EM/MC 605 BB Introduction to Theological Studies
Fall 2012 – Saturday, Sept. 8 from 9 am to 4 pm
Mondays, Sept. 10th through Oct. 22nd from 6 to 10 pm
At CUME building 90 Warrant Street, Roxbury, MA 02119

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SYLLABUS

I. COURSE OBJECTIVES:
This course will provide an Introduction to Theological Studies for the Master of Divinity and Master of Arts in Urban Ministry as offered at the Boston Campus CUME. The course will address all six Articles from the Statement of Mission. 1) To encourage students to become knowledgeable of God’s inerrant Word, competent in its interpretation, proclamation and application in the contemporary Word; 2) to maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines; 3) To train and encourage students, in cooperation with the Church, to become skilled in ministry; 4) To work with the Churches towards the maturing of students so that their experiential knowledge of God in Christ is evidenced in their character, outlook, conduct, relationships and involvement in society; 5) To provide leadership and educational resources for shaping an effective evangelical presence in Church and society; 6) To develop in students a vision for God’s redemptive work throughout the world and to formulate strategies that will lead to effective missions, evangelism and discipleship. The numbers in parentheses after each topic indicate which requirement of the Master of Divinity or Master of Arts degrees are being met. These requirements are found on the website under Registration.

A. Students will discuss Research, why it is needed and how it can be carried out:
(MDIV 2, 4, 6, 7; MAUM 1, 2, 3, 5, 6)
1. through traditional libraries,
2. the Internet,
3. direct observation,
4. interviews and surveys
5. other unique sources of information for theology and biblical studies.
   a. Primary sources
   b. Secondary sources
B. Students will experience and practice various ways of reporting the results of research:
(MDIV 4, 6, 7, 8; MAUM 5,6)
1. position papers,
2. critical book analysis,
3. case studies,
4. personal essays and letters,
5. informational essays in test taking,
6. bibliographies and documentation of resources.

C. Students will be introduced to the basic resources needed to develop a theological library for their home or their church.
(MDiv 2, 4, 5; MAUM 1, 2, 3)
1. Students will perform a Word study from the Old and New Testament.
2. Students will be introduced to the steps in writing an In-depth paper of a Bible passage and an Exegesis paper of a Bible passage.

D. Students will learn and be able to demonstrate the Seven Qualities of Good Writing:
(MDiv 3, 4, 8; MAUM 6)
1. Has a purpose,
2. Is aimed at an audience,
3. Uses a consistent tone of voice
4. Demonstrates the author’s authority
5. Is clearly organized and follows a pattern
6. Has an effective format
7. Is free of mechanical errors

II. REQUIRED TEXTBOOKS and READING ASSIGNMENTS

   Before Class: Chapters 1, 4, 7, 8, 14, 15, 17, 18

   Before Class: Read the entire book so that you are familiar with how it is organized but concentrate on Chapters 1 and 3.

   You will be required to write a critical analysis of this book.

   Bring the book to class, but no need to read ahead of class. Some sections will be read after the class sessions as you are writing your assignments.

5. Mitchell, Rudi. Biblical Research Tools & Methods. This is an unpublished 25 paged booklet available for $5.00 from the Book Store, CUME, 90 Warren Street, Roxbury, MA 02119. 617-427-7293. ($10 only available from CUME Book Store)
   Bring the booklet to class. No reading before class. This is purely a reference book.
III. FINAL ASSIGNMENTS

1. Students will choose an issue facing the modern church, or more specifically their church, parachurch or marketplace congregation and create a research question. They will submit a bibliography of at least ten sources to investigate their research question. They will then include an outline of their research findings. Finally they will submit a 3 to 5 page paper to answer their research question and state their position on the issue. The paper will need to be double spaced, typed, with one inch margins and 12 point font. Proper footnotes must be used. **First Draft due Monday, October 22nd. Final Draft due Saturday, November 10th.**

2. Students will also need to submit a critical analysis of *How to Think Theologically*, book #3 in the Required Textbook section. **Due September 17th**

3. Finally students will need to write a pastoral letter to a congregation or a Sunday School class, or to the extended family for a special occasion: Easter, Christmas, Wedding, Funeral, Baptism or other occasions approved by the instructor. These can be mailed or emailed along with the research paper. **Due October 29th.**

Submission of assignments:
Completed assignments may be submitted electronically to cgorntong@ctes.edu or hard copy may be mailed to Cherry R. Gorton, Center for Urban Ministerial Education, 90 Warren Street, Roxbury, MA.

IV. CLASS SESSIONS

**Session One: Saturday AM**
Introductions: students, instructor, course, go over syllabus
The Word of God: words in denotation and connotation,
Diction: choice of words
Tour of Bruce Jackson Memorial Library
Call numbers and the Library of Congress System
Writing a Critical Analysis of a book

**Session Two: Saturday PM**
What is Research? handout
Why do Research? Handout
Framing a good research question:
Examples:
Church issue: Can the church hang a picture in the narthex titled, *Smallman’s Head of Christ*?
Scripture issue: How does Paul compare the Christian Life to athletic events?
Social issue: What should Christians do about anger?
Resources available to research the answer to the question: small groups will brainstorm lists
View and discuss the DVD *Michaelangelo Revealed*
  - What was the nature of the problem to be researched?
  - What resources were used to study the problem and prepare a thesis?
  - What conclusion did the historian come to about the problem?
  - How did he develop his argument to support his conclusion?

Developing your research strategy

**Session Three: September 10th**

Biblical passages on importance of Research and Writing in Biblical Studies

Library Home Page at GCTS.edu
  - Online Catalogue: Book resources -- Bibliographic Information
  - Online Databases: Bibliographic information

Notetaking: color coded tabs, highlight, pencil
Primary and Secondary Resources
Interviews and Surveys
Internet Resources and bibliographic information
Footnotes and documentation of resources
Plagarism

**Session Four: September 17th**

The Bible: original documents and versions, translations
Parallel Translation Exercise (Carol Kaminski’s sample)
*Biblical Research Tools and Methods*: by Rudy Mitchell
Key Word Study Bible
Englishman’s Concordance to the OT and NT
Do a Word Study
Scripture citation: handout
Use of Scripture to support arguments: handout
SBL style of citation
Difference Exegesis Paper and In Depth paper
TACKLE

**Session Five: September 24th**

Thesis Statement: go back to examples of questions
Outlining: go back to examples of questions
Principles of Outlining: passage in Matthew 3: 13-17
*Africanus Journal* Articles
Other Journals on Writing and Christian Research

**Session Six: October 1st**

Seven Qualities of Good Writing: Go over each quality
  - Brainstorm purposes for writing
Prepare a Writing Sample to be submitted before you retire for the night
Individual meetings to go over research questions and resources for the position paper

Session Seven: October 8th
Words in context: sentence structures
Create a Trinitarian statement of faith step by step
Nouns and Adjective modifiers, Verbs and Adverb modifiers
1 Timothy 3:16 notice colorful verbs
Prepositional phrases: encyridian handout
Clauses as modifiers
Paragraph structures:
  Puzzle exercise from writings of J.I. Packer and Martin Luther King, Jr.
Punctuation: Panda eats shoots and leaves Handout

Session Eight October 15th
Case Studies
Writing Personal Essays: Handout from Dr. Teague
Writing essay test questions
Go over final assignment to write a personal essay
Closing reading: *A Dark and Cold World* inspired by Philippians

Session Nine: October 22nd
Writing a Research proposal for MACO and DMIN.
Finish any material that had to be delayed
DVD *Slavery by Another Name*
Charge to the church and to all Christians in archiving documents, researching an issue, journal writing

V. Grading Rubric for position paper
Criteria for evaluating a written assignment at GCTS-Boston-CUME

The student can properly use a Thesis Statements/opening paragraph to:
1) State the purpose of the piece of writing
2) Define the audience for whom the writing is intended

The student has command of the following grammar and organizational tools:
1) Diction: word choices and knowledge of the parts of speech

2) Sentence Structures: noun subjects, verb predicates, modification by adjectives, modification by adverbs, modification by prepositional phrases, use of clauses

3) The student has command of Paragraph structures: unity, coherence, relevance of each sentence, flow of argument.
The student uses the proper form for footnote Documentation to support the arguments he/she makes:

1) APA for Maco and Psychology classes
2) Chicago Manual of Style (Turabian) or ALA for general research
3) SBL for Biblical materials

The student knows the proper use of quotation marks and how to format a block quotation.

The student knows how to build a Bibliography both for diversity of sources and comprehensive knowledge of the topic:

1) Printed material in books and monographs
2) Journals and Periodicals
3) Internet and electronic database resources
4) Interviews
5) Surveys

The student demonstrates knowledge of biblical study sources:

1) Concordances
2) Lexicons
3) Commentaries:
4) Dictionaries
5) Encyclopedias

The student demonstrates proper word study techniques from biblical material.

The paper avoids plagiarism

Drawn up by Cherry R. Gorton
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For the Syllabus for EM/MC602 Introduction to Biblical Studies Gordon Conwell Theological Seminary - Boston Campus – CUME
VI. Grade Computation:

A. Class attendance/promptness and participation
   1. Attendance, promptness, participation (3 pts.) _____
   2. In class quizzes:
      a. Library and Reference Quiz (2 pts.)
      b. Bibliography format Quiz (2 pts.)
      c. Footnote format Quiz (2 pts.)

B. Written Assignments
   1. Critical Analysis of a Book (10 pts.)
   2. Personal/Pastoral Letter (5 pts.)
   3. First Draft of Position Paper (10)

C. Position Paper Final Copy (66 pts.)
   Rubric provided that will include:
   • Format
   • Sentence structures
   • Paragraphing
   • Punctuation
   • Outline, Bibliography, Footnotes
   • Integration of your own ideas with research data
   • Improvement in your work over life of the course _____

TOTAL (100 pts.) _____
Letter Grade _____