "Is Genesis Real History?" article	<input type="checkbox"/>	5
12	8 Aug (4:30)	Movie	"The Six Days of Creation" (movie in class); Purifoy, "The Gnostic World of John Walton" article at isgenesishistory.com	<input type="checkbox"/>	15
13	15 Aug (2:30)	Chronology • Genesis	Merrill, <i>Kingdom of Priests (KOP)</i> , 66-78 in notes, 337-343	<input type="checkbox"/>	14
14	15 Aug (3:30)	• Judges & Kings	Arnold/Beyer, 171-72 (Hebrew Inscriptions)	<input type="checkbox"/>	2
15	15 Aug (4:30)	Peoples Introduction & Sumerians	Merrill, <i>KOP</i> , 25-34 in notes, 344-49 10 pages from Hoerth, 19-41 (Sumerians) in notes, 350-61 or Arnold/Strawn Arnold/Beyer, 71-73 (Tower of Babel), 104-117 (Laws), 150-59 (Lists/Chronicles)	<input type="checkbox"/>	10 10 27
			Quiz #2 by midnight the night before class		
16	22 Aug (2:30)	Phoenicians	10 pages from Hoerth, <i>Peoples of the OT World</i> , 183-206 (Phoenicians) or Arnold/Strawn	<input type="checkbox"/>	10
17	22 Aug (3:30)	Philistines	Turnham, T., "Philistia vs. Israel" in <i>Biblical Illustrator</i> (Fall '94): 3-9 in notes, 245-49	<input type="checkbox"/>	7
18	22 Aug (4:30)	Canaanites & Amorites	10 pages from Hoerth, 157-81 (Canaanites/Amorites) or Arnold/Strawn	<input checked="" type="checkbox"/>	10
19	29 Aug (2:30)	Moabites	10 pages from Hoerth, 317-33 (Moabites) or Arnold/Strawn	<input checked="" type="checkbox"/>	10
20	29 Aug (3:30)	Ammonites	Arnold/Beyer, 50-62 (Baal Cycle) or 10 pp. from Hoerth, 293-315 (Ammonites)	<input type="checkbox"/>	10
21	29 Aug (4:30)	Edomites	10 pages from Hoerth, 335-47 (Edomites) or Arnold/Strawn	<input type="checkbox"/>	10
22	5 Sep (2:30)	Is Genesis History?	No assignments (Movie is 1:44 minutes)		
23	5 Sep (3:30)	Is Genesis History?	No assignments		

24	5 Sep (4:30)	Patterns of Evidence	No assignments	
12 Sep (Th) Mid-Sem. Break No class or assignments				
25	19 Sep (2:30)	Assyrians	Arnold/Beyer, 137-47 (Royal Records) Hunt, H. "Sixth Century Siege Warfare" in <i>Biblical Illustrator</i> (Fall '96): 43-45 in notes, 254-56	<input type="checkbox"/> 10 <input type="checkbox"/> 3
26	19 Sep (3:30)	Egyptians	Arnold/Beyer, 62-66 (Creation), 160-62 (Stela), 192-96 (Love Songs) Quiz #3 by midnight the night before class	<input type="checkbox"/> 12
27	19 Sep (4:30)	Arameans	10 pages from Hoerth, 207-229 or Arnold/Strawn Smith, M.E., "Syria & Israel in the Ninth Century BC" in <i>Biblical Illustrator</i> (Fall '98): 54-57 in notes, 250-53	<input type="checkbox"/> 10 <input type="checkbox"/> 4
28	26 Sep (2:30)	Babylonians	Arnold/Beyer, 155-59 (Chronicles), 168-70 (Ostraca), 197-204 (Hymns/Prayers)	<input type="checkbox"/> 16
29	26 Sep (3:30)	Persians	Arnold/Beyer, 147-49 (Cyrus Cylinder) Hoerth, 107-123 (Persians) in notes, 362-70 or Arnold/Strawn	<input type="checkbox"/> 3 <input type="checkbox"/> 17
30	26 Sep (4:30)	Socio-Economic • Slavery	Quiz #4 by midnight the night before class Gower, Ralph, <i>The New Manners & Customs of Bible Times</i> , 186-201 in notes, 381-388 (Towns & Villages)	<input type="checkbox"/> 8
31	3 Oct (2:30)	Archaeology Dead Sea Scrolls	Course Notes, 413-26	<input type="checkbox"/> 14
32	3 Oct (3:30)	History & Methods	Price, "Archaeology and the Bible" notes, 329-36	<input type="checkbox"/> 8
33	3 Oct (4:30)	Significant Finds	Coogan, Michael D. "10 Great Finds," <i>Biblical Archaeology Review</i> 21 (May/June 1995): 36-47 in notes, 216-27	<input type="checkbox"/> 12
34	10 Oct (2:30)	Family Life • Women	Assignment #3: Women Gower, Ralph, <i>The New Manners & Customs of Bible Times</i> , 57-74 in notes, 371-80	<input type="checkbox"/> 17
35	10 Oct (3:30)	• Rural Life	Gower, 234-49 in notes, 389-397 (Journeys & Travel, Hospitality) Gower, 76-85 in notes, 398-402	<input type="checkbox"/> 9 <input type="checkbox"/> 10
36	10 Oct (4:30)	• Education	Project Due	
37	17 Oct (2:30)	Religions Sacrifices	Matthews, V. H., <i>Manners and Customs in the Bible</i> , 75-84 in notes, 297-302	<input type="checkbox"/> 10
38	17 Oct (3:30)	Pagan Religions	Gower, 331-37 in notes, 257-60 Arnold/Beyer, 118-33 (Cultic Texts), 175-91 (Wisdom Lit.)	<input type="checkbox"/> 7 <input type="checkbox"/> 32
39	17 Oct (4:30)	Judaism • Monotheism	Youngblood, <i>The Heart of the OT</i> , 7-15 in notes, 281-85	<input type="checkbox"/> 8
Quiz #5 by midnight the night before class				
40	24 Oct (2:30)	• Salvation	John S. Feinberg, "Salvation in the OT," in <i>Tradition & Testament</i> , eds. John & Paul Feinberg (Chicago: Moody, 1981): 39-77 in notes, 427-46	<input type="checkbox"/> 38
41	24 Oct (3:30)	• Feasts	Gower, 354-73 in notes, 403-12 Thompson, J. A. <i>Handbook of Life in Bible Times</i> , 125-45 in notes, 286-96	<input type="checkbox"/> 20 <input type="checkbox"/> 21
42	24 Oct (4:30)	• Priests & Temple (reading <i>not</i> in notes)	Backhouse, Robert. <i>The Kregel Bible Guide to the Temple</i> , 1-32 (on reserve in the SBC library)	<input type="checkbox"/> 32
Quiz #6 by midnight the night before class				
31 Oct Study Week No class or assignments				
–	4-7 Nov M-Th at midnight	Online Final Exam	Study the pages on the Final Exam Study Guide (p. 447), pray, then take the final online	

H. Grading

1. 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 (not 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)

2. 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 the Title Page and Table of Contents) and at the bottom center from the first page to the end.

3. Body & Style

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

4. Abbreviations

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

5. Quotations

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

Research Paper Checklist (2 of 2)

6. Punctuation

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

7. Footnotes

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

8. Bibliography

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

9. Common Grammatical and Spelling Mistakes

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

19th edition (19 June 2018)

3. Course Evaluation Form for Your Class to Evaluate You on Your Last Day of Teaching

SINGAPORE BIBLE COLLEGE**COURSE EVALUATION OF STUDENT TEACHER**

NAME OF COURSE: ...OT Foundations ... NAME (Optional):

TEACHER: DATE:

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

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

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

GENERAL COMMENTS:

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

2. In what ways did this course help you better serve Christ?

3. How can this course be improved for future students?

4. Further comments

4. Teaching Report Grade Sheet

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

	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, length, pages numbered)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Submitted in printed form (not emailed to professor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling and typos fixed, punctuation good, 12 pt. font	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar (agreement of subject/verb and tenses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Footnotes (not endnotes, if used; biblio. of resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranged logically (not a collection of thoughts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Summary</u>					
Number of ticks per column	_____	_____	_____	_____	_____
Multiplied by point values of the column	x 1	x 2	x 3	x 4	x 5
Equals the total point value for each column	_____	_____	_____	_____	_____
Net points _____ minus 3 points per day late (_____ points) for Teaching Report grade: _____%					

Comments:

5. PowerPoint Translation Grade Sheet

Student _____ Mailbox _____ Date _____

Bible Book or Presentation Translated _____ Language _____

	1	2	3	4	5
	Poor	Minimal	Average	Good	Excellent

TranslationOverall 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

FontsNotes 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:

6. 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

TranslationOverall 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 & FormattingSlide 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 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:

7. PowerPoint Presentation Grade Sheet

Student _____ Topic _____ Presentation Grade _____ Box _____

The Introduction, Body, Conclusion, and Miscellaneous concern the presentation *content* (70% of the grade). The *form* grade (the other 30%) concerns how you present your material.

	1 Poor	2 Minimal	3 Average	4 Good	5 Excellent
<u>Introduction</u>					
Attention (focuses listener's need on the theme)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedure for addressing the book introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Body</u>					
Look (charts, other helpful info.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual work (not excessive quotations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key passages shown with insightful comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Texts (fair to views, own view supported)	<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"/>
Application (exhorts life change)	<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 presentation)					
Depth (leaves any questions unanswered?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interesting in voice, illustrations, presence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theological content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handouts given with attractive layout/script	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Form</u>					
Format (slides attractive, clear, readable font size)	<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"/>
Arranged logically (not a collection of slides)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Length (30-40 minutes w/o unnecessary info.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CD & MS Word File Submitted	<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:

My Biographical Sketch



The Griffith Family

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

Background

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

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

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

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

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

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

Ministry

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

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

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

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

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

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

Field

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

Passion

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

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

However, recent trends include the following:

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