

## The Kingdom of God Online DN 929Z

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Elective. *Three hours.*

Please be sure to read and familiarize yourself with ALL materials in this learning packet.

Welcome to the course, **The Kingdom of God in the Teaching of Jesus**. Although I cannot welcome you personally as I would on campus, I am available to discuss any aspect of this course through whatever communication medium is most convenient for you. I wish you well as you begin this course.

All course textbooks must be purchased by the student prior to the drop date for the semester of enrollment for this course. Failure to purchase materials by this drop date will result in an automatic withdrawal from the course by action of the seminary Registrar. Please consult the latest edition of the seminary catalog for the drop dates for each semester. All course materials must be purchased by the student and cannot be borrowed or purchased from another student.

### Course Description

The focus of this course is on the Kingdom of God as it appears in the teachings of Jesus in the Synoptic Gospels. Students examine Jesus' teachings in light of views of the Kingdom that emerge from the Old Testament and intertestamental Judaism. The course gives particular attention to the relevance of Jesus' teachings about the Kingdom to contemporary ministry.

### Course Purpose

The purpose of this course is to introduce the student to Jesus' teachings about the Kingdom of God; to demonstrate the fundamental importance of this idea for understanding Jesus and the New Testament; to enable the student to discover the theological importance of this teaching; to empower the student with a critical

engagement with modern understandings of the Kingdom of God; and to direct the student to discover specific ways by which an understanding of the Kingdom of God can empower contemporary Christian ministry. “The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church” (2006-2007 ETS *Catalogue*, p. 5). Central to Christian ministry is an understanding of who Jesus is and what He taught. His central teaching was the coming of the Kingdom of God. Seeking to understand what He meant by this and its implications for life is a direct expression of the Seminary’s mission.

## Learning Outcomes

1. To introduce the student to a comprehensive Biblical and practical theology of the Kingdom of God;
2. To enable the student to grasp the exegetical and theological issues related to the Kingdom of God;
3. To enable the student to develop a thorough understanding of the Kingdom of God that is faithful to Scripture;
4. To challenge the student to develop and formulate personal theological convictions concerning the Kingdom of God, the Church, and Kingdom living;
5. To empower the student to interact biblically and critically with historical and modern approaches to the Kingdom of God;
6. To provide the student with the ability to evaluate critically various theological constructs attempting to explain the Kingdom of God in light of contemporary challenges to the Christian faith.

## Course Resources

Students continue to be responsible for securing their own required textbooks. As a convenience, there is a bookstore on the seminary's home page. To access this site and its information, locate textbooks, and compare prices, go to <http://www.erskineseminary.org/bookstore.html>

The online bookstore will be a portal with links to Amazon, CBD, Barnes & Noble, the Erskine Campus Bookstore, and perhaps others. A limited number of copies of each textbook may be available from the Erskine Campus Bookstore, and copies may be ordered through that Bookstore.

### REQUIRED MATERIALS

- ***The Presence of the Future***, George E. Ladd, Eerdmans (see “Bibliography” for complete citation) ISBN 0-8028-1531-6

- ***Jesus and the Last Days***, G. R. Beasley-Murray, Hendrickson (see “Bibliography” for complete citation) ISBN 0-9435-7537-0

### RECOMMENDED READING

- ***Jesus and the Kingdom of God***, G. R. Beasley-Murray (See “Bibliography” for complete citation)
- ***The Quest of the Historical Jesus***, Albert Schweitzer (See “Bibliography” for complete citation)
- ***The Reality of the Kingdom***. Paul Rowntree Clifford (See “Bibliography” for complete citation)
- ***The Coming of the Kingdom***. Herman Ridderbos (See “Bibliography” for complete citation)
- ***The Kingdom of God In 20th Century Interpretation***, Wendell Willis (See “Bibliography” for complete citation)

### COURSE MATERIALS

All course materials (except required texts) are available to the student in the online classroom.

### Course Grading Criteria and Scale

The following grading scale, from the Seminary catalog is used to assign a numeric value to each completed assignment. All scores are weighted equally. Your final grade is the average of each grade received. A letter grade will be computed on the basis of your average raw score using the following grade scale recently adopted by the Seminary faculty:

- A Level Work = Exemplary ability to differentiate constituent parts; assess and critique theories, thoughts, ideas, concepts, proposals, and relevant literature; and the ability to reason in a logical and compelling manner.
- B Level Work = Reflects above average grasp of the subject matter; displays a superior ability to use new knowledge in a creative manner; and can demonstrate an above average ability to discriminate among alternative viewpoints.
- C Level Work = Adequate but not exceptional ability to think cogently and clearly; sufficient ability to understand and comprehend subject matter; and a satisfactory ability to integrate and organize course concepts in a logical and coherent manner.
- D Level Work = Inadequate mastery of basic facts and information presented in the course; insufficient or inappropriate use of common terms and language indicating an inadequate grasp of the material; and an inferior ability to analyze and judge proposals, ideas or concepts.

**Erskine Seminary Grading Scale:**

A	95-100	A-	93-94
B+	91-92	B	88-90
B-	86-87	C+	84-85
C	80-83	C-	78-79
D+	76-77	D	72-75
D-	70-71	F	0-69

**Course FAQs**

1. Please mail me hardcopy versions of your assignments. The address is listed on the first page of this syllabus.
2. All assignments should be clearly marked with name, assignment number and date. Failure to include this information will result in a returned assignment.

**COURSE PLATFORM**

Erskine Seminary is accredited by the Association of Theological Schools (ATS). According to the ATS Standard 10.3.4.3, "Institutions shall ensure that distance education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program." It is with this stipulation that EDEN has implemented a web-based learning platform which will serve to provide a number of collaborative learning experiences. The learning platform is Moodle and according to their website, "Moodle is a course management system designed to help educators who want to create quality online courses . . . and create effective online learning communities." You will be provided with additional information concerning online classroom tutorials, site information, and the peer mentoring program. In order to meet the online discussion component of this course, you will need:

- A computer (or access to a computer)
- Access to the Internet

**Course Components**

The purpose and objectives of this course will be achieved through five learning components.

The first is the **Lecture Component**. The student will demonstrate his/her mastery of the material by listening to the required audio portion (found online).

The second is the **Reading Component**. The student will complete the reading of the required textbook (Ladd and Beasley-Murray), maintain a Reading Log, and prepare a Summary Paper. Students will build on the audio portion by completing the required reading and the Summary Paper.

The third is the **Historical Component**. Here, the student will research the topic “The Expectations of the Kingdom of God in Judaism.” Using the sources listed in this syllabus as well as other sources, the student will discover the various expectations of the Kingdom of God which existed in the Old Testament and that developed during the Intertestamental period.

The fourth is the **Exegetical Component**. After reading the required texts, the student will choose a passage from the Synoptic Gospels which deals with Jesus’ teaching about the Kingdom. He/she will prepare an exegetical study of that passage using the guidelines provided for his/her own ministry setting.

The fifth is the **Collaborative Component**. The student will maintain an online journal in which he/she identifies ideas, thoughts, or reflections from course content. Your course grade is calculated based on your level of participation in the online journal as stipulated in this syllabus. Your participation must be done weekly and spread out over the length of the semester not crowded into the final weeks of the course.

**Please note:** Successful completion of this distance learning course will require that you set your own schedule and discipline yourself to stay on the schedule. I recommend that you begin the course by watching the e-lectures, write the required summaries of them, do the required reading (keeping notes as you read), maintain a Reading Log, prepare the Summary Paper, do the historical study, do the exegetical study, and prepare the assignment in practical theology. If you devote two hours per day to course assignments, you can complete this course in approximately two months. The time constraints of this course are self-imposed to a large degree. However, if you are working toward degree completion, please keep in mind the Seminary’s expected time frame for degree completion. Consult the most recent Seminary *Catalog* for specific time frames in your degree program. Each course assignment identifies the time required for completion, all things being equal. Some variation in time required to complete an assignment is to be expected due to a variety of factors.

### SUGGESTED STEPS TO COURSE COMPLETION

1. Listen to the e-lectures as you seek to gain a foundational knowledge and overview of the course. Just listen for enjoyment and general understanding and seek to get a feel for the Kingdom of God.

Regarding the Kingdom of God in the teaching of Jesus, it is important that you gain a grasp of four dimensions. **First**, you need to have some knowledge of the scholarly debate about the subject. This debate is dealt

- with in the early lectures and in your readings. **Second**, you need to know the historical and theological backdrop against which Jesus taught and through which the people in His audiences heard. **Third**, you need to grasp the significance of what Jesus actually said and meant in his Kingdom sayings, parables, and actions. **Fourth**, you need to ponder the significance of His teaching for the life of the Church in the world today. Keep these four dimensions in mind at all times as you hear the lectures, read, study, and do your research.
2. Listen attentively and actively while taking notes either electronically or by hand. Seek to grasp the deeper level of comprehension of the subject matter presented in the lectures. As you listen have on hand a Bible and a Greek New Testament (if you are a Greek student).
  3. Do the required reading for the course. Begin by reading any introductory sections (preface, introduction, foreword). Note the flow of the text and the subjects that will be covered. Read any background or biographical material that may be on a dust cover. Break your reading into manageable chunks. Avoid trying to read the textbook in one session or in lengthy reading hinges. Plan your reading carefully. Optimal learning takes place when reading is done in smaller segments with short breaks between reading sessions. Highlight important sections or words with colored markers so that you can easily find them when you return to the text at a later time. You may find that determining the book's total number of pages and dividing by 30 will give you an ideal number of pages to read per day over a month, thus providing smaller segments to read. If you wish to read the textbook at a faster rate, simply substitute a lower number in place of the 30-day figure used above.
  4. Keep a Reading Log noting date, pages read, and time invested in each reading session. Review of this Log will enable you to determine whether or not you are maximizing your learning by reading in smaller segments with brief breaks of not more than one or two days between readings.
  5. For your paper on "The expectations of the Kingdom of God in Judaism" use your reading notes from Ladd and notes you take from the relevant books in the Bibliography. Begin work on this paper only after you have listened to the tapes and done your reading of Ladd and Beasley-Murray. Using the suggested format above, outline carefully your paper before you begin to write. Outlining may seem like a waste of time, but it will save you time in the long run. As you look at your outline, make sure you that you have covered all the issues that have been set forth in the description of the paper in the syllabus and that you are balanced in your treatment of the various aspects of the topic.

6. When you have finished this paper choose a text from the teachings of Jesus and prepare an exegetical paper on it. Follow the guidelines set forth for this assignment.

For all of your required papers, you may send to me a rough outline or a rough draft before you send to me the final copy. I will evaluate it on the basis of content, make suggestions, and send it back to you. This gives you an opportunity to get feedback on your work without a grade.

Grades for this course will be processed as quickly as possible. If you have not received written notification of your final grade for the course after a month has elapsed, please contact me using one of the communication means identified at the beginning of the syllabus (telephone; fax; e-mail; regular mail).

If you have any questions or encounter any difficulties while taking this course, please contact me immediately so we can get any problems resolved quickly and get you back to your scheduled pace for course completion.

## Course Assignments

### ASSIGNMENT ONE: E-Lectures

Master the content of course lectures by listening to all e-lectures and writing a one-page summary (double-spaced) of the content of the e-lectures. In your summary, discuss the major points made in the lecture series. If you choose, you can write a one-page outline of the lecture instead of a paper in narrative form. **This entire paper should be no more than 16 pages in length.**

**Completing this assignment will count 20% of your final course grade.**

The total estimated time required for successful completion of this assignment is 20 hours.

### ASSIGNMENT TWO: Required Reading

1. Read *The Presence of the Future* by George Eldon Ladd and *Jesus and the Last Days* by G. R. Beasley-Murray.

While you read, keep a notepad (hard copy or electronic) handy to write down thoughts or ideas that come to your mind, comments or reactions, questions that are raised while reading, areas of confusion or insights that strike you as significant. When you have finished reading the books, use your notations to write a summary of the Ladd book. In no more than one page each, summarize the main thoughts of each chapter.

When you have finished with your chapter summaries (maximum 14 pages), use another 3 to 6 pages to respond to these questions/statements based on your reading of Ladd and Beasley-Murray.

- a. Why have New Testament scholars insisted in interpreting Jesus in terms of the Old Testament prophetic stream instead of Jewish apocalyptic?
- b. How did Albert Schweitzer's work turn the whole discussion around?
- c. How does Ladd understand Jesus' view of the Kingdom of God?
- d. Ladd presents a detailed discussion of the relationship between the Kingdom in the teachings of Jesus and the Church. How are Ladd's insights helpful in understanding the Church in the world today?
- e. Ladd emphasizes the "hiddenness" of the Kingdom in much of what Jesus teaches. How does Jesus' use of parables underscore this "hiddenness?" What is the significance of the "hiddenness" of the Kingdom for the work of the Church today?
- f. Compare and contrast Ladd and Beasley-Murray in their understandings of Jesus' teaching about the Kingdom. How are they alike? How are they different?

Your **Summary Paper** should be no more than 20 pages (double-spaced) long. It will be evaluated on the basis of how cogently and succinctly you summarize the chapters as well as how you seem to understand what is said. It will also be graded on style and form.

2. Maintain a written log of your reading. Please keep a record of the date and time spent for each reading session.

**The Summary Paper will count 20% of your final grade.**

**Mail to the professor hard copies of the Reading Log and your Summary Paper. Be sure to include a self-addressed, stamped envelope for hard copies to be returned to you. The total estimated time required for successful completion of this assignment is 30 hours.**

### **ASSIGNMENT THREE: Historical Paper**

Prepare a paper on "The Expectations of the Kingdom of God in Judaism." **This paper should be 15-20 pages long (double-spaced).**

1. Review what Ladd and Beasley-Murray say about these expectations in their books. Look at the Recommended Reading list and Bibliography for other works that will help you in this assignment. A good place to start is

- with articles from a good Bible dictionary on topics like Messiah, apocalyptic, eschatology, Kingdom of God, etc.
2. The paper should contain the following sections:
    - a. **Section I** should define the term “Kingdom of God.” In your definition, describe the term’s relationship to the concepts of king and kingship in the life of Israel.
    - b. **Section II** should describe the concept of the Kingdom as it developed in the Old Testament. Make reference to specific places in the Old Testament where the idea occurs. In particular, how is the concept related to the Old Testament ideas of the “day of the Lord”?
    - c. **Section III** should describe the development of the thinking about the Kingdom of God during the intertestamental period. Here, you should give careful attention to the rise of and the value of Jewish apocalyptic literature and especially of the variety of images of the Kingdom that are present in this body of literature.
    - d. **Section IV** should deal with the relationships between expectations of the coming of the Messiah and the coming Kingdom. In what various ways were the two linked in Jewish apocalyptic literature?
    - e. **Section V** should summarize Jesus’ teaching about the Kingdom and show how this teaching is alike but also different from expectations of the Kingdom in Judaism.

This paper should make use of at least 8 scholarly resources. The paper will be evaluated on the basis of how well these issues are treated, how well the student makes use of the scholarly resources, and how thoroughly and carefully the treatment is done. In addition, the paper must be logically coherent and characterized by clarity, good grammar, proper spelling, neatness, and proper documentation. The standard for documentation used by the Seminary is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> edition or later.

**This assignment will count 20% of your final grade.**

## **ASSIGNMENT FOUR: Exegetical Paper**

This assignment consists of a paper that is primarily exegetical with a strong practical component. This paper should be no more than 20 pages long. In the first part, choose a parable or saying of Jesus in which Jesus teaches about the Kingdom of God. Do a thorough exegetical study of this parable/saying in which you deal with (1) the probable setting in the life of Jesus, (2) the setting in the particular Gospel from which it comes, (3) the meanings of significant words in the passage, and (4) the Old Testament and/or Jewish background of the passage. For this part of your work, you will need to make use of New Testament introductions, commentaries, word study books, Bible dictionaries, monographs, etc. You will find help in the Bibliography which is contained in this syllabus. The

purpose of this part of your study is for you to arrive at what Jesus was teaching about the Kingdom in this particular passage.

In the second part of the paper, reflect on “The Relevance of the Kingdom of God in Jesus’ Teaching to Church Life Today.” How does Jesus’ teaching about the Kingdom in the passage you’ve studied inform the life of the church today? Specifically, how does what you’ve learned about the Kingdom help you to view yourself as a minister in a different light? How does it affect your view of the church you serve? What specific pastoral issues in your church does Jesus’ teaching about the Kingdom address? How does it address them? What specific changes will you make in the way you conduct your ministry as a result of your understanding of the Kingdom in the teaching of Jesus?

1. Use Ladd’s The Presence of the Future to make your choice of texts. You may choose a text which emphasizes the presence of the Kingdom or one that deals with the future of the Kingdom.
2. The paper must be well-written and fully documented in correct form (using Turabian, previously cited) using at least 15 scholarly sources with no more than one being an internet source.
3. The paper will be evaluated on the basis of how thoroughly you have treated the subject, how well you have used your resources, how clear your paper is, and how well you have used good grammar, form, documentation, etc.
4. Carefully outline the contents of your paper after you have done most of your research and write the paper from the outline.
5. The finished paper must have a title page, outline, body of paper, footnotes, and bibliography.

**This paper will count 20% of the final course grade.**

Mail a hard copy of this paper to the professor (P. O. Drawer 668, Due West, SC 29639 or melton@erskine.edu). **Be sure to include a self-addressed, stamped envelope for your graded work to be returned to you. The total estimated time for successful completion of this assignment is 30 hours.**

The following module system is a syllabus management system that will help guide you in the completion of course assignments. The module system for this syllabus is based on a semester start date as found in the most current catalog.

## Course Schedule

### MODULE #1

**All work for the first module should be completed four weeks from the start of the semester.**

Week	Lectures to View	Assignments Due
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1	Lectures 1a – 1b Lectures 2a – 2b	<ul style="list-style-type: none"> <li>• Begin summary of e-lectures</li> <li>• Online Journal posting</li> <li>• Begin reading textbooks <i>The Presence of the Future</i> and <i>Jesus and the Last Days</i></li> </ul>
2	Lectures 3a – 3b Lectures 4a – 4b	<ul style="list-style-type: none"> <li>• Continue working on summary</li> <li>• Online Journal posting</li> <li>• Continue reading textbooks</li> </ul>
3	Lectures 5a – 5b Lectures 6a – 6b	<ul style="list-style-type: none"> <li>• Continue working on summary</li> <li>• Online Journal posting</li> <li>• Continue reading textbooks.</li> </ul> <p><b>Finalize Assignment 2</b></p>
4	Lectures 7a – 7b Lectures 8a – 8b	<ul style="list-style-type: none"> <li>• Continue working on 1-page summary</li> <li>• Online Journal posting</li> <li>• <b>Assignment 2 due</b></li> </ul>

**MODULE #2**

**All work for the second module should be completed eight weeks from the start of the semester.**

Week	Lectures to view	Assignments Due
5	Lectures 9a – 9b Lectures 10a – 10b	<ul style="list-style-type: none"> <li>• Continue working on summary of e-lectures</li> <li>• Online Journal posting</li> <li>• Begin Assignment 3</li> </ul>
6	Lectures 11a – 11b Lectures 12a – 12b	<ul style="list-style-type: none"> <li>• Continue working on summary</li> <li>• Online Journal posting</li> <li>• Continue Assignment 3</li> </ul>
7	Lectures 13a – 13b Lectures 14a – 14b	<ul style="list-style-type: none"> <li>• Continue working on summary</li> <li>• Online Journal posting</li> <li>• Continue Assignment 3</li> </ul>
8	Lectures 15a – 15b Lectures 16a – 16b	<ul style="list-style-type: none"> <li>• <b>E-lecture summary paper due</b></li> <li>• Online Journal posting</li> <li>• <b>Assignment 3 due</b></li> </ul>

**MODULE #3**

**All work for the third module (and the course) should be completed thirteen weeks from the start of the semester.**

Week	Assignments Due
9	<ul style="list-style-type: none"> <li>• Online Journal posting</li> <li>• Begin working on Assignment 4</li> </ul>

10	<ul style="list-style-type: none"> <li>• Online Journal posting</li> <li>• Continue working on Assignment 4</li> </ul>
11	<ul style="list-style-type: none"> <li>• Online Journal posting</li> <li>• Continue working on Assignment 4</li> </ul>
12	<ul style="list-style-type: none"> <li>• Online Journal posting</li> <li>• Use this week to complete all course work and assignments.</li> </ul>
13	<ul style="list-style-type: none"> <li>• <b>Assignment 4 due</b></li> <li>• Use this week to complete all course work and assignments.</li> </ul>

### A SIMPLIFIED EXEGETICAL PROCEDURE FOR A NEW TESTAMENT TEXT

1. **Choose your text.** The text must be a self-contained unit. This means that it needs to have a definite beginning, a definite ending, and some movement or progression between these two points. The paragraph divisions in recent English translations are usually good indicators of self-contained units. Your text may be made up of one or more paragraphs. You need to decide how many paragraphs you will treat, but remember that your text must make sense and you must treat thoroughly each part.
2. **Translate the text if you work with Greek.** In your translation, parse all verbals and describe any unusual grammatical features. Discuss any significant textual variants and establish what you think is the more original reading of the text you study.  
**RESOURCES:** Greek text; lexicons; commentaries; textual commentary; Greek grammars.
3. **If you do not work with the Greek, compare 4 English translations.** Reproduce your passage (pericope) in each of these translations. Write down any significant differences in meaning among the 4 translations. You do not have to resolve these differences at this point; just note them.  
**RESOURCES:** English translations.
4. **Write a basic introduction to the book where your text is found.** In your introduction, deal at least with these issues:
  - a. Authorship
  - b. Date
  - c. Audience
  - d. Situation addressed

- e. Purpose(s)
  - f. Structure (outline the whole book broadly or in detail)
  - g. Special features of the book
  - h. Critical problems or questions about the book
- RESOURCES:** New Testament introductions; Bible dictionaries; New Testament commentaries on your book.
5. **Study the literary form of your passage.** Is it an argument, a diatribe, a parable, a miracle story, a saying, a narrative, a vision, etc.? How does the literary form of your passage have any significance for the meaning of your passage?  
**RESOURCES:** New Testament commentaries on your book; James L. Bailey and Lyle D. Vander Broek, *Literary Forms in the New Testament: A Handbook* (Louisville, Ky.: Westminster/John Knox, 1992).
  6. **Study the literary structure of your passage.** How is your passage put together? Identify each sentence as a question, a statement, an explanation, a clarification, etc. Describe the relationships that the sentences of your passage have to one another. The best way to show this is to produce a sentence outline of your passage.  
**RESOURCES:** New Testament commentaries on your book
  7. **Note how your passage fits into the overall structure of the New Testament book out of which it comes.** What place does it have? Is it an introduction to the book? Is it a conclusion? Is it the heart of the book? How does the position of the passage in relation to the whole book affect your understanding of it?  
**RESOURCES:** New Testament commentaries on your book
  8. **Examine significant words in your passage.** Choose words whose meanings are not obvious. Use word study books to discover the range of meanings that a word may have but concentrate on what your word means in the context of your passage.  
**RESOURCES:** New Testament commentaries on your book; word study books (Vines'; Kittel; Wuest's); Bible dictionaries
  9. **Summarize the meaning of your passage in your own words.** State in one sentence what this passage meant to the original readers in light of your research above. State in one sentence what it means in light of the realities of modern life.
  10. **Suggest issues that this passage addresses today and specific ways that this passage addresses them. Suggest ways you can preach and teach this passage.**

### ASSIGNMENT FIVE: Online discussion

There is evidence to suggest that students who actively engage with others in an online environment earn higher scores than other students. Online discussions and interaction provide a rich and stimulating environment of collaboration, interaction, and community building. Students participating in online discussions tend to provide more thought-provoking comments, richly detailed responses, and insightful observations.

Each student will post an entry to the online journal each **week**. As the student completes the required reading for this course, listens to the e-lectures, or thinks through course-related issues, he or she will post an entry relating significant insights, questions, or challenges for others.

In order to facilitate community building, fellow students will respond **each week** to the journal entries as a way of encouraging each other and adding to the observations posted by their classmates. Additionally, peer mentors and/or the course professor will respond **to selected entries**. Retroactive posting will not be accepted.

*Completing this assignment will count 20% of your final grade.*

#### Relevant Institutional and Class Policies

**Conduct in Theological Discussions:** Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

**Language about God and Humanity:** Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

**Late or Incomplete Work:** The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A

student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

**Drop/Add/Withdrawal:** Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a "drop/add" form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student's receiving a grade of "F" for the course, and full tuition charges will apply. No exceptions will be made to this policy.

### **Plagiarism**

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and integrity of the Christian community:

Occurrences of plagiarism shall be considered 'documented' when the instructor is able to produce documentary evidence that plagiarism has occurred, and when the instructor has reason to believe that the plagiarism was motivated by a deliberate attempt to receive credit for ideas or work not the student's own. Where such plagiarism involves the theft of the academic work of another student, whether at Erskine or any other institution, it shall be designated 'documented theft of another student's work.'

The instructor involved, in consultation with the Dean, may recommend measures deemed appropriate. In cases of documented plagiarism or documented theft of another student's work, the offending student will automatically receive the following penalties:

- Failure of the course(s) in which plagiarized or stolen work is submitted
- Dismissal from the Seminary for a minimum of one semester
- Forfeiture of the right to tuition refunds during the semester(s) affected

Before such penalties are imposed, a committee of at least three faculty members must agree that they are appropriate to the case. Appeals in such cases may only be addressed, in writing, to the President of Erskine College and Theological Seminary.

### WRITING THEOLOGICAL PAPERS

The seminary has produced a *Writing Theological Papers* document that guides a student through the process of producing a high quality theological paper. It is included on your CD-ROM for this course and is part of your student handbook provided by the seminary.

Please edit your paper for typographical errors, misspelled words, stylistic miscues, and grammatical mistakes. The paper should be double-spaced and constitute original work written for this course only and cannot include material previously used in another course or for another purpose. Please read over the notation regarding the seminary policy on plagiarism included at the end of this syllabus. Your use of the work or thoughts of another without proper citation and acknowledgement constitutes plagiarism.

**Content found at an Internet web site is construed to be copyrighted material written and produced by another person.** Undocumented wholesale use of words from an Internet web site passed off as the student's own work in a research paper of this sort constitutes plagiarism and will be considered a violation of the seminary plagiarism policy. Students who are determined to have violated the seminary's policy on plagiarism will receive a grade of zero for the paper, will not be allowed to re-submit another paper, and will have a written record of the violation added to their permanent student record. Further violations of the seminary's plagiarism policy could result in temporary or permanent dismissal from the seminary.

Please visit these websites for more information about plagiarism:

<http://www.plagiarism.org/>

[http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

<http://www.georgetown.edu/honor/plagiarism.html>

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