



Degree Student's Guide

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Notes

D e g r e e P r o g r a m

Degree Student's Guide

Welcome to the degree program! This program has been designed to provide you with excellent and affordable training for the ministry to which God has called you. You are enrolled in one of the following programs. Note the program goals and objectives for each program.

Associate of Arts in Bible and Theology

This program is designed specifically for those called to ministry who desire degree-level preparation for lay ministry.

Program Goals and Objectives

Through this program, INSTE proposes to:

1. Provide degree-level Bible, theology and ministry preparation for lay ministers who will serve in a variety of positions in church and parachurch organizations.
2. Prepare workers in the marketplace for effective Christian witness.
3. Provide an intermediary degree for those called to ministry whose goal is to be life-long learners.
4. Teach leaders/ministers to think analytically in order to present the gospel with gentleness and respect.

Therefore, the student who successfully completes this program will be able to:

1. Minister through giftedness from a solid base of biblical and theological knowledge.
2. Build upon his or her unique mix of gifts, skills and abilities to be effective in ministry.
3. Continue to grow in knowledge and ministry throughout his or her lifetime.
4. Apologetically communicate the gospel with gentleness and respect.

Bachelor of Arts in Bible and Theology

This program is designed for those who have previous college or university experience and wish to pursue a baccalaureate in Bible and Theology. The objectives of this program are the same as those of the Diploma in Bible and Theology.

Program Goals and Objectives

Through this program INSTE proposes to:

1. Produce Bible-centered leaders and ministers committed to life-long learning.
2. Prepare leaders and ministers based on their giftedness.
3. Individualize leadership and ministry preparation through mentor-guided experiences in ministry.
4. Provide a solid degree-level base of biblical and theological knowledge upon which the leader/minister may build throughout his/her lifetime.
5. Teach leaders/ministers how to find and learn from mentors throughout their life-time.
6. Teach leaders/ministers to think analytically in order to present the gospel with gentleness and respect.

Therefore, the student who successfully completes this program will be able to:

1. Demonstrate a Bible-centric view of ministry.
2. Minister through giftedness from a solid base of biblical and theological knowledge.
3. Continue to grow in knowledge and ministry throughout his or her lifetime.
4. Develop the ability to identify and learn from mentors as well as mentor others.
5. Build upon his or her unique mix of gifts, skills and abilities to be effective in ministry.
6. Apologetically communicate the gospel with gentleness and respect.

Alumnus Upgrade to a Degree

The Upgrade to a Degree provides a sequential route to the degree for busy leaders and ministers. Instead of simultaneously fulfilling the requirements for the degree, the student may elect to complete the diploma program and then enroll for the Upgrade program to complete the requirements for the degree.

Please note that if at any time during your studies in one of the other degree programs, you need to transfer to the Diploma program and then finish the degree requirements in this program, you may contact INSTE to change your program.

Program Objectives

Through this program INSTE proposes to:

1. Upgrade the diploma graduate to the standards established for the degree program.
2. Provide an avenue for qualifying¹ diploma graduates to receive a degree.
3. Stimulate the alumnus' commitment to life-long learning.
4. Teach leaders/ministers to think analytically in order to present the gospel with respect and gentleness.

Therefore, students who successfully complete this program will:

1. Fulfill the requirements for a degree.
2. Refresh their knowledge-base of Bible and theology.
3. Apologetically communicate the gospel with gentleness and respect.

Analytical Reading and Writing Skills

In *Discipleship 1* we quoted Francis Bacon: “Read not to contradict or confuse, nor to believe or take for granted, nor to seek discussion or argument, rather to think and consider. Some books are to be tasted, others swallowed, and a few to be chewed and digested.” What to taste and what to swallow requires analytical reading skills, to be sure. In that course we also proposed three questions:

What does the author say?	Understanding
What does it mean?	Interpretation
Is the author right or not?	Evaluation

As you study the courses in the degree program, you will evaluate your sources, judge evidence, interpret meaning, weigh opinions, check assumptions, and think through arguments to their logical conclusions. Questions throughout the INSTE book will challenge you to think, analyze, and evaluate experiences and traditions based on biblical truth. Your INSTE group will also sharpen your analytical skills as you debate issues and ideas each week.

Be an Apologist!

The day of the institutional leader/minister is over. The world now demands strong-minded apologists of the faith who are “prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect.” (1 Peter 3:15 NIV)

¹ *The student who has the requisite 36 hours of general education credits from an appropriately accredited institution*

This requires the refinement of your analytical and research skills, and much discipline. True Christianity is not an irrational leap of faith; it is credible faith based on reason. So let's begin. "Come now, let us reason together, says the Lord." (Isaiah 1:18 NIV).

If you have access to the internet, check out two excellent resources:

William Lane Craig <http://www.reasonablefaith.org/>

Ravi Zacharias <http://www.rzim.org/>

If you have an iPad, iPod, or iPhone, check the app store for these free resources: Reasonable Faith and RZIM.

Additional Requirements for the Degree

As a degree student, you are required to transfer 15 hours (AA) or 36 hours (BA) of general education credits from a properly accredited college or university. If you have any questions, you may contact our office at inste@inste.edu.

In this program you will fulfill all the requirements of the diploma student as outlined in the INSTE interactive texts. If you are enrolled in the Associate of Arts program, you will fulfill the diploma requirements of the courses in that program. In addition, you will fulfill requirements in three areas: collateral reading and reading reports plus a term paper for each course.

1. Collateral Reading Requirements

You are required to do collateral reading and writing as outlined in this guide, for which you will receive an additional hour of academic credit per course.

You will read approximately 200-250 pages of collateral reading per course. You may purchase books from the collateral reading list from Amazon.com (or another source) in an e-book format (Kindle Store) or in print. The price of the books is based on e-books which tend to be less expensive than the print version. You are also free to search other sources for these books.

2. Reading Reports

To document your reading you will submit a two to three-page reading report. You will find a format in this document that will guide you in the completion of that assignment.

3. Course Term Paper

Your final assignment for each course will be a five-page paper (approximately 1500 words) on a topic related to the course you are studying. Be sure to follow the guidelines for formatting your paper. You will also find a writing guide beginning in this Guide that will help you with citing sources, and the works cited section at the end of your paper. This writing guide will also

help you avoid common grammatical mistakes. Also check the suggested resource on writing listed on that page.

These assignments are designed to enhance your understanding of the courses you study and give you a greater appreciation for the multi-faceted grace of our Lord Jesus Christ. If at any time you need help don't hesitate to contact your group leader, ministry mentor, or a faculty advisor at Inste Bible College.

Time Commitment

The typical student in this program is 37 years of age, married, has a full-time job, and is committed to service in his or her local church. To add this degree program to an already busy schedule will require discipline and commitment, not only from you, but also from your family. Your ministry mentor will help you assess your time management.

As a degree student you are expected to dedicate 22.5 hours a week to your studies if your group is following the seven-week plan or 15-16 hours a week if you are on the ten-week plan. This includes meeting with your mentor, fulfilling the requirements of Beyond Academics, all your course work, lesson exams, and weekly meeting with your group.

Switching to the Diploma Program

If at any time in your program your circumstances change and you see that the requirements of this degree program are overwhelming, you may contact our office, inste@inste.edu, to switch to the Diploma program. After you graduate from the Diploma program you may reenroll in the Upgrade to a Degree to finish the requirements for the degree. Our commitment to you is to help you as much as we can to finish your program.

Academic Integrity

INSTE's policy on academic integrity is published in the catalog and in the student handbook. As you fulfill the requirements of your program, remember you are required at all times to adhere to high standards of integrity. The development of Christ-likeness in all areas of your life is the ultimate goal of every course and program.

Plagiarism

Inste Bible College expects all students to exhibit a commitment to integrity and honesty in all their academic work. A lack of such will lead to disciplinary action up to and including academic dismissal from the college. Plagiarism, which is the use of another's words or ideas without giving proper credit, is a serious offense. Students must make every effort to

acknowledge sources fully and appropriately in accordance with the standards established in this Guide and in the Student Handbook.

The copying material word for word (from an INSTE book or another source) without identifying the source and therefore claiming (even inadvertently) personal credit for the information constitutes academic dishonesty. Likewise submitting a paper written in whole or in part by another person is unacceptable. The key to avoiding plagiarism is to give credit where credit is due.

Any words, ideas, etc., that originate in another source should be documented, such as ideas or words found in print or electronic media or any other means of communication, information gained through interviews or diagrams, illustrations or other visual materials created by someone else.

There are, of course, certain things that do not need to be cited, such as personal experiences, thoughts, ideas and conclusions or common knowledge like common sense observations, historical events, generally-accepted facts, and concepts commonly known and accepted by one's constituency.

No plagiarizing, falsifying information, cheating or any other type of dishonesty will be tolerated. INSTE's motto states it simply: "Excellence in character, knowledge and ministry." Any student found to be in violation of this policy will be subject to discipline, which may range from lowering a grade to expulsion, depending on the circumstances of the case.

Collateral Reading

You are required to complete collateral reading assignments for each course. You must complete this reading assigned in the collateral reading list. Because of our commitment to portability and affordability, nearly all of the books on our alternate list are available as Kindle eBooks on Amazon.com

One benefit to this library is that you have the option to purchase print copies of each book if you prefer print over electronic books. The total cost of the books on the reading list (based on the e-book price) is just over \$300.

How to purchase books on the collateral reading list

- Go to www.amazon.com (or another online bookseller)
- Search for the book that you want to purchase from the collateral reading list found in the reading and writing assignments below.
- You have the option to purchase the Kindle edition of the book or a paper copy.

If you do not have a Kindle e-reader, you may download a free copy of the Kindle program to your computer and read the books on your computer.

Reading and Writing Assignments

The following reading and writing assignments are listed by course.

Additional Options for Collateral Reading

If you would like to read a book that is not on the reading list below, you must receive approval from the Academic Dean to do so. The book should be at least 200 pages in length. Please submit your request in writing and send it to inste@inste.edu. The Dean will respond and let you know if your request has been approved.

Audio Resources

Another option is to listen to the audio teachings of Dr. Bill Creasy in selected courses below. Dr. Creasy is a former professor at the University of Southern California where for many years he taught a year-long 12 credit-hour course, “The Bible as English Literature.” That widely popular course became the basis for Logos Bible Study. Dr. Creasy’s audio presentations listed here are thoroughly evangelical. His balanced, sound teaching has been sponsored in Southern California and Arizona by many churches such as Southern Baptist, Lutheran, Presbyterian and Catholic. We have chosen to list these resources as an example of how to teach with excellence. He approaches the Bible as literature but with a profound commitment to the Word of God and with rigorous academic standards. If you choose to listen to these audio resources, evaluate them just as you would any of the reading resources following the same reading report as you would for the books on the list.

1. MIN201: Church Leadership

Collateral Reading Assignment

Read ONE of the following books

Cordeiro, Wayne

2007 *The Divine Mentor*. Bloomington, MN: Bethany House Publishers

Pages: 236

ISBN#: 978-0-76420-5798

Reese, Randy D. and Loane, Robert

2012 *Deep Mentoring: Guiding Others on Their Leadership Journey*.

Downers Grove, IL: IVP Books

Pages: 240

ISBN#: 978-0830837892

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. God shapes a leader throughout a lifetime. Explain this principle in terms of the six phases of the general timeline, the leadership metaphors and the three training modes you studied.
2. All leaders are ministers but not all ministers are leaders. Explain both the differences and the similarities between a leader and a minister. Use concrete examples from your experience in your church and ministry.

2. THE202: Ecclesiology

Collateral Reading Assignment

Read ONE of the following books

Platt, David

2011 *Radical together: Unleashing the People of God for the Purpose of God.* Colorado Springs, CO: Multnomah Press. Pages: 171
ISBN#: 978-1601423726

Kimball, Dan

2003 *The Emerging Church: Vintage Christianity for New Generations.*
Grand Rapids, MI: Zondervan. Pages: 272
ISBN#: 0310245648

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. Define and describe the nature and structure of the church. Use terms like wineskins, new wine, paraecclesiastical structure, modality, sodality, unity plus the metaphors introduced in this course.
2. Explain the relationship between the Church, and the Kingdom of God and Israel. Include an analysis of the mission of the Church.

3. HIS203: Church History 1

Collateral Reading Assignments

Read ONE of the following books.

Tucker, Ruth

2004 *From Jerusalem to Iran Jaya.* Second Edition. Grand Rapids, MI:

Zondervan
Pages: 482 pages. Read Parts 1-2 (275 pages)
ISBN#: 978-0310239376

Tucker, Ruth
2011 *Parade of Faith: A Biographical History of the Christian Church.*
Grand Rapids, MI: Baker Books Part I
ISBN#: 978-0310206385

Reading Report *Attach this report to the end of your term paper.*

Term Paper Questions

Answer ONE of the following questions

1. Summarize the history of the interaction between Christianity and the Muslim world in the centuries we studied in this course. How does that history affect mission efforts today?
2. Identify the seven supporting principles of the second thesis of this course and give detailed examples from church history of each one. If you wish, you may use contemporary examples that illustrate a principle. You may **not** use the examples listed in Lesson 1 of this course.

4. HIS204: Church History 2

Collateral Reading Assignments

Read ONE of the following books.

Tucker, Ruth
2004 *From Jerusalem to Iran Jaya.* Second Edition. Grand Rapids, MI:
Zondervan
Pages: 482 pages. Read Parts 3-4 (200 pages)
ISBN#: 978-0310239376

Tucker, Ruth
2011 *Parade of Faith: A Biographical History of the Christian Church.*
Grand Rapids, MI: Baker Books
Part II
ISBN#: 978-0310206385

Reading Report *Attach this report to the end of your term paper.*

Term Paper Questions

Answer ONE of the following questions

1. Why is the 19th Century called the “European Century?” What effect did that have on the expansion of the Church?
 2. How has this course helped you understand the Church as it is today? Be specific. What do
-

you think is the future of the Church in your country? Answer based on what you have learned in this course and on your analysis of the state of the Church.

5. THE205: Christology

Collateral Reading Assignments

Read the following book.

Geisler, Norman L. and Zukeran, Patrick

2009 *The Apologetics of Jesus: A Caring Approach to Dealing with Doubters.* Grand Rapids, MI: Baker Books

Pages: 199

ISBN#: 978-0801071867

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. Explain the doctrine of the deity of Christ both theologically and biblically and its importance to us today.
2. Explain the doctrine of the humanity of Christ both theologically and biblically and its importance to us today.

6. BIB206: Luke-Acts

Collateral Reading Assignments

*Read the following book **OR** listen to the audio resources listed below.*

Mittelstadt, William Martin

2010 *Reading Luke-Acts in the Pentecostal Tradition.* Cleveland, TN: CPT Press. Pages: 211

ISBN#: 978-0981965178

Creasy, Bill

The Gospels (Luke)

2013 “Introduction to the Gospels”: <http://www.logosbiblestudy.com/59-introduction-to-the-gospels.html>

“The Birth of the Messiah” (Luke 1:1-2:52)

<http://www.logosbiblestudy.com/60-the-birth-of-the-messiah.html>

“Jesus’ Public Ministry” (Luke 3:1-19:27)

<http://www.logosbiblestudy.com/61-jesus-public-ministry.html>

Death, Burial and Resurrection (Luke 19:28-24:53)

<http://www.logosbiblestudy.com/62-death-burial-and-resurrection.html>

Focus on Resurrection

<http://www.logosbiblestudy.com/focus-on-resurrection.html>

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. How does Luke develop the theme of the universality of the people of God both in his Gospel and in Acts?
2. Interpret a parable using the hermeneutical tools of parabolic literature you have acquired in this course. Be sure to follow the steps as presented in this course. You may not use a parable that has already been interpreted in this course.

7. BIB207: John and His Epistles

Collateral Reading Assignments

Read the following book

Tozer, A.W. and Snyder, James L.

2009 *And He Dwelt Among Us: Teachings from the Gospel of John.*
James Snyder, ed. Ventura, CA: Regal Press Pages: 231
ISBN#: 978-0830746910

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. What is the missiological significance of the “sense of having been sent” in the Gospel of John?
2. Explain the general process for the development of an inductive study. What literary characteristics in John have you observed that have helped you interpret that Gospel?

8. BIB208: Colossians and Ephesians

Collateral Reading Assignments

Read the following book.

Wright, N.T.

2004 *Paul for Everyone: The Prison Epistles: Ephesians, Philippians, Colossians and Philemon.* Louisville: Westminster John Knox Press.
Pages 210
ISBN#: 978-0664227883

Reading Report *Attach this report to the end of your term paper.*

Term Paper Questions

Answer ONE of the following questions

1. Summarize the Christology of Colossians and Ephesians. Why did Paul put so much emphasis on this doctrine to these two churches?
2. Describe the unique characteristics of epistolary literature. How did Paul use this communication tool to communicate with and pastor the churches under his care?

9. THE301: Soteriology

Collateral Reading Assignments

Read the following book.

Collins, Kenneth

1997 *The Scripture Way of Salvation: The Heart of John Wesley's Theology.* Nashville: Abingdon Press.
Pages: 208
ISBN#: 978-0687009626

Reading Report *Attach this report to the end of your term paper.*

Term Paper Questions

Answer ONE of the following questions

1. Is it possible to lose one's salvation? Defend your position biblically and theologically. You will be graded on the logic of your argument, not on your position.
2. "We are being saved." Explain the doctrine of sanctification, both biblically and theologically. What is the relationship between sanctification and spiritual maturity?

10. BIB302: Romans and Galatians

Collateral Reading Assignments

Read the following book by Arnold AND listen to the audio resource listed below OR read the two books by N.T. Wright
Arnold, Clinton E., Gen. Ed.

2002 *Romans, Galatians*. Grand Rapids: Zondervan
Pages: 135
ISBN#: 978-0310278337

AND

Creasy, Bill

2013 *Saved by Grace (Romans 1:1-16:27)*
<http://www.logosbiblestudy.com/66-saved-by-grace.html>

OR

N.T. Wright

2005 *Paul for Everyone: Romans, Part One (For Everyone)*
Westminster John Knox Press, Pages: 192
ISBN#: 978-0664227999

AND

N.T. Wright

2005 *Paul for Everyone: Romans, Part Two (For Everyone)*
Westminster John Knox Press, Pages: 161
ISBN#: 978-0664229122

Reading Report *Attach this report to the end of your term paper.*

Term Paper Questions

Answer ONE of the following questions

1. Summarize Paul's defense of his ministry and the Gospel, both experientially and biblically, in the Epistle to the Galatians. How does that relate to the call to holiness in the last division of the epistle?
2. What is the relationship between justification and sanctification in the book of Romans? How do these concepts impact the last division of Romans?
3. How did Paul describe humanity without Christ in the book of Romans? How does Paul apply the great concepts of justification to both the Jews and the Gentiles?

11. BIB303: Hebrews

Collateral Reading Assignments

Read the following book.

Barclay, William

2002 *The Letter to the Hebrews*. Louisville: Westminster John Knox Press.

Pages: 240
ISBN#: 978-0664225582

Reading Report *Attach this report to the end of your term paper.*

Term Paper Questions

Answer ONE of the following questions

1. Hebrews views the Law of the Old Testament from this side of the Cross. Explain.
2. Summarize the fulfillment of Old Testament typology as presented in this epistle.
3. Identify and explain the significance of the key Old Testament passages used in Hebrews.

12. MIN304: Teaching the Bible

Collateral Reading Assignments

Read the following book.

Anthony, Michael J.

2004 *Introducing Christian Education: Foundations for the Twenty-First Century.* Grand Rapids: Baker Academic Pages: 287
ISBN#: 978-0801022753

Reading Report *Attach this report to the end of your term paper.*

Term Paper Questions

Answer ONE of the following questions

1. How does the model of Christian education presented in this course differ from the idea of schooling?
2. Describe the benefits which would result in your church if you were to put into practice the principles about Christian education we presented in this course.
3. Propose a plan for discipleship training for children/youth/adults (choose one).

13. THE305: Theology and Pneumatology

Collateral Reading Assignments

Read the following book.

Keener, Craig

2001 *Gifts and Giver: The Holy Spirit for Today.* Grand Rapids: Baker Academic. Pages: 209
ISBN#: 978-0801022661

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. What is biblical inerrancy? What is its importance in today's world?
2. How would you describe God to a person who has never heard the Gospel?
3. Biblically defend your position on the distinctives of Pentecostal theology.

14. BIB306: The Pentateuch

Collateral Reading Assignments

*Read the following book **OR** listen to the audio resources listed below.*

Sailhamer, John H.

1997 *The Pentateuch as Narrative*. Grand Rapids: Zondervan Publishing House. Pages: 481
ISBN#: 978-0310574217

Creasy, Bill

2013 *The Five Books of Moses*

Introduction <http://www.logosbiblestudy.com/01-introduction.html>

In the Beginning... (Genesis 1:1-2:25)

<http://www.logosbiblestudy.com/02-in-the-beginning.html>

Sin Enters the World (Genesis 3:1-11:32)

<http://www.logosbiblestudy.com/03-sin-enters-the-world.html>

The Plan of Salvation (Genesis 12:1-21:34)

<http://www.logosbiblestudy.com/04-the-plan-of-salvation.html>

Isaac on the Altar (Genesis 22:1-24)

<http://www.logosbiblestudy.com/05-isaac-on-the-altar.html>

The Story Goes On... (Genesis 23:1-36:43)

<http://www.logosbiblestudy.com/06-the-story-goes-on.html>

Jacob/Joseph Story Part 1 (Genesis 37:1-41:57)

<http://www.logosbiblestudy.com/07-jacob-joseph-story-part-1.html>

Jacob/Joseph Story Part 2 (Genesis 42:50:26)

<http://www.logosbiblestudy.com/08-jacob-joseph-story-part-2.html>

Servitude and Slavery (Exodus 1:1-6:30)

<http://www.logosbiblestudy.com/09-servitude-and-slavery.html>

The Exodus (Exodus 7:1-15:27)

<http://www.logosbiblestudy.com/10-the-exodus.html>

The Law (Exodus 16:1-24:18)

<http://www.logosbiblestudy.com/11-the-law.html>

The Tabernacle (Exodus 25:1-40:38)

<http://www.logosbiblestudy.com/12-the-tabernacle.html>

A Holy People Part 1 (Leviticus 1:1-10:20)

<http://www.logosbiblestudy.com/13-a-holy-people-part-1.html>

A Holy People Part 2 (Leviticus 11:1-17:16)

<http://www.logosbiblestudy.com/14-a-holy-people-part-2.html>

A Holy People Part 3 (Leviticus 18:1-27:34)

<http://www.logosbiblestudy.com/15-a-holy-people-part-3.html>

Moving Out (Numbers 1:1-10:36)

<http://www.logosbiblestudy.com/16-moving-out.html>

In the Wilderness (Numbers 11:1-36:13)

<http://www.logosbiblestudy.com/17-in-the-wilderness.html>

And Moses Said ... (Deuteronomy 1:1-34:12)

<http://www.logosbiblestudy.com/18-and-moses-said.html>

Reading Report

Attach this report to your term paper

Term Paper Questions

Answer ONE of the following questions

1. Explain the value of Genesis 1-11 in the formulation of a truly biblical world view.
2. How is the symbolism of the tabernacle and the feasts related to the practice of the Christian faith?
3. Explain the three codes in the Law. How do these codes impact the character and conduct of our Christian faith today?

15. BIB307: Hebrew History

Collateral Reading Assignments

Read the following book

Merrill, Eugene H.

1991 *An Historical Survey of the Old Testament*. Grand Rapids: Baker Book House Pages: 305
ISBN#: 978-0801062834

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. What outstanding leadership lessons do you see illustrated in these books of the Former

Prophets?

2. How do 1 and 2 Kings illustrate Solomon's declaration that *the way of the unfaithful is hard* (Proverbs 13:15)?
3. What leadership lessons have you found in the biographies of the kings? Give specific examples of each lesson.

16. MIN308: Homiletics

Collateral Reading Assignments

Read the following book.

Millar, Gary and Campbell Phil

2013 *Saving Eutychus: How to preach God's Word and keep people awake*

Pages 176

ISBN#: 978-1-922206-30-5

Reading Report

Attach this report to the end of your term paper.

Term Paper Question

Answer the following question.

1. Explain in detail the process of sermon preparation. What is the relationship between exegesis and hermeneutics in that process?

Remember to submit the sermon evaluation from your mentor and/or group leader of the sermon you preached. Include a detailed sermon outline. See *Homiletics* for more details.

The part to be evaluated	Points	
	possible	earned
1. Is the title clear? Is it brief?	4	
2. Does the text relate to the message?	8	
3. Is the introduction brief, interesting, and conducive to the central point of the message? Is it well expressed in the outline?	8	
4. Does the proposition express the principal idea of the sermon in a complete sentence? Does it conform to the rules we have studied?	20	
5. Does the outline follow a logical order? Is the development adequate? Are the rhetorical processes used well (such as explanation, argumentation, illustration, quotes, and application)?	42	
6. Does the conclusion express the topic and contain the specific purpose of the sermon? Is it sufficient and convincing?	8	
The evaluation of the fellow INSTE student. Are the notes of the person who evaluated the sermon clear? That is, did the preacher communicate his/her message?	10	
Remember to include your sermon outline with this final exam. POINTS:	100	

17. THE401: Anthropology and Hamartiology

Collateral Reading Assignments

Read ONE of the following books.

Plantinga, Cornelius

1995 *Not the Way it's Supposed to Be: A Breviary of Sin.*
Grand Rapids, MI: Wm. B. Eerdmans Publishing Pages: 216
ISBN#: 978-0802842183

Schaeffer, Francis and Koop, Everett C.

1983 *Whatever Happened to the Human Race?* Rev. ed. Wheaton, IL:
Crossway Books Pages: 184
ISBN#: 978-0891072911

Bridges, Jerry

2007 *Respectable Sins: Confronting the Sins We Tolerate.* Colorado
Springs, CO: Navpress. Pages: 183
ISBN#: 978-1600063541

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. Whatever happened to the human race? Explain man's immense value made in the image of God, but defective because of sin.
2. What is sin? Is man a sinner because he sins, or does he sin because he is a sinner?
3. Explain the origin of man from the biblical worldview. How does it differ from the contemporary worldview where you live? Why is this important?
4. How does the biblical explanation of the origin and nature of evil differ from that of a non-biblical viewpoint? How does the biblical worldview of evil and sin help you "...give an answer to everyone who asks you to give the reason for the hope you have." (1 Peter 3:15)

18. REL402: Cults and Religions

Collateral Reading Assignments

Read ONE of the following books.

Martin, Walter and Zacharias, Ravi

2003 *Kingdom of the Cults.* Revised, updated, and expanded edition.
Minneapolis MN: Bethany House Publishers. Pages: 507

ISBN#: 978-0764228216

Fernando, Ajith

2001 *Sharing the Truth in Love*. Grand Rapids, MI: Discovery House Publishers. Pages: 265
ISBN#: 978-1572930544

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. Explain the nature and origin of the two other branches of Christianity we studied in this course. Compare them theologically, culturally and philosophically. Why do you think we included them in this course?
2. Why do we say that Islam is the greatest challenge to the Church of the twenty-first century? Briefly summarize their beliefs.
3. C.S. Lewis said there are only two religions in the world: Christianity and Hinduism. Do you agree or disagree? Defend your answer.
4. Choose one of the cults or religions we studied in this course and explain how you would witness to them. If at all possible, choose one with which you have had personal contact of some sort and include your experience.

19. BIB403: Poetic Books

Collateral Reading Assignments

*Read the following book **OR** listen to the audio resources listed below.*

Peterson, David; Kent, Harold Richards; Gene, M. Tucker

1992 *Interpreting Hebrew Poetry*. Minneapolis, MN: Augsburg Fortress.
Pages: 115
ISBN#: 978-0800626259

Creasy, Bill

2013 *The Poetic Books*

Yet We Suffer (Job 1: 1-3: 26)

<http://www.logosbiblestudy.com/43-yet-we-suffer.html>

Here's Why (Job 4: 1-42: 17)

<http://www.logosbiblestudy.com/44-heres-why.html>

Psalms, a Journey into the Heart of David (selected Psalms) (3 parts)

<http://www.logosbiblestudy.com/46-psalms-heart-of-david.html>

Inside The Heart Of Solomon Pt. 1 (Proverbs)

<http://www.logosbiblestudy.com/47-heart-of-solomon-part-1.html>

Inside The Heart Of Solomon Pt. 2 (Ecclesiastes, Song Of Songs)
<http://www.logosbiblestudy.com/48-heart-of-solomon-part-2.html>

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. What makes the poetry of the Old Testament so popular in every age and language?
2. Suggest ways that each genre found in the Psalms can be used both in the church and for personal spiritual growth.
3. Choose a passage in the Psalms that uses synthetic parallelism and apply to it the hermeneutical tools you learned in this course.

20. MIN404: Counseling

Collateral Reading Assignments

Read the following book.

Collins, Gary R.

1995 *How to Be a People Helper*. Carol Stream, IL: Tyndale House Publishers Pages: 223
ISBN#: 978-0842313858

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. How does our biblical point of view of man impact our ability to counsel a person with personal problems?
2. Summarize the different techniques of counseling listing both strengths and weaknesses. What technique do you personally prefer? Why?
3. What is the relationship between sin and the problems that are common to all humanity? Are all problems the result of sin?
4. Discuss the issue of divorce in the church and how counseling can be used to address this problem.

21. THE405: Eschatology

Collateral Reading Assignments

Read the following book.

Erickson, Millard

1998 *A Basic guide to Eschatology.* Grand Rapids: Baker Book House
Pages: 195
ISBN#: 978-0801058363

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. Define the concept of personal eschatology as discussed in this course and Christian concept of death.
2. Defend your position with Bible references on the Second Coming of Christ.
3. Summarize the teaching of Jesus and Paul on the Second Coming citing key references
4. Summarize the three main positions on the millennium and explain your position.

22. BIB406: Daniel and Revelation

Collateral Reading Assignments

Read the following book.

Johnson, Darrell W.

2004 *Discipleship on the Edge: An Expository Journey through the Book of Revelation*
Vancouver, B.C.: Regent College Publishing
Pages: 342
ISBN#: 978-1573832120

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. Identify leadership lessons in Daniel and explain how they apply to your situation.
2. Identify characteristics of apocalyptic literature in Daniel and Revelation. Explain how these characteristics aid in the interpretation of these books. Give examples.
3. Explain the relationship between Revelation and the prophecy of the Old Testament. Give examples.
4. Choose one of the thematic studies we mentioned on the book of Revelation (such as the

hymns of Revelation) and develop it as a Bible study or sermon.

23. BIB407: Prophets and Prophecy

Collateral Reading Assignments

*Read the following book **OR** listen to the audio resources below.*

Bullock, C. Hassell

2007 *An Introduction to the Old Testament Prophetic Books.* Chicago:
Moody Publishers
Pages: 414
ISBN#: 978-0802441546

Creasy, Bill

2013 *The Prophets*
Introduction to the Prophets
<http://www.logosbiblestudy.com/49-introduction-to-the-prophets.html>
The Thundering Prophet, "Judgment" (Isaiah 1:1-35:10)
<http://www.logosbiblestudy.com/50-the-thundering-prophet.html>
The Thundering Prophet, "Narrative Interlude" (Isaiah 36:1-39:8)
<http://www.logosbiblestudy.com/51-the-thundering-prophet-narrative.html>
The Thundering Prophet, "Grace" (Isaiah 40:1-66:24)
<http://www.logosbiblestudy.com/52-the-thundering-prophet-grace.html>
The Weeping Prophet (Jeremiah 1:1-52:34)
<http://www.logosbiblestudy.com/53-the-weeping-prophet.html>
Hot Tears (Lamentations 1:1-5:22)
<http://www.logosbiblestudy.com/54-hot-tears.html>
The Weird Prophet (Ezekiel 1:1-48:35)
<http://www.logosbiblestudy.com/55-the-weird-prophet.html>
The Royal Prophet (Daniel 1:1-12:13)
<http://www.logosbiblestudy.com/56-the-royal-prophet.html>
The Minor Prophets Pt. 1 (Hosea-Jonah)
<http://www.logosbiblestudy.com/57-the-minor-prophets-part-1.html>
The Minor Prophets Pt. 2 (Micah-Malachi)
<http://www.logosbiblestudy.com/58-the-minor-prophets-part-2.html>

Reading Report

Attach this report to the end of your term paper.

Term Paper Questions

Answer ONE of the following questions

1. Define and describe the dual function of prophecy in Scripture and apply it to Christian

ministry in your context.

2. Describe the corresponding functions of the prophets and priests in the Old Testament.
3. Draw out leadership lessons from the prophets you can apply to your life and ministry.
4. Based on what you studied, evaluate the present function of prophets in the church today.

24. MIN408: Church Administration

Collateral Reading Assignments

Read the following book.

Easum, William

2002 *Unfreezing Moves: Following Jesus into the Mission Field*. Nashville, TN: Abington Press. Pages: 200
ISBN#: 978-0687051779

Reading Report

Attach this report to the end of your term paper.

Term Paper Question

Answer the following question

1. Write your ministry code of ethics. Include your mission and vision statements. End with a personal statement about the importance of integrity in the administration and finance of the church.

More Resources

To go beyond your reading assignments and interactive book as you do research for your paper, check out the following resources:

- www.books.logos.com with over 8000 books online is a great resource.
- www.ccel.org (Christian Classics Ethereal library) holds a collection of many of the early church fathers and reformers
- www.worldcat.org is a search tool that allows students to find specific resources in libraries located near them.

Your ministry mentor and group leader may also make their personal libraries available to you for research. If you have the Logos Bible Software *Scholar's Library*, search that resource, too.

Check the books in the bibliography in the back of your INSTE book. At the end of the bibliography you will also find a list of recommended reading.

Format for the Reading Report

The average reading report will be about two to three pages in length. Attach it to the end of your term paper. Use the titles for each section in your paper.

John Jones Student ID# 94322
CA001: Celebration Church
Leader: Jim Smith
Mentor: Christopher Word
San Justo, CA

READING REPORT

Course: Church Leadership [change to fit each of the courses]

Author's last name, first name

Copyright *Title of the Book*. Place of Publication: Publisher.

"Excerpt" and number of pages read, or if it is a book, number of pages in the book

Thesis of the book (excerpt):

Summarize the author's argument in one or two sentences.

Short Synopsis of Contents in Paragraph Form

Summarize the contents in approximately 500 words which is about 1 ½ pages double-spaced.

Importance of the book (excerpt) in relation to what you have studied in this course.

How has this book helped you? Two or three paragraphs. Double-spaced.

Personal reaction to what you have read

What did you agree or disagree with? How has this book/excerpt impacted you? Write a personal reaction of at least 150 words, which would be about two or three paragraphs. Double-spaced.

Format for the Term Paper

Be careful to follow the guidelines below as you prepare the final draft of your paper.

John Jones Student ID# 94322
CA001: Celebration Church
Leader: Jim Smith
Mentor: Christopher Word
San Justo, CA

First page

Course: Church Leadership

1. In light of what we studied in this course, where do leaders come from and how should they be trained?

Ndl ndso cpemn eda a eopm qeoe zxc ad ews essdeenw poi u qwer zx cvb nnvbvex zxcv dgh fghjhtgf glkj uitr poqw askj. Dnwis dewsa iplkj qsvbn ytre vbnmjh wert sdfg hjgd saseded er

1500 words

General Guidelines for Your Term Paper

1. Type your name and student ID number, church ID and name of the church (or cyber-group number if you are studying online), group leader, ministry mentor, city and state.
2. Identify the course and then exactly copy the question you will answer.
3. Your answer is to be typed (12 point Times New Roman), double-spaced with one-inch margins. If for some reason you cannot type your examination, write very legibly following this same format, *i.e.*, double-spaced, heading, number of words, etc. Print on only one side.
4. On the second and succeeding pages create a header in the upper right-hand corner with your last name and the page number. Example: Smith 2
5. Print on only one side.
6. Leave only one space after periods.

-
7. Be sure to cite your sources (both the INSTE text and collateral reading). Include a full Works Cited section at the end of your paper.
 8. Answer each question in approximately **1500** words which is five pages plus a works cited section. At the end of your answer, include the word count. Do not include the question in the word count. See below for more details.
 9. Your paper should be concise, clear, and comprehensive. Carefully answer the whole question. If there are multiple parts to the question, make sure you answer all parts of that question.
 10. **You must do your own work.** Your paper must be an expression of your own words and thoughts. We want to know what *you* learned in this course!
 11. Give your completed paper—in electronic format—to your group leader on the date of the final exam. (If you are in a cyber-group follow the online instructions for submitting your paper.)
 12. Do not forget to turn in the four documents found at the back of your book. They are listed on the last page just before the section called “Bibliography.”
 13. Name your electronic document using this format:

Last name, first name Student ID# - Course name. (For example: Jones, John 12345 – Soteriology)
 14. The 24 papers you complete in this program form the core of your academic thesis for your Ministry Portfolio. Your academic thesis is explained in Beyond Academics. Please note that you will also need to write the 2-page Integrative Paper for Beyond Academics for each course.

A Word about Word Count

A paper of 1500 words is approximately five pages in length. The quickest (and most accurate) way to do a word count is to use your computer’s capability to count words. Block your answer (don’t include the heading or the question) and use Tools/Word Count to find the number of words in your document. Use that number at the end of your answer as illustrated above.

The Grading Rubric

Your final grade is computed as follows:

Lesson exams	40%
Final exam	24%
Term paper and reading report	36%

Your term paper and reading report is graded on a scale of 100 points. The table below describes how your paper will be graded for content. Please note that your reading report is a part of your term paper.

Grade/Points for Exam			
100	4.0	A	Outstanding
96	4.0	A	Excellent
90	3.7	A-	Superior
87	3.3	B+	Very Good
84	3.0	B	Good Work
80	2.7	B-	Moderately Good Work
77	2.3	C+	Solid Average
74	2.0	C	Average
70	1.7	C-	Marginally Acceptable
67	1.3	D+	Below Average
64	1.1	D	Poor Work
60	1.0	D-	Barely Passing
59		F	Failure

Grading Grid for the Term Paper and Reading Report	Point value
<i>Outstanding:</i> Impeccable. Unique, biblical insight with personal application	100
<i>Excellent:</i> Complete grasp of the subject with personal reflection	96-99
<i>Superior:</i> Demonstrates a superior understanding of the subject.	90-95
<i>Very Good:</i> Grasps the concepts and answers very well.	87-89
<i>Good Work:</i> Shows an above average understanding of the material.	84-86
<i>Moderately Good Work:</i> Complete answer.	80-83
<i>Solid Average:</i> Slightly above average	77-79
<i>Average:</i> Acceptable	74-76
<i>Marginally Acceptable:</i> Slightly less acceptable	70-73
<i>Below Average:</i> Passing but less than satisfactory	67-69
<i>Poor Work:</i> Barely acceptable.	64-66
<i>Barely Passing:</i> Close to unacceptable	60-63
MAXIMUM POINTS	100

Up to 25 points will be deducted for inadequate citing of sources, works cited, spelling and grammatical errors, or for not following the format guidelines for both the paper and the reading reports. If you do not submit a reading report, up to 25 points will also be deducted from your term paper grade.

The grading box that is stamped on your term paper and reading report looks like this:

	Points	Summary Comments
Content (see grading grid)		
- Citing sources and Works Cited		
- Formatting errors		
- Grammatical and spelling errors		
-		
FINAL GRADE		

A Writing Guide

The very short writing guide in this section will be sufficient if you have a good grasp on the mechanics of academic writing. If, however, you have questions about the mechanics of writing, or about grammar, punctuation, etc., go to the Purdue Online Writing Lab at <http://owl.english.purdue.edu/owl/section/1>. Pay special attention to the section on academic writing. This excellent resource will help you refine your writing skills. Use it often.

The purpose of this guide is to aid you in the development of your writing skills. Your paper should be concise in length and precise in word choice. Writing is a ministry skill you will find to be absolutely essential as you follow the Lord's calling on your life.

The writing process requires three steps:

- 1) Pre-writing – Prepare an outline
- 2) Writing – Write a rough draft
- 3) Re-writing – Write the final copy

Time is a valuable commodity for busy students, so the temptation is to skip the first two steps. However, to receive the greatest benefit from your efforts in writing, form the habit of following these three steps. We'll give you some valuable tips in these pages to help you complete your assignments with excellence. One such tip follows below.

Spell-check and Grammar Check

Microsoft Word contains both spell-check and grammar-check. Refer to these as you prepare your paper. This will help you to avoid errors in spelling and grammar. You will find these to be convenient and useful tools to help you prepare your paper.

The Outline

The outline helps you organize your thoughts before you begin writing your paper. It also helps you answer the question logically and systematically. The outline has three sections: introduction, body, and conclusion. The basic model looks like this:

- I. Introduction
 - A. Introductory statement
 - B. Thesis statement
- II. Body
 - A. First major point
 - 1. Development
 - a. Illustration
 - b. Explanation
 - 2. Development
 - 3. Development
 - B. Second major category of support
 - 1. Development
 - 2. Development
 - a. Explanation
 - b. Illustration
- III. Conclusion
 - A. Review of the points
 - B. The answer, solution, or final point

Introduction

In a short paper of four to five pages the introduction will be short. It will probably be only one, or at the most, two paragraphs in length. First, introduce the topic you are writing about and state your thesis.

Topic and Thesis Statement

The thesis is a one to three-sentence statement of your central idea. Note the following example:

The question you have chosen to answer:

Explain the doctrine of sanctification, both theologically and biblically. What relationship exists between sanctification and spiritual maturity?

The topic in this example is *sanctification*. Introduce it in a sentence or two. The thesis could be stated this way: *This paper will compare the Pentecostal, Wesleyan and Reformed positions on sanctification and, through the use of Scripture, explain the relationship between sanctification and spiritual maturity.*

Body

It is very important that you completely answer the question. For example, the question above has two principal parts. Point A in the outline would be the comparison of three theological doctrines on sanctification. The sub-points would be: 1. The Pentecostal position, 2. The Wesleyan position, 3. The Reformed position. Your paper would then expand on these points. Point B would be the relationship between sanctification and spiritual maturity.

The body of your paper will consist of evidence in support of your thesis. Much of this is found from your study of the INSTE interactive text and your collateral reading. In order to do this, you will find it necessary to cite sources and create a section called “Works Cited” at the end of the paper. We’ll help you with that in another section of this document.

Conclusion

The conclusion, like the introduction, should be short. Your conclusion may also include personal insight you have gained in writing your paper. Restate your thesis in such a way that ties up all the loose ends. Don’t just stop writing; conclude your paper.

Common Errors in Writing

Apostrophe

The apostrophe s is used to indicate a possessive. The following are examples of the proper usage of an apostrophe:

- One’s way of life = the way of life of a person.

“Its”, “your” and “whose” are possessives and are never used with an apostrophe. (See also “contractions”.)

- Its (referring to, for example, the Bible) glorious history.
- Your wrong = the wrong that you committed (not me).
- Whose pen is this?

When a word already ends in s, only the apostrophe is added to avoid a double-s sound. Here is an example:

- The papers of the students = The students’ papers

There are of course, exceptions.

- Although the life of Jesus is most often written “Jesus’ life”, the life of James is written “James’s life.”

Contractions

When one or more letters are left out in a contraction an apostrophe is used to indicate the contraction. Note the following examples:

- They're here = they are here.
- It's a glorious day = it is a glorious day.
- You're wrong = you are wrong. Never use "your wrong" to mean "you are wrong."
- It's a pain = it is a pain. "It's" is always a contraction, never a possessive.
- Who's on first base? = Who is on first base? Never use "whose" as a contraction.

However, in a formal paper, contractions should be used sparingly.

Capitalization

Proper names are always capitalized. Capitalize the names of persons, places, regions, historical periods, ships, days of the week, months (but not seasons), organizations and religions. Note the following examples:

- James, Brazil, the Middle Ages, S.S. Enterprise. Sunday, February, Buddhism
- Capitalize words derived from proper names: English grammar, French pastry, Christian charity, Marxist ideas, etc.
- **Always capitalize "Bible" when referring to the Word of God.**

A capital letter marks the first and all major words in the title of a book, other publication, or work of art. Not counting as major words are articles (a, an, and the), prepositions (at, in, on, of, from, with) and connectives (and, but, if, when). Prepositions and connectives are usually capitalized when they have five or more letters. Note the following examples:

- Life in a Mission Home
- Pilgrim's Progress
- The Supremacy of Christ

Agreement

The subject of a sentence must agree with the verb. If the subject is singular the verb must also be singular. If it is plural, both must be plural. For example:

- One sheep goes, two sheep go.

"He or she"

In this age of political correctness, the singular ("he", "his", "him") is not normally used to refer to either gender, such as in this sentence: The student must be completely objective in *his* answers. However, there are several options that allow you to arrive at a 'gender-neutral' solution.

-
- Use the wording ‘he or she’, ‘his or her’, etc. For example: A **student** must be completely objective in **his or her** answers.
This works well, as long as you don’t have to keep repeating ‘he or she’, ‘his or her’, etc. throughout your paper.
 - Interchange the masculine and feminine pronouns in different portions of your paper. For example, “the student in **his** paper” and then later on use the feminine pronoun, “**she** will turn it in.”
This is quite workable, especially if you are not using an excessive number of pronouns. However, it may seem too stilted or not quite gender-neutral.
 - Make the relevant noun plural, rewording the sentence as necessary. For example: **Students** must be completely objective in **their** answers.
This approach can be a good solution, but it isn’t always possible.
 - Use the plural pronouns ‘they’, ‘them’, ‘their’ etc., despite the fact that, technically, they are referring back to a singular noun: A **student** must be completely objective in **their** answers. This takes some getting used to, because it sounds so ungrammatical. However, the use of plural pronouns to refer to a singular subject isn’t new; it represents a revival of a practice dating from the 16th century. It’s increasingly common in current English and is now widely accepted both in speech and in writing.

Formal vs. Informal Language

Formal writing is different from informal spoken English. In general, informal spoken English contains a number of colloquialisms (conversational expressions) that are inappropriate for formal written English. Formal language will **not** normally contain contractions or personal pronouns. It is important not to mix styles. The following examples illustrate the difference:

Correct	Incorrect
It did not	It didn’t
That seems to be a good way to do it.	I think it is a good way to do it.
The first step is to look up the verse.	First, you look up the verse.

- Never use a long word where a short one will do.
- If it is possible to cut a word out, always cut it out.
- Avoid using abbreviated words (such as Rom. for Romans).
- Use concise, clear sentences to communicate your thoughts.
- **Avoid addressing the reader in the second person (you).**

I have deliberately chosen to use informal language in this booklet as well as the INSTE interactive textbooks for one simple reason: I want to make it feel like I'm sitting next to you in an INSTE group setting, teaching you the information you need to know. However, the language you use in your papers should be formal, not informal, because you are writing a college-level term paper.

Excellent writing goes beyond information. Personal reflection and application shows the depth to which you have mastered the material. For example, one student, writing on *Soteriology*, began his paper with a personal experience which led to an opportunity to share with a new believer, Leroy, who asked him the very question he was going to answer in his paper. The rest of the paper was an apologetic treatise to his new friend Leroy. The answer was very well presented, both in content and logic. All that to say this: Creativity is appreciated. However, make sure it adds to the purpose for which you are writing.

As you write, interact with the subject in a systematic yet creative way. There must be a logical structure to your paper (that's why the outline), with sequence and transitions that give the essay smooth flow. Take care to use good grammar, punctuation and spelling. Note the length of the paper. A short paper of this type demands that each word be chosen carefully.

The overall goal of your reading and writing assignments is to learn, to gain knowledge, and to grow the potential God has placed in you. It may not be fun to write, but it is fun to have written. Enjoy the journey.

Citing Sources

Your paper will incorporate material you have learned both from the INSTE interactive texts and in your collateral reading. Below are guidelines for citing the sources you use.

Format for the Citation

The citation for a quote or a summary (see examples below) is placed in the text itself after the sentence, in parenthesis. The last name of the author is followed by the copyright date, a colon and the page number. Observe that if the author is named in the sentence (see below) the name of the author is not included in the citation.

When you quote or refer to the same work again, and you have not cited a reference from another source in the intervening pages, you use the abbreviation "Ibid.," (for the Latin *ibidem*, "in the same place"). It would look like this. (Ibid.) If the reference is to another page in the same source, add the page number). (Ibid.: 4)

Direct quotations

Short phrases or sentences are set in quotation marks. It looks like this:

The Hebrew term *yasha* (salvation) literally means "to be spacious, broad, to develop without obstacle, to be safe, healthy, and victorious." (Purkiser 1991:386) "We are saved, we are being saved, we will be saved" is the thesis of this course. (Venditti and Venditti 1997: 1)

Longer quotations are set in blocks known as block quotations, which should be indented as a block one-half inch from the left margin. Note that a block quote is not set in quotation marks. It would look like this:

But in the vast majority of texts, the words ‘save’ and ‘salvation’ are related to the sin of Israel or with the uprightness of the people of God. One of the goals of salvation is fellowship with God and the personal renunciation of one’s own will, pride, and sin—along with the transformation of character which these imply. (Purkiser 1991: 182)

Paraphrases and Ideas

Significant ideas or paraphrases of material from another source should also be cited in your paper. Look at this example:

Purkiser correctly identifies sin as the necessary cause for the death of Christ. (1991:400)

Scripture Verses

The reference to the verse or passage is placed in parenthesis at the end of the quoted verse. The verse is enclosed in quote marks or in italics. If a version other than the NIV is used, identify it after the reference. For example, (Rom. 1:7 KJV). The most common versions used are the NASB, KJV, NKJV, NLT, ESV.

Please note: The version used in all INSTE classes is the NIV. If you use that version in your paper it is not necessary to identify the version in your paper. However, if you use another version you will need to identify it in the citation.

Works Cited

List all sources you have cited in your paper in a section called Works Cited at the end of your paper. Note the examples below showing how you should construct the entries in this section.

Book, Single Author

Elwell, Walter, ed.

1984 *Evangelical Dictionary of Theology*. Grand Rapids, MI: Baker Book House.

Tenney, Merrill C.

1953 *New Testament Survey*. Grand Rapids: William B. Eerdmans Publishing Company.

Book with Two or Three Authors

Cross, F.L. and Livingstone, E.A.

1983 *The Oxford Dictionary of the Christian Church*. 2nd edition. Oxford: Oxford University Press.

Venditti, Nicholas and Venditti, Leona

1997 *Soteriology: Our Great Salvation*. Ankeny, IA: Inste Bible College

Note: List all authors up to three. Include subtitles; a short title is not enough.

Book with More than Three Authors

Smith, Clarence D., et al.

1953 *Economics of the Pygmies*. London: Kegan Paul

Note the “et al.” above, which means “and others.” Use this designation for books with more than three authors.

Book, Specific Edition (Other Than First)

Cross, F.L. and Livingstone, E.A.

1983 *The Oxford Dictionary of the Christian Church*. 2nd edition. Oxford: Oxford University Press.

Note: If you know when a first edition was printed, include that information in parenthesis at the end of the reference.

Book, Edited (Compiled, Assembled)

Wilkins, Michael J. and Moreland, J.P. eds.

1995 *Jesus Under Fire*. Grand Rapids: Zondervan Publishing House.

Padilla, René, ed.

1976 *The New Face of Evangelicalism*. Downers Grove, IL: InterVarsity Press

Note: ed., eds., comp., trans., are examples of abbreviations to be used.

Book, Translation

Ellul, Jacques

1970 *The Meaning of the City*. Dennis Pardee, trans. Grand Rapids, MI: Wm. B. Eerdmans.

Note: The work is referenced by the original author, not the translator. If you know the title or date of the original work, include this information in parenthesis at the end of the reference.

Book in Language Other than English, Translation Supplied

Trenchard, Ernesto

1974 *Introducción a los cuatro Evangelios (Introduction to the Four Gospels)*. Madrid: Literatura Biblica.

Latourette, Kenneth Scott

- 1959 *Historia del Cristianismo. (History of Christianity.)* Volume 2. El Paso, Texas: Casa Bautista de Publicaciones.

Single Volume in a Multi-Volume Work

Schaeffer, Francis A.

- 1982 *The Complete Works of Francis A. Schaeffer: A Christian Worldview.* Vol. 1: "A Christian View of Philosophy and Culture." Westchester, IL: Crossway Books.

Correspondence or Interview

Frampton, Keith

- 1968 Personal letter to author. San José, Costa Rica, February 17.

Leonard, Juanita Evans

- 1990 Personal interview with author. Indianapolis, May 9.

Audio or Video Tape

Woodberry, J. Dudley

- 1989 *Introduction to Islam, MR550Z/650Z.* In-service Program audio tape 6. Pasadena, CA: Fuller Theological Seminary, School of World Mission.

Special Problems

When No Date Is Known

Meyer, F.B.

- n.d. *Pablo, Siervo de Jesucristo (Paul, Servant of Jesus Christ).* Terrassa (Barcelona): CLIE.

When an Approximate Date is Known

Williams, Ruth M.

- c. 1956 *The Life of Jesus.* Ridgewood, OK: Lighthouse Press.

Several References by One Author

Marshall, I. Howard

- 1975 *Luke: Historian and Theologian.* Grand Rapids: Zondervan Publishing House.
- 1978 *Gospel of Luke: A Commentary on the Greek Text.* Exeter: Paternoster.
- 1980 *The Acts of the Apostles.* Grand Rapids: William B. Eerdmans.

Schaeffer, Francis A.

- 1982a *The Complete Works of Francis A. Schaeffer: A Christian Worldview.* Vol. 1: "A Christian View of Philosophy and Culture." Westchester, IL: Crossway Books.

1982b *The Complete Works of Francis A. Schaeffer: A Christian Worldview*. Vol. 4: "A Christian View of the Church." Westchester, IL: Crossway Books.

Note: If two volumes are cited by the same author and the copyright date is the same, add the letters a, b, etc.

An Article in a Magazine (Periodical)

Venditti, Nicholas A.

2011 "How Good is Your Defense," *Message of the Open Bible* 94(2):4, 5.

Note: The volume number comes after the magazine name, with no punctuation. The issue number is included in parenthesis directly after the volume number. There are no spaces between the volume and issue number. Page numbers follow the colon, with no spaces.

An Internet Source

Noll, Mark

2011 "A World without the King James Version," *christianitytoday.com*,
<http://www.Christianitytoday.com/Mark Noll/May-Noll-Mark.asp>

For further information see the Purdue Online Writing Lab (OWL)
<http://owl.english.purdue.edu/owl/section/1>

Academic Policy and Procedure for Determining Credit Hours Awarded

Policy

In accordance with DETC standards presented in *C.23 Policy on Credit Hour*, INSTE defines a semester credit hour as 45 hours of student work, *i.e.*, 15 hours of academic engagement and 30 hours of preparation.

Students in the diploma program are expected to dedicate at least 2.5 hours per day for five days a week in study and preparation. Degree students will dedicate at least an additional 7.5 hours per week to complete additional requirements.

Academic engagement includes both weekly meetings in a small group led by a facilitator plus ministry skill development under the supervision of a ministry mentor.

The group has the option of completing the course by following one of two available plans: a 7-week plan or a 10-week plan. The group as a whole decides the pace that will be followed to

complete the specific course; a course plan outlining the two options is given to the group to fulfill their assignments. The group can choose either plan at the beginning of each course.

Please note the calculations used for each course completion plan.

Diploma and Degree Programs

It is expected that the total number of hours that a student in the Diploma/Degree program would engage in weekly is broken down like this (including ministry mentor meeting, Beyond Academics internship, course work, quizzes, weekly meetings, etc.)

Program	7-week plan	10-week plan
Diploma	18 hours a week	12-13 hours a week
Degree	22.5 hours a week	15-16 hours a week

Sample Course: MIN201- Church Leadership (Diploma course 2 hrs. & Beyond Academics 1/2 hr.)

- Week 1: Course Orientation/Introduction
- Week 2-5: Group discussion/Course Review
- Week 6: Final exam
- Week 7: Closure- Paper presentations

Activity	Assignments	7 week	10 week
		plan -total estimated hours	plan--total estimated hours
Diploma Students Academic Engagement (Standard: 15 hrs x 2.5 = 37.5)	Course (2 hrs)		
	Group meetings: -for the 7 week plan- 2 hrs per week x 7 weeks (w/o final exam) -for the 10 week plan- 1.5 hrs per week x 10 wks (w/o final exam)	12	13
	Weekly Quiz (taken before/during group meeting- 4 quizzes x .5 hrs)	2	2
	Final exam (taken during group meeting)	2	2
	Reading the INSTE Interactive Text: (200-250 pgs. on average)	10	10
	<i>(Online students only) Post/respond to forum (.5 per lesson x 4)</i>	2	2
	Beyond Academics (.5)		

	Beyond Academics ministry internship -for the 7 week plan -3 hrs x 7 weeks -for the 10 week plan- 2 hrs x 10 weeks	21	20
	TOTAL ACADEMIC ENGAGEMENT:	49	49
Preparation (outside of class) (Standard: 30 hrs x 2.5 = 75)	Course (2 hrs)		
	Reaction/reflection writing in INSTE Interactive Text: -7 week program – 2.5 hrs/day x 5 days during 4 weeks -10 week program – 1.5 hrs/day x 5 days during 7 weeks	50	50
	Study for quizzes and exams: (2.5 hrs x 5 weeks)	12.5	12.5
	Integrative paper (Academics & Beyond Academics) 2-3 pages	5	5
	Beyond Academics (.5)	0	0
	Journaling/Responses to questions in INSTE Interactive Text: (1 hr/ each lesson- 4 lesson)	4	4
	Internship paperwork	1	1
	Interaction with Ministry Mentor (six 1 hour meetings during the course)	6	6
	TOTAL PREPARATION:	78.5	78.5
	Overall	TOTAL: Diploma: = 2.5 credit hours (should be at least 112.5) *	127.5

Degree students complete all of the above in addition to the following assignments:

Degree Students	Academic Engagement	All the above, plus the following:			
		Revision of corrected term paper for portfolio	2	2	
		Collateral Reading: 25 pages per hour (electronic) x 200-250 pages	8	8	
		TOTAL ACADEMIC ENGAGEMENT:	10	10	
	Preparation (outside of class)				
		Term paper: 3 hours per page x 5 pages	15	15	
		Reflection/reading report (3-4 pages)	3	3	
		Preparation to present papers during group meeting	2	2	
		TOTAL PREPARATION:	20	20	
		TOTAL Degree assignments:	30	30	

		Degree: 3.5 credit hours (Should be at least 157.5) *	157.5	157.55
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*Students receive 1/2 credit hour per course for the Beyond Academics practicum part of their formation for ministry. Students are required to be involved in a specific leadership/ministry position in a church during their studies, guided by a ministry mentor.

Course Study Plans: Diploma and Degree Programs

Course Expectations & Assignments

Course Work

Every student is expected to study and complete the work prescribed by the INSTE interactive textbook. In addition, depending on the student's program of study (Diploma or Degree) and delivery method (Church-based or online groups), he/she is expected to complete the assignments outlined below.

Lesson Exams

The lesson exams are worth 40% of the total grade.

- **Church-based group:** The student should complete the lesson exams proctored by the group leader, during the corresponding group meeting.
- **Online:** The student should complete the lesson exam in Moodle before the weekly group meeting. The group leader is responsible for reviewing the lesson exams.

Final Exam

Every final exam must be taken under the supervision of the group leader during the weekly meeting. Every student in an *online group* taking the final exam must present a form of picture identification (i.e. driver's license) to the group leader who will proctor the exam via web-cam.

- **Diploma students:** The students in the Diploma program are only required to take the final exam as prescribed and proctored by the group leader. The final exam is worth 60% of the final grade for the course.
- **Degree students:** must complete the final exam and write the Term Paper described in the *Degree Student Guide*, plus complete the required reading report(s) which is a part of the

Term Paper. The final exam is worth 24% of the final grade for the course. The Term Paper (accompanied by the reading report(s)) is worth 36% of the final grade for the course.

Online students: email your term paper to inste@inste.edu or upload it in Moodle.

Participation & Attendance

All students are expected to faithfully attend their respective group meetings, no more than one excused absence in the 7 week plan (or 2 excused absences in the 10 week) plan is allowed. You will not receive a grade for your participation or attendance, but if you do not participate in an appropriate manner in the group meetings as prescribed above, 10% of your course grade may be deducted.

Online students only: Forums: Participation in the course includes participating in the forums, the group meeting and your interaction concerning Beyond Academics. It is expected that each forum post answers every part of the question, contains examples from the lesson, and shows that the student can formulate his/her own opinion in writing. This answer should contain at least 200 words (15-20 lines) and every student must write a response as outlined in your *Study Plan*. **Responses to others:** Every student must respond to the forum posts of **at least two** other group members (including the group leader if necessary). The responses to others should contain at least 100 words (5-8 lines).

Beyond Academics

It is expected for each student to participate in a ministry related activity during each course, in addition to their weekly interaction with their ministry mentor. All students are required to interact with their mentor an average of about 6 hours during the course. At the end of each course, the student should complete the Beyond Academics Integrative paper. The ministry mentor also submits an evaluation of the student's progress each course.

To receive academic credit for Beyond Academics you must submit the following documents:

- Beyond Academics Integrative Paper (please see your interactive textbook and the *Beyond Academics Manual* for instructions)
- Student Course Evaluation
- Ministry Mentor's Evaluation of the Student

7 Week Study Plan

Students, in the 7 Week Study Plan, are expected to invest:

Diploma Students: 18 hours* of work per week

Degree Students: 22.5 hours* of work per week

*This hour calculation includes the following:

- Completing the assignments in your INSTE interactive textbook
- Participation in your group meeting (2 hrs. per week)
- Complete your Lesson exam & Final exams
- Interaction with your ministry mentor (6 hours during the course)
- Participate in a ministry related activity 3 hours per week

Week	Content	Assignments
1	Orientation	<p>Before your group meeting:</p> <ul style="list-style-type: none"> -Read Introduction to the course-<i>Course Syllabus</i> -Scan all four lessons putting an emphasis on the objectives and reviews -Create goals for the course (Beyond Academics or academic) <p>Degree Students:</p> <ul style="list-style-type: none"> -Become familiar with the essay questions for the term paper -Make sure you have all of the collateral reading material and start reading <p>Online Students:</p> <ul style="list-style-type: none"> -Explore your course's Moodle page -If it is your first time taking an INSTE Online course, watch the tutorial videos:
2	Lesson 1	<p>Before your group meeting:</p> <ul style="list-style-type: none"> -Complete Lesson 1 -Be prepared to take Lesson exam 1 <p>Degree Students:</p> <ul style="list-style-type: none"> -You should have read at least 1/3 of your collateral reading <p>Online Students:</p> <ul style="list-style-type: none"> -Take Lesson exam 1 in Moodle (online students) -Post to forum and reply to at least TWO other posts
3	Lesson 2	<p>Before your group meeting:</p> <ul style="list-style-type: none"> -Complete Lesson 2 -Be prepared to take Lesson exam 2 <p>Degree Students:</p> <ul style="list-style-type: none"> -Choose one of the essay questions for the term paper -Begin creating an outline for your essay -Think of ways to incorporate your reading with your course content <p>Online Students:</p> <ul style="list-style-type: none"> -Take Lesson exam 2 in Moodle -Post to forum and reply to at least TWO other posts
4	Lesson 3	<p>Before your group meeting:</p> <ul style="list-style-type: none"> -Complete Lesson 3

	<i>Continued</i>	<ul style="list-style-type: none"> -Be prepared to take Lesson exam 3 -Be prepared to discuss with your group about your experience in Beyond Academics thus far Degree Students: <ul style="list-style-type: none"> -Continue working on the outline for your term paper -You should have read at least 2/3 of your collateral reading Online Students: <ul style="list-style-type: none"> -Take Lesson exam 3 in Moodle -Post to forum and reply to at least TWO other posts
5	Lesson 4	<p>Before your group meeting:</p> <ul style="list-style-type: none"> -Complete Lesson 4 -Be prepared to take Lesson exam 4 <i>Submit registration form and payment for next course</i> <p>Degree Students:</p> <ul style="list-style-type: none"> -Begin writing your term paper -Continue your collateral reading <p>Online Students:</p> <ul style="list-style-type: none"> -Take Lesson exam 4 in Moodle -Post to forum and reply to at least TWO other posts
6	Final Exam	<p>Before your group meeting:</p> <ul style="list-style-type: none"> -Study for the final exam (lesson reviews and objectives, Lesson exam, etc.) -Reflect on your Beyond Academics experience during this course in preparation for your Integrative Paper -Have your Ministry Mentor complete the evaluation form
7	<p>Debriefing: Reflecting on the Course</p> <p>**Submit all of your assignments after your final group meeting**</p>	<p>Before your group meeting:</p> <ul style="list-style-type: none"> -Write the two page Integrative Paper (Described in the <i>Beyond Academics Manual</i>) -Be prepared to discuss with your group your reflections on the course -Send Beyond Academics paperwork to INSTE Office: <ul style="list-style-type: none"> -Student Course Evaluation -Ministry Mentor Evaluation -Integrative Paper <p>Degree Students:</p> <ul style="list-style-type: none"> -Finish writing Term Paper -Complete collateral reading -Write Reading Report -Be prepared to present term paper during the group meeting
<p>Group Leader, send the following items to the INSTE office after the final group meeting:</p> <ul style="list-style-type: none"> -Evaluation of Participation for each student in your class -Record of Attendance and Exams -Leader's Evaluation of the Course 		

10 Week Study Plan

Students, in the 10 Week Study Plan, are expected to invest:

Diploma Students: 12-13 hours* of work per week

Degree Students: 15-16 hours* of work per week

*This hour calculation includes the following:

- Completing the assignments in your INSTE interactive textbook
- Participate in your group meeting (1.5 hrs. per week)
- Complete your Lesson exam & Final exams
- Meet with your ministry mentor (total of 6, 1-hour meetings during the course)
- Participate in a ministry related activity at least 2 hours per week

Week	Content	Assignments
1	Orientation	<p>Before your group meeting:</p> <ul style="list-style-type: none"> -Read Introduction to the course-<i>Course Syllabus</i> -Scan all four lessons putting an emphasis on the objectives and reviews -Create goals for the course (Beyond Academics or academic) <p>Degree Students:</p> <ul style="list-style-type: none"> -Become familiar with the essay questions for the term paper -Make sure you have all of the collateral reading material and start reading <p>Online Students:</p> <ul style="list-style-type: none"> -Explore your course's Moodle page -If it is your first time taking an INSTE Online course, watch the tutorial videos:
2	Lesson 1 Days 1-3	<p>Before your group meeting:</p> <ul style="list-style-type: none"> -Complete Days 1-3 from Lesson 1 <p>Degree Students:</p> <ul style="list-style-type: none"> -Continue collateral reading <p>Online Students:</p> <ul style="list-style-type: none"> -Post to forum and reply to at least TWO other posts
3	Lesson 1 Days 4-5 Lesson 2 Day 1	<p>Before your group meeting:</p> <ul style="list-style-type: none"> -Complete Days 4-5 from Lesson 1 -Be prepared to take Lesson exam 1 -Complete Day 1 from Lesson 2 <p>Degree Students:</p> <ul style="list-style-type: none"> -You should have read at least 1/3 of your collateral reading -Think of ways to incorporate your reading with your course content <p>Online Students</p> <ul style="list-style-type: none"> -Take Lesson exam 1 in Moodle

4	Lesson 2 Days 2-4	<p>Before your group meeting: -Complete Days 2-4 from Lesson 2</p> <p>Degree Students: -Choose one of the essay questions for the term paper -Begin creating an outline for your essay -Continue reading</p> <p>Online Students: -Post to forum and reply to at least TWO other posts</p>
5	Lesson 2 Day 5 Lesson 3 Days 1-2	<p>Before your group meeting: -Complete Day 5 from Lesson 2 -Be prepared to take Lesson exam 2 -Complete Days 1-2 from Lesson 3</p> <p>Degree Students: -You should have read at least 1/2 of your collateral reading -Continue working on the outline for your term paper -Start an outline for your reading report</p> <p>Online Students: -Take Lesson exam 2 in Moodle</p>
6	Lesson 3 Days 3-5	<p>Before your group meeting: -Complete Days 3-5 from Lesson 3 -Be prepared to take Lesson exam 3</p> <p>Degree Students: -Continue working on the outline for your term paper -You should have read at least 2/3 of your collateral reading</p> <p>Online Students: -Take Lesson exam 3 in Moodle</p>
7	Lesson 4 Days 1-3	<p>Before your group meeting: -Complete Days 1-3 from Lesson 4</p> <p>Degree Students: -Continue your collateral reading</p> <p>Online Students: -Post to forum and reply to at least TWO other posts</p>
8	Lesson 4 Days 4-5	<p>Before your group meeting: -Complete Days 4-5 from Lesson 4 -Be prepared to take Lesson exam 4 <i>Submit registration form and payment for next course</i></p> <p>Degree Students: -Begin writing your term paper -Complete collateral reading</p> <p>Online Students: -Take Lesson exam 4 in Moodle -Post to forum and reply to at least TWO other posts</p>
9	Final Exam	<p>Before your group meeting: -Study for the final exam (lesson reviews and objectives, Lesson exam, etc.) -Reflect on your Beyond Academics experience during this course in</p>

		preparation for your Integrative Paper -Have your Ministry Mentor complete the evaluation form
10	Debriefing: Reflecting on the Course **Submit all of your assignments after your final group meeting**	Before your group meeting: -Write the two page Integrative Paper -Be prepared to discuss with your group your reflections on the course -Send Beyond Academics paperwork to INSTE Office: -Student Course Evaluation -Ministry Mentor Evaluation -Integrative Paper Degree Students: -Finish writing Term Paper -Write Reading Report -Be prepared to present term paper during the group meeting

Group Leader, send the following items to the INSTE office after the final group meeting:

- Evaluation of Participation for each student in your class
- Record of Attendance and Exams
- Leader's Evaluation of the Course