

**Gordon-Conwell Theological Seminary**  
**NT/OT901: Research Seminar in Biblical Theology**  
**Professor: Dr. Roy E. Ciampa**

Fall 2009

Thursdays; 2:00-5:00 PM

Office hours are posted online. See:

<http://www.viceregency.com/OfficeHours.htm>

(If these hours do not work for you please arrange an appointment by e-mail.)

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**Course Description:**

A seminar focusing on the theological message of the Bible with a survey of critical issues in contemporary scholarship and instruction on research methods and writing. Required of all Th.M. students with a concentration in the Biblical Studies Division (NT, OT, Biblical Theology). This course seeks to prepare the Th.M. student for advanced work in biblical exegesis and theology.

**Required Textbooks:**

Hahn, Scott. *Kinship by Covenant: A Canonical Approach to the Fulfillment of God's Saving Promises*. New Haven, CT: Yale University Press, 2009.

Mead, James K. *Biblical Theology: Issues, Methods, and Themes*. Louisville, Ky: Westminster John Knox Press, 2007.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers*. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams and University of Chicago Press Staff. Chicago, Ill.: University of Chicago Press, 2007.

Williamson, Paul R. *Sealed with an Oath: Covenant in God's Unfolding Purpose*. New Studies in Biblical Theology. Downers Grove, Ill.: Apollos/InterVarsity, 2007.

**Other Required Readings:**

Hafemann, Scott. "The Covenant Relationship" in *Central Themes in Biblical Theology: Mapping Unity in Diversity*, edited by Scott Hafemann and Paul House (Grand Rapids: Baker; Leicester, England: InterVarsity, 2007), 20-65.

Niehaus, Jeffrey. "An Argument against Theologically Constructed Covenants." *JETS* 50 (2007): 259-73.

Niehaus, Jeffrey. "Covenant: An Idea in the Mind of God." *JETS* 52 (2009): 225-46.

**Recommended Textbooks:**

Alexander, Patrick H., John F. Kutsko, James D. Ernest, Shirley A. Decker-Lucke, and the Society of Biblical Literature. *The SBL Handbook of Style*. Peabody, Mass.: Hendrickson; 1999.

Hafemann, Scott, and Paul House, eds. *Central Themes in Biblical Theology: Mapping Unity in Diversity*. Grand Rapids: Baker; Leicester, England: InterVarsity, 2007.

Scobie, Charles H. H. *The Ways of Our God: An Approach to Biblical Theology*. Grand Rapids: Eerdmans, 2003.

Stuhlmacher, Peter. *How To Do Biblical Theology*. Princeton Theological Monograph Series, 38; Allison Park, Pa.: Pickwick, 1995.

Students who have not been introduced to biblical theology in their previous studies are advised to expose themselves to at least one Old Testament theology and one New Testament theology as quickly as possible (or a book such as Charles H. H. Scobie, *The Ways of Our God: An Approach to Biblical Theology*. For the New Testament one should read one of the theologies by Ladd, Schreiner, Marshall, Thielmann or Caird. Suggestions regarding the theology of the Old Testament may be found at <http://www.denverseminary.edu/article/annotated-old-testament-bibliography-2009/#theology>

### Requirements of Course:

1. **Attendance: a student is allowed up to three excused absences (an “absence” consists of missing most of any 90-minute class [so that missing one day amounts to two absences]). Any student who misses more than three classes for *any reason* will be asked to withdraw themselves or receive a failing grade. *No Exceptions*. Also, missing class does not alter dates for turning in papers or mitigate penalties for late papers.**
2. **Four Essay Analysis Papers.** For each week in which a series of essays are assigned (weeks 2-5) each student will read and briefly comment on the specified journal articles and/or book chapters indicated in the syllabus. The student will summarize the thesis (where there is one) and the key strength or weakness of the argumentation of each of the selected essays or chapters in less than half of a page per essay/chapter (maximum 2 pages per paper) and will come to the seminar prepared to discuss the merits of each. These papers should be double-spaced, 12 point Times or Times New Roman with 1-inch margins. Each student’s grade will reflect the quality of the papers and their contributions to the discussion of the essays.
3. **Response Paper.** *Each student will complete one “Response Paper” in which they summarize the main theses, strengths and weaknesses of each chapter of James K. Mead’s book, *Biblical Theology: Issues, Methods, and Themes* (Louisville, Ky: Westminster John Knox Press, 2007). No more than one half-page should be written on each chapter (one-inch margins, double-spaced, 12 point Times or Times New Roman). **Papers that are too long or too short will be given an automatic 6 point penalty.** They will conform to the seminary’s thesis/paper guidelines and to standards of English style.*
4. **Theological Research Paper.** *Each student will also complete one biblical-theological research paper that examines an issue or theme of biblical theology and defends a clearly defined thesis regarding that theme or issue. Students must make use of the original language of the text and of the tools of exegetical and theological analysis, as well as good research methods.*

*The theological research paper must have a clearly defined thesis.* It does not need a specified format other than that all papers should conform to the seminary's thesis writing guidelines. Examples of clear theses are: "The Lord's Prayer in Matthew 6 Reflects the Theological Background of the OT and Jewish Penitential Prayer Tradition," or "Paul Understands Himself to be the Eschatological Prophet of Isaiah 49," or Jesus' Eschatological Discourse Was Completely Fulfilled in AD 70."

**Each theological research paper will be at least 18 but no more than 22 pages in length (double-spaced), not counting the title page or bibliography. Papers are to be double spaced in a 12 point font (either Times or Times New Roman). Papers that are too long or too short will be given an automatic 6 point penalty.** Papers will conform to the seminary's thesis guidelines and to standards of English style and will make use of footnotes at bottom of page.

**Note:** The research paper must reflect fresh research on the part of the student and not include significant work from any previously written paper.

5. **2 Peer Critiques.** Each student will write and present a critique of two of their peers' research papers. The critiques are to focus on the issues of *style, content, argumentation, and persuasiveness*. The critiques should be *single-spaced and a maximum of one page* but need not conform to thesis guidelines. Bullet points will be fine. Critiques should point out stylistic errors (misspelled words, poor use of punctuation, ungrammatical sentences, poorly written or unclear sentences, violations of academic style, etc.). Critiques should also analyze the main point a paper was trying to make and how well it made that point. Did the paper have a thesis and argue it well? Did it fairly represent and critique the book under consideration? How high was the quality of the research? Among other things, students are to check and comment on the care taken in the use of sources. Each student is to read and be prepared to discuss all of the research papers written by their peers. A percentage of their grade will reflect their contributions to the class discussions.  
By September 17, all critiques will be assigned, so you will know whose papers you are to critique.
6. Each student will be responsible for leading seminar discussions of assigned readings on one or more occasions. This provides an opportunity to demonstrate leadership in guiding advanced students in serious discussion of biblical material.
7. Complete all response papers and the theological research paper as assigned. *Give out hard copies of your papers to the professor and to those assigned to critique your paper on the class **before** the assigned discussion date* (see schedule below). Also, email an electronic copy of your paper to the professor at [RCiampa@gcts.edu](mailto:RCiampa@gcts.edu). Use either Microsoft Word or RTF format. **NOTE: Professor is to get one hard copy and one electronic copy.**
8. *Turn in your critiques on the discussion date for each paper.* Give one copy to the instructor, one to the student whose paper is critiqued, and keep one for yourself.
9. *On the discussion date, you will be asked to come up before the class and give an oral critique of the paper assigned for you to critique.* You will have a maximum of fifteen minutes.
10. **Papers will lose 10 points for each calendar day they are late (no exceptions). Students who are assigned to do a critique but fail to turn in a critique on time will get a zero for that assignment.**

## Grading:

1. The Theological research paper will be worth 40% of the final grade.
2. Each of the two Peer Critique Papers will be worth 10% of the final grade.
3. The Response Paper will be worth 15% of the final grade.
4. Each of the four Essay Analysis Papers will be worth 5% of the final grade.
5. A subjective grade for each student's seminar leadership and contributions to seminar discussions will be worth 5% of the final grade.

**Schedule (this tentative schedule will be reworked by the professor in light of the number of participants and the needs of the seminar and will remain subject to change according to the progress and needs of the seminar):**

Sept 17	Topic: The tools and resources for bibliographical research in biblical and theological studies (led by James Darlack, Assistant Librarian for Reference & Bibliographic Instruction). Read this syllabus. Read part 1 of Turabian, <i>A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition</i> , and critique your readings on the basis of the standards provided there. Begin reading James K. Mead, <i>Biblical Theology: Issues, Methods, and Themes</i> .
Sept 24	Class organization, establishment of groups; Introduction to the seminar, to the ThM program, academic writing The craft and tools of biblical-theological research Completion of assigning of critiques. <b>Essay Analysis Paper 1 Due for</b> Hafemann, "The Covenant Relationship"; Niehaus, "An Argument against Theologically Constructed Covenants"; and Niehaus, "Covenant: An Idea in the Mind of God." <b>Discussion of Hafemann to be led by:</b> <u>1</u> <b>Discussion of Niehaus's two essays to be led by:</b> <u>2</u>
Oct 1	<b>Essay Analysis Paper 2 Due</b> for chapters 1-2 of <i>Sealed</i> and chapters 1-3 of <i>Kinship</i> . <b>Discussion of chapters 1-2 of Sealed to be led by</b> <u>3</u> . <b>Discussion of chapters 1-2 of Kinship to be led by</b> <u>4</u> . <b>Discussion of chapter 3 of Kinship to be led by</b> <u>5</u> .
Oct 8	<b>Essay Analysis Paper 3 Due</b> for chapters 3-5 of <i>Sealed</i> and chapters 4-6 of <i>Kinship</i> . <b>Discussion of ch. 3 of Sealed and ch. 4 of Kinship to be led by</b> <u>6</u> . <b>Discussion of ch. 4 of Sealed and ch. 5 of Kinship to be led by</b> <u>7</u> . <b>Discussion of ch. 5 of Sealed and ch. 6 of Kinship to be led by</b> <u>8 &amp; 9</u> .
<b>October 15: Reading Week:</b> Read parts 2-3 of Turabian, <i>A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition</i> , and be sure to write your research paper according to the standards presented there (except where they differ from <i>The SBL Handbook of Style</i> ).	

Oct 22	<b>Theological Research Papers 1-2 due</b> <b>Essay Analysis Paper 4 Due</b> for chapters 6-9 of <i>Sealed</i> and chapters 7-11 of <i>Kinship</i> . <b>Discussion of chs. 6-7 of <i>Sealed</i> and ch. 7 of <i>Kinship</i> to be led by</b> ___ <u>6</u> _____ <b>Discussion of ch. 8 of <i>Sealed</i> and chs. 8-9 of <i>Kinship</i> to be led by</b> ___ <u>7</u> _____ <b>Discussion of ch. 9 of <i>Sealed</i> and ch. 10-11 of <i>Kinship</i> to be led by</b> ___ <u>8 &amp;</u> <u>9</u> _____.
Oct 29	Discussion of Theological Research Papers 1-2 ( <b>Peer Critiques Due</b> ) ( <b>Theological Research Papers 3-4 due</b> )
Nov 5	Discussion of Theological Research Papers 3-4 ( <b>Peer Critiques Due</b> )
<b>November 12: Reading Week (Theological Research Papers 5-7 due)</b>	
Nov 19	Discussion of Theological Research Papers 5-7 ( <b>Peer Critiques Due</b> )
Nov 26	<b>No Class (Theological Research Papers 8-10 due)</b>
Dec 3	<b>Response papers due:</b> Mead, <i>Biblical Theology: Issues, Methods, and Themes</i> Discussion of Theological Research Papers 8-10 ( <b>Peer Critiques Due</b> ) <b>Theological Research Papers 11-13 due</b>
Dec 10	Discussion of Theological Research Papers 11-13 ( <b>Peer Critiques Due</b> )

The order of papers will be:

- First, native speakers of English (in alphabetical order by family name unless someone volunteers to go ahead of their alphabetical order)
- Second, those who are not native speakers of English but who have completed at least one year of academic studies in an English-speaking context (in alphabetical order by family name unless someone volunteers to go ahead of their alphabetical order).
- Third, those who are not native speakers of English and have not completed at least one year of academic studies in an English-speaking context (in alphabetical order by family name unless someone volunteers to go ahead of their alphabetical order).

Preliminary Order of Presentations (subject to change)

Paper Number	Paper Author	Peer Critique 1 by the student presenting paper number:	Peer Critique 2 by the student presenting paper number:
1.		5	8
2.		6	9
3.		7	10
4.		8	11
5.		9	12
6.		10	13
7.		11	1
8.		12	2
9.		13	3
10.		1	4
11.		2	5
12.		3	6
13.		4	7

### Select Additional Bibliography on Covenant

- Beckwith, Roger T. "The Unity and Diversity of God's Covenants," *TynBul* 38 (1987): 93–118.
- Dumbrell, William J. *Covenant and Creation: A Theology of the Old Testament Covenants*. Biblical and Theological Classics Library. Carlisle: Paternoster, 1997.
- Hafemann, Scott J. *The God of Promise and the Life of Faith: Understanding the Heart of the Bible*. Wheaton, Ill.: Crossway, 2001.
- Hillers, Delbert R. *Covenant: The History of a Biblical Idea*. Baltimore: Johns Hopkins Press, 1969.
- Holwerda, David E. *Jesus and Israel: One Covenant or Two?* Grand Rapids, Mich.: Eerdmans, 1995.
- Kitchen, K. A. *Ancient Orient and Old Testament*. Downers Grove, Ill.: InterVarsity, 1977.
- Kline, Meredith G. *Kingdom Prologue*. Overland Park, KS.: Two Age Press, 2000.
- Kline, Meredith G. *The Structure of Biblical Authority*. Grand Rapids, Mich.: Eerdmans, 1972.
- Kline, Meredith G. *Treaty of the Great King: The Covenant Structure of Deuteronomy: Studies and Commentary*. Grand Rapids, Mich.: Eerdmans, 1963.
- Levenson, Jon Douglas. *Sinai and Zion: An Entry into the Jewish Bible*. New Voices in Biblical Studies. Minneapolis: Winston, 1985.
- McCarthy, Dennis J. *Treaty and Covenant*. Rome: Pontifical Biblical Institute, 1963.
- McComiskey, Thomas Edward. *The Covenants of Promise: A Theology of the Old Testament Covenants*. Grand Rapids, Mich.: Baker, 1985.
- McKenzie, Steven L. *Covenant*. Understanding Biblical Themes. St. Louis: Chalice, 2000.
- Mendenhall, George E. *Law & Covenant in Israel and the Ancient Near East*. Reprint. Pittsburgh: Presbyterian Board of Colportage, 1955.
- Niehaus, Jeffrey J. *God at Sinai: Covenant and Theophany in the Bible and Ancient Near East*. Studies in Old Testament Biblical Theology. Grand Rapids, Mich.: Zondervan, 1995.
- Rendtorff, Rolf. *The Covenant Formula: An Exegetical and Theological Investigation*. Edinburgh: T&T Clark, 1998.
- Thompson, J. A. *The Ancient Near Eastern Treaties and the Old Testament*. London: Tyndale Press, 1964.
- Walton, John H. *Covenant: God's Purpose, God's Plan*. Grand Rapids, Mich.: Zondervan, 1994.
- Weinfeld, M. "The Covenant of Grant in the Old Testament and in the Ancient Near East," *JAOS* 90 (1970): 184-203.
- Wright, N. T. *The Climax of the Covenant: Christ and the Law in Pauline Theology*. Minneapolis: Fortress, 1992.



## Plagiarism: What It is and How to Recognize and Avoid It

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### What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

### How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

These guidelines are taken from the [Student Code of Rights, Responsibilities, and Conduct](#).

To help you recognize what plagiarism looks like and what strategies you can use to avoid it, select one of the following links or scroll down to the appropriate topic.

- [How to Recognize Unacceptable and Acceptable Paraphrases](#)
  - [An Unacceptable Paraphrase](#)
  - [An Acceptable Paraphrase](#)
  - [Another Acceptable Paraphrase](#)
- [Plagiarism and the World Wide Web](#)
- [Strategies for Avoiding Plagiarism](#)
- [Terms You Need to Know \(or What is Common Knowledge?\)](#)

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## How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism**:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

**What makes this passage plagiarism?**

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

**If you do either or both of these things, you are plagiarizing.**

**NOTE:** This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

**Here's an ACCEPTABLE paraphrase:**

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

**Why is this passage acceptable?**

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

**Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:**

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into

factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1)

### Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be **PLAGIARIZING**. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED**.

## Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

## Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.
2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

## Terms You Need to Know (or What is Common Knowledge?)

**Common knowledge:** facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

**Quotation:** using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

**Paraphrase:** using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

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