

SOUTHERN CALIFORNIA SEMINARY
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108

NT-219 – NT SURVERY 2: Pauline Epistles
FALL TRIMESTER, MODULE 3
JANUARY 12 – FEBRUARY 23, 2017
THURSDAY 7 PM – 10 PM

PROFESSOR

Ron Barnes
E-mail: rbarnes@socalsem.edu
Phone: 619-201-8984

COURSE DESCRIPTION

A study of the Epistles of Paul emphasizing exegetical and expositional analysis of 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, and Philemon. Emphasis is placed on the historical-cultural background, main purposes, and biblical theology of each book, as well as relevant applications to life and ministry. Romans will be studied separately. *3 units.*

REQUIRED TEXTBOOKS

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. Walvoord, John F., and Roy B. Zuck. *The Bible Knowledge Commentary (BKC): New Testament*. Wheaton, IL: Victor Books, 1983. **ISBN: 0882078127** Retail: \$44.99
3. Barnes, Ron. *A Hero's Welcome*, 1998 (Purchase at San Diego Christian College: 200 Riverview Parkway, Santee) \$13.95
4. *Class Notes* to be supplied by the professor.

Please Note: In order to get your books before classes begin, it is your responsibility to order the texts at least one month prior to the start of class or be willing to pay for expedited shipping.

Student Learning Outcomes / Course Objectives The student who successfully completes this course will	Masters' Program	SCS Student Outcomes**
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be able to . . .	Goals*	
1. Summarize the emphasis of each epistle studied. [Bloom: 2; SR: 2,3,4,5,6]	1,3	1,2,3,4
2. Establish principles of Christian living from Paul's teaching. [Bloom: 5; SR: 2,3,4,5,6]	1,3	1,2,3,4,5,6
3. Appraise how Paul dealt with problems in individuals and churches. [Bloom: 6; SR: 2,3,4,5,6]	1,3	1,2,3,4,6
4. Formulate qualifications and responsibilities for church officers from the pastoral epistles. [Bloom: 5; SR: 2,3,4,5]	1,3	1,2,3,4,5,6
5. Construct an understanding of the mysteries revealed to Paul. [Bloom: 3; SR: 2,3,4,5]	1,2	1,2,3,4
6. Extrapolate Paul's teaching on future events. [Bloom: 4; SR: 2,3,4,5]	1,2	1,2,3,4

*The program objectives and institutional objectives are published in the current Academic Catalog.

COURSE REQUIREMENTS

1. **The Pre-session Assignment is due at the beginning of the first class session.** See the Assignment Schedule.
2. **Reading.** Reading the Pauline Epistles and the Epistle to the Hebrews will enrich the student's walk with God, falling in deeper love with the Author of Scripture. As well, additional reading will be required in *The Bible Knowledge Commentary, A Hero's Welcome*.
3. **6 Inductive Analyses of the Biblical Text** (Choose any 4 of the 6 listed below)
4. **Spiritual Life Application.**
 - (a) **Solitude:** During the 7-week module, spend at least 45 minutes a day alone with God in Scripture reading and prayer. At the final class session, submit to Blackboard a statement (**Solitude Report**) of the % of days you have enjoyed alone with our Savior, along with your name and the date!
 - (b) **Evangelism:** Each student is required to share the gospel with 2 different lost people during the 7-week module and turn in a **one-page report** of their experience. This assignment goes beyond inviting someone to church, spending time with a non-Christian, or simply mentioning the Lord in a conversation. These are all important things to do! But, this assignment requires presenting the Good News of Jesus from Scripture. First, present **The Bad News:** (1) We are sinful in God's eyes (Rom.3:23); (2) As sinners, we deserve to be separated from God forever (Rom.6:23a: "the wages of sin is death."); (3) No amount of

‘good deeds’ can earn our salvation (Titus 3:5). Then, second, present **The Good News**: (1) Jesus Christ died to forgive our sins (Rom. 5:8); (2) Jesus rose from the dead (Rom. 10:9-10); (3) We can be saved from Hell by believing that Jesus is God and trusting Him alone as our Savior (Rom.10:13). At this point, ask the person if they are willing to trust in Jesus as their Savior. We may be surprised! This may be their moment to be born again by the Spirit of God (John 3:1-16). The purpose of this assignment is to equip each student in sharing the good news of Jesus clearly, simply and biblically. Many lost people have been saved over the past several years as students have obeyed the Lord in sharing the gospel through this assignment. Pray (and fast) for those you want to share Jesus with, and then allow the Holy Spirit to fill you with His compassion and courage to share (Acts 1:8; 4:31). This is where the Great Commission begins—with befriending sinners to the Friend of Sinners. Students are encouraged to take a disciple with them to share the gospel, if possible. As they watch you, they will learn how to share the Good News with lost people, and cultivate a lifestyle of evangelism.

Inductive Analysis #1: Analysis of *The Judgment Seat of Christ* and Eternal Rewards in 1 & 2 Corinthians. Study the following passages: 1 Cor. 3:5-17; 4:1-5; 6:1-3; 9:24-27; 2 Cor. 1:12-14; 4:16-18; 5:9-11. Use the following format for your analysis, or you can construct a 3-column chart to display the same information:

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- (1) List the Biblical reference; (2) write out the Biblical truth(s) that are related to the doctrine of rewards; (3) write out the **actual words** from the Biblical reference that support the Biblical truth(s) observed on the doctrine of rewards.

Example:

- (1) 1 Cor.3:5; (2) Rewards are earned for efforts in evangelism; (3) “Who then is Paul, and who is Apollos, but servants **through whom you believed?**” (This particular observation is based upon **the following context**, which is about ministry and rewards.)
- (2) 1 Cor. 3:8; (2) Rewards are personal; (3) “**each one** will receive **his own** reward.”

**Your analysis of the above passages must have a minimum of 20 biblical truths regarding the doctrine of eternal rewards. The two listed in the example cannot be used for the 20 required ☺.*

Inductive Analysis #2: Choose **one** of the following passages & complete the instructions:

1. Ephesians 1:3-14:

- a. List **all** the spiritual blessings the believer has ‘**in Christ**’ in this passage.
- b. Use exegetical tools (e.g., Words Study volumes, Lexicons, Exegetical Dictionaries, etc.) to define the following terms: “blessed” (v.1), “chose” (v.4), “predestined,” (v.5), “adoption” (v.5), “redemption,” (v.7), “grace” (v.7), “inheritance,” (v.11), “hope” (v.12), “glory” (v.12), “sealed,” (v.13), and “believed” (v.13). In your definitions, be sure to observe the particular meaning of these terms in the context of Ephesians 1:3-14.

At the end of your paper, **cite the titles** of sources used in your lexical research. **3 sources required.**

2. *Ephesians 2:1-10*:

- a. Describe all that it means to be unsaved in verses 1-3. Using exegetical tools, define the terms “dead,” “trespasses,” “sin,” “world,” “prince of the power of the air,” “sons of disobedience,” “flesh,” and “children of wrath.” **3 sources required; cite sources at end of paper.** Be sure to define these terms as used in the context of Ephesians 2:1-10. On the word “dead,” see also Eph. 4:18.
- b. Describe the character of our Savior, God, in verses 4-7. In this context, define the following terms (“Mercy,” “love,” “grace,” and “kindness.”).
- c. Write a **paragraph** (1/2 page) on how this passage affects your view of God and the impact it should have on personal worship.
- d. List the **contrasts** you see in verses 8-9.
- e. Answer the question, “Is faith a gift of God to the sinner, per verse 8?” If you know Greek, use the Greek text to evaluate the grammar and syntax here. After you do your own contextual analysis, then consult a few commentaries (3 sources required). If faith is a gift (the view of some), how do we reconcile God’s command to believe in the gospel (example: Acts 16:31) and the many invitations to believe in the New Testament? Why would these commands and invitations be necessary if faith is God’s gift to the unsaved? As well, if faith is a gift to the elect, how can God require the non-elect to put their faith in Him, and then condemn them forever because they did not believe in Him? (John 3:18). Therefore, in answering this question, you must not only examine the lexical and syntactical data in Ephesians 2:8, but as well the basic issues in the doctrine of salvation seen in other relevant NT texts.
- f. How does verse **10** relate to verses **8 and 9** in terms of “works”? That is, how do “works” relate to justification (vv.8-9), and to sanctification (v.10)?
- c. Listen to the Professor’s sermon on Ephesians 2:1-10 to see how this passage could be preached, expositively. Go to cdobaptist.com –this Podcast is titled “*Why Did God Save Us?*” (Nov. 1st, 2012). Turn in a **one-page summary** of the sermon outline, main idea and 3 applications to life.

Inductive Analysis #3. Complete (in typed form) the following biographical analysis of Paul, the Apostle, based upon the New Testament passages listed.

I. Paul (Saul), prior to trusting in Jesus as his Savior:

A. His early background:

Acts 21:39

Rom.11:1

Phil. 3:5 & 6

Acts 22:3

Acts 23:6

1 Timothy 1:13

B. His war against the church:

Acts 7:54-8:1; 22:20

Acts 8:1-3

Acts 22:4

Acts 22:19

Acts 26:10-11

Galatians 1:13

II. Paul trusts in Jesus as his Savior

- A. Study Acts 9:1-18, then identify the main sequence of events in Paul's born-again experience on a timeline, with verse references listed next to each event in the chronology:

B. Describe Paul's perspective on his being saved, per 1 Timothy 1:12-17:

Its' Cause (s)

His attitude about himself

Attributes of Christ

Its' purpose(s)

III. After Paul trusts in Jesus as his Savior

- A. Under each reference, list the main events directly following Paul's conversion, per Acts 9:19-30:

v.19

vv.20-22

vv. 23-25

vv.26-28

vv.29-30

B. What did Paul do shortly after trusting Jesus as his Savior, per Galatians 1:11-18?

C. Briefly describe some of the details of Paul's early ministry:

Acts 9:19-21

Galatians 1:16-17

Galatians 1:17, 18; Acts 9:22-25

Acts 9:26-29; Galatians 1:18-20

Acts 9:30; Gal.1:21

Acts 11:24-26

Acts 11:30; Gal.2:1-10

Acts 12:25-13:3

Inductive Analysis #4: Theological analysis of *Eschatology* in 1 & 2 Thessalonians

From the following passages, what contribution to the doctrine of "last things" (Eschatology) do Paul's epistles to the saints in Thessalonica make? Do your analysis from the context and meanings of terms, then consult at least 3 outside sources for consultation. Please cite these sources at the end of your paper.

1 Thessalonians 1:3

1 Thessalonians 1:10

1 Thessalonians 3:11-13

1 Thessalonians 4:13-18

1 Thessalonians 5:1-11

1 Thessalonians 5:23

2 Thessalonians 1:5-10

2 Thessalonians 2:1-13

Inductive Analysis #5: What revelation is found concerning the doctrine of spiritual failure in the Christian in the following passages? One question you will need to answer is, “*What forms can spiritual failure take?*” Use (and cite) at least 3 sources (e.g., *BKC*, *Expositor’s Bible Commentary*, *Thomas Nelson Study Bible*, etc.) after you have done your own contextual observations.

1 Timothy 1:18-20

1 Timothy 5:8

1 Timothy 5:11-14

1 Timothy 5:19-20

1 Timothy 6:6-10

According to 1 Timothy 6:17-19, what is the remedy for the spiritual failure noted in 6:6-10?

Inductive Analysis #6: In the historical context of the book of Hebrews, what is the meaning of the following verses? After you have studied the context, consult at least 5 outside sources, which must be cited at the end of your paper.

Hebrews 2:1-3

Hebrews 3:12-14

Hebrews 6:4-6

Hebrews 10:26-31

Please Note: Your Name and Box Number must appear on all assignments handed in!
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Sequence of Instruction

Read the table like this, “At Session ____ on _____, the scheduled session content is _____, and the assignment *due that session* is _____.”

Session	Date	Session Content	Assignment Due
1	1/12/17	<ul style="list-style-type: none"> • Syllabus Review • 1 & 2 Corinthians • Understanding the Corruptions in the Church at Corinth • Understanding the Questions Asked by The Church at Corinth, and Paul’s Answers. • The Judgment Seat of Christ 	<p><i>This is the pre-session assignment due Session 1.</i></p> <ul style="list-style-type: none"> ❑ Read 1 & 2 Corinthians. ❑ Inductive analysis #1: The Judgment Seat of Christ and Eternal Rewards in 1 & 2 Corinthians (See “Course Requirements.”) ❑ After completing your inductive analysis on the Judgment Seat of Christ passages, read “A Hero’s Welcome,” <i>Chapters 2 & 7</i>, then write a one-page summary of how this doctrine should affect your personal life and ministry.
2	1/19/17	<ul style="list-style-type: none"> • Galatians & Ephesians • Understanding the True Gospel • Understanding The Role of The Spirit in Sanctification • Understanding our Wealth in Christ and our Walk with Christ 	<ul style="list-style-type: none"> ❑ Read Galatians & Ephesians. ❑ Read Galatians in the BKC. ❑ Inductive analysis #2 (see “Course Requirements”) ❑ Discussion Board
3	1/26/17	<ul style="list-style-type: none"> • Philippians & Colossians • The Philosophy of Christian Living. • The Principle of Christian Living. • The Progress in Christian Living. • The Provision for Christian Living. • The Pre-imminence of the Lord Jesus Christ and its doctrinal & moral implications 	<ul style="list-style-type: none"> ❑ Read Philippians & Colossians. ❑ Read Colossians in <i>The Bible Knowledge Commentary.</i> ❑ Inductive Analysis #3 (See “Course Requirements”) <p>Note: It’s Time To Order All Textbooks For Next Module!</p>

Session	Date	Session Content	Assignment Due
4	2/2/17	<ul style="list-style-type: none"> • 1 & 2 Thessalonians • Paul, the Missionary (Evangelist & Disciple-maker) • The Return of The Lord Jesus Christ • The Revolt of the Anti-Christ 	<ul style="list-style-type: none"> ❑ Read 1 & 2 Thessalonians. ❑ Read 1 & 2 Thessalonians in <i>The Bible Knowledge Commentary</i> ❑ Inductive Analysis #4 (See “Course Requirements.”) ❑ Read <i>A Hero’s Welcome</i>, Chapter 6, and write one-page response regarding the impact of these biblical truths on your personal life & ministry.
5	2/9/17	<ul style="list-style-type: none"> • 1 & 2 Timothy, Titus • Principles & Practice of Local Church Ministry • Philemon: Christ-exalting expectations for Masters & Slaves 	<ul style="list-style-type: none"> ❑ Read 1 & 2 Timothy, Titus & Philemon. ❑ Read 1 & 2 Timothy in <i>The Bible Knowledge Commentary</i>. ❑ Read the Introduction section to Philemon in <i>The Bible Knowledge Commentary</i>. ❑ Read <i>A Hero’s Welcome (Appendices: word study on “stephanos”)</i>. ❑ Inductive Analysis #5 (See “Course Requirements”)
6	2/16/17	<ul style="list-style-type: none"> • Hebrews 1-6 	<ul style="list-style-type: none"> ❑ Read Hebrews 1-6. ❑ Read Hebrews 1-6 in <i>The Bible Knowledge Commentary</i>. Inductive Analysis #6 (See “Course Requirements”)
7	2/23/17	<ul style="list-style-type: none"> • Hebrews 7-13 	<ul style="list-style-type: none"> ❑ Read Hebrews 7-13. ❑ Read Hebrews 7-13 in <i>The Bible Knowledge Commentary</i>. ❑ Read <i>A Hero’s Welcome</i>, Chapter 9, and turn in a one-page response to the impact of this truth on your personal life & ministry. ❑ Turn in your Solitude Report (simply state the % of days

Session	Date	Session Content	Assignment Due
			during the 7 week module you have spent at least 45 minutes alone with God), followed by your signature. <input type="checkbox"/> Turn in your Evangelism Report . <input type="checkbox"/> Turn a report of the % of reading you have completed in (1) The Pauline Epistles & Hebrews; (2) The Bible Knowledge Commentary; and in (3) A Hero's Welcome. List all three sources, the % completed in each, followed by your signature.

Student Evaluation

Reading of The Pauline Epistles & Hebrews.....	100 points
Reading <i>The Bible Knowledge Commentary</i>	100 points
Reading <i>A Hero's Welcome & 3 One-page responses</i>	100 points
4 Inductive Analyses	400 points
Discussion Board.....	50 points
Life Application Assignment- <i>Solitude</i>	150 points
Life Application Assignment- <i>Evangelism</i>	100 points
.....	Total 1000 points

Grade Scale

The final course grades are not given out until three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Grade	Percent
A	= 95–100%	C	= 77–79%
A-	= 92–94%	C-	= 74–76%
B+	= 89–91%	D+	= 72-73%
B	= 86–88%	D	= 70- 71%
B-	= 83–85%	D-	= 68-69%
C+	= 80–82%	F	= Below 68%

Other Helpful Information

Course Attendance

Attendance Policy for Trimester Courses Held in 3-Hour Sessions

For the module, more than 10 minutes late is a Tardy, more than 20 minutes late is an Absence. Two tardies = one absence. The student is responsible for all work in case of an absence. One absence is permitted in a module course. Two absences results in being dropped from the course.

First Session Attendance

Modular classes include a pre-session assignment to be completed and submitted at the first session. A student who is absent from the first session of a modular course will be administratively withdrawn from the course. In order to remain in the class, students may submit a petition using the Multi-Purpose Academic Petition Form for a Course Continuation (a fee applies). The student will be required to complete any exams or assignments missed. Not doing so may result in a lower grade as described in the course syllabus.

Partial Absences

A partial absence is when a student is not present in the classroom for a period of time that is less than the entire 3 or 6 hours session excluding authorized breaks. This may occur at the beginning of the class period (tardy), anytime during the period, leaving early, or any combination.

For modular courses that consist of 21 contact hours (Undergraduate and Graduate Bible Programs), not being present 10-20 minutes is considered a *partial absence* and not being present more than 20 minutes is considered an *absence*. Two partial absences equal one full absence.

For trimester courses that consist of 42 contact hours over 14 weeks (Undergraduate and Graduate Bible Programs), not being present 10-20 minutes is considered a *partial absence* and not being present more than 20 minutes is considered an *absence*. Two partial absences equal one full absence.

Late Course Work Policy

No late work accepted, except for extenuating circumstances (personal emergencies). All work is due at class time.

Academic Integrity

Southern California Seminary expects its students to be “above reproach” in their personal and academic lives (1 Timothy 3:2-7). If evidence of academic dishonesty is discovered, the Dean of the program with the Director of Student Affairs will investigate the matter and apply discipline.

Plagiarism is treating another person's work as one's own. It includes taking another's words, sentences, ideas or outlines without giving proper credit to the source, including that of copying

from other students. One who aids another student in plagiarism is likewise guilty of the same deception and will receive an academic penalty. The minimum penalty is failure of the paper; test, etc. where the deception occurred. The maximum penalty is dismissal from school.

Cheating is never tolerated at SCS, and any student caught cheating will be disciplined accordingly. The discipline may result in suspension or expulsion from the program.

Library

The SDCC/SCS Library website is your gateway to library resources and information. Go to <http://www.sdcc.edu/library/>. Click on Southern California Seminary Library to access Seminary specific resources for theology and counseling/psychology.

Use the library catalog, Athena, to find out what books the library owns and whether they are available. The online catalog is accessible through the library's web site. You can look at your own account through the library catalog, find out what books you have checked out and renew them. Click on Access Patron Info, enter your library barcode number and your first name.

There are several lists to help you locate periodical titles: Print Subscriptions, Electronic Subscriptions and Selective full-text Christian Periodical Index links.

The library subscribes to over 30 research databases with over 16,000 indexed and 8,000 full-text sources. They are accessible through the library's web page with a user ID and password. The library also has several e-book collections: ebrary, netLibrary and PsycBooks. You can go directly to the collections through Research Databases or the library catalog.

How to do library research? TILT is an online tutorial that introduces students to research sources and skills. Library Guides: Database Guides, How2Guides, bibliographies, etc., help students use the databases, understand the research process, and evaluate sources. Research Strategies Classes, held in the library's Cayot Room, walks students through the research process, the search features of several databases and hands-on practice.

The library is open 73 hours a week during the fall and spring semesters. Holiday and summer hours are posted on the library door, website, and bulletin board across from the SCS student mailboxes. A book drop is provided outside of the library.

Turabian Format for Papers

This information is taken from Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (5th edition). It covers basic format issues you will encounter when writing your papers. Use the *Manual* to resolve unanswered questions. More information will be given during the class sessions.

Body Text

1. You will use footnotes to cite your sources. Make a complete citation for the first citation from each source. For books, a complete citation always includes: author, title, place of publication, publisher, date of publication, and page number(s). If you cite only one source by an author, only the author's name and page number is required for subsequent citations. If you cite more than one source from an author, follow the first citation of each source with a

sentence explaining how you will cite it thereafter. For example, “Hereafter cited as Poe, *Tale Heart*.”

2. Number all pages of the paper, including the bibliography pages. Place the page number at the bottom center of all pages.
3. Double-space text with the 1-inch margins from all four edges. Quotations of five lines or more are BLOCK QUOTES. Format block quotes by indenting ½-inch from the left margin, single-spacing the text, and placing a blank line above and below the quotation. Do not use quotation marks at the beginning or end of the quotation.
4. Single-space footnotes and bibliography entries within each entry and double-space between entries.
5. Begin each paper with a title page. Include the title of your paper, your name, the department name and course number found on the course syllabus, and the date submitted. Insert a blank sheet of paper after the title page. See Turabian, Section 1.6, for details.
6. When using a word processor, use the left margin feature. Do not use the justified-text feature. Do use the superscript feature to insert footnote numbers into the text.
7. Know the difference between primary and secondary sources, and use as many primary sources as possible.
8. Periodicals come in at least three categories—newspapers, magazines, and scholarly journals. Learn how to use the indexes to find information in these periodicals.
9. Spell out numbers “one” through “ten” and those that begin a sentence.

Footnotes

1. Arrange notes in numerical order at the foot of each page (footnotes). Begin a footnote at the bottom of the page on which it is referenced. Extend it to the bottom of the following page if the note is long. See Turabian, sample 14.43.
2. Format footnote reference numbers as a superscript—an Arabic numeral typed slightly above the line. In the text, the reference number is placed immediately at the end of the material cited. In the note, the reference number is placed at the beginning, indented ½-inch. Start footnote reference numbers with 1, 2, etc. at the beginning of each chapter.
3. In the first citation of a work, include in the note the author's full name, title of the work, specific reference (volume, if any, and page number), and facts of publication (place of publication, publisher, and date of publication). Use the short-format described for subsequent notes.
4. The short format normally includes a shortened title followed by the page number. However, if the current note is from the same work cited in the immediately previous note, you may use the Latin abbreviation *ibid.* (include the period).
5. If the work has already been cited, but not in the immediately previous note, you may use either (a) author's last name, title of book or article, and page number, or (b) author's last name, page number, and the title of the work if more than one work by the same author is cited.

Examples of Notes

For other examples, see Turabian, pages 177–203. All note entries are marked with "N".

Book

¹ John Hope Franklin, *George Washington Williams: A Biography* (Chicago: University of Chicago Press, 1985), 54.

Editor

² Robert von Hallberg, ed., *Canons* (Chicago: University of Chicago Press, 1984), 225.

Article in a Journal

³ Richard Jackson, "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea," *Australian Geographer* 14 (May 1979): 180.

Bibliographies

1. Bibliography entries are arranged in alphabetical order beginning on a page of their own. Do *not* classify the entries by the type of work (book, periodical, etc.). Some examples are given below. See Turabian, pages 177–203 for more. In Turabian, bibliography entries are marked with "B".
2. Format bibliographical entries flush left, with subsequent lines within the entry indented five spaces (known as a *hanging indent*).
3. Place the family name first followed by a comma and then the first name (e.g., Doe, John).
4. Use periods at the end of each main part—author's name, title of work, and facts of publication. In the case of periodical bibliographical entries, put parentheses around the dates of publication when these follow a volume number.
5. Include page numbers only when the item is a part of a whole work—a chapter in a book or an article in a periodical. Do not use *page*, *pages*, *p.* or *pp.*, simply state the page numbers.

Examples of Bibliographical Entries

Book

Franklin, John Hope. *George Washington Williams: A Biography*. Chicago: University of Chicago Press, 1985.

Editor

von Hallberg, Robert, ed. *Canons*. Chicago: University of Chicago Press, 1984.

Article in a Journal

Jackson, Richard. "Running Down the Up-Escalator: Regional Inequality in Papua New Guinea." *Australian Geographer* 14 (May 1979): 175–184

Course Bibliography

Please consult the bibliographies from the Bible Knowledge Commentary. At the conclusion of each Bible book in the BKC, there is a suitable bibliography for that particular book. Any book listed in the back of your textbook is suitable, as is any commentary or other resource in the college / seminary library. If you want to use a book from your own library that is not on the approved list (in the back of your textbook or in the college / seminary library), please check with your instructor before using it.

How to Add or Drop Courses

Students must use the Course Change Form: Add/Drop which is available on the website or from the Registrar's Office OR during open registration periods students may add and drop courses using the web registration feature on the website. If the form is used, it is self-explanatory and does require that the student sign it themselves and get up to six other signatures.

All add or drops do not become effective until the completed Add/Drop Form is received and signed by the Registrar. The student will be charged a fee for each add/drop form. More than one class can be added or dropped per form. Students may save this fee by filing an add or a drop within the first 5 business days after classes begin.

To add a course, students must be in good standing and the professor must be in agreement. Courses may not be added after the second week without special approval from the Academic Dean.

To drop a course in the first four weeks of a 7-week module course, the student must complete the form, obtain all needed signatures and submit it to the Registrar's Office before the fourth session. The student will be dropped from class and no record of it will be shown on their transcript. Module courses dropped at the fourth session will receive a grade of "W." Module courses dropped after the fourth session will receive a grade of "F."

To drop a course in the first eight weeks of a 14-week trimester course, the student must complete the form, obtain all needed signatures and submit it to the Registrar's Office before the eighth session. Trimester courses dropped at the eighth session will receive a grade of "W." Trimester courses dropped after the eighth session will receive a grade of "F."

To drop a course in the first sixteen weeks of a 28-week two-trimester course, the student must complete the form, obtain all needed signatures and submit it to the Registrar's Office before the sixteenth session. Two-trimester courses dropped at the sixteenth session will receive a grade of "W." Two-trimester courses dropped after the sixteenth session will receive a grade of "F."

If a student stops attending class and does not drop the course officially, the student will receive a grade of "F."

