

Ontario Christian Center
THE SCHOOL OF MINISTRY

Section: 018 – Winter 2017

Instructors (s): Dr. Juan Williams, Sr. & Leslie R. Settle

Aides: Jason Owens and Danielle Jones

Librarian/Resource: Charlotte Wixx

Class Times: Tuesday (6:00-7:30pm)

Location: Main Sanctuary

Office Hours: Available Upon Request

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COURSE DESCRIPTION

The purpose of this class is to lay a solid foundation for success in the prayer lives of believers and to lay a solid foundation for leadership in the body of Christ. As you receive instruction you will learn to apply the tools needed for a biblically based prayer life with a guaranteed return of success. One of the keys to this success is consistency. As you embark on this new adventure, decide now that you will give your time, focus, energy, and commitment to this training. When you do this, you are certain to receive the desired results.

Over the next months, you will receive articles, assignments, and other valuable materials. Be sure to bring a notepad, pen and Bible with you to each class. Label a notebook “School of Ministry” to keep all your vital prayer information and notes together.

TEXT REQUIREMENTS

NKJV Bible

Dr. Juan Williams, Sr., How to Be Led by the Holy Spirit (Journal)

Dr. Juan Williams, Sr., Book of Promises

Tracy L. Williams, Prayer Life . . . For Kings in the Kingdom

Cindy Trimm, Rules of Engagement Volume I, II, & III

Derek Prince, Does your tongue need a Healing

Watchman Nee, The Prayer Ministry of the Church

Watchman Nee, Spiritual Authority

Germain Copeland, Prayers that Avail Much

Larry Lea, Could you not Tarry One Hour

Frederick KC. Price, Answered Prayer Guaranteed

Creflo Dollar, How to Honor Your Man of God

EXAMINATIONS

7 exams will be administered during the semester including a midterm and a cumulative final. Exam questions will focus on applying what you have learned in class as well as Bible Sunday and Worship Services, rather than verbatim recall and recognition. The midterm and final will utilize multiple choice and open-ended questions to test your knowledge of the course material. The Exams will include but are not limited to relevant book chapters, readings and lessons.

GRADING SCALE

Attendance – 25%
Participation – 10%

Homework – 25%
Exams/Midterm – 15%

Final Exam– 25%
Total – 100%

GRADING SCALE (Continued)

A+ 100	B 83-86	C- 70-72
A 94-99	B- 80-82	D+ and Below: Must
A- 90-93	C+ 77-79	retake the class to pass.
B+ 87-89	C 73-76	

GRADING STANDARDS GUIDE FOR PAPERS

	SUPERIOR (A-B)	AVERAGE (C)	UNACCEPTABLE (D-F)
CONTENT	A significant central idea clearly defined, and supported with concrete, substantial, and consistently relevant detail	Central idea apparent but trivial, or trite, or too general; supported with concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy	Central idea lacking, or confused, or unsupported with concrete and relevant detail
ORGANIZATION: Rhetorical and Logical Development	Theme planned so that it progresses by clearly ordered and necessary stages, and developed with originality and consistent attention to proportion and emphasis; paragraphs coherent, unified, and effectively developed; transitions between paragraphs explicit and effective	Plan and method of theme apparent but not consistently fulfilled; developed with only occasional disproportion or inappropriate emphasis; paragraphs unified, coherent, usually effective in their development; transitions between paragraphs clear but abrupt, mechanical, or monotonous	Plan and purpose of theme not apparent; undeveloped or developed with irrelevance, redundancy, or inconsistency; paragraphs incoherent, not unified, or undeveloped; transitions between paragraphs unclear or ineffective
ORGANIZATION: Sentence Structure	Sentences skillfully constructed (unified, coherent, forceful, effectively varied)	Sentences correctly constructed but lacking distinction	Sentences not unified, incoherent, fused, incomplete, monotonous, or childish
DICTION	Distinctive: fresh, precise, economical, and idiomatic	Appropriate: clear and idiomatic	Inappropriate: vague, unidiomatic, or substandard
GRAMMAR, PUNCTUATION, SPELLING	Clarity and effectiveness of expression promoted by consistent use of standard grammar, punctuation, and spelling	Clarity and effectiveness of expression weakened by occasional deviations from standard grammar, punctuation, and spelling	Communication obscured by frequent deviations from standard grammar, punctuation, and spelling
MAJOR ERRORS	No major errors (A), not more than one major error (B)	Not more than two major errors	Nor more than three major errors (D), four or more major errors (F)

CLASSROOM POLICIES:

Classroom Etiquette Students should conduct themselves in a professional and mature manner. This includes showing respect for the diverse opinions and experiences of all students. Offensive language or verbal attacks on other students is unacceptable and will not be tolerated. Please turn off your cell phones and pagers when you are in class.

Attendance/Tardiness

Class attendance is worth 25% of your final grade. Attendance will be taken every class session. Every absence will result in a loss of 5% of the total grade. The only absences that are excused are the following: 1) medical reasons: 2) Conflict of Work Schedule. Medical Reasons will require a letter from your doctor. Attendance points will not be awarded in any other circumstance.

Participation

Participation is required and worth 10% of your final grade.

Food and Drink

Please do not bring any food or drink into the main sanctuary.

Guest

While guests are allowed to attend class with you we ask that you be mindful when bringing guests during exam times.

Children

Nursery services are available upon request. If you will require nursery services please contact the Executive Office to make arrangements. Once arrangements have been made please let the Executive Office know when nursery services are no longer needed 24hrs in advance.

COURSE POLICIES

Homework

Homework is due at the beginning of each class session. Late homework will not be accepted without approval. All homework should be typed and placed in report covers before submission. Any homework that is not typed or missing a report cover will lose points. Without prior approval or a well-documented medical excuse, late work is penalized at a rate of 5% of the possible grade per hour that it is late. Students will not be allowed to makeup missed exams unless they: (1) provide a documented medical excuse or (2) obtain instructor consent for their absence at least 24 hours prior to the exam date/time.

Plagiarism Unless explicitly noted by the instructor in writing, all work submitted to fulfill course requirements must consist of original work prepared solely for this course and completed individually. Note: Inability to adhere to these rules may result in dismissal from the school.

Grading To ensure that exceptional work is rewarded with exceptionally high grades, high standards for student performance will be expected. For all written and oral assignments you will gain or lose points based on the thoughtfulness and completeness of your work, and the extent to which you go above and beyond what is minimally required.

Writing All writing completed for the course, projects, and project critiques, should be carefully proofread and free of grammatical and typographical errors. When you borrow the ideas of others, you must also cite all of your sources (within the text and in a separate reference section). Instructors reserve the right to penalize any and all instances of poor writing and failure to appropriately cite sources even if writing quality and source citation are not explicitly listed as grading criteria.

Missed/Make Up Homework and Exams For consideration please contact the Dean of School, Leslie Settle.

TENTATIVE COURSE OUTLINE

(Doing Homework in advance is highly not recommended. All dates and topics subject to change and based on class lecture.)

Class Session	Topic	Homework (due next class session)
1/24	Introduction/Overview	Retrieve needed materials
1/31	Why Should We Pray	1. List reasons why people do not pray 2. Exegesis of II Chronicles 7:14
2/7	Prayer and Fasting I	What have You Been Called to Do in Ministry and What Are Your Goals to Achieve It?
2/21	Prayer and Fasting II	1. Explain the Three Realms of Heaven? 2. How do the three realms of Heaven apply to the born again believer?
2/28	Exam 17 Steps to a Strong Prayer I	What is Command Power and how is it demonstrated through the Word?
3/7	17 Steps to a Strong Prayer II	Exegesis of James 5:13-20 Book Report: Does Your Tongue Need a Healing
3/14	Prayer of Faith/Spiritual Warfare	How was the Kingdom of God established in the earth realm?
3/21	Exam The Composite Prayer I	1. State the Biblical definition, significance and Kingdom power associated with the words: Manner, Hollowed Daily Brad, Debt 2. State the context and biblical importance of the phrase: "Evil One"
3/28	The Composite Prayer II	Exegesis of Matthew 6:9-13
4/4	How to get Answered Prayer/ What Will Block Prayer	Book Report: Could You Not Tarry One Hour by Larry Lea
4/11	Exam Powers of Darkness I	What is the history of Satan and his demise?
4/18	Powers of Darkness II	1. Where is Satan's Influence? 2. Explain how to Hear the Voice of God
4/25	The Authority of Your Heavenly Language	1. Explain the results of Prayer School and Developing a Prayer Life 2. Book Report: Answered Prayer Guaranteed
5/2	Exam Power Tool for Intercessory I	The Woman at the Well and Mary Magdalene: Who are they and what can we learn from the?
5/9	Power Tool for Intercessory II	1. Paul and Alexander the Copper Smith: What did Alexander do to harm Paul? 2. What can be learned from Paul's reaction?

5/16	Power Tools for Intercessory III	1. Explain the 12 power tools 2. Book Report: Prayers that Avail Much
5/23	Midterm The Call to Intercession/ What is Intercession	Composite Prayer Guide to How I Pray: Write it out and explain it
5/30	The Passion for Intercession/ The Breaking of Generational Curse	1. Give Three Biblical Instances Where a Person Got in Fear 2. Write Out a Prayer of Faith Based on Scripture
6/6	The Mind, The Heart and What You Say	1. Find all scriptures that help with mind development 2. What are the Nine Steps to Answered Prayer?
6/13	Exam Spiritual Authority I	Why is Spiritual Authority important in the Body of Christ?
6/20	Spiritual Authority II	Book Report: Spiritual Authority
6/27	Please Wake Up :Says the Lord	1. What is the order of authority in Heaven? 2. Discuss command and demand power with Jesus being the High Priest over our confession.
7/11	You Have What You Say	Exegesis of John 16:14-15, Romans 8:26, Acts 10:38
7/18	Exam Rightly Dividing the Word	1. Exegesis of Hebrews 13:17 and John 12:31 2. Explain four steps you can take to make sure your exegesis is tied to sound doctrine
7/25	Demonic Powers I	1. Write out the steps to cast out a demon that will not leave 2. Book Report: Rules of Engagement
8/1	Demonic Powers II	1. Explain the appropriate Biblical steps to handle unruly people in the Local Church 2. Book Report: The Prayer Ministry of the Church
8/8	Manifestation of Jesus	1. Was Jesus manifestation in the earth realm perfect order? Explain. 2. Complete exegesis of all supporting scriptures
8/15	Review	Study
8/22	Final Exam/ Wrap Up	Graduation Information

GUIDE TO BIBLICAL. EXEGESIS
The School of Ministry
Dr. Juan and Mrs. Tracy L. Williams, Sr.

EXEGESIS

A Systematic process by which a person arrives at a reasonable and coherent sense of the meaning and message of a Biblical passage.

- To explain what the text meant to its original audience and in its original historical setting
- To explain what the text means for today (Present)

THREE STEPS TO EFFECTIVE EXEGESIS

STEP 1: OBSERVATION: "What does the author say?"

1. Begin by reading the passage, perhaps a few times

- Use a good translation; it may help to read a few translations
- Be sure to take account of the translation methodology
- Read the larger context; the chapter or letter or book

2. Determine the limits of the passage

- Where does the writer begin/end the thought/ story?

3. Note your specific observations concerning the passage

- What key words, images, and symbols are used?
- Where else are key words used by the same writer? By other biblical writers? Outside the Bible?
- What characters appear and what are their relationships?
- What issues are addressed in the passage?
- Are there any variant readings noted in the footnotes? (=textual criticism)
- Is there a particular literary form (genre) to take note of (e.g., letter; healing; parable)? (=form criticism)
- Are there any structuring devices used in the text (e. g., parallelism; proofs)? (=rhetorical criticism)
- Did the passage have a source? Do we have access to that source? (=source criticism)
- What unique views or emphases does the Writer place on the text? (=redaction Criticism)
- How has the Writer used the sources?
- What is the writer's life situation or theological outlook?
- Are there any parallel texts inside or outside of the Bible?
- What are the socio-cultural codes embedded in the text (e. g., honor/shame)? (=scientific criticism)
- Is there any independent confirmation of the events recorded? (=historical veracity)

4. Ask yourself what cultural assumptions you might be making; e.g., economic, health, family

5. Use exegetical tools (commentaries, dictionaries, atlas, etc.) only when necessary

STEP 2: INTERPRETATION: "What did the author mean?"

1. Socio-historical context: What is the author's and audience's situation?

- Politics; geography; topography; demographics; customs
- Use a good Bible dictionary, atlas, encyclopedia
- For whom was it written?
- What issue(s) does the passage address?

2. Literary context

- Interpretation goes along with genre
 - Is the passage narrative, poetic, parable, etc.?
 - Should it be interpreted literally or figuratively?
- Focus on significant words, phrases, statements
 - What is its meaning (definitions, contextualization)?
 - What is the significance in the passage?
 - Why would the author choose this way of expression?
 - Does it have a special grammatical role?
 - Does it make a difference if it were left out?
- What is implied by the use of this term or phrase or grammatical structure?

3. Rhetorical context: what is the significance of the progression in the thought pattern?

- What was the author trying to convey to the audience - e.g., theological truths, practical advice?
- What types of responses did the author expect on the basis of writing this passage?

4. Theological context: what do you know about the author's theological perspective?

5. Investigate the secondary literature; compare and adjust your own observations

6. Concisely summarize the primary ideas of the passage; what is the author trying to convey?

STEP 3: APPLICATION: "What does it mean for me?"

1. This step involves the move from text to sermon or Bible study

2. This is the point at which hermeneutics comes to the fore

- Moving from one social context to another
- That is, moving from the ancient world to our own world(s)

3. What was the author's purpose in writing this passage?

4. Did the author accomplish this purpose?

5. Does the passage contain "universal truths" (applicable in all ages) or "contextual truths" (applicable for a certain period of history)?

- Know how and why you make the distinction between these two "truths"

6. How does the passage fit with the whole message of the Bible?

7. Ask yourself the following questions:

- What am I to believe?
- What am I to do (actions, attitudes, sin)?
- What do I learn about relationships?
- What is the good news for me?

8. Now ask "how would that be initiated in my life?"

- Beware of reading twentieth century cultural norms into a passage. However, do use your imagination to apply the passage to contemporary society. This helps identify what some of the issues in the text might be.

9. Ask how you can address your particular audience

- How can you best explain the original meaning of the text?
- How can you help them connect with the truths of the text?

10. Be sure to understand your audience as best you can.

11. Use a format appropriate for your audience (e. g., sermon/homily Bible study; case study; drama).

WRITING AN ACADEMIC EXEGETICAL PAPER

Note that this is not to be a sermon/homily. The emphasis should be on understanding the passage not on preaching the passage. The aim of the paper is the first goal of exegesis: to explain what the text meant to its original audience and in its original historical setting.

The paper should concentrate on findings from the observation and interpretation steps and should only include an application if the instructor has requested it.

In writing the paper ask yourself the following questions:

- Do I understand the text or texts I intend to discuss?
- Are my notes clear and complete, allowing me to describe and respond to key features in the text(s)?
- Does my opening paragraph lead to a specific and precisely formulated thesis that anticipates the main points of the argument of the essay?
- Do my topic sentences reflect a logical development of that thesis?
- Are there smooth transitions between paragraphs and sentences?
- Do paragraphs cohere, usually around a single idea?
- Is the meaning of each sentence clear, and are the structures of sentences varied?
- Are general or abstract observations supported with concrete examples?
- Have I carefully proof-read and revised for grammatical, spelling, and typographical errors?
- Have footnotes and quotations been double-checked for accuracy and proper placement?
- Has proper footnote and bibliographical form been followed?

The structure of the paper depends on the passage. Some texts unfold an argument in a step-by-step manner. They can be discussed in a verse by verse format. Others, especially narrations, work best if handled in a theme oriented structure. Sometimes, a definition has the amount of pliability to tilt your arguments. Always allow some time between your research and your writing for this analysis stage to jell (summarized from Hayes and Holiday 1982:110 and 112).