**Title: Subtitle**

***Singapore Bible College***

Rick Griffith, ThM, PhD

**First Edition**

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# Introduction

## Syllabus

### Course Description

Text

This course will follow a blended learning approach with two 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 two websites:

#### All course PowerPoint and notes can be downloaded free at the course link at [http://www.biblestudydownloads.com](http://web.me.com/singaporerick). This website also has the entire course in Chinese at Chinese > link.

#### Online quizzes are at <https://www.sbc.edu.sg/moodle/login/index.php>. If this SBC moodle site says cookies are not enabled, then enable your cookies under “Options.” If it still does not work, try <https://www.sbc.edu.sg/moodle>. Online discussions are optional.

To get into the SBC website, log on with your normal SBC username and password (or the password sent to you by SBC IT), and then click on the CCTE course name. Read announcements that I have posted, and then take your quiz for that week. For tech issues (e.g., getting online), contact Joshua Tew in the IT department at [joshua@sbc.edu.sg](mailto:joshuadaniel@sbc.edu.sg) (ext. 1509 or HP 91376504). He 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 as we have had much better experience with it than Norton.”

### Course Objectives

By the end of the course the student should be able to …

#### Articulate the biblical nature of

#### Explain from Scripture

#### Implement the most important

#### Discern the NT pattern for \_\_\_\_\_\_\_ in order to evaluate the student’s own leadership style and the offices in his assembly.

#### Defend what the student considers the most biblical view on \_\_\_\_\_\_\_ after studying various alternate views.

#### Implement his own biblically-based philosophy of ministry that shows

### Course Requirements (and Percentage of Course Grade)

#### Readings (50%) of the next week’s class notes will be assigned for each session. Please stay up on your readings. On each online quiz, you will report if you did your reading since the last quiz. This includes the reading for the day of the quiz. Students taking this course for credit must buy these two volumes of class notes or else download them in pdf format from the course website:

##### Volume 1 of the class notes for term 1 ($20.00)

##### Volume 2 of the class notes for term 2 ($20.00)

#### Quizzes (50%) must be taken by midnight the night 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). There are no makeup quizzes. I will put the quizzes on the Moodle site (see page 1) one week before they are due. Each quiz can be taken throughout the week prior to the due date but will expire at midnight the night before class. 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, 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 the quiz with other students as they may not have taken it yet.

#### There will be no midterm exam, no final exam, and no papers. Praise the Lord!

#### Students who hate to take quizzes and/or memorize readings but can translate into another language can substitute translating 50-70 PPT slides for the online quizzes. After getting approval from Dr. Rick on the file to translate, download your English file from http://www.biblestudydownloads.com. After the course I will upload the newly translated presentations for all to use. You will be graded based on the PowerPoint Translation Grade Sheet (p. 8) or TBB Script Translation Grade Sheet (p. 9). The files to translate come from either of two sources:

##### Translate 1-2 PPT presentations of the course teaching into your native tongue. After I edit your work, I will upload it under its language tab at <http://www.biblestudydownloads.com> for others in your language group to download. This site has teaching in 40 languages—including all the PPT for this and my other courses. Another option is to adapt the course PPT for a certain age group (e.g., primary 3-4 or youth), including a brief syllabus of how this could be taught.

##### Translate one “The Bible…Basically” presentation or script. This 10-hour seminar by Dr. John Fryman brings listeners through the entire Bible six times in 945 PPT slides. We need help in Arabic, Bisaya, Burmese, Chiru, Dutch, French, Hindi, Japanese, Kachin, Khmer, Kiswahili, Malayalam, Mao, Mizo, Nepali, Sinhala, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vaiphei, and Vietnamese. Presentations already translated are also at <http://www.biblestudydownloads.com>. Download the previous presentations before yours under your language group to make sure you are translating concepts consistently. New languages are especially welcome.

### Course Grading

As students take this course at 2 different levels, the grading requirements vary accordingly:

|  |  |  |
| --- | --- | --- |
|  | Certificate (Eve. Sch.) | Audit (Eve. Sch.) |
| Readings | 50% | – |
| Quizzes | 50% | – |
| Project | – | – |
| Midterm Exam | – | – |
| Final Exam | – | – |
| Total | 100% | No grade or credit |
| Attendance | 70+% (5 sessions) | No Minimum |

### Course Bibliography

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

† Books with a cross as well include required readings.

†Arnold, Bill T. and Beyer, Bryan E. *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.

*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, excellent book outlines, maps, charts, cross references, book introductions, evangelical, gives special attention to difficult texts (in contrast to many single volume commentaries which 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 Seminary, making it theologically consistent). This set is also available in Chinese, French, German, Hungarian, Italian, Korean, Russian, and Spanish with portions in Hindi, Thai, and Sinhalese.

Mortenson, Terry, and Thane H. Ury, eds. *Coming to Grips with Genesis: Biblical Authority and the Age of the Earth.* Green Forest, Ariz.: Master Books, 2008. 486 pp. US$16.99. ISBN 13: 978-0-89051-548-8 and ISBN 10: 0-89051-548-4.

Fourteen fresh, original, biblical chapters by respected scholars who take a plain reading of Genesis, with a detailed analysis of Genesis 1, a defense of Genesis 5 and 11 as strict genealogies, reasons for rejecting millions of years of death and natural evil prior to Adam, and Christ’s support of a young earth. Mortenson debates and presents for Answers in Genesis while Ury teaches theology at the United Wesleyan Graduate Institute, Hong Kong.

### Other Matters

#### Contacting Me: You can contact me at SBC by box L19 or by phone (6559-1513). Also, my home is at Block 2-302 on the SBC campus, mobile is 9113-7090, and email is griffith@sbc.edu.sg. My office hours when I can talk are typically Tuesday, Thursday and Friday afternoons. Let’s have lunch too!

#### Copying Class Notes: 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. Digital copies in both pdf and Microsoft Word can be downloaded for free at www.biblestudydownloads.com.

### Schedule (Reading Report)

Quizzes cover only the reading underlined below for that week (generally 10 questions each worth 5 points). The first quiz question will ask if you completed the reading for that week for 50 points so that each quiz has a possible 100 points.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Date (All Thursdays)** | **Class Session** | **Class Notes to Read & Quiz Pages Underlined** | **Book for Quiz**  **and Quiz #** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 |  |  |  |  | = 0 | No readings or assignments |
| 2 |  |  | 50 |  | 21 |  |
|  |  |  | 40 |  | 10 | Exodus: Quiz 1 |
|  |  |  | 27 |  | 8= 39 |  |
| 3 |  |  | 36 |  | 13 | Numbers: Quiz 2 |
|  |  |  | 34 |  | 15 |  |
|  |  |  | 24 |  | 14= 42 |  |
| 4 |  |  | 21 |  | 13 | Judges: Quiz 3 |
|  |  |  | 4 |  | 8 |  |
|  |  |  | 31 |  | 15 |  |
|  |  |  | 24 29 |  | 10= 46 |  |
| 5 |  |  | 22 |  | 19 | 1 Kings: Quiz 4 |
|  |  |  | 25 36 |  | 9= 28 |  |
| - | 19 Feb | Chinese New Year |  | No Class |  | No Assignments |
| 6 |  |  | 13 |  | 11 | Ezra: Quiz 5 |
|  |  |  | 10 |  | 5 |  |
|  |  |  | 13 |  | 7= 23 |  |
| - | 5-19 Mar | 3-week Break |  | No Class |  | No Assignments |
| 7 |  |  | 42 |  | 15 | No quiz or assign. |
|  |  |  | 150 |  | 14 |  |
|  |  |  | 8 |  | 8= 0 |  |
| 8 |  |  | 31 |  | 10 | Proverbs: Quiz 6 |
|  |  |  | 12 |  | 22 |  |
|  |  |  | 1 |  | 5= 37 |  |
| 9 |  |  | 4 |  | 7 |  |
|  |  |  | 9 |  | 8 |  |
|  |  |  | 14 |  | 8 |  |
|  |  |  | 7 |  | 6=29 | Micah: Quiz 7 |
| 10 |  |  | 66 |  | 10 | Isaiah: Quiz 8 |
|  |  |  | 3 |  | 6 |  |
|  |  |  | 3 |  | 7=23 |  |
| 11 |  |  | 3 |  | 6 | Zephaniah: Quiz 9 |
|  |  |  | 3 |  | 8 |  |
|  |  |  | 52 |  | 12 |  |
|  |  |  | 12 |  | 14 |  |
|  |  |  | 5 |  | 7= 47 |  |
| 12 |  |  | 48 |  | 20 | 64 |
|  |  |  | 14 |  | 8 | Zechariah: Quiz 10 |
|  |  |  | 2 |  | 9 |  |
|  |  |  | 4 |  | 4= 41 |  |

**Course Load (2 hours/week for six weeks)**

Readings/Quiz Study (30 pp. x 4 min./page = 2 hrs./wk.) 12 hours

Assignments 0 hours

Group Projects 0 hours

Final Exam 0 hours

Total (28 sessions x 1.5 hours/each) 12 hours

## Grade Sheets

**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,* 8th ed. (Chicago: Univ. of Chicago Press, 2013). Follow also the *SBC Writing Standards 2014-ed. 12* and the checklist on the next two pages.

1 2 3 4 5

Poor Minimal Average Good Excellent

***Introduction***

**Purpose** (the paper addresses what issue?)

**Scope** of the issue defined/narrowed down

**Procedure** for addressing the issue introduced

***Body***

**Wide research** (other views included, good sources)

**Individual work** (<20% quotes; careful citation)

**Key Bible texts** noted and addressed adequately

**Development** (proves points, not just lists verses)

**Interpretation** of passages accurate (exegesis)

***Conclusion***

**Solution** given to issue raised in introduction

**Main points** reviewed and/or restated

**Length** (1/2 to 1 page, no unnecessary info.)

***Miscellaneous***

(These can be addressed anywhere in the paper)

**Application** (shows why the topic is important)

**Depth** (leaves any questions unanswered?)

**Internet** not used for more than 20% of sources

***Form***

**Format** (Contents & title page, length, pages numbered)

**Spelling** and typographical errors, punctuation

**Grammar** (agreement of subject/verb and tenses)

**Footnotes** (*not* end notes; proper form; biblio. incl.)

**Arranged** **logically** (not a collection of thoughts)

**Sections** agree with Contents page; no orphan headings

***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**: 15th edition (21 Nov 2014)

**Research Paper Checklist**

1st ed. 24 April 95; 2d ed. 5 June 1996 3d ed. 21 June 1997

\* Asterisks show the most common mistakes SBC students make on research papers. Give special attention to these areas!

14th edition (17 Dec 2014)

**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,* 8th ed. rev. by John Grossman and Alice Bennett (Chicago & London: Univ. of Chicago Press, 1937, 1955, 1967, 1973, 1987, 1996, 2007, 2013). 466 pp.

1.2 Areas not answered by Turabian are addressed in the SBC Writing Standards (2014 edition).

1.3 Other issues are found in *The Chicago Manual of Style,* 16th ed. (Chicago: Editorial Benei Noaj, 2010) and *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies,* ed. Patrick H. Alexander *et al.* (Peabody, MA: Hendrickson, 1999).

**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 italicised*** 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.

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.) apprear 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.

**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) and new page number. For example: Gower, 166.

7.3 If the next citation has the same book and same page number, then type “Ibid.” (This is the Latin abbreviation for “in the same place.”) However, if a different page number is referred to, then “Ibid.” should be followed by a period and comma. For example: Ibid., 64.

7.4 If the next citation is by the same author but a different work, type “Idem” (Latin abbreviation for “by the same author”) and a comma before the new book. For example: Idem, *Marriage and Family,* 221.

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. 13th edition (8 July 2014)

**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 CDor Memory 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 5 May 2014

**“The Bible…Basically” Script Translation Grade Sheet**

Student Mailbox Date

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 & Formatting***

**Slide Advance Hashes** retained

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

**Format** of headings and margins same as English

**Widow headings** avoided

***Misc***

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

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

**Easy transfer** by CDor Memory Key or Email

**Sent as one Word file** (not separate ones 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 5 May 2014

SINGAPORE BIBLE COLLEGE

“WORLD OF THE NT” 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:**

17 Dec. 2014

**Teaching Report Grade Sheet**

Student Mailbox Date

Presentation Taught Language

For students teaching either the NT Survey or “The Bible…Basically” seminar, 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

***Introduction***

**Class** (whom did you teach and in what language?)

**Scope** (what did you teach in each session?)

**Procedure** (how did you conduct the sessions?)

***Body***

**Specifics** given rather than general observations

**Challenges** faced in teaching addressed adequately

**Improvements** suggested in content

***Application***

**Action Points** given to improve next time teaching

**Personal** and transparent (self critical is good)

***Conclusion***

**Main points or lessons** reviewed and/or restated

**Length** (2-4 single-spaced pp., w/o unnecessary info.)

***Miscellaneous***

**Handouts** (student’s own material included)

**Creativity** (pictures of class, video clips, quizzes)

**Course Evaluations** included & responses totaled

***Form***

**Format** (typed, title page, length, pages numbered)

**Submitted** in printed form (not emailed to professor)

**Spelling** and typos fixed, punctuation good, 12 pt. font

**Grammar** (agreement of subject/verb and tenses)

**Footnotes** (not endnotes, if used; biblio. of resources)

**Arranged** **logically** (not a collection of thoughts)

***Summary***

Number of ticks per column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Multiplied by point values of the column **x 1 x 2 x 3 x 4 x 5**

Equals the total point value for each column \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

Net points \_\_\_\_\_\_ minus 3 points per day late (\_\_\_\_ points) for Teaching Report grade: %

**Comments:** Revised 3 July 2012

## Author’s Biographical Data

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**Rick & Susan Griffith**

**Kurt & Cara (28), John (22) & Stephen (25)**

**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 acquiring a taste for teaching 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.

The Griffith family now includes three sons: Kurt is an IT guy in Chicago (28 yrs.), Stephen is a pilot in Seattle (25 yrs.), and John a graphic design student at Biola in the LA area (22 yrs.). Kurt married Cara in September 2014. Rick and Susan’s home church is the First Baptist Church of Yucaipa, California.

**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 full-time students from 24 countries and 25 denominations, as well as many professionals in the certificate-level Centre for Continuing Theological Education (CCTE). During his first term he taught a variety of courses: Old Testament Survey, New Testament Survey, New Testament Backgrounds, Eschatology (the study of future things), Evangelism, Pastoral Epistles, Psalms, Homiletics (preaching), Hebrew Exegesis, and four Old Testament exposition courses. For many 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, World of the OT & NT, and OT & NT Survey. He has also written three Advanced Studies in the Old and New Testament courses at the 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 430 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 52 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 the Griffiths also helped begin Crossroads International Church, Singapore. Here “Dr. Rick” is “Pastor Rick” in his role as pastor-teacher and elder. The church meets at 4 PM on Sundays at the Upper Room of the Metropolitan YMCA at 60 Stevens Road. See cicfamily.com for details.

In 2009 Dr. Griffith began the [biblestudydownloads.com](http://biblestudydownloads.com/Site/Homepage.html) website that offers his courses for free download. This includes 5000 pages of course notes in Word and pdf formats, about 400 PowerPoint presentations in English, and hundreds of translations of these by his students into 40 languages. Current languages include Ao, Arabic, Bangla, Bisaya, Burmese, Chin, Chiru, Chinese, Dutch, English, French, German, Hindi, Indonesian, Japanese, Kachin, Khmer, Kiswahili, Korean, Lotha, Malay, Malayalam, Mao, Mizo, Mongolian, Nepali, Nias, Paite, Rongmei, Russian, Sinhala, Spanish, Sumi, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vaiphei, and Vietnamese.

**Field**

Singapore Bible College is strategically located at the “ministry hub” of Southeast Asia, the Republic of Singapore. A small island of only 14 by 26 miles, Singapore is a city-nation located on the tip of the Malayan Peninsula in 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. This beautiful island nation, with dynamic growth in churches and missionary force, has been called the “Antioch of Asia.” 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. The servant of God’s role is clearly given in the following verses:

* Teaching obedience to Christ’s teaching is key to our commission to make disciples (Matt. 28:20)
* The priority of the apostles was teaching and prayer (Acts 6:1-16)
* Paul’s legacy to Timothy focused on exposition: “Preach the Word” (2 Tim. 4:2-3)

However, recent trends include the following:

* Church people are biblically illiterate—Amos lamented that his day of prosperity had a “famine for hearing the words of the Lord” (Amos 8:11)
* Pastors are doing too many things so they have too little time to feed the flock
* Preachers give empty and simplistic sermons
* Attempting to be “relevant,” pastors preach what people want to hear—not what they need

# Section 2

## Issue

### Text