



BIOLA
UNIVERSITY

NEW TESTAMENT SURVEY THE EPISTLES AND REVELATION

CSAP 522 & CSSR 520 (3 Units) • Course Outline • Spring 2017
Coordinating Professor: Kevin Lewis • ITS Lecturing Professor: Craig Blomberg

NOTE: THIS COURSE OUTLINE SUPERSEDES ANY INSTRUCTIONS YOU HAVE RECEIVED FROM THE INSTITUTE OF THEOLOGICAL STUDIES (ITS). READ THIS FIRST BEFORE READING THE ITS MATERIALS.

I. PROFESSOR & CLASS INFORMATION

Professor: Kevin Lewis

| | | |
|------------------------|---|--|
| <u>Course Title:</u> | NT Survey: Epistles & Revelation | |
| <u>Course Code:</u> | CSAP 522 & CSSR 520 | <u>Credit Hours/Units:</u> 3 Units |
| <u>Term:</u> | Spring 2017 | <u>Class Days & Time:</u> Modular |
| <u>Location:</u> | Modular | <u>Dept. Secretary:</u> Laura Walton (562) 906-4570 |
| <u>Office Phone:</u> | 562-903-6000 X5506 | <u>Secretary Email:</u> laura.walton@biola.edu |
| <u>Office Hours:</u> | By Appointment | <u>Office Location:</u> Biola Professional Building |
| <u>E-Mail:</u> | kevin.lewis@biola.edu | <u>Office Mailing Address:</u> Biola University, Christian Apologetics Program, |
| <u>Course Website:</u> | www.theolaw.org | 13800 Biola Avenue, La Mirada, CA 90639 |
| <u>Dept. Website:</u> | http://biola.edu/apologetics | <u>ITL Website:</u> www.itlnet.org |
| <u>School Website:</u> | www.biola.edu | |

II. COURSE EXPECTATIONS

This is a required, one semester, core biblical studies course taught entirely in a distance learning format. Students must carefully read the course outline, listen to CD based lectures, complete the assigned readings, complete two sets of study questions, and complete a midterm and final exam. There are no online Canvas discussions and no summer residency lectures for this course. *(3 units)*

III. DISABILITY SERVICES

Disability Services exist to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from on campus.

IV. NON-DISCRIMINATION POLICY

As Christian scholars, we are keenly aware of the power of language, and believe in treating others with dignity. As such, it is important that our language be equitable and prejudice free. Good writing and speech do not make unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, sex, or sexual orientation. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the Biola community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of invitation.

Avoid the use of stereotypes or terminology that demeans persons or groups based on age, disability, ethnicity, gender, race, language or national origin. Avoid drawing attention to irrelevant identifiers of race or gender. Avoid gender-specific language when referencing people in general. Avoid terms that assume the universality of human experience, and in particular presume the normativity of the socially dominant group. (Biola Policy Statement)

V. BIOLA UNIVERSITY MISSION STATEMENT

TRUTH~TRANSFORMATION~TESTIMONY

The mission of Biola University is biblically-centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

VI. COURSE DESCRIPTION & TOPICS

CSAP 522 & CSSR 520 – New Testament Survey – Epistles & Revelation:

This course will survey the New Testament Epistles and the Apocalypse using the English text of the Bible. Of concern will be both the introductory issues as well as the basic content of the books. *Required of M.A. students.* (This course is offered every school year.)

Topics: The New Testament Survey of the Apologetics program surveys the vital topic related to understanding and explaining the meaning of the New Testament.

VII. COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES

CSAP 522 & CSSR 520 – New Testament Survey – Epistles & Revelation:

This master's-level course is a core course required of M.A. Apologetics and M.A. Science & Religion students. It is offered every semester. Successful completion of this course will prepare students to demonstrate proficiency toward the accomplishment of relevant Program Learning Outcomes listed in the next section.

Apologetics Program Learning Outcomes

1. To Build an intellectual framework, to demonstrate students' understanding of the faith; and to formulate responses to future challenges
2. Display and practice Christ-like character, so as to present and defend the gospel in a winsome manner and gracious spirit
3. Argue effectively to correct misconceptions about historic Christianity; to answer the perennial problems that are offered to discredit Christianity intellectually; and make the case proactively that it is reasonable to put one's faith in Christ

VIII. COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

By completion of this course including the assigned readings with assigned student responses and the examinations, students will accomplish the following objectives and the following learning outcomes will be assessed and demonstrated:

IDEA Objective #1: Gaining factual knowledge of the assigned Books of the New Testament (*Essential* emphasis).

STUDENT LEARNING OUTCOMES (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #1 by being able to):

1. **Identify, define** and **investigate** essential terminology and ideas in the assigned New Testament Books. (This is fulfilled by the lectures, written reports, and exams.).
2. **Investigate** some selected topics in the Book of Revelation (Fulfilled by the Metzger reading and exam.).

IDEA Objective #2: Learning the essential ideas of the assigned New Testament Books. (*Essential* emphasis).

STUDENT LEARNING OUTCOMES (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #2 by being able to):

1. **Explain** briefly the essential ideas of the assigned New Testament Books. (This is fulfilled by the lectures, written reports, and exams.).

IDEA Objective #4: Developing skills in communicating the essential ideas of the assigned New Testament Books. (*Important* emphasis).

STUDENT LEARNING OUTCOMES (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #4 by being able to):

1. **Produce** appropriate responses in their written lecture reports and exams.
2. **Develop** in written form an inventory of the student's own ability to argue for these ideas by means of their written lecture reports and exams.

IX. ACADEMIC HONESTY

Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the undergraduate/graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

<http://studentlife.biola.edu/handbook/policies-procedure/academic-integrity/>

<http://plagiarism.org/plagiarism-101/overview/>

X. REQUIRED TEXTBOOKS

1. *The New Testament* (in a modern version); e.g., NRSV, NASB, NIV, or NCV.
2. Carson, D. A.; Moo, Douglas, J.; Morris, Leon. *An Introduction to the New Testament*. Grand Rapids: Zondervan, revised edition, 2005.
3. Longenecker, Richard N. *The Ministry and Message of Paul*. Grand Rapids: Zondervan, 1971.
4. Metzger, Bruce M. *Breaking the Code: Understanding the Book of Revelation*. Nashville: Abingdon, 2006.

XI. LEARNING TASKS (ASSIGNMENTS)

A. COURSE OUTLINE

1. The student *must* carefully read the entire course outline prior to the commencement of the course.
2. **Potential Conflicts with the ITS COURSE OUTLINE¹ (Read Carefully Here!)**
 - a. If you discover any information in the ITS course instructions (e.g., information sent with your ITS CDs or Exams) that conflicts with the course instructions in *this* CSAP 522 Course Outline (i.e., the document you are currently reading), follow the instructions in *this* CSAP 522 Epistles Course Outline.
 - b. **ASSIGNMENTS:** Note that students are only required to complete the assignments for the ITS course that are listed in this (i.e. the one you are currently reading) course outline. Do not complete any of the extra assignments listed in the ITS course outline. The student is only required to submit two exams, two sets of written course notes, and a reading report for this course.

B. CONFIRMATION EMAIL

1. After reading the course outline, the student must send a confirmation email to the professor at kevin.lewis@biola.edu indicating the student has read the entire course outline.
2. SUBJECT LINE: The “Subject” line of this email *must* read (exactly) **“SPR17 Epistles Confirmation Email.”**
 - a. Please do not include the quotation marks in your subject line. The quotation marks are given in the example above to indicate the exact words the student must use for the Subject Line of the email.
 - b. Moreover, please use spaces between words, rather than hyphens, dashes, or underlining, when writing your Subject Lines and File Names.
 - c. Please follow the guidelines for emails and naming files (see below) as it helps me organize the large number of student emails and files I receive each semester.
3. If the student has a question about the requirements for this course, the student should ask for clarification of any part of the course outline in the confirmation email.
4. ***Email Etiquette***
 - a. Please treat your course emails as formal communications. Use complete sentences. Do not use a “texting” style for your messages.
 - b. Be certain to include your full name, course name, and the semester in which you are enrolled (e.g. Spring 2017) in each email you send.
5. **DUE DATE: The due date for the Confirmation Email is February 6, 2017.**

¹ Note that a Course Outline, which defines the content, criteria, and assignments for a course, is commonly designated as a “syllabus.” The ITS Course Outline included in your ITS materials you received is also designated as a “syllabus.”

6. Email

As I may send notifications to the entire class during the semester, the student must regularly check his or her Biola email address.

C. CANVAS

The canvas online system will not be used for this class since there are no online discussions required for the course.

D. READING

1. New Testament

To accompany each recorded lecture, read the corresponding portion of the New Testament covered in that lecture, along with the introductory material for each New Testament book in the appropriate chapters of *Carson, Moo, and Morris*, or the equivalent.

2. Textbooks

- a. Read the entire Longenecker text in preparation for the midterm exam.
- b. Read the entire Metzger text in preparation for the final exam.

3. READING REPORT

- a. After completing the assigned textbook readings, the student must send an email to the professor at kevin.lewis@biola.edu reporting the total percentage of reading completed for all the assigned textbook readings.
- b. The “Subject” line of this email *must* read (exactly) “SPR17 Epistles Reading Report.”
 - (1) Please do not include the quotation marks in your subject line. The quotation marks are given in the example to indicate the exact words the student must use for the Subject Line of the email.
 - (2) Moreover, please use spaces between words, rather than hyphens, dashes, or underlining, when writing your Subject Lines and File Names.
 - (3) Please follow the guidelines for emails and naming files (see below) as it helps me organize the large number of student emails and files I receive each semester.
- c. **DUE DATE: The due date for the Reading Report email is May 15, 2017.**

E. LECTURE CDS & STUDY GUIDE QUESTIONS

1. Basic Procedure

- a. The student should begin each lesson with prayer, committing yourself to being open to the work of the Holy Spirit in your life during the course. Remember that all your Bible study is meant to change your life! Ask the Lord for insight into how the message of the Bible should impact your life, your relationships, and your ministry.

- b. Answer the **Post-CD (i.e. “Lecture”) Questions** immediately after completing the recorded lecture. The questions will serve as a review of the major points in each lecture and will direct you toward personal application of these points.

2. Written Assignments for Audio CDs & Post-CD Study Guide Questions

- a. **Post-CD Study Guide Questions:** The Study Guide Questions are located in the ITS EXPANDED STUDY GUIDE beginning on page 195.
- b. **General Written Guidelines for Post CD Questions [READ CAREFULLY HERE]**
- (1) The student must submit papers in the format specified in *this* course outline.
 - (2) *Word Count:* The word count for each set of questions is 500 words (+ or – 50) for each lecture. For example, for Lecture Number One, you should answer all of the questions in 500 words.
 - (3) Do not include the headers, footnotes, and student information in the reported word count. Your answer should be 500 words.
 - (4) The written responses must be typed, double-spaced with one-inch margins, using a 12 point font. No hand-written summaries will be accepted.
 - (5) At the top of the page, type the title of the assignment, your name, student number, and course information (e.g., CSAP 522-Epistles, *et al.*). See the example outline, *infra*, for further clarification on formatting.
- c. **Submitting One File for Each Set of Midterm & Final Lecture Responses**
- (1) When submitting your post CD study questions, do not submit each set of lecture responses as individual files. For example, do not send 12 separate files for lectures 1-12.
 - (2) ***Midterm & Final Questions:* Submit all lecture responses assigned for the Midterm, that is, Lectures 1-12, in a single Microsoft Word document. As well, submit all lecture responses assigned for the Final, that is, Lectures 13-14, 16-24, in a single Microsoft Word document.**
 - (3) ***Top of Page:* Note that while you will have a single document with multiple lecture responses included, be certain to begin each new Lecture Response at the top of a new page and include all of the required information for that lecture (e.g., Word Count).**

3. DUE DATES FOR POST CD LECTURES

- a. ***Midterm Lectures (1-12):***
DUE DATE – March 20, 2017
- b. ***Final Lectures (13-14, Skip #15, 16-24):***
DUE DATE – May 8, 2017

F. EXAMINATIONS

1. Lecture Materials for the Exams

The midterm and final exams are based on a sequence of lectures that cover the following material:

- a. *Midterm Exam*: Galatians, 1-2 Thessalonians, 1-2 Corinthians, Romans, Philemon, Colossians and Ephesians, and the lecture on gender roles in Paul (Note: the student is not required to complete the study questions for the gender roles in Paul; this topic is only a potential exam question.).
- b. *Final Exam*: Philippians, the Pastoral Epistles, James, Hebrews, 1 Peter, Jude and 2 Peter, 1, 2, 3 John and Revelation.
- c. *CD Sequence*: This sequence of the exam material is identical to the sequence of the material in the CDs with the exception that the lecture on gender roles in Paul appears later in the CD sequence than that listed above for the midterm and final.

2. Format of the Midterm and Final Exams

The exams will test: (1) material from the lectures by a variety of objective questions and (2) readings from Longenecker and Metzger will be tested by a selection of essay questions (see below for the list of possible questions).

a. *Midterm Exam*

- (1) The midterm will contain 15 T/F questions, 35 multiple choice questions, and 20 fill in the blank items based on the details of the lectures. All are worth one point.
- (2) In addition, five 2 point questions test the application of various books and themes.
- (3) Two 10 point essay questions will be selected from a list of four possible questions listed below.

b. *Final Exam*

- (1) The final contains the same format, covering only material not tested on the midterm.
- (2) It also contains fifteen 2 point questions asking the student to identify the correct book and chapter in which certain key topics and themes occur.
- (3) A list of possible questions is supplied below.

3. Examination Due Dates

The midterm and final examinations will be emailed to you during the semester.

a. *Midterm Examination:*

DUE DATE – March 20, 2017

b. *Final Examination:*

DUE DATE – May 8, 2017

4. Guidelines for Exams

a. *Typed Responses for Exams*

- (1) All written portions of the exams *must* be typed.
- (2) No handwritten essays will be accepted.

b. *Open Book & Note Exams [READ CAREFULLY HERE]*

- (1) Contrary to the ITS guidelines, both exams are open book, open note, and there is no time limit for the exam.
- (2) **Note, however, that as an open book, open note, and unlimited time exam, students must be thorough and detailed in their answers for all written portions of the exam. Your work should be excellent given the nature of the exam.**
- (3) Students may *not* consult with anyone regarding the test answers. The student must take the test without discussing the test questions with anyone.
- (4) The student may use any books, notes or Bibles for the exam.

5. Completion Time for Exams

- a. **You may take as much time as you desire to complete each exam. There is no time limit.**
- b. However, your exam must be emailed by the due date.

6. Receiving Exams & Submitting Exams

- a. The Department Secretary will email the exams to the student during the course of the semester.
- b. Students must delete the original copy of the exam (i.e., the one sent by the department secretary) after the test answers have been graded and returned to the student.
- c. The student must not make a copy of the original exam.

G. SUBMITTING ASSIGNMENTS READ CAREFULLY HERE

1. *Required Information*

Students must have their student name, student number, course name, semester, title of the assignment, and any other required information on each submitted assignment.

2. *Email Etiquette*

- a. Please treat your emails as formal communications. Use complete sentences. Do not use a “texting” style for your messages.
- b. Be certain to include your full name, course name, and the semester in which you are enrolled (e.g. Spring 2017) in each email you send.

3. *Emailing Assignments*

- a. For all assignments, please email them as attachments—on or before the due date—to my Biola faculty email address at kevin.lewis@biola.edu.

4. **Required Labeling of Student Assignments [READ CAREFULLY HERE]**

- a. Each assignment you send as a MS Word document must be properly labeled.
- b. The file name shall contain the following information:

- (1) Semester
- (2) Course Name
- (3) Assignment Name
- (4) Full Student Name (last name first)

c. *Midterm Assignments File Names*

- (1) Study Questions: “SPR17 Epistles Study Questions 1 Last Name First Name”
- (2) Midterm Exam: “SPR17 Epistles Exam 1 Last Name First Name”
- (3) Example: SPR17 Epistles Exam 1 Lewis Kevin

d. *Final Assignments File Names*

- (1) Study Questions: “SPR17 Epistles Study Questions 2 Last Name First Name”
- (2) Final Exam: “SPR17 Epistles Exam 2 Last Name First Name”
- (3) Example: SPR17 Epistles Exam 2 Lewis Kevin

e. *Email Subject Line for Emailing Assignments*

- (1) *Midterm Assignments Subject Line*

(a) **NOTE: Send all assignments (i.e., Study Questions & Exam) attached in one email.**

- (b) The “Subject” line of this email *must* read (exactly):
- i. Subject: “SPR17 Epistles Midterm Assignments Last Name First Name”
 - ii. Example: SPR17 Epistles Midterm Assignments Lewis Kevin

(2) *Final Assignments Subject Line*

(a) **NOTE: Send all assignments (i.e., Study Questions & Exam) attached in one email.**

- (b) The “Subject” line of this email *must* read (exactly):
- i. Subject: “SPR17 Epistles Final Assignments Last Name First Name”
 - ii. Example: SPR17 Epistles Final Assignments Lewis Kevin

f. *Naming Clarification*

- (1) Please do not include the quotation marks in your subject line or file names. The quotation marks are given in the example to indicate the exact words the student must use for the Subject Line of the email and the File Names.
- (2) Moreover, please use spaces between words, rather than hyphens, dashes, or underlining, when writing your Subject Lines and File Names.
- (3) Please follow the guidelines for emails and naming files as it helps me organize the large number of student emails and files I receive each semester.

XII. IMPORTANT DUE DATES

| Date | Events & Assignments Due |
|------|---------------------------------------|
| 2/6 | Confirmation Email Due |
| 3/20 | Study Guide Questions for Midterm Due |
| 3/20 | Midterm Exam Due |
| 5/8 | Study Guide Questions for Final Due |
| 5/8 | Final Exam Due |
| 5/15 | Reading % Due for all textbooks |

XIII. ASSESSMENT (GRADING)

A. GRADING CHART (ASSIGNMENT WEIGHT)

The value of each assignment as it relates to your final grade can be seen in the following scale:

| Assignment | % of Final Grade |
|-------------------------------|------------------|
| Study Guide Questions-Midterm | 20% |
| Study Guide Questions-Final | 20% |
| Midterm Exam | 20% |
| Final Exam | 20% |
| Reading (all texts) | 20% |

B. GRADING SCALE

Final grades will be awarded according to the following scale:

| Graduate | Scale |
|----------------------------------|----------------------------------|
| A = 96-100 points (Excellent) | C = 78-80 points (Average) |
| A- = 93-95 points | C- = 75-77 points |
| B+ = 90-92 points | D+ = 73-74 points |
| B = 87-89 points (Above Average) | D = 71-72 points (Below Average) |
| B- = 84-86 points | D- = 69-70 points |
| C+ = 81-83 points | F = 0-68 points (Fail) |

C. GRADING CRITERIA

1. Quality of Student Work [Read Carefully Here]

- a. In order for a student to receive an “A” grade on any assignment, the student must do *outstanding*, graduate level work.
- b. If the student submits *failing*, *below average*, *average*, or *above average* graduate level work, the assigned letter grade will reflect the quality of the work submitted.

2. Grading Standards for All Written Work

Whereas Biola University desires to maintain the highest standards with respect to the composition of all written work, any student paper exhibiting poor grammar, spelling errors, typographical errors, or other substandard academic expression shall have the overall grade for that paper reduced accordingly. Generally, a paper will be deemed substandard and ineligible to receive an “A” grade when it averages three or more compositional errors per page. Moreover, at the discretion of the professor, the substandard paper may be returned to the student for correction and resubmission with appropriate grade penalties. Graduate papers are expected to demonstrate a higher level of academic expression than undergraduate papers. Students deficient in writing skills may seek assistance at the Biola Writing Center.

3. Formalities & Mechanics of Assignments

- a. **Format & Required Information:** At the top of the first page of all written assignments the student *must* have the:
 - (1) Title of the assignment,
 - (2) Student’s name,
 - (3) Student’s identification number,
 - (4) Title of the course,
 - (5) Date of the course (e.g., Spring 2017),
 - (6) Name of the professor, and
 - (7) SEE EXAMPLES:
For any additional information requested for a specific assignment (e.g., word count), the student may examine the specific assignment criteria and the sample outline of the assignment given at the end of this Course Outline.

b. Following Instructions & Grade Penalties

- (1) The grade for all student assignments will be reduced if the student fails to follow the directions listed in this course outline. Please consult the course outline when completing your assignments.
- (2) Note that the grade for all assignments will be *reduced one point* for each instance of a failure to conform to the guidelines.
- (3) Note that all of the requirements listed in the course outline are *mandatory*, not *discretionary*, for students. All assignments will be graded according to the criteria listed in this course outline.
- (4) Please check your work carefully before you submit it for grading.

4. Late Work

- a. All assignments, including Confirmation Emails and Reading Reports, must be submitted on time. All late assignments will *be reduced one percentage point* for each calendar day they are tardy.
- b. Written assignments must be emailed on or before the due date.
- c. Only in the case of *unanticipated* emergencies will an exception to this policy be granted. If you believe you meet the requirement for an exception, submit a detailed explanation to the professor via email.

5. Academic Dishonesty

- a. *University Policy:* Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.
- b. Biola University regards all forms of plagiarism and cheating on exams as serious problems with serious consequences.
- c. *Professor's Policy:* Any student who represents the words or ideas of another as his or her own without giving credit for the source (i.e. plagiarism) or who cheats on an exam will not receive credit for the course and will be referred for additional disciplinary action.

6. Guidelines for Citations in Written Assignments

- a. The student must cite the source (e.g., have a footnote) for any idea found in the student's paper that is not the student's original idea or a matter of common knowledge.
- b. Secondary source citations must be properly cited with reference to the primary text. Thus, if an author cites another author, the footnote must reflect this citation-in-a-citation relationship. See the footnote below for an example.²

7. Additional Grading Criteria for Written Work

The student must examine and employ the criteria listed in the Written Assignment Code Key when preparing written assignments. See the Code Key at the end of this course outline, *infra*. The quality of the written assignments will be measured by the applicable criteria in the Code Key.

8. Disabled Students & Disability Services

Students desiring accommodations for this class on the basis of physical, learning, psychological, or emotional disability are to contact The Learning Center, which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, upper level, Room U-137, and the office can be reached by calling 562.906.4542 or x4542 when on campus.

D. THE PRIVACY ACT

In order to comply with the Privacy Act, professors are not able to leave graded papers and exams in offices or designated areas for the purpose of returning those items to students.

² Bruce R. McConkie, *Mormon Doctrine*, first ed. (Salt Lake City: Bookcraft, 1966), 109, cited in Walter Martin, *The Maze of Mormonism*, revised and enlarged edition (Ventura: Regal Books, 1978), 178-179. [Example of a secondary source citation]

XIV. GENERAL CLASS INFORMATION & PROFESSOR POLICIES

A. DOCTRINAL EXPECTATIONS FOR STUDENTS:

BIOLA'S DOCTRINAL STATEMENT & EXPLANATORY NOTES

1. Since its inception, Biola has been a conservative evangelical protestant institution. Biola's theological distinctives are affirmed in its Doctrinal Statement and Explanatory Notes (DSEN), which function as the doctrinal standard for the university. Both Talbot School of Theology and the M.A. Christian Apologetics Program expect all graduate students to affirm all of the precepts in the DSEN. The only exception to this policy is for those students who have requested and received an exception on the DSEN's Eschatology and Spiritual Gifts statements. This decision for an exception is made at the time of admission. And if an exception is granted in the aforementioned areas, the student may not actively argue against Biola's teaching position while they are students. Biola's DSEN can be viewed at <http://www.biola.edu/about/doctrinal-statement/>.
2. Since Biola's DSEN does not address every possible theological issue, the university permits a diversity of opinion on issues not covered by the DSEN, such as the doctrines involved in the Calvinism-Arminianism debate. However, apart from the exceptions listed above, Talbot School of Theology and the M.A. Christian Apologetics Program do not permit students to hold views contrary to the DSEN, such as Theistic Evolution, Open Theism, any view that rejects the full inspiration and inerrancy of Scripture, any view that rejects the full deity or full humanity of Jesus Christ, or any view that rejects eternal conscious punishment for the unsaved.
3. Given the school's policies on these matters, it is an expectation for this course that enrolled students affirm the required views of the DSEN. The purpose for this requirement is to establish true unity and avoid unnecessary dissention on these important theological issues in our university community. As well, this policy helps to foster the best possible discipleship experience for all students in Biola's diverse conservative evangelical protestant learning environment.
4. Finally, note that this expectation is not intended to hinder important reflection, discussion, or queries on these matters. Students are encouraged to engage in candid discussions, ask questions about any theological issue, raise counterarguments they have encountered, or even express genuine doubts or confusion about these items. The goal is to foster genuine camaraderie, unity, and *koinonia* among students as fellow travelers in their theological education.

A. LECTURES, SYLLABUS & COPYRIGHT

1. The course syllabus, handouts, Power Point presentations, and class lectures are the intellectual property of the professor. As such they are subject to the protections of Federal Copyright Law (Title 17 of the United States Code).
2. Students desiring to copy course materials, printed or electronic, or record lectures must first obtain permission from the professor. The professor reserves all rights unless explicitly waived.

B. MISCELLANEOUS POLICIES

1. *Fairness to All Students*

- a. Please do not request an exemption from the rules or to have a deadline extended unless there is an unanticipated emergency. It is presumed that all students and faculty are busy with jobs, church, family and other issues. Students must adjust their schedules to meet the deadlines. If not, they will receive the appropriate grade penalty.
- b. Please do not ask me to change your grade unless I have made an error in calculating the grade. There is a single grading standard for all students. I will not create a different grading standard for any individual student.

2. *Email Etiquette*

- a. Please treat your emails as formal communications. Use complete sentences. Do not use a “texting” style for your messages.
- b. Be certain to include your full name and the course name in each email until I direct you to do otherwise.
- c. Be certain to include the program in which you are enrolled such as Talbot, or the M.A. Apologetics Program.

XV. M.A. APOLOGETICS MISSION STATEMENT

The primary purpose of the MA in Christian Apologetics program is to provide Christian men and women with the academic and personal preparation they need to intelligently proclaim and defend the historic doctrines of the Christian faith and the Christian worldview at a time when challenges on all levels continue to increase.

XVI. EXAMPLE ASSIGNMENTS

A. EXAMPLE: STUDY GUIDE QUESTIONS

MIDTERM STUDY GUIDE QUESTIONS **LECTURE 1**

Student Name: Student Name
Student Number: Student ID #
CSAP 522-Epistles
Spring 2017 –Lewis
Word Count: e.g., 499 (each lecture)

A. Heading

B. Heading

Be certain to list any other headings or subheadings you believe are necessary to a clear and precise presentation of the topic.

**B. SAMPLE STUDENT ANSWER TO STUDY QUESTION #1
(NOTE: THIS IS AN “A” QUALITY ANSWER.)**

MIDTERM STUDY GUIDE QUESTIONS
LECTURE 1

Student Name: Duncan MacLeod
Student Number: 8675309
CSAP 522-Epistles
Spring 2017 - Lewis
Word Count: 528³

1. The most important piece of historical background for understanding Galatians is probably its timing, which appears to immediately precede the Jerusalem Council. After Paul had established churches in the Roman Province of Galatia, Jewish “Christians” began instructing his converts that they needed to keep the law to be saved, and many of those converts apparently believed them. This epistle was part of an escalation of the disagreement, which was so serious that a Church Council was called. Galatians was probably written as Paul was on the verge of leaving for the council. The gravity the heresy that one must keep the Mosaic Law to be saved explains Paul’s calling down of curses on the Judaizers and is underscored by his omission of the generally obligatory thanksgiving for the recipients’ wellbeing.
2. The first portion of Galatians, 1:1-2:14, defends Paul’s apostolic authority as deriving from God. He recounts his conversion and describes his meetings with the other apostles on a footing of independent equality. He also notes that at a later meeting in Antioch he even rebuked Peter. The second section, 2:15-4:31, is the heart of the epistle, stressing that the justification of the believer, both legal declaration and real transformation, is by faith, not by law. Paul then lays out several arguments to defend this concept. In the third section, 5:1-6:10 he forestalls objections by explaining that the freedom of the Christian is not an

³ All word counts are for answer text only.

antinomian freedom, but rather consists in living through the spirit, not seeking justification through the law.

3. Protestant thought about Paul has been much influenced by Martin Luther, whose experience in the Catholic Church consisted of desperately trying to keep “the rules” to achieve justification before God. His inability to do so haunted him until he discovered Paul’s message of salvation through faith. Protestants tend to think of Paul’s experience as similar, but actually, Paul was quite satisfied with the Jewish Law until God confronted him. He notes that he was zealous for the traditions of his fathers and advancing in them, and he even says in Philippians 3:6 that he was “blameless” under the Mosaic standards.
4. The Judaizers believed that one must keep the Law of Moses in order to be saved. One must believe in Christ *also*, but belief was not sufficient to salvation. Acts records the coming of Judaizers from Judea to Antioch and their specific teaching of some of Paul’s converts that Gentile Christians needed to undergo circumcision. Paul vigorously insisted that salvation was by faith alone, not works.
5. The law alone was never able to produce eternal life. There has always been both a good and a bad way to use it. The wrong use consisted in trying to keep every command perfectly in order to merit salvation. This is not possible, and Deuteronomy lays a curse on anyone who does not keep it so, therefore everyone relying on perfectly keeping the law for salvation is cursed. The right way was to seek to obey it as a result of faith in God. Under the old covenant, this was the appropriate expression of faith, but under the new, the appropriate response is belief in Jesus.

XVII. STUDY GUIDE FOR THE MIDTERM & FINAL EXAMS

A. KEY CHAPTERS IN THE NEW TESTAMENT EPISTLES AND REVELATION

Be able to identify the book and chapter of each reference.

- | | |
|---|------------------------------|
| 1. Role of general revelation | Romans 1 |
| 2. Universal sinfulness; salvation in Christ | Romans 3 |
| 3. All sinned in Adam | Romans 5 |
| 4. I do what I don't want; I don't do what I want | Romans 7 |
| 5. Nothing shall separate us from God's love | Romans 8 |
| 6. Thus all Israel will be saved | Romans 11 |
| 7. Submit to the government | Romans 13 |
| 8. Christ crucified is foolishness but center of gospel | 1 Corinthians 2 |
| 9. Instructions regarding sex, marriage, & divorce | 1 Corinthians 7 |
| 10. Food sacrificed to idols | 1 Corinthians 8, 10 |
| 11. Love as more valuable than spiritual gifts | 1 Corinthians 13 |
| 12. Detailed teaching on the resurrection | 1 Corinthians 15 |
| 13. Reconciliation as the heart of apostolic ministry | 2 Corinthians 5 |
| 14. Detailed instructions on the offering for Jerusalem | 2 Corinthians 8-9 |
| 15. Paul's thorn in the flesh | 2 Corinthians 11 |
| 16. Paul vs. Peter in Antioch | Galatians 2 |
| 17. The purposes of the Law | Galatians 3 |
| 18. The fruit of the Spirit | Galatians 5 |
| 19. Mystery of Christ: Jew-Gentile unity in church | Ephesians 3 |
| 20. Keep on being filled with the Spirit | Ephesians 5 |
| 21. Spiritual warfare in the Christian life | Ephesians 6 |
| 22. Christ emptied Himself...even unto death on a cross | Philippians 2 |
| 23. Pray & be content in all circumstances | Philippians 4 |
| 24. Christ the firstborn of all creation & Lord of church | Colossians 1 |
| 25. Husband-wife; parent-child; master-slave roles | Colossians 3-4 (or Eph. 5-6) |
| 26. Being caught up to meet the Lord in the air | 1 Thessalonians 4 |
| 27. Signs which must precede Christ's return | 2 Thessalonians 2 |
| 28. On women teaching in the church | 1 Timothy 2 |

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| 29. Criteria for overseers and deacons | 1 Timothy 3 |
| 30. Paul to Timothy--keep passing on the faith | 2 Timothy 2 |
| 31. About a runaway slave | Philemon |
| 32. Severe warnings against apostasy's irreversibility | Hebrews 6 |
| 33. Jesus as priest after the order of Melchizedek | Hebrews 7 |
| 34. The obsolescence of the old covenant vs. the new | Hebrews 8 |
| 35. Roll call of the heroes of the faith in OT times | Hebrews 11 |
| 36. Faith without works is dead | James 2 |
| 37. Reasons for unanswered prayer | James 4 |
| 38. Christ's "descent into hell" | 1 Peter 3 |
| 39. Instructions for elders/pastors/shepherds | 1 Peter 5 |
| 40. Why the Lord's return is delayed | 2 Peter 3 |
| 41. They went out from us because they were not of us | 1 John 2 |
| 42. Assurance of eternal life for believers in Jesus | 1 John 5 |
| 43. Love and the elect lady | 2 John |
| 44. To Gaius on church divisions | 3 John |
| 45. A one-chapter epistle against heresy | Jude |
| 46. Letters to the 7 churches of Asia minor | Revelation 2-3 |
| 47. John's vision of heavenly worship | Revelation 4-5 |
| 48. 144,000 and the numberless multitude | Revelation 7 |
| 49. The Satanic trinity | Revelation 12-13 |
| 50. Return of Christ and marriage feast of Lamb | Revelation 19 |
| 51. Millennium | Revelation 20 |
| 52. New heavens and new earth | Revelation 21-22 |

B. ESSAY QUESTIONS FOR THE MIDTERM AND FINAL EXAMINATIONS

1. Midterm Exam Questions:

The professor will choose two of the following four questions covering Longenecker's book, to be answered in detailed, prose, paragraph, complete sentence (i.e., standard essay) form:

- a. Describe Paul's life as a Jew, up to and including his conversion. How is this background significant for interpreting his epistles?
- b. Choose one of the most significant events that occurred during each of the following three stages of Paul's ministry: first missionary journey, Jerusalem council, second missionary journey. Describe each event and explain its significance for interpreting one or more of Paul's letters.
- c. Choose one of the most significant events that occurred during each of the following three stages of Paul's ministry: third missionary journey, imprisonment in Rome, subsequent release. Describe each event and explain its significance for interpreting one or more of Paul's letters.
- d. Summarize the most significant aspects of Paul's theology and note their significance for contemporary Christianity.

2. Final Exam Questions

The professor will choose two of the following four questions covering Metzger's book, to be answered in detailed, prose, paragraph, complete sentence (i.e., standard essay) form:

- a. Assuming Metzger is generally on target in his approach, what are some major principles to be followed in interpreting the Book of Revelation?
- b. What are several of the key theological themes Revelation stresses, and what does John teach about them?
- c. Select three particularly controversial passages in Revelation and briefly summarize Metzger's interpretation of them.
- d. If Metzger's approach is generally on target, how should we be applying Revelation to contemporary Christian living? What should we not do with the book that many Christians today do?

XVIII. GRADING CODE KEY FOR WRITTEN WORK

WRITTEN ASSIGNMENT CODE KEY

Note: If one instance of a certain kind of problem is noted in your paper, you should look for other instances of the same problem.

| Code | Short Description | Detailed Description |
|------|---------------------------------|---|
| ¶ | New Paragraph | Your paragraph is too long. Divide this paragraph into two or more paragraphs. |
| AAN | Additional Argumentation Needed | Expand your analysis to include additional arguments needed to deal fully with the issue. |
| ACA | Anticipate Counter Argument | Here, you should anticipate what your opponent will argue against you and refute it in advance. |
| AE | Article Error | The word requires a definite article “the” or an indefinite article “a” or “an” before it. |
| AGB | A Good Beginning | Your paper is a good start for research in this area. However, it requires additional research to adequately cover the topic. |
| AI | Argument Inadequate | The argument provided is inadequate. Either the material cited is irrelevant to the point in question or you have failed to show how it is. |
| AM | Argument Missing | You have failed to present an argument for your position. Do not merely assert your ideas. |
| AQ | Abridge Quote | The quote given is too long. Cite only the relevant and necessary portions it. |
| AR | Argument | Argue your point. Do not merely narrate. |
| AWK | Awkward | This sentence is awkward. Reword it for clarity. |
| BB | Blah, Blah, . . . | This section of the paper is not relevant to the topic. Eliminate blah-blah from your work. |
| BI | Bibliography Inadequate | The quantity or quality of sources, or both, is inadequate. |
| BM | Bibliography Missing | Where is the bibliography? |
| BP | Bibliography Padded | The bibliography contains a title or titles that are not cited in the body of your paper. |
| CAP | Capitalization Error | The word is either capitalized or not capitalized appropriately. |
| CF | Citation Form | The citation in your bibliography or footnote does not conform to standard citation form. |
| CNCL | Conclusory | You have stated a conclusion without sufficient supporting argumentation. |
| COL | Colloquialism | The word or phrase you employed is too informal or conversational. |
| CONT | Contraction | Do not (don't) use contractions in formal writing. |
| CPS | Cite Primary Source | You need to cite this material directly from a primary source. Either (1) you did not cite a primary source at all, or (2) you cited a primary source indirectly, i.e., by way of a secondary source. |
| DQN | Direct Quotation Needed | You need to provide a direct quotation to establish your point. |
| DS | Double Space | Double space this portion of the paper or the entire paper as required. |
| DT | Define Term(s) | You used a term that requires definition. Explain the significance and meaning of this word or phrase. |
| EA | Endnote Abomination | Endnotes are abominations! Use either footnotes (Turabian) or in-text citations (MLA or APA) as required for this class. |
| ED | Em Dash | Use an em dash “—” rather than parentheses “()” to distinguish parenthetical remarks from the rest of the sentence. |
| EF | Ellipsis Form | This ellipsis does not follow the proper form. For example, it may not contain the proper number of periods, or the spacing between periods is incorrect. See Turabian for the proper way to set up ellipses. |
| EV | Exegete Verse | You need to give details regarding why the passage means what you say it means. |
| FE | Factual Error | The statement is factually incorrect. |

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| GA | Good Argument | You made your point well. |
| GI | Grammatically Incorrect | The sentence is grammatically incorrect. Follow the proper rules for grammar and syntax. |
| HE | Heading Error | Your headings are not correctly formatted or they are located at the bottom of the page. See the appropriate style guide for instruction. |
| HM | Headings Missing | Your paper is either missing the appropriate headings to divide the sections according to the guidelines or the headings are formatted incorrectly. |
| IA | Integrate Analytically | Integrate this block quote analytically into your own sentence. You may wish to summarize the quotation's content or use portions of the quotation with your own wording. |
| IDU | I Do Not Understand | Your sentence or argument does not make sense to me. |
| IM | Information Missing | You have omitted important information from your paper or exam. |
| INP | Indent New Paragraph | <i>Res Ipsa Loquitur</i> (The thing speaks for itself.) |
| IS | Issue Spotting | You either failed to spot an issue or misidentified an issue. |
| IV/IP | Interact with Verse or Passage | You have cited a passage as a proof text, but failed to demonstrate how the verse supports your argument or point. Explain how the verse or passage supports your argument. |
| LF | Logical Flow | The logical flow of the idea is unclear or erroneous. See also "IDU" and "PR." |
| MXC | Mixed Citation | Use either footnotes or an in-text citation method, but do not use both. |
| MI | Missing Information | You have omitted important information from your paper or exam. |
| NAN | No Annunciation Necessary | Do not announce what you will do in the paper. It is not necessary. Simply proceed with your paper. |
| OAO | One Argument Only | This assignment requires the student to select the single strongest and weakest argument. You have analyzed more than one argument in the section. See course outline. |
| OGP | Overall, A Good Paper | <i>Res Ipsa Loquitur</i> |
| OUM | Oversized or Undersized Margin | The margin or margins for this paper do not conform to the paper guidelines. Use proper margin settings (cf. Paper Guidelines). |
| OST | Overstated | You have overstated your case. |
| OUF | Over-Undersized Font | The font size for this paper is too large or small. Use an appropriately sized font (12 point). |
| PE | Punctuation Error | There is a punctuation error. |
| PIQ | Punctuation Inside Quotation Mark | The punctuation mark should be placed inside the quotation mark (e.g., "He is a beast.") |
| PNM | Page Numbers Missing | Page numbers do not appear on all of the pages. Number all of the pages of your paper. |
| PR | Proof Required | You need to give supporting evidence for this assertion |
| PRM | % Read Missing | You failed to state the percentage of the text you actually read. See the Course Outline. |
| PTS | Paper Too Short | The paper is too short. It either (1) contains less than the required number of pages or words, or (2) has margins, a font size, or line spacing that is too large. (cf. paper guidelines outline). |
| PV | Passive Voice | The passive voice was unnecessarily being used by you. Use the active voice whenever possible. |
| QME | Quotation Mark Error | You have either used a " for a ' or a ' for a ". |
| QMM | Quotation Mark Missing | Either the opening or closing quotation mark is missing. |
| QRE | Quotation Requires Explanation | The material you cited is not self-explanatory. Explain the relevance of the quote. |
| QRP | Quote Relevant Portion | The quotation given contains information that is not relevant to your point. Use only the portion of the quote that supports or explains your point. |
| RBTR | Rebuttal Required | You failed to rebut an argument or point raised against your view. That is, you need to demonstrate that the arguments raised are insufficient. |
| REL | Relevance | This does not appear to be relevant to your argument. Relevance is the tendency for the information to prove or disprove the matter in issue. |
| REP | Repeated Material | You already stated this point. Move on. |
| RI | Reference Incomplete | The reference lacks key information, such as the author, page, title, <i>et cetera</i> . |

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| RM | Reference Missing | This quotation or idea needs support by a footnote reference. |
| RN | Refutation Needed | You raised a view that needs to be <i>proven</i> false. |
| RO | Re-number Outline | The outline needs to be numbered appropriately. |
| SCN | See Course Notes | Consult the course syllabus, notes, handouts, or powerpoint slides for additional details on this topic. |
| SCO | See Course Outline | You need to make your paper conform to the guidelines given in the course outline. |
| SF | Sentence Fragment | This is not a complete, grammatically correct sentence. |
| SGR | See Grading Rubric | Consult the grading rubric for this exam. |
| SHM | Sub-Headings Missing | You have failed to subdivide your paper and place the appropriate headings on the subsections. |
| SP | Spelling Error | <i>Res ipsa loquitur</i> |
| SS | Single Space | This section needs to be single-spaced. (E.g., it is a block quote, or a footnote, <i>et cetera</i> .) |
| SSN | Summary Statement Needed | You should provide a summary statement of the position from an authoritative source. |
| STL | Sentence Too Long | The sentence is too long. Break this up into two or more shorter sentences. |
| SVA | Subject Verb Agreement | The "number" of the subject does not agree with the number of the verb. (E.g., you have a plural subject with a singular verb or <i>vice versa</i> .) |
| UFW | Underline Foreign Words | Underline or italicize foreign language words. |
| UT | Underline Title | Underline or italicize book titles. |
| VA | Vague | Your argument or citation is not clear in its meaning or application. |
| VRE | Verse Reference Error | You have quoted a verse without giving a reference or have given a reference without citing the appropriate portion of the verse. |
| VT | Verb Tense | Change the verb tense as appropriate. |
| WBH | Why Believe Her? | You have cited the conclusions of an "expert witness." Why should I believe the truth claim solely on his or her authority? Establish why the expert's cited conclusions should be believed. |
| WC | Word Choice | The meaning of this word or expression does not fit here. |
| WCM | Word Count Missing | You failed to declare the total number of words used in paper. |
| WM | Word Missing | You have omitted a word from the sentence. |
| WS | Write Succinctly | You have employed far too many words to express your thought. Express the same thought using fewer words. |
| WSN | Word Study Needed | Show how this word is used in various contexts and why it has the meaning you say it has in this instance. |
| WST | Where Saith That? | This is a statement requiring a reference. See also RM. |