

Bible and Theology Department
"Shaping Servant-Leaders"

— Syllabus —

COURSE NUMBER and TITLE: BNT/BOT/THE/PCS
 646 Theological Studies Seminar
CREDIT HOURS: 3
SEMESTER: SPRING 2019
COURSE DAY/TIME: Thursdays 11:00 AM-1:45
 PM
LOCATION: AGTS, 227

INSTRUCTOR: Roger D. Cotton, Th.D.
PHONE: 417.865.2815 EX 8876
 Direct: 417-268-1076
OFFICE: AGTS, Rm 214
EMAIL: cottonr@evangel.edu
OFFICE HOURS: posted by office door

REQUIRED TEXT: There are no required texts to own for this course but the student must carefully follow the ninth edition of Turabian to present the paper in correct style.

RECOMMENDED TEXTS: (These will be on reserve in the library.)

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2018. [ISBN: 10: 9780226494425]

Also, the student needs to consult the following source for better understanding of the process of doing this paper:

Vymeister, Nancy Jean and Terry Dwain Robinson. *Quality Research Papers for Students in Religion and Theology*. 3rd ed. Grand Rapids, MI: Zondervan, 2014. [ISBN: 0310514029].

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:

The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—*Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.*

EVANGEL UNIVERSITY MISSION:

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

COURSE DESCRIPTION and PURPOSE:

This is the capstone academic experience for the degree of Master of Arts in Theological Studies and functions as the final assessment tool for the degree. This course is designed to guide and assist the student in preparing a major seminar paper (about a third the size of a thesis but functioning much like one). The required research, interpretation, and writing provide the opportunity to demonstrate competency within the chosen concentration of study.

COURSE REQUIREMENTS:

See the schedule later in this syllabus for specific assignments.

- Students are expected to have daily access to:
 - Course Commons documents
 - Evangel email.
- All students are expected to communicate with the instructor any concerns, technical difficulties, and/or questions they may have via email, phone call, office appointment, or briefly at the office or before or after class.
- All assignments are due on the date and at the time specified under Course Assignments and must be submitted by email. If I do not respond within two days to any email and acknowledge receiving it please ask me about it.
- All formal papers (unless otherwise specified by the instructor) are to be formatted according to AGTS's T8-SBL2 Academic Style. ¹ The Seminar Paper must follow Turabian 9th edition.
- All assignments need to be submitted in a format compatible with Microsoft Office. The latest version of Office is available for your personal machine. It can be downloaded without charge by following the instructions at: <https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-Get-Microsoft-Office-for-free->
- Late work is only allowed in this course for emergencies. Otherwise the grade will suffer a full letter for the assignment.
- If you are not able to complete the course by the due date, a grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>. The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction.

ATTENDANCE:

Class participation is important for the best class experience for everyone. It is all the more important in this class because the limited number of sessions and the critiques that must be contributed. Please talk to me about your absences. You are responsible for obtaining any information you miss.

¹ This is the official, agreed-upon set of options of AGTS's faculty based on the latest edition of Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, and superseded by any differences from Turabian in the *Society for Biblical Literature Handbook of Style*, 2nd ed. Full details are found in COURSE COMMONS, the AGTS website [see especially the D.Min Writing Resources page for models, samples, templates, and instructional videos], and The Write Place.

COURSE OUTCOMES:

Course Learning Outcomes And the other outcomes to which they are intended to contribute	MATS Program Learning Outcomes [7]	EU20 [8]	Faith, Work & Economics Integration [9]
1. Engage independently in research and writing in their area of theological studies at requisite skill levels with regard to <i>vocabulary, punctuation, spelling, grammar, composition, style, etc.</i> , and with requisite <i>academic form and style for biblical and theological studies</i> .	1-8	C3, E2, E4, G1	N/A
2. Reflect critically on the available (historical and contemporary) scholarship in a particular area of study, <i>assessing strengths and weaknesses, identifying operational presuppositions</i> in both theological and hermeneutical method, and <i>synthesizing appropriate implications</i> for contemporary life, ministry, and leadership.	1-8	C3, E2, E4,	N/A
3. Participate constructively in critical analysis of <i>peer research and writing</i> and <i>receive and fairly evaluate judgments of peers</i> with regard to personal research and writing.	1-8	C3, E2, E4, G1	N/A
4. Document their learning by program objectives throughout their seminary experience.	N/A	N/A	N/A
5. Serve the church more effectively through theological research and written reflection; and live a more Christ-like life as a disciple in light of ones academic work.	1-8	C3, E2, E4, G1	N/A

COURSE OUTLINE:

January 10-24 Meet as a class; preparatory review of biblical/theological research and writing and establishment of topics, proposed to professor on January 17

January 31- March 14 no class meetings—do portfolio and evaluation and write the paper

January 31 Turn in MATS Portfolio and Program Evaluation

February 7 Turn in a detailed outline of the paper

March 18, by noon, Submit paper for critique

March 21 Have read the other papers and do assigned critiques

March 21-28 Meet as a class and critique papers

April 22 Turn in final form of the seminar paper

COURSE ASSIGNMENTS:

Turn in all assignments by email to cottonr@evangel.edu.

1. Each student must **turn in a MATS academic portfolio on January 31** (see the *MATS Program Manual* for details), which documents your individual quality-of-learning experience for each of the program objectives and learning outcomes of the MATS degree. This is a part of our assessment of how we, in our MATS program, are doing in accomplishing what the degree is intended to do for students.
 - a) You are to collect summative or other major assignments from your MATS courses (at least one per course) which demonstrate the highest level of fulfillment of each of the program goals, as given in the assessment questions in the Manual, and following the rubric there. Submit them electronically to the professor (cottonr@evangel.edu)
 - b) Next, you are to add a brief comment, whenever possible (at least one per section of the rubric), to clarify your rating and to provide further detail about your observations.
 - c) For each course you took in your MATS program give a few sentences summarizing the quality of its contribution to your program and why.
 - d) Finally, summarize your evaluation of the effectiveness of the degree and how well it achieved the goals of the program.

2. Each student must successfully **research, write, and present a 30-page seminar paper** in an area of study for which you have done course work. It is to be based on your independent examination and interpretation of primary and secondary sources. It is highly recommended that you build on significant work that you have previously done in your courses. This must show your ability to do masters level graduate research and writing in Bible and theology.
 - a) The content of the paper must be *30-35 double-spaced pages of the body of the paper* with footnotes at the bottom of the pages. Front and end matter may then cause the complete paper to exceed the 35-page limit.
 - b) The topic must be turned in on **January 17** for discussion and approval by the professor.
 - c) The outline for the paper must be turned in on **February 7**, following Turabian form (there must not be a 1 without a 2 or an A without a B, etc.) It needs to clearly state the subjects of each division down to the level *just above* the individual paragraphs.
 - d) You must submit your paper in the best form you are capable of, by email, for critique, to the rest of the class, **by noon, on Monday, March 18**, and then discuss it in class on March 21.
 - e) You will be assigned and carry out the critique of the content of another student's paper and a critique of the writing and form of another student's paper, on **March 21**. More instructions on these critiques will be given in class. The evaluation should follow the

"MATS Rubric for Grading Theological Studies Seminar Papers." Before your paper is critiqued you will summarize what you got out of producing your paper. Then, you are expected, not to defend your paper, but to enter into dialogue with your colleagues about your work, with the intent to improve the final product.

f) The final form of your seminar paper must be emailed to the professor and all class members **by noon, Monday morning, April 22.**

Note: The best MATS Theological Studies Seminar paper each year is nominated to receive the Stanley Horton Award and may be published in AGTS' online journal, *Encounter: Journal for Pentecostal Ministry* (<http://www.agts.edu/encounter/index.htm>).

Check out the last several years' winning papers as models of content, research, and organizational development. (Since they have been formatted for publication as a journal article, however, they are no longer strictly in Turabian format.)

ASSESSMENT:

The grading scale for the course and the weight for each assignment are shown below.

Note: Students need to retain extra copies of all work submitted until the final course grade has been recorded.

GRADING SCALE:

A	94 to 100%	C	74 to < 77%
A-	90 to < 94%	C-	70 to < 74%
B+	87 to < 89%	D+	67 to < 70%
B	84 to < 87%	D	64 to < 67%
B-	80 to < 84%	D-	60 to < 64%
C+	77 to < 80%	F	0 to < 60%

GRADING PERCENTAGES:

Format/style critique of another paper	5%
Content critique	5%
MATS Portfolio and Program Evaluation	15%
Seminar Paper	75%
The paper will be graded on content (research and analysis)	50%
Writing style	25%
Turabian form	25%

Late work may be penalized 1 point per day using a 12 point scale where 12=A and 1= F

SELECTED BIBLIOGRAPHY

(See the "Biblical and Theological Resources list" created to assist D.Min. students in their project research.)

Adler, Mortimer J. And Charles Van Doren. *How to Read a Book*. Rev. ed. New York: Simon and Schuster, 1972.

Badke, William B. *A Survivor's Guide to Library Research*. Grand Rapids, MI: Zondervan, 1990.

Barber, Cyril J. and Robert M. Krauss, Jr. *Introduction to Theological Research : A Guide for College and Seminary Students*, 2nd ed., rev. and expanded. Lanham, MD: University Press of America, 2000.

Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*, 6th ed. New York: Wadsworth, 2003.

Bauer, David R. *An Annotated Guide to Biblical Resources for Ministry*. Peabody MA: Hendrickson, 2003.

Bible software with graduate level tools is highly recommended, such as Logos or Accordance.

Broyles, Craig C., ed. *Interpreting the Old Testament: A Guide to Exegesis*. Grand Rapids: Baker, 2001.

Burns, Robert B. *Introduction to Research Methods*, 4th ed. Thousand Oaks, CA: SAGE Publications, 2000.

Cheney, Theodore A. Rees. *Getting the Words Right: How to Rewrite, Edit and Revise*. Cincinnati, OH: Writer's Digest Books, 1983.

Chisholm, Robert B. *From Exegesis to Exposition: A Practical Guide to Using Biblical Hebrew*. Grand Rapids: Baker, 1999.

Danker, Frederick W. *Multipurpose Tools for Bible Study*. Minneapolis: Augsburg Fortress, 2003.

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. 3rd ed. Grand Rapids: Zondervan, 2012.

Fee, Gordon. *New Testament Exegesis: A Handbook for Students and Pastors*, 3rd ed. Louisville, KY: Westminster John Knox, 2003.

Fee, Gordon, and Douglas Stuart. *How to Read the Bible for All It's Worth*. 4th ed. Grand Rapids: Zondervan, 2014.

Hernando, James D. *Dictionary of Hermeneutics: A Concise Guide to Terms, Names, Methods*,

and Expressions. Springfield, MO: GPH, 2005.

Longman, Tremper, III. *Old Testament Commentary Survey*. 5th ed. Grand Rapids: Baker, 2013.

Martin, Ralph P. *New Testament Books for Pastor and Teacher*, rev. ed. Louisville: Westminster John Knox, 2002.

Mauch, James E. and Jack W. Birch. *Guide to The Successful Thesis and Dissertation: A Handbook for Students and Faculty*. 4th ed. New York: Marcel Dekker, 1998.

Mertens, Donna M. *Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches*. Thousand Oaks, CA: SAGE Publications, 1997.

Rubenstein, Richard L., and John A. Bollier. *The Literature of Theology: A Guide for Students and Pastors*. Louisville, KY: Westminster John Knox, 2003.

The SBL Handbook of Style. 2nd ed. Atlanta, GA: SBL Press, 2014.

Silva, Paul J. *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington D. C.: American Psychology Association, 2007.

Soulen, Richard N., and R. Kendall Soulen. *Handbook of Biblical Criticism*. 4th ed. Louisville, KY: Westminster John Knox, 2011.

Stuart, Douglas. *Old Testament Exegesis: A Primer for Students and Pastors*. 4th ed. Philadelphia: Westminster, 2009.

Strunk Jr., William, and E. B. White. *The Elements of Style*. 4th ed. New York: Longmans, 2000.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2018.

Vyhmeister, Nancy J. and Terry Dwain Robertson. *Quality Research Papers: For Students of Religion and Theology*. 3rd ed. Grand Rapids: Zondervan, 2014.

Zinsser, William. *On Writing Well: The Classical Guide to Writing Nonfiction*. 7th ed, rev. and updated. New York: Harper Collins, 2006.

SPECIFIC DATA

Syllabus prepared by Roger D. Cotton, Th.D., Professor of Old Testament, submitted in November 2018.

ACADEMIC INTEGRITY:

As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

ELECTRONIC DEVICES IN THE CLASSROOM:

Please do not detract from the learning environment by how you use your devices.

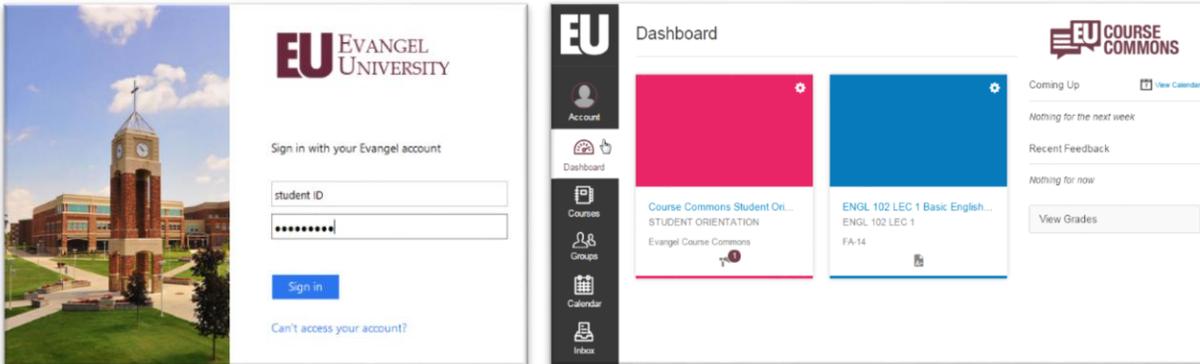
DISABILITY ACCOMMODATIONS:

Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by Evangel University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

— *COURSE COMMONS Information* —

This course will use *COURSE COMMONS*, Evangel's learning management system. There are links to *COURSE COMMONS* in the Student Portal and the Evangel website. The login page for *COURSE COMMONS* is <https://courses.evangel.com/>.

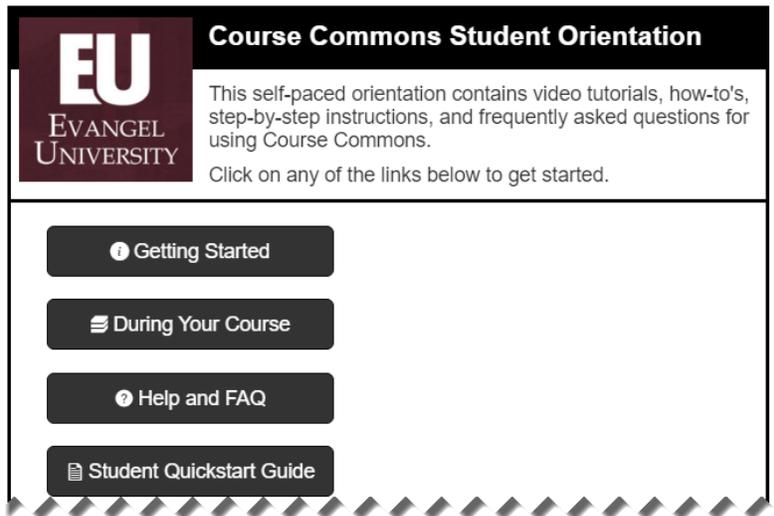


**Use your
Evangel**

username and password to login.

COURSE COMMONS STUDENT ORIENTATION

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to *COURSE COMMONS* you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



ACCESSING THE COURSE IN COURSE COMMONS

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

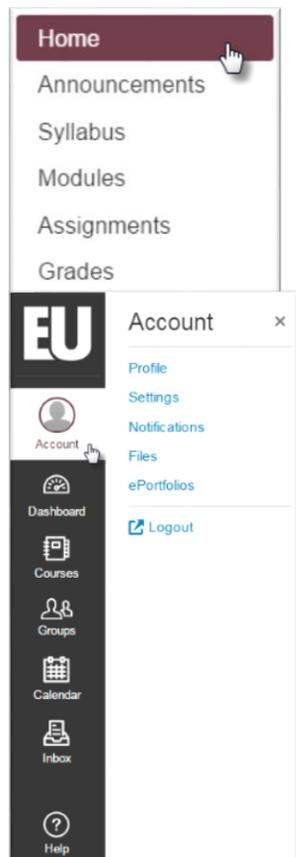
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in *COURSE COMMONS* seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through *COURSE COMMONS*. Only access to already submitted work, course resources and grades will be available.

ACCESSING COURSE CONTENT IN COURSE COMMONS

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu. Students can adjust their personal settings in *COURSE COMMONS*. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout *COURSE COMMONS*.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from *COURSE COMMONS* and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the *COURSE COMMONS* Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

ACCESSING GRADES IN COURSE COMMONS

All course grades will be recorded and shown through *COURSE COMMONS*. Simply click the "Grades" button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the *COURSE COMMONS* Student Orientation: [How to Check My Grades](#).

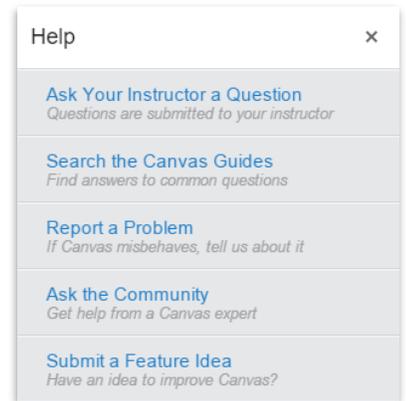
HOW TO GET HELP WITH COURSE COMMONS

Help is never more than a few clicks away! You can access the Help menu from any page in *COURSE COMMONS*.

Click on the Help icon in the lower left corner of the screen. Because the *COURSE COMMONS* is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link:
<https://community.canvaslms.com/community/answers/guides/>.



COURSE COMMONS TROUBLESHOOTING

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with COURSE COMMONS? Click the Help icon, click "Report a Problem" and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu