

Saint Louis Christian College
BTH402—SENIOR SYNTHESIS
Harold Merritt
3 Credit Hours

Spring Semester 2012
Prerequisite: Senior Status

Tuesday & Thursday
3:00-4:15 p.m.

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant-leaders for urban, suburban, rural, and global ministry.

COURSE DESCRIPTION

This course assists students to integrate, refine, and demonstrate the knowledge and skills acquired in earlier courses relating to biblical and theological studies in preparation for communicating the Word of God. Attention will be given to the authority of Scripture, exegesis of ministry-related texts, and communication.

COURSE RATIONALE

Senior Synthesis serves as the capstone course in the area of biblical and theological studies. It provides students the opportunity to draw together what they have learned from their previous studies in the Division of Biblical Education. Bible knowledge, exegetical skills, and theological analysis are all brought to bear on passages that offer valuable insights into the nature of Christ-centered ministry, whether vocational or voluntary. In this way the course offers not only review, reflection and reinforcement of what has already been learned, but greater readiness for effective service in the name of our Lord.

As a culminating course Senior Synthesis incorporates all three of the Division of Biblical Education objectives:

1. Given instruction in the Bible and in biblical theology, the student will exhibit knowledge of the messages of the various Old and New Testament books and the saving message of the Bible as a whole. (SLO 4, 7, 9) *
2. Shown how to use tools and sound methods for interpreting the Bible, the student will demonstrate the ability to properly interpret, apply, and communicate Scripture. (SLO 1)
3. Presented the biblical mandates for worldwide evangelism, the student will communicate the imperative that every person needs Jesus Christ as Savior.” (SLO 1, 8)

Assignments also incorporate some of the objectives of the Division of Professional Education and the Division of General Education.

* SLO= SLCC Student learning objectives

COURSE OBJECTIVES

Upon conclusion of this course, the learner should:

In Attitude:

1. Value the authoritative Word God has given in answer to all human needs.
2. Aspire to grow spiritually and morally by applying what is learned in Bible study.
3. Desire opportunities for sharing Biblical truths essential to Christian conversion, Christian living, and Christian witnessing.

In Understanding be able to:

4. Understand the process of exegeting God's word and communicating it effectively.
5. Know some of the best tools for Biblical studies.
6. Understand the hermeneutical issues related to study of the Bible.

In Skills be able to:

7. Develop skill and confidence in applying the hermeneutical tools and methods already learned.
8. Locate and evaluate the resources needed in ministry.
9. Write a paper demonstrating sound exegesis and exposition of the biblical text.
10. Develop an effective, biblical sermon or lesson and listen with discernment to the presentations of others.

COURSE REQUIREMENTS

Reading:

1. 2 Corinthians in the NIV and the NET (www.bible.org) **Due on Jan. 24**
2. Kruse, Introduction, pp. 13-53 for class discussion **Due Jan. 17**
3. Barnett, pp. 13-22 for class discussion **Due Jan. 17**
4. Klein, Blomberg, & Hubbard, pp. 143-150 for class discussion (Library Reserve) **Due: Feb. 23**
5. Duvall and Hays, Appendix 1, pp. 409-418 (Library Reserve) **Due: Feb. 23**
6. Library research

Written Projects:

1. An exegetical paper [COs 1, 4, 5, 6, 7, 8, 9]. **Due: Thursday March 15**
 - a. A Biblical text will be chosen from 2 Corinthians early in the semester.
 - b. The student is to exegete the text fully using research tools and the Greek language according to your ability.
 - c. A paper will be written as the conclusion of the exegesis of the selected text.
 - d. The paper should **develop a thesis** and **proceed to support that thesis** with the information gathered in the exegetical process.
 - e. It is **not** merely an explanation of the precis, nor a running commentary on the text, nor an expanded word study.
 - f. The paper should be 8 pages in length (typed, double spaced), plus Works Cited

- g. Be sure to document your sources.
 - h. The works cited should include 5 good commentaries, the KGS *Greek-English Concordance to the New Testament*, and one word study book (either Brown or “Little Kittel”). Greek students are expected to also include BDAG. The minimum number of sources cited is to be 7 (8 for Greek students).
 - i. Be sure to follow the MLA Handbook.
2. An exegetical summary (precis) on a passage selected from 2 Corinthians [COs 1, 2, 3, 4, 5, 6, 7, 8] The format is given later in the syllabus. *The precis of your exegetical work will be distributed to each class member by e-mail. Please submit it to the professor at least two days in advance to ensure timely distribution.* Please keep the precis to 2 single spaced (typed) pages. A model will be provided.

Progress Reports on Exegetical Paper: There will be two progress reports. The forms will be provided. The first report is due **Thursday, February 9th**, and the second is due **Tuesday, February 21nd**.

Oral Projects:

- 1. During the second half of the semester each student will give a 20 minute oral presentation (sermon or lesson) upon the selected 2 Corinthians text, reflecting the insights stated in the precis and the exegetical paper. The intended audience should be high school or above in order to utilize a significant amount of the exegetical research. [COs 1, 2, 3, 4, 10] *Again, the precis of your exegetical work will be distributed by e-mail to each class member. Please submit it to the professor at least two days in advance to ensure timely distribution.*
- 2. Students are expected to read the Biblical text and precis of fellow students in advance and to participate in the critique of their presentations. This critique is to be a balanced analysis of the sermon/lesson in its positive achievements and in the areas where it can be improved [COs 1, 4,10].

Tests: There will be three tests.

- 1. The test over 2 Corinthians will cover introductory matters and the general content of the letter. A study guide will be provided.
- 2. The Bible Message test will cover both testaments plus the information regarding witnessing effectively within various cultural contexts. Handouts provided.
- 3. The test on God’s Authoritative Word will cover the handouts and reading related to this subject. Guidance will be provided.

COURSE ASSESSMENT

Value of Assignments

2 Corinthians Test	15%	Precis	15%
Bible Message Test	10%	Oral Presentation	15%
God’s Authoritative Word Test	10%	Progress Reports	5%
Exegetical Paper	30%		

Grading of Assignments

1. Exegetical Paper—introduction (5%), interpretation of the text (60%), conclusion (5%), expression (15%), use of sources (15%).
2. Precis—each section is assigned a number of points.
3. Sermon/Lesson—introduction (10%), biblical interpretation (25%), application (25%), organization (15%), conclusion (5%), delivery (20%).

Assignment Schedule

2 Cor. Reading x2	Due January 24
Kruse & Barnett Reading	Due January 17
Progress Report #1	Due February 9
Progress Report #2	Due February 21
Authority of Scripture Reading	Due February 23
Exegetical Paper	Due March 15
Precis	<u>Due two days before presentation—e-mail to prof.</u>
Sermon/Lesson Presentation	TBA

COURSE SCHEDULE

Jan	10	Introduction to the course GETTING ACQUAINTED WITH A BIBLE BOOK <i>Distribution of 2 Corinthians texts and topics</i> 2 Corinthians—A Journal of Sacrificial Service	
	12	2 Corinthians—continued	
	17	2 Corinthians—continued	Kruse & Barnett Reading Due
	19	2 Corinthians—continued	
		UNDERSTANDING YOUR TEXT	
	24	Guidelines for Interpreting Scripture—1-2 <i>Choose 2 Corinthians texts</i>	2 Cor. Test Report Reading of 2 Cor. x2
	26	Guidelines for Interpreting Scripture—3-6 <i>How to write an exegetical paper</i>	
	31	Guidelines for Interpreting Scripture—7 <i>How to develop a précis</i>	Bible Message Test
Feb.	2	NO CLASS—BOATMAN INTENSIVE	
	7	Guidelines for Interpreting Scripture—8	
	9	Guidelines for Interpreting Scripture—9	Progress Report #1
	14	Guidelines for Interpreting Scripture—10-12 APPLYING YOUR TEXT	
	16	God's Word Applied—working together	
	21	Structuring a Lesson or Sermon	Progress Report #2

GOD'S AUTHORITATIVE WORD

	23	Authority of Scripture: Canon, Critics, Confidence, and Contenders	Klein+&Duvall+ Reading Due
	28	Authority of Scripture--continued	
Mar.	1	Authority of Scripture--continued	
	6	Mid-Term Wrap-up	God's Word
Test	8	NO CLASS—Prepare Assignments	
	13	NO CLASS—Prepare Assignments	
	15	NO CLASS—Prepare Assignments	Exegetical Paper Due
	20	NO CLASS—LAB WEEK	
	22	NO CLASS—LAB WEEK	
	27	Take ABHE Bible Content Exam Online	
		ORAL PRESENTATIONS	
	29	NO CLASS—POTLUCK PALOOZA	
April	3	Oral Presentations	
	5	NO CLASS-SPRING BREAK	
	10	Oral Presentations	
	12	Oral Presentations	
	17	Oral Presentations	
	19	Oral Presentations	
	24	Oral Presentations	
	26	Wrap-up	
May	1-3	Final Exams	

COURSE STUDENT LEARNING RESOURCES

Textbooks

Barnett, Paul. *The Message of 2 Corinthians: power in weakness*. The Bible Speaks Today. Downers Grove: InterVarsity, 1988.

Kruse, Colin G. *2 Corinthians: an introduction and commentary*. Tyndale New Testament Commentaries. Downers Grove: InterVarsity, 1987.

Commentaries on 2 Corinthians:

Baker, William. *2 Corinthians*. The College Press NIV Commentaries. Joplin: College Press, 1999.

- Barnett, Paul. *The Second Epistle to the Corinthians*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1997.
- Bruce, F. F. *1 and 2 Corinthians*. London: Oliphants, 1971.
- Carson, D.A. *From Triumphalism to Maturity: An Exposition of 2 Corinthians 10-13*. Grand Rapids: Baker, 1984.
- Furnish, Victor Paul. *II Corinthians: Translated with Introduction, Notes, and Commentary*. The Anchor Bible. Vol.32A. Garden City: Doubleday, 1984.
- Garland, David. E. *2 Corinthians*. New American Commentary. Nashville: Broadman & Holman, 1999.
- Hafemann, Scott J. *2 Corinthians*. The NIV Application Commentary. Grand Rapids: Zondervan, 2000.
- Harris, Murray J. *2 Corinthians*. The Expositor's Bible Commentary. Vol.10. Grand Rapids: Zondervan, 1976.
- Hawthorne, Gerald F., Ralph P. Martin, and Daniel G. Reid, eds. *Dictionary of Paul and His Letters*. Downers Grove: InterVarsity, 1993.
- Kistemaker, Simon J. *Exposition of the Second Epistle to the Corinthians*. New Testament Commentary. Grand Rapids: Baker, 1997.
- Martin, Ralph P. *2 Corinthians*. Word Commentary. Vol. 40. Waco: Word, 1986.
- Moule, A. W. Handley. *The Second Epistle to the Corinthians*. Grand Rapids: Zondervan, 1962.

Inspiration and Authority of Scripture

- Arnold, Bill T. and Brian E. Beyer. *Encountering the Old Testament: A Christian Survey*. 2nd ed. Grand Rapids: Baker, 2008. [pp. 24-26]
- Blomberg, Craig L. *The Historical Reliability of the Gospels*. Downers Grove: InterVarsity, 1987.
- Bruce, F.F. *The New Testament Documents: Are They Reliable?* Grand Rapids: Eerdmans, 1943.
- Cottrell, Jack. *The Faith Once for All: Bible Doctrine for Today*. Joplin: College Press, 2002. [ch. 2]
- Erickson, Millard J. *Christian Theology*. Grand Rapids: Baker, 1983-85. [ch. 9]
- Kaiser, W. C. *Are the Old Testament Documents Reliable and Relevant?* Downers Grove: InterVarsity, 2001.
- Wenham, John W. *Christ and the Bible*. 2nd ed. Grand Rapids: Baker, 1994.

Word Studies/ Textual Variants

- Aland, Kurt et al., eds. *The Greek New Testament*. 4th ed. New York: United Bible Societies, 1993. [Includes Newman, Barclay M., Jr. *A Concise Greek-English Dictionary of the New Testament*.]
- Brown, Colin, gen ed. *New International Dictionary of New Testament Theology*. 4 vols. Grand Rapids: Zondervan, 1975-78.
- DeMoss, Matthew S. *Pocket Dictionary for the Study of New Testament Greek*. Downers Grove: InterVarsity, 2001.
- Danker, Frederick, W., ed. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago: University of Chicago Press, 2000.
- Greenlee, J. Harold. *Introduction to New Testament Criticism*. Rev. ed. Peabody: Hendrickson, 1995.

- Kittel, Gerhard and Gerhard Friedrich, eds. *Theological Dictionary of the New Testament*. Abridged in one vol. Trans. by Geoffrey W. Bromiley. Grand Rapids: Eerdmans, 1985.
- Kohlenberger, John R., Edward W Grodick, and James A Swanson. *The Greek-English Concordance to the New Testament*. Grand Rapids: Zondervan, 1997.
- Louw, Johannes P., and Eugene A. Nida. *Greek-English Lexicon of the New Testament Based on Semantic Domains*. 2nd ed. 2 vols. New York: United Bible Societies, 1989.
- Metzger, Bruce. *A Textual Commentary on the New Testament*. 2nd ed. New York: UBS, 1994.
- Mounce, William D., gen ed. *Complete Expository Dictionary of Old & New Testament Words*. Grand Rapids, Zondervan, 2006.
- Spicq, Ceslas. *Theological Lexicon of the New Testament*. 3 vols. Peabody: Hendrickson, 1994.

Background Studies

- Evans, Craig A. and Stanley E. Porter, eds. *Dictionary of New Testament Background*. Downers Grove: InterVarsity, 2000.
- Ferguson, Everett. *Backgrounds of Early Christianity*. 3rd ed. Grand Rapids: Eerdmans, 2003.
- Hawthorne Gerald F. and Ralph P. Martin, eds. *Dictionary of Paul and His Letters*. Downers Grove: InterVarsity, 1993.
- NIV Archaeological Study Bible: an illustrated walk through biblical history and culture*. Grand Rapids: Zondervan, 2005.

Interpretation

- Carson, D.A. *Exegetical Fallacies*. 2nd ed. Grand Rapids: Baker, 1996.
- Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: a Hands-On Approach to Reading, Interpreting, and Applying the Bible*. 2nd ed. Grand Rapids: Zondervan, 2005.
- Klein, William W., Craig L. Blomberg, and Robert L. Hubbard, Jr. *Introduction to Biblical Interpretation*. Rev. & exp. ed. Nashville: Thomas Nelson, 2004.
- Longenecker, Richard. *Biblical Exegesis in the Apostolic Period*. Grand Rapids: Eerdmans, 1975.
- McKnight, Scot and Grant R. Osborne, eds. *The Face of New Testament Studies: A Survey of Recent Research*. Grand Rapids: Baker, 2004.
- McQuiklin, Robertson. *Understanding and Applying the Bible*. Rev. & exp.ed. Chicago: Moody, 2009.
- Osborne, Grant R. *3 Crucial Questions about the Bible*. Grand Rapids: Baker, 1995.
- Stein, Robert H. *A Basic Guide to Interpreting the Bible: Playing by the Rules*. Grand Rapids: Baker, 1994.

Web Sites

- <http://www.biblemap.org> [great satellite photos]
- <http://www.bibleplaces.com> [high resolution archaeological photos]
- <http://www.netbible.org> [excellent free formal translation including translators' notes, text critical notes, and study notes]

COURSE POLICIES

Class Attendance. Students are expected to attend every class session unless there is an extenuating circumstance such as illness, family emergency, or a school sponsored activity. The student should submit to the professor a **written explanation** of the reason for the absence. If no explanation is given, he will assume that the absence is unexcused. Absences which exceed 25% will result in the student being administratively withdrawn from the class and given a grade of “F” for the course. Three tardies equal one absence. A tardy is defined as arriving late for class or leaving early.

Late Work: Assignments are due at the beginning of the class period. In the event of extenuating circumstances (illness, emergency, etc.), late work will be accepted for full credit. Other late assignments will be accepted, but the grade will be reduced one increment (for example A to A-) per day, including weekends and holidays. No late work will be accepted after 10 days. Extenuating circumstances must be explained **in writing**.

Missed exams. Every effort must be made to be present for the tests. Tests missed due to an excused absence (extenuating circumstances) may be made up within one week. Tests missed due to an **unexcused** absence may NOT be made up and will receive a grade of F (zero). Make-up tests may be administered in the library when full-time library staff is on duty. In the event of prolonged, excused absences special arrangements may be made.

Incompletes. See the college catalog for the conditions under which an incomplete may be granted.

Learning Disability: If you have a diagnosed learning disability, please inform me and then see the personnel in The Hundred (Student Center for Success) to discuss strategies that would enhance your ability to learn. I cannot implement any special accommodations without authorization from The Hundred.

Classroom Decorum: To promote a productive learning environment students are expected to conduct themselves in a Christ-like manner--showing respect to the professor and other students. Failure to act maturely may result in a warning, a grade demotion, or failure/dismissal from the class.

Academic Honesty: Any cheating or plagiarism will result in a grade of F (zero) for that test/assignment. See the college catalog.

Computers: Computers: Computers may be used in the classroom on the condition that they are used only for this class. Any other use will mean the loss of the privilege.

Keep all papers. (1) Keep a copy of all papers you turn in and (2) especially keep all returned papers in case a question arises regarding their submission/grade or the accuracy of your final grade.

Adjustment of Schedule. The professor reserves the right to modify the course schedule as long as it does not add to the student's work load.

COURSE INSTRUCTOR CONTACT INFORMATION

1. My office hours are as follows:
Monday: by appointment only
Tuesday 4:15-5:00
Weds 9:30-11:30 & 2:30-4:30
Thursday 4:15-5:00
Friday 9:30-10:15
2. My contact information: office phone (314) 837-6777, ex. 1504;
e-mail address hmerritt@slconline.edu; home phone (314) 831-8837

PRECIS FORMAT

The precis is a summary paper encapsulating the information gained in moving from the introductory study of a text through the exegetical process to a finished sermon or lesson. It involves the following areas of study:

1. General observations on (1) *the text* and (2) *the context* after reading the passage and its context repeatedly.
2. Notes on the background of the book *at the book level*: authorship, date, place, circumstances and purpose of writing.
3. Notes on any textual variants. See John 1:18 as an example (huios /son or theos/God).
4. Capsule comments on each verse: key words/ themes/ issues, figures of speech, grammar, repetition, historical/ cultural background *at the passage level*, etc.
5. Canonical interpretation = passages from elsewhere in the Bible that shed *significant* light on your text.
6. Outline of the passage (use Roman numerals and place verses in parentheses).
7. Statement of the theological concerns in the text (subdivisions of theology). See below for the appropriate categories. Be sure to place the verses in parentheses beside each category.
8. Statement of the general thrust of the text.
9. Audience analysis: (1) describe the original audience of the text, (2) then describe the audience to whom you will be speaking.
10. Obstacles to communication of the text. (1) What stood in the way of the original audience that would prevent them from hearing the text? (2) What stands in the way of your audience?
11. Points of contact between the text and the audience. (1) What in the text could the original audience easily relate to? (2) What in the text can your audience relate to?
12. Statement of the aim of your sermon/lesson= What change of attitude or action do you want to bring about in your audience?
13. Thesis of your sermon/lesson =your message in one sentence.
14. Brief sermon/lesson outline, including introduction and conclusion.

DIVISIONS OF THEOLOGY

1. Theology Proper: deals specifically with the nature of God.
2. Christology: deals with the person and work of Jesus Christ.
3. Pneumatology: deals with the person and work of the Holy Spirit.
4. Soteriology: deals with the need for and purpose of salvation.
5. Hamartiology: deals with the nature of sin.
6. Eschatology: deals with last things.
7. Ecclesiology: deals with the nature and structure of the Church.
8. Divine Anthropology: deals with the nature of man.
9. Bibliology: deals with the Bible.
10. Cosmology or Ktisiology: deals with the world/creation.
11. Angelology: deals with the nature and work of angels.
12. Demonology: deals with the nature and work of demons.
13. Missiology: deals with the mission of the Church.
14. Axiology: deals with the study of ethics and values.
15. Theodicy: deals with the study of why a powerful God allows innocent people to suffer.

HOW TO USE GREEK SOURCES

Lexicons

Danker (BDAG): Look up the Greek word alphabetically. You will find numbered definitions and some N.T. references as examples of each definition.

Louw & Nida: Look up the Greek word in Volume 2. You will find a list of brief definitions with a set of numbers telling you where to go in Volume 1 for more information. Volume 1 often provides a fuller definition and a couple of N.T. quotes as examples of each definition. (Remember L & N is organized according to **Semantic Domains**.)

Theological Word Books

Brown: Look up the **transliterated** word in the Greek-English section of Volume 4. Look for the **bold volume number** and **bold page numbers** to find the main article in Volumes 1-3. Please note that this article may discuss an entire family of related words, so you will have to sift through the material for the information on your specific word.

Kittel: First, be sure you have the **one volume abridged edition** of Kittel. Look up the **transliterated** word in the very front of the book to find the page reference. Like Brown, the article may discuss a number of related words, so you will have to scan it for the relevant information. It is usually organized :

CL=classical use

OT=Old Testament (Septuagint=LXX)

NT=New Testament

Concordance and Dictionaries

KGS; Mounce: Simply look up the word in alphabetical order.