

International Baptist College
2150 E. Southern Avenue, Tempe, AZ 85282

En 520 | Christian Thesis Writing | 1 hour
Summer 2009 | Dr. Jerry C. Tetreau

COURSE SYLLABUS

COURSE DESCRIPTION:

A study of the format and purposes of Christian Thesis Writing. The student will be given direction in topic selection, biblical research, organization, and writing.

RATIONALE:

International Baptist College is committed to preparing men and women for Christian life and ministry. The College accepts the challenge of training heart, head, and hands. Writing is a science and an art that can be an effective tool for ministering to the lost and to the believer. Writing is a skill that can be improved with knowledge and practice. It is best that a servant of the Lord view every discipline from a biblical perspective; the College seeks to teach writing from such a perspective.

PREREQUISITES:

None

COURSE OBJECTIVES: Educational outcomes are given in three domains: cognitive, affective, and skills (called psycho-motor).

Cognitive:

1. The student will demonstrate knowledge of the components of classical rhetoric, a methodology for biblical research, and basic writing skills by successfully taking the quizzes and tests.
2. The student will demonstrate a growing understanding of the skill of writing by writing and re-writing on a designated topic.
3. The student will demonstrate the application of biblical research by using their findings in the final paper.

Affective:

4. The student will demonstrate an appreciation for well-written composition by improving their writing throughout the course.
5. The student will demonstrate a commitment to accuracy in writing by correcting grammatical errors, mechanics, and syntax in their re-writing.
6. The student will demonstrate a resolve to begin or increase their ministry of writing by written testimony and by responding to embedded questions in tests.

Psycho-motor (skills):

7. The student will demonstrate skill in the art of biblical research by developing multiple levels of definitions on their approved topic and by identifying the biblical Source, origin, end and purpose of their approved topic.

8. The student will demonstrate rhetorical skill in writing by going beyond the use of an introduction, quality middle, and proper conclusion in their final research project. Classical rhetoric did not move as quickly to the body of a paper or speech as most do today.

COURSE WORK REQUIRED:

1. Read the required pages from the course textbook and be prepared for a daily quiz on the reading, handouts, and in-class presentations.
2. Three papers of various lengths will be required on rhetoric. A paper will be written on an approved topic; this paper will follow biblical research on the topic.
3. A method of biblical research will be presented in class. This method will be followed in the process of writing the biblical research paper.

PRE-ASSESSMENT:

None

METHOD OF INSTRUCTION:

Lecture, class discussion, and a research paper; more specifically, this is a workshop approach to writing. For this reason there will be daily homework. The teacher holds a good paper was never written; it was re-written. Frequent quizzes will be taken; this is formative evaluation. A final exam and the research paper are two examples of summative evaluation.

LEARNING MATERIALS:

*** Wm. Strunk, Jr. and E.B. White. *The Elements of Style*, third edition (or later). (The third and later editions will have the helpful index; this can be a help now and later.)
MacMillan Publishing CO. Inc. New York, NY 10022

ISBN- 0-02-418200-1

*** Indicates course textbook

It would be helpful to have a personal copy of Webster's 1828, *The First Dictionary of the American Language*. It has been reproduced by FACE, the Foundation for American Christian Education. It is available in hard copy and on disc.

EXAMS:

There will be nearly daily quizzes and a final exam.

COURSE SCHEDULE:

Tuesday	June 2	8:00	Course overview ; introduction of the text; Read pages 1-14 in Strunk and White; pick a topic for Bible research
		9:15	Introduction of rhetoric; write a 210 word article on rhetoric
Wednesday	June 3	8:00	Introduction of a method of biblical research: SOEP
		9:15	Work in Webster's 1828 on 3 levels of topic definition Read pages 15-24 in the text and complete definitions

Thursday	June 4	8:00	A look at Noah Webster; review of method of research Introduce the seven components of classical rhetoric
		9:15	Report on insights gained on research of approved topic Prepare a rough draft on your topic SOEP; pp. 25-33
Friday	June 5	8:00	A closer look at writing style, review of text content
		9:15	Read pp. 34-52 in text; write a 500 word article on rhetoric.
Tuesday	June 9	8:00	Review of assigned pages in the text. Progress reports on topic research; write a paper on the research method Read pages 53-65
Wednesday	June 10	8:00	The worth of the 1828, role of introduction, effective Middle, and conclusion. A look at coherence and the 8-step process for writing. Consideration of the Climactic versus Nestorian order. Read pp. 66-76; write 200 words on rhetoric
Thursday	June 11	8:00	Spelling, Milton's sonnet; kinesthetic memory; catch up Read pp. 76-85; prepare a report on SOEP of your topic The computer in biblical research; two and a half page Paper on your approved topic.
Friday	June 12	8:00	Reports on SOEP; final exam; course evaluation

BIBLIOGRAPHY:

A modern dictionary, such as *Webster's New Dictionary of the English Language*

A thesaurus of the English language

Haycock, Ruth C.; *Encyclopedia of Bible Truths*; ACSI; P.O. Box 65130 Colorado Springs, CO 80962-5130 (There is four volume paper back set; it was previously published in a one-volume hard back work. This is a good start for the student in Christian education wanting to see what the Bible says relative to school subjects.)

Richards, Lawrence O.; *Expository Dictionary of Bible Words*; Zondervan Publishing House; Grand Rapids, Michigan, A Division of Harper Collins Publishers; 1991.

Rose, James B., *A Guide for American Christian Education for the Home and School*; 1987, The American Christian History Institute; Camarillo, California 93010 **ISBN # 0-9616201-1-0**

Zinsser, William; *On Writing Well*; Harper-Collins Publishers; New York; 2008—
ISBN # 10:0-06-171356-2

COURSE EVALUATION METHOD:

Quizzes	20%
Tests	30%
Paper	30%
Reading	20%

MISCELLANEOUS MATTERS:**Late Work:**

Habitually being late is a sign of poor character. It is the desire of IBC to teach character as well as academic content. Thus, late work will be severely penalized. Eight to twelve points will be subtracted for each class day that an assignment is late. Any work missed because of an absence must be made up upon the student's return to class. The instructor is under no obligation to accept late work.

Tardiness and Absences:

Students who are tardy to class will receive demerits. Being tardy three times will equal one absence. Being tardy to class by more than fifteen minutes will be considered an absence. The student is permitted one absence for each credit hour without penalty. Each additional absence will reduce the student's final course grade by 2%. Being absent 25% of the classes will result in the loss of credit for the course.

Incompletes:

All course work is due at the conclusion of the semester; a student who has failed to complete the required assignments by that date will not receive credit for those assignments. If the student wishes to have additional time to complete course work, it is his responsibility to request an extension. Any such requests must be submitted before the conclusion of the semester. The absolute deadline for late work, even with extensions, is 21 class days after the final day of the semester. No instructor is ever obligated to grant an extension.

Spelling:

The failure to edit one's spelling is a poor reflection upon the student, the school attended, and ultimately upon the Lord. Thus, each misspelled word on formal papers or projects will result in the reduction of the final grade for that assignment.

Papers:

All academic papers are to follow the International Baptist College Format and Style Guide attached below. Individual professors have the right to deviate from this guide where they deem necessary.

Note:

The instructor reserves the right to alter the course syllabus, schedule, or assignments at his or her discretion.