

Victory Bible Colleges International
Thailand



International Standard for Course Writing and Format By Al Purvis

including

“The Birth of a Bible College Course”

By Ron Swanson

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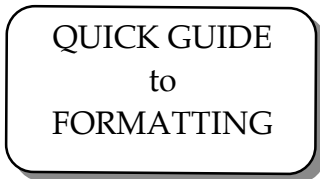
Purpose: To standardize VBCI courses so they can be used in non-English and non-western environments; both for ESL (English as a Second Language) use, and for translation into other languages.

These guide-lines will assist in:

- 1) Adapting existing courses.
- 2) Writing new courses.
- 3) Translating curriculum.

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✓Set your document for A4 paper with margins:

Top	.75 inches
Bottom	.75 inches
Outside	.5 inch
Inside	1 inch

✓and insert a footer with page numbers.

✓use 12 point Times New Roman font for all text.

The Course <u>must include</u> :	details on:	And <u>may include</u> :	details on:
1) a syllabus	pg 2,	6) assignments	pg
2) an index (or, table of contents)	pg	7) handouts	pg
3) course body	pg	8) work book & answer key	pg
4) bibliography (or, notes)	pg 3-5	9) exams & answer key	pg
5) research material	pg	10) text book(s)	pg

<div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">1</div> <h2 style="text-align: center; margin: 0;">The Book of Ephesians Syllabus</h2> <p>Name of Course: The Book of Ephesians</p> <p>Teacher: _____</p> <p>Author: Dr. Peter Grainger</p> <p>Origin: Canada Christian College</p> <p>Text book: A Guide to Ephesians, Bill Hamlin, Profile Press.</p> <p>ESL Editor: Susy Liu Tan</p> <p>Translators: Pannada Sae Lor (Thai) Heshey Jabo (Lahu)</p> <p>Course Hours: 18 hours</p> <p>Credits: 2</p> <p>Marks: _____ % _____ % _____ %</p>	<div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">2</div> <h2 style="text-align: center; margin: 0;">Contents</h2> <table border="0" style="width: 100%;"> <tr> <td>Introduction:</td> <td>Introduction to the Epistle</td> <td>Page 2</td> </tr> <tr> <td>Lesson 1</td> <td>The Setting</td> <td>Page 3</td> </tr> <tr> <td>Lesson 2</td> <td>Chapter Overview</td> <td>Page 5</td> </tr> <tr> <td>Lesson 3</td> <td>Paul's Purpose</td> <td>Page 8</td> </tr> <tr> <td>Lesson 4</td> <td>God's Plan</td> <td>Page 10</td> </tr> <tr> <td>Lesson 5</td> <td>Our Position</td> <td>Page 13</td> </tr> <tr> <td>Lesson 6</td> <td>God's Will</td> <td>Page 15</td> </tr> <tr> <td>Lesson 7</td> <td>How to Know</td> <td>Page 19</td> </tr> <tr> <td>Lesson 8</td> <td>Our Commonwealth</td> <td>Page 22</td> </tr> <tr> <td>Lesson 9</td> <td>The Dispensation</td> <td>Page 24</td> </tr> <tr> <td>Lesson 10</td> <td>Solid in Unity</td> <td>Page 27</td> </tr> <tr> <td>Lesson 11</td> <td>Five Fold Gifts</td> <td>Page 30</td> </tr> <tr> <td>Lesson 12</td> <td>Walk the Walk</td> <td>Page 32</td> </tr> <tr> <td>Lesson 13</td> <td>Family Matters</td> <td>Page 35</td> </tr> <tr> <td>Lesson 14</td> <td>Great Warfare</td> <td>Page 37</td> </tr> <tr> <td>Lesson 15</td> <td>Highlights & Conclusion</td> <td>Page 40</td> </tr> <tr> <td>Assignments</td> <td></td> <td>Page 42</td> </tr> </table> <p style="text-align: right; margin-top: 20px;"><i>page 2</i></p>	Introduction:	Introduction to the Epistle	Page 2	Lesson 1	The Setting	Page 3	Lesson 2	Chapter Overview	Page 5	Lesson 3	Paul's Purpose	Page 8	Lesson 4	God's Plan	Page 10	Lesson 5	Our Position	Page 13	Lesson 6	God's Will	Page 15	Lesson 7	How to Know	Page 19	Lesson 8	Our Commonwealth	Page 22	Lesson 9	The Dispensation	Page 24	Lesson 10	Solid in Unity	Page 27	Lesson 11	Five Fold Gifts	Page 30	Lesson 12	Walk the Walk	Page 32	Lesson 13	Family Matters	Page 35	Lesson 14	Great Warfare	Page 37	Lesson 15	Highlights & Conclusion	Page 40	Assignments		Page 42
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3) The Course Body.

3

LESSON 7 THE MINISTRY

1. THE GOSPEL

□. *“¹⁵So, as much as in me is, I am ready to preach the gospel to you that are at Rome also. ¹⁶For I am not ashamed of the gospel of Christ: for it is the power of God unto salvation to every one that believes; to the Jew first, and also to the Greek. ¹⁷For therein is the righteousness of God revealed from faith to faith: as it is written, The just shall live by faith.”* [Romans 1:15-17](#)

1. Paul’s Gospel;

- Paul called his revelation; “my gospel”.
- . *“In the day when God shall judge the secrets of men by Jesus Christ according to my gospel.”* [Romans 2:16](#)
- . *“Now to him that is of power to establish you according to my gospel, and the preaching of Jesus Christ...”* [Romans 16:25](#)
- It was the gospel of Jesus Christ,
- . *“I have fully proclaimed the gospel of Christ.”* [Romans 15:9](#)
- but Paul took ownership to the point that he and Jesus were full partners.
- . *“For God is my witness, whom I serve with my spirit in the gospel of his Son...”* [Romans 1:9](#)

2. A two-fold Gospel;

- Paul’s Gospel meant knowing: Jesus is the “son of man” and Jesus is the “Son of God.”
- . *“Concerning his Son Jesus Christ our Lord, which was made of the seed of David according to the flesh;*
- . *And declared to be the Son of God with power, according to the spirit of holiness, by the resurrection from the dead.”* [Romans 1:3-4](#)
- Paul’s gospel is outlined by these two points; Jesus the man (son of man) and Jesus the Son of God.
- . *“Remember Jesus Christ, raised from the dead, descended from David. This is my gospel.”* [II Timothy 2:8](#)
- All the authority and blessings of Christianity and ministry can be obtained through these two revelations of Jesus.

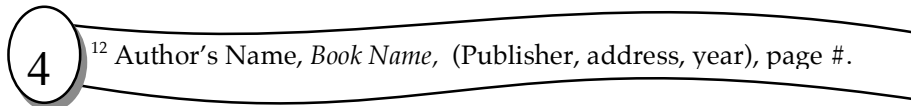
ROMANS II -PAGE 35-

✓Use a “style” to format the body of material. (Never use tabs or space bar to align text and never use return (line breaks) in the middle of a sentence.)

✓Put scripture in italics and quotations with the reference in full, ie., *1 Thessalonians 1:5*, at the end of the quote.

✓Use one Bible version as a standard and include (NIV), (NASB), (AMP), etc... for quotes from other versions.

✓Put quotes in quotation marks and insert an endnote¹² (footnote) at the end of the quote with a proper reference in the bibliography.



Provide references for:

1. Quotes from any source.
2. References made to any other material.
3. The Bible versions you quote from.
4. Bibliography specimens:

Bible Quotations:

-All unmarked quotations are taken from:

the HOLY BIBLE, KING JAMES VERSION, Online Bible - Version 2.5.1 Software by Ken Hamel, copyright 1994, Woodside Bible Fellowship, Oakhurst, NJ.

-Scriptures marked (AP) are the author's own paraphrase.

-Scriptures marked (NIV) are taken from:

the HOLY BIBLE, NEW INTERNATIONAL VERSION, © 1973, 1978 by the International Bible Society, used by permission of Zondervan Bible Publishers.

-Scriptures marked (AMP) are taken from:

THE AMPLIFIED BIBLE, Old Testament copyright © 1965, 1987 by the Zondervan Corporation. The Amplified New Testament, © 1958, 1987 by The Lockman Foundation. Used by permission.

-Scriptures marked (NASB) are taken from:

NEW AMERICAN STANDARD BIBLE, © The Lockman Foundation, 1975, Moody Press, Chicago.

Individual Bibles:

¹ J. B. Phillips, *The New Testament in Modern English* (New York:MacMillan Publishing Co., Inc., 1977), James 1:17.

² Charles B. Williams, *The New Testament* (Chicago, IL: Moody Press, 1955), I Co 10:13.

³ Eugene H. Peterson, *The Message* (Colorado Springs, CO., NavPress, 1995), 165

⁴ Alfred Marshall *The Interlinear Greek-English New Testament* (Grande Rapids, MI., Zondervan Publishing House, 1976), .

Built in Bible Helps:

Bible Margin Notes

⁵ the HOLY BIBLE, KING JAMES VERSION, Cambridge Wide Margin, reference notes.

Bible Map

⁶ HOLY BIBLE, NEW INTERNATIONAL VERSION, © 1973, 1978 (Grande Rapids, MI., Zondervan Bible Publishers), Maps No. 14.

Other helps

⁷ The Thompson Chain Reference Bible (Indianapolis, Ind., B. B. Kirkbride Bible Co.,1964), 180-181

⁸ adapted from: J. B. Phillips *The New Testament in Modern English* (New York, NY: Macmillan Publishing Co., Inc., 1977) Introduction to the Epistle to the Romans.

Dictionaries, concordances

⁹ Name of article, (© 1995, Compton's New Media, Inc.)

¹⁰ Merriam Webster, *Webster's Ninth New Collegiate Dictionary* (Springfield MS: Merriam-Webster Inc., 1984), 120.

¹¹ James Strong, *The Comprehensive Concordance of the Bible* (Iowa Falls, IO., Word Bible Publishers)

¹² W. E. Vine, *Vine's Expository Dictionary of New Testament Words* (USA: Oliphants Ltd, 1952), 61.

¹³ Joseph H. Thayer *Greek-English Lexicon of the New Testament* (Grande Rapids, MI., Baker Book House, 1977), 650.

¹⁴ Gesenius' *Hebrew and Chaldee Lexicon* (Grande Rapids, MI., Baker Book House, 1979), 431.

Bible Commentaries:

- ¹⁵ Henry H. Halley *Halley's Bible Handbook* (Grande Rapids, MI., Zondervan Publishing House, 1965), 56.
¹⁶ Individual Author's name, *Erdman's Handbook to the Bible* (Oxford, England., Lion Publishing, 1992), 123.
¹⁷ G. Campbell Morgan, *Student Survey of the Bible* (Iowa Falls, IW, Word Bible Publishers Inc., 1993), 429.
¹⁸ Sidney Collett *All About the Bible* (London, Eng., Morrison and Gibb Ltd., 1962), 143-144.

Books:

- ¹⁹ Roberts Lairdon, *God's Generals* (Tulsa, OK., Albury Publishing, 1966), 412.
²⁰ W. H. Griffith Thomas, *Methods of Bible Study* (Chicago, IL., The Moody Bible Institute, 1926), 1.
²¹ Lairdon, *God's Generals*, 413.
²² *Idib.*, 415.
²³ Josh McDowell *More Than a Carpenter* (Wheaton, IL., Tyndale House Publishers, 1977), 42.
²⁴ Josh McDowell *Guide to Understanding Your Bible* (San Bernardino, CA, Here's Life Publishers Inc., 1982),
²⁵ Don & Katie Fortune *Discover Your God-Given Gifts* (Grande Rapids, MI., Chosen Books, 1987), 17

SECTION 2

USING A COMPUTER

Building a Bibliography

In the Format, Document window, choose whether you want endnotes or footnotes. Endnotes put all the references in a bibliography on the last page of the document. Footnotes put the references at the bottom of each page.

For the course body use “endnotes”: choose At End of Document

For the reference (research) section, you can use either; At End of Document, or At Bottom of Page. Set the cursor at the place you want the little reference number “¹” to appear. Under Format, Insert Endnote. The computer will insert the number and move you to the last page of the document, ready to type in the author and name of the book etc... (see illustration below)

You can add new endnote references before or after the old ones and the computer will put all the numbers in the correct order for you.

All scripture quotations are taken from:

the HOLY BIBLE, KING JAMES VERSION, *Online Bible - Version 2.5.1 Software by Ken Hamel*, copyright 1994, Woodside Bible Fellowship, Oakhurst, NJ.

¹ C. H. Gordon, “Illustrations from Pre-Nuzzi Data on Biblical Archaeology,” *The Biblical Archaeologist*, vol. 3, 1940, p. 5.

² Charles B. Williams, *The New Testament* (Chicago, IL: Moody Press, 1955), I Co 10:13.

Page Layout: Standard page layout for printing hard copy courses in Thailand is:

Paper Size; under Page Setup... choose: A4

Document Margins; under Format, Document, set:

Top	0.75 in
Bottom	0.75 in
Inside	0.5 in
Outside	1 in

Document Display: One Page Above The Next (this is easier to scroll in)

If you prefer, you can make a new document for each chapter and then combine and format later.

For page numbers choose Format, Insert Footer, position the insertion point in the new footer at the bottom of the page and choose Edit, Insert Page #... then type in the course name etc... (see the footer below), choose the font, style, size...

Using a Word Processor

To indent paragraphs (illustration page 3), use a “style”. You can create your own style in the “Stylesheet” and then the whole document can be formatted by applying your “style”. (see page 7 for a style format)

do not use returns (line breaks) and tabs. If in doubt, don't use any “tabs” and let the words run right to the borders. Only use “return” between your paragraphs, never in the middle of a sentence. It

might look a little ugly now but in the end it can be formatted by the click of a button and will save hours of removing “tabs” and “line breaks”.

Never use the space bar for aligning, use tabs for aligning columns etc... (computers don't know how long a space is).

Do not type paragraphs in capital letters as they cannot be reformatted. (use “caps” for titles only)

Avoid excessive use of underline, bold, use italics only for scripture and other quotes.

Fonts:

“Geneva” is a system standard font (sans serif) that other fonts like “Thonburi (Thai)” and “Lahu Gen” are based on. Palitino is a nice font which we also have in Lahu.

Use 12 point font size; smaller is hard to read, write notes on, translate, and does not photocopy well; larger uses too much paper

Macintosh - PC Conversion information see: .

Final Printing

Print a master copy of the course body and reference material on A4 paper, single sided. The 1 inch border will be on the left side of all odd numbered pages and on the right side of all even numbered pages.

Photocopy from the master, double sided, onto A4 paper.

Bind the course material and the reference material into one book

Keep the master copy for further use along with master copies of exams, exam keys, quizzes, assignments.

SECTION 3

COURSE COMPONENTS

The Course <u>must include</u> :	details on:	And <u>may include</u> :	details on:
1) a syllabus	pg 2,	6) assignments	pg
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4) bibliography (or, notes)	pg 3-5	9) exams & answer key	pg
5) research material	pg	10) text book(s)	pg

1) Syllabus (see illustration on page 2)

The author's name is important, the instructors name can be filled in when a new teacher uses the course.

The description is used in the VBCI calendar. Paragraph form is best.

Marking system is blank because it varies. Jungle schools give more marks for oral reports and short exams and have almost no written assignments. (please refer to VBCI Degree Program; Credit Policies, Calgary, for guidelines)

2) Index (contents) (see illustration on page 2)

Material can be divided by “Lesson” if the number of lessons is equal to the number of lectures otherwise divide the material by “Chapter”. The sample index has 15 lessons, leaving 3 hours for introduction, review and exam.

Dividing the material by lesson will help provide a teaching plan for inexperienced teachers, thus pacing the material.

“Section” should only be used for major divisions in the course, but not for lesson or chapter divisions.

3) Course Body (see illustration on page 3)

The “Course Body” refers to the actual teacher’s notes.

Formatting the Course Text

Keep the format simple, and only divide into points what needs to be divided.

Avoid Roman numerals, letters of the alphabet, and too many sub levels. (many languages do not have a, b, c, d..., and don’t understand Roman Numerals.)

Bullets and numbers are best.

Example:

(Section Heading)

(point)

(sub-point)

(sub-point)

(sub-point)

(point)

(sub-point)

(sub-point)

Quotes

All quotes must be in quotation marks, (and italics if you prefer), and clearly referenced in the bibliography. (see pages 3-5)

Scripture Quotations:

Always include the correct reference.

Write book names in full as; “Ephesians 1:2”, so a computer “Find File” can be easily used to search for certain scriptures in the course text.

When not a direct quote, but rather a reference to a scripture, put the scripture reference in brackets.

These must always be included so the translators can find and use the correct words and phrases from the Bible in their language. Example:

Paul usually asked for grace and peace. (Ephesians 1:2)

When directly quoted, include the reference at the end of the quote.

Scripture quotations should be italicized, in quotation marks, and indented;

“Grace to you and peace from God our Father and from the Lord Jesus Christ.”

Ephesians 1:2

Two spaces should be used at the end of any italicized type to keep it from leaning on the next letter.

4. bibliography (or, notes)

5. Reference Material

The reference material must be collected and arranged in a different document.

Excerpts from books, magazines sermons, teachers notes, or other research, typed in fully so they can be translated and become helps in other languages.

Many of the people groups who need Bible training do not have study resources in their own languages. They have only a Bible. Our vision is to train a first generation of Bible students to whom we can commit a complete Bible college in which they will become the teachers. It is necessary for us to provide portions out of books, magazines, reference materials, maps, our own composition, etc..., which they can use for study and teaching helps. Please provide these materials in good clear format.

Quotes from other books should be included in a complete form, knowing that students will not

likely have these books available or be able to read them.

Quotes and stories can be simplified as long as accuracy is maintained.

The Bibliography can include a note: "Any discrepancy in quotes is an attempt to simplify material for ESL students while maintaining accuracy."

The Reference Section must also include end notes or footnotes (Bibliography) like the one in the Course Body.

Be sure to clearly acknowledge all sources.

The previous six course components are necessary the following six are optional or either/or.

4. Assignments

Make an assignments document (separate from the Course Body so it can be added to easily, providing ideas for future teachers to choose from).

Clearly detail classroom activities to be used during interaction hours; questions and answers, discussions, student re-teach (assign a student to teach in class what they learned in a previous lesson; this is a good way to evaluate, especially when teaching through an interpreter), group projects, research etc... Your ideas will be greatly appreciated by the next teacher.

Assignments should include preparations for the next class i.e.,

6) Homework Assignments

Be creative in preparing homework assignments that require little research material and are quick and easy to mark.

If teaching is done through an interpreter, it is impossible to mark book reports or essays.

Have reports given orally and interpreted.

Or create assignments which the interpreter or other class members can mark.

7) Handouts can be used for:

Supplements to course and research material.

Notes for shorter (seminar type) courses.

Paul's Purpose

8) Work Book & Answer Key

Material can be done in workbook form if it contains the complete course or is accompanied by a complete course.

9) Exams & Answer Key

Made up of:

Multiple choice.

Simple fill in the blanks or diagrams.

These are great for translation and use in other languages.

Long hand answers and essays are nearly impossible to mark and should be reserved for strictly English/western programs.

Exams should exhibit academic excellence but should not be complicated, confusing or hard to study for. Design exams that will test achievement; our goal is to produce able ministers, not just good students.

10) Text Book(s)

Material needs to be written so it can be used without a textbook.

Textbooks can be used for a higher level of academics such as students in the international English speaking degree programs.

SECTION C:

COURSE MATERIAL

Keep the material simple and focused. This section deals with special parts of the course material, while composing and arranging course material is covered in Section E: “Course Writing”.

Course material may/should include the use of:

- 1) Bible Resources
- 2) Scripture Explanations
- 3) Scripture Quotations
- 4) Quotes of Individuals
- 5) Illustrations
- 6) Diagrams

1) Bible Resources

Hebrew and Greek definitions.

Example:

Paul told the Corinthians to “*Awake to righteousness...*” I Corinthians 15:34

The Greek word for “Awake” is: *Ekenepho*, meaning to “return to soberness of mind from the drunken effects of the influence of evil doctrine.”¹, or a “metaphor; to return to soberness of mind.”² (see how these are referenced on the last page)

English definitions.

Example:

Webster’s dictionary defines “Awake” as “to become conscious or aware of something.”³

Merriam Webster, *Webster’s Ninth New Collegiate Dictionary* (Springfield MS: Merriam-Webster Inc., 1984), 120.

(also see this reference in the Bibliography on the last page)

2) Scripture Explanations

Expand the meaning of a word or phrase in scripture and record your source in the Bibliography.

Example:

Paul told Timothy to “*instruct those who oppose themselves ...they might repent and acknowledge the truth and they may recover themselves out of the snare of the devil, who are taken alive by him at his will*” II Timothy 2:15-16

“This verse should read: *and that they may recover themselves out of the snare of the Devil (having been taken captive by him), unto the will of God.*”⁴ (see reference on the last page)

Translation Problems

3) Scripture Quotations

Type the scriptures you use in full.

Other languages do not have the Bible in various translations, so the verses or phrases you use must be translated from your text.

Bible verses can be simplified or “paraphrased”. In some cases, the English scripture must be edited to avoid foreseen problems of translation:

Example 1. The list of “works of the flesh” found in Galatians chapter five.

The King James Bible comprises 17 conditions;

Foreign Bibles usually list 15, like the NIV English Bible.

Our list should comprise the 15 conditions as they are found in most other language translations.

Example 2. Some scripture verses are better avoided because they contradict each other in different translations. Psalms 138:2 “... for you have exalted above all things your name and your word. (NIV) “...for thou hast magnified thy word above all thy name. (KJV) In English, this can be compared and explained by the teacher, but when using an interpreter, the teacher could be accused of altering the Bible.

Example 3. Some phrases are not in other translations. Example: Romans 8:1 the NIV excludes “...who walk not after the flesh, but after the spirit.” which is found in the King James. If this is your point, you had better make it from Galatians 5:16.

Note; When teaching through an interpreter, we often hear; “it doesn’t say that in our Bible!” We must be careful to not criticize other translations of the Bible, it may be the only Word of God they have and we want them to love it. The Holy Spirit is faithful to have ample scripture in any translation which we can use to teach the necessary truths. We may have to use different verses. These inconsistencies can only be discovered as we go and only be explained as differences in the opinions of translators.

Use one consistent Bible translation to quote from,

The Thai Bible is the same as the English NIV, for example.

The Lahu Bible is the same as the English King James (try to avoid the old and use the New King James)

When quoting from other translations for emphasizing or expanding certain meanings (the NIV for example), make sure to completely type that portion of scripture into the text.

Creative Writing tips

4) People quotes

Example:

E.C. Dargen "Preaching is distinctively a Christian institution."

The translator may not know that E. C. Dargen is a man who said... , and certainly won’t know who he is.

Example:

Dr. George Hill, the Apostolic leader of Victory Churches International, said; “If you don’t know the purpose of something, you will abuse it.”

Now the teacher in Viet Nam can quote this with authority.

Some quotes are worthy of a reference in the reference section explaining the background and authority of the source.

5) Illustrations from:

The Bible: When used as illustrations, write Bible accounts as simplified stories. When teaching from Bible history, this is much easier than a long scripture reading and an explanation.

Example (Genesis 14:1-16):

King Kedorlaomer joined together with three other kings and went to war. Their great army was so powerful that they defeated seven nations in that area. But there were five more kings (including the kings of Sodom & Gomorrah) who King Kedorlaomer had held in bondage for 12 years. These five kings joined together to rebel and defeat Kedorlaomer. But King Kedorlaomer sent all five armies scattering and took the spoil (including Abraham's nephew Lot).

Someone escaped and told Abraham that Lot has been taken captive. Now Abraham had to choose how he would fight. He had many friends, including the Amorites (who in another part of the country had just been defeated by Kedorlaomer). But Abraham did not believe he could beat Kedorlaomer by using the armies of all his friends, so he gathered his 318 servants, all of them were part of his house and were trained by him. They went and "defeated Kedorlaomer and all the kings allied with him."⁵ adapted from the *Holy Bible*, Geneses chapter 14.

(see this reference in the Bibliography on the last page)

History is full of exciting illustrations.

Example:

During World War II, US General Jonathan Wainwright was in charge of defending Corregidor, Philippines. As Japanese forces slaughtered his men, Wainwright ordered his remaining troops to surrender. He watched as his men were carried off to prisoner-of-war camps under the ruthless torture of the Japanese occupation. Many died on the way to the camps and many more died from beatings, execution, malnutrition and disease in the camps scattered all over Asia. Wainwright was the only US general to be captured by the Japanese, so they took him to Mongolia and guarded him like a prize. In his captivity his heart was heavy with guilt for the plight of his men. His body deteriorated and he became dependent on a cane to walk. He felt like a total failure.

Finally the second world war was over, the allies had won and Japan had surrendered. Wainwright had no way of hearing the good news, even though the Japanese commandant holding Wainwright new fully well the Americans had won.

Can you picture the Japanese commandant watching Wainwright after Japan's surrender? He knew they would soon switch places, and the commandant must have lived in great fear, for soon his captive would become his captor. Every time he looked at Wainwright, the Japanese commandant must have felt tremendous anxiety. He was a fully armed, well fed commandant with military force available for his use, but he was afraid of the weak, emaciated, sick and limping general. Why? Because the commandant's power over him was based on a lie. Can you picture the Japanese man wondering? 'Has he found out the truth yet? When he does, what will happen to me?'

Eventually an allied airplane landed near the prisoner-of-war camp where General Wainwright was imprisoned. An American officer walked up to the fence, saluted, and announced; "General, Japan has surrendered." Armed with that piece of truth, Wainwright limped all the way up to the commandant's office. He opened the door and without even raising his voice, asserted, "My commander in chief has defeated your commander in chief. I am in control now. You must surrender." Without firing a shot, the weak, physically handicapped prisoner of war took over the camp from the well fed, heavily armed commandant. ⁶ adapted from; Edward Silvoso, *That None Should Perish* (Ventura, CA: Regal Books, 1995), 178.

(see this reference in the Bibliography on the last page)

Life:

Your own personal illustrations should be written in a generic way so that others can use them too. They should not include names of people or places unless they are explained. They should not be written in the first person.

Example:

My family and I were traveling through the Canadian Rockies when we saw a huge Osprey nest on top of a high telephone pole. It was more than one meter across and made of heavy tree branches. I said; "it must take a very big bird to build a nest like that!"

My young daughter said; "either that or a small bird with a big vision." You see, she was always the smallest girl in her group of friends, but yet she has made some of the greatest accomplishments.

Should be:

There was a little girl who was smaller than all her friends. She always had to try much harder than the others just to be able to accomplish the same things. One day she saw a huge nest on top of a high tree and said; "the little bird that built that nest must have had a big vision."⁷ The author

Second Hand Sources:

Theater, sports, movies, TV. These are best avoided as a source of illustration because they are not understood except in their close cultural circle. References made to TV shows and movies only work if students know the TV show or have seen the movie.

Sermons & Seminars:

To be valid these must include some background of the speaker and possibly the venue. They are hard to reference and are given by memory, so they could be presented as; A preacher once said; "..."

Books, Magazines, Newsletters: Need to be edited into a simple concise story.

Example:

When a king went to war and won a complete victory, he celebrated with a triumphal Procession, which makes an open show of the enemy. If they killed the enemy king, they brought his head or his body back. They wanted the people of the kingdom to see the conquered enemy. This would remove all fear for the future. If they captured the king alive, they would cut off his thumbs and big toes so he could never hold a spear or stand in battle. They would strip him and march him and his soldiers and all the spoil through the city. The winning king sat on his horse dressed in his robes and dragging his enemy behind him. No one was afraid of the enemy any more, they could hit him, spit on him or whatever they liked.

A Triumphal Procession means this enemy will never have the power to rise up against you.⁸ adapted from: James B. Richards, *Satan Unmasked* (Huntsville AL: Impact Ministries, 1998), 52-54.

(Notice this reference in the Bibliography on the last page, it reads: adapted from; Edward Silvano, *That None...*)

Media:

If you use illustrations from the news, make a note of dates and sources. These are impossible to find later. Include them in the Bibliography notes.

Statistics:

Include statistics and other research. These are very valuable for languages that do not have books or media. Accurately reference them in the Bibliography.

Example:

There are 3,300⁹ New Life Ministries, Chiang Mai, Thailand, 1997 ministry brochure. villages in northern Thailand that still need a church planted in them.

The nation of Singapore has the highest missionary sending rate per capita in the world, with one missionary per 1,000 church members.¹⁰ Press Release, *Singapore Christians focus on unreached peoples*, (Lausanne Center for World Missions, www.lausane.org, Aug 31, 1999)

Related research and more extensive statistics should be put in the Reference section.

Example:

This will only work if there is a reference to explain who each of these people are;

Moses began his ministry as a stutterer. Julius Caesar was an epileptic. Beethoven and Thomas Edison were deaf. Handel and Charles Dickens were lame. John D. Rockefeller began working for \$6 a week. Abe Lincoln was born in a log cabin.

A better way is:

Napoleon, an emperor of France, was a famous warrior who lived from 1768 to 1821. As a student he was in the bottom 30% of his class in Military Academy. World Book Encyclopedia¹⁸ calls him "the greatest military genius of his time." The history books say that he was not a bright student but he had great confidence in his own judgment and was persistent in carrying out decisions.

6) Diagrams

Good diagrams, drawings, maps and pictures are excellent teaching tools.

They must be clear and of high contrast so they can be photocopied.

They must be big enough to be studied by several people at once and fit to be enlarged on a photocopier for classroom use.

Diagrams are best included in the "Reference" document.

*For Translators:

Translate scripture quotations in full and,

Watch for differences between your Bible and the English translation used.

Explain these as originating from a certain English Bible translation.

SECTION D:

Proper LANGUAGE USE

All material must be in complete statements or sentences (point form is unintelligible).

Eliminate assumptions. Write down what you want other teachers to be able to teach. They may be deep in the jungle teaching in languages far removed from our western ways of communicating.

Avoid words which can be easily mistranslated (as "offensive" in "*offensive* warfare" could likely be translated "*disrespectful* warfare" rather than "*aggressive* warfare"). Many translators are limited in their understanding of English, and translation relies heavily on dictionary definitions.

Avoid idioms, slang, and national or culturally limited illustrations. Illustrations from another culture are good, but must be presented as such; by including any pertinent background explanation.

Never use abbreviations. Many translators do not know what O. T. means. In Thai it means working overtime.

Use clear and common vocabulary. A thesaurus will help find better words.

All material needs to be understandable by an ESL translator.

Do not include notes to the teacher or translator. Include extra information or teacher helps in the reference material.

Here's some examples and solutions found in some of our existing courses. (These examples are not

to be considered mistakes but simply examples of how to re-write for ESL use.)

Example 1.

Predestinated: Like a replay in a hockey game.

All you can do with this is rewrite it with something that makes sense.

Example 2.

--chosen us to be holy

-redeemed us by his blood

This is a common format found in many courses, we need it to be more like...

God has chosen us (called us) to be holy.

Jesus has redeemed us (bought us back) by paying the price of his own blood.

Example 3.

6. Purpose: Paul responded to a vision of a Macedonian man calling him to the province of Macedonia (Acts 16:8-12). One of the cities in Macedonia was Thessalonica. There he was rejected after a little while because of a very strong contingent of strict Jews there. Paul had many conversions of Jews and Gentiles and the Judaizers went after Paul. He had to leave abruptly.

a. This was written after Paul had sent Timothy to investigate how they were doing.

b. Timothy brought back a good report and Paul wrote this book out of relief and gratitude.

c. The major doctrinal issue became the confusion of what happened to the believers who died, since Christ had not returned.

d. Paul responded by encouraging them that the dead in Christ would be, in fact, the first to be resurrected at the rapture (4:16).

The material in points a, b, c, and d are not really points under the heading of "Purpose", but just a continuance of the history told in the first paragraph; so they can be eliminated. The thoughts need to flow in consecutive order to be understood. The "purpose" is assumed but needs to be clearly written. The vocabulary needs to be simplified like this:

6) The purpose of the book:

Paul went to the province of Macedonia after he saw a vision of a man from there calling him to come (Acts 16:8-12). Paul went to the city of Thessalonica in that province to preach the gospel but was soon rejected because the Jews there were very strict in their religion. Many Jews and Gentiles became Christians when Paul preached to them. This made the strict Jewish leaders angry, so Paul was forced to leave quickly.

Later, Paul sent Timothy to Thessalonica to see how the Christians there were doing. When Timothy brought back good news that the Thessalonian believers were standing strong in the face of persecution, Paul felt very relieved.

Paul's purpose in writing this letter was to encourage them, and also explain some things they were confused about. They did not understand what would happen to the Christians who died before the return of Jesus. In this letter, Paul explains that those who died will be the first to rise and meet Jesus (I Thessalonians 4:16).

SECTION E: COURSE WRITING

"The Birth of a Bible College Course"

by Ron Swanson

A course on divine healing could be developed in this way:

STEP 1) Write up a rough draft of your course outline, listing all of the important topics that should be covered, (in no particular order). Be general. Write down thoughts as they come.

Example:

Healing in the Atonement - Isaiah 53

Healings in the Ministry of Jesus

Methods of Obtaining Healing

Character & Nature of God

Where does Sickness come from?

Who can be Healed? Is Healing for All?

How does God Heal?

Suffering - Two Types of suffering.

God is not your problem. Good God, Bad Devil.

Why do not more get Healed?

Wrong Teachings concerning healing

Three Necessary Ingredients for Healing

The Place of Faith in Healing

The Importance of Confession. Two Types of Confession

What is Faith? Where does it come from? How does it work?

Redeemed from the Curse of the Law - Deuteronomy. 28; Gal. 3.

Paul's Thorn

Job

STEP 2) Look at the list and see which of the topics can be grouped together, and dealt with as one subject, Where possible, expand your thoughts.

Wrong teachings concerning healing:

Paul's Thorn

Suffering

Job

Chastening

The Character & Nature of God:

God is not your problem. Good God, Bad Devil.

Where does sickness come from? Does God cause/allow it for some higher purpose?

Why do more not get Healed?

Wrong teachings [combine point 1. Wrong teachings... above, with this point]

Wrong thinking, wrong believing, wrong confessing.

Is Divine Healing for All?

Healing in the Atonement.

Redeemed from the Curse of the Law

Look at Scriptures that deal with: "They were all healed". (good place to do handout)

The Will of God in healing.

How to receive Healing

How does faith work

The importance of Confession

Three necessary ingredients for healing

Methods of receiving healing. (There are at least 7.)

Healings in the ministry of Jesus

(Use this section to "dissect" Jesus' healings. How & why did they work? What did the person do to receive?)

STEP 3) Look at the new list of topics. Are there any major doctrines that haven't been covered? Are there any topics listed that are irrelevant, or don't fit in with the developing direction of the course?

STEP 4) Begin to arrange the topics into a logical progression. Make sure you've laid a foundation, and are systematically building "truth upon truth".

The Character and Nature of God

Is Divine Healing for All?

Why do not more get Healed?

How to Receive Healing

Healings in the Ministry of Jesus

Methods of Obtaining Healing

STEP 5) Decide how many class sessions you will spend on each topic. (This is flexible. You may change as you get into the course material.) Don't forget to allow time for exams.

The Character and Nature of God - Two Hours

Is Divine Healing for All? - One Hour

Why do not more get Healed? - Two Hours

How to Receive Healing - One Hour

Midterm Exam - One Hour

Healings in the Ministry of Jesus - Three Hours

Methods of Obtaining Healing - Two Hours

Final Exam - One Hour

Total - Thirteen Sessions

STEP 6) Make up a "rough draft" of each lesson plan. Now is the time to begin to look at content, What direction do you want to go in each class? Research topics at this point, if necessary. (Write down possible directions that come to your mind. This is not the final draft. You can always edit later.)

The Character and Nature of God - Part One

God is not your problem

James 1:16 - God only gives good and perfect gifts.

Does sickness pass the test? (Use experiential evidence.)

Give Scriptural evidence.

The Character and Nature of God - Part Two

God is not the Author of Sickness and Disease.

Sickness came into the world at the fall of Adam.

Three places we see the perfect will of God. In Heaven, in the Garden before the fall. and in the earthly ministry of Jesus. (No sickness in any of them.)

Does God use sickness for some higher purpose - to teach or to chasten?

Or is sickness entirely against God's Nature?

Look at the chastening of the Lord. How does God chasten?

Is Divine Healing for All?

Was Healing included in the Atonement? (verse by verse - Isaiah 53)

Redeemed from the Curse of the Law. (Galatians 3:13, Deuteronomy 28)

Handout: God's Will in the Old Testament, God's Will in the New Testament.

Jesus' response to sickness and disease. (Lots of references from the Gospels.)

Why do not more get Healed?

Wrong teaching, wrong thinking, wrong believing and wrong confessing.

John 8:32; If there's a truth that you can know that will set you free, then there's also an untruth that can deceive you and hold you in bondage.

The Truth about: Paul's Thorn, Job, Suffering, etc.

How to Receive Healing

Three necessary ingredients for Healing

God's Healing Word; Proverbs 4:20-22; the phrase in the gospels "Hear and be healed".

Midterm Exam

Healings in the Ministry of Jesus; (Three class sessions)

Use this section to "dissect" Jesus' healings, (emphasis on what the person did). Bring out the following principles, as you go:

God is "able" to heal: The Lunatic; Mark. 9:1-29, and Abraham; Romans 4:16-21 God is "willing" to heal: The Leper; Mark 1:40-42. You must know both principles: The Centurion's Servant; Matthew 8:5-13

Faith is released by "word" and "action": Mark 11:23, Acts 11:7-10

The woman with the issue of blood: Mark 5:23-34

Blind Bartimaeus; Mark 10:36-52

The Ten Lepers; Luke 17:11-19

The Importance of Confession (and the two types of confession); Romans 10.

Standing in faith (& knowing the "vocabulary of silence") Jairus' Daughter; Mark 5

Dealing with the devil; The Lunatic; Mark 9:14-29 & the Madman of Gadara; Mark 5

Methods of Obtaining Healing

The Gifts of Healings; 1 Corinthians 12:9-10

Anointing with Oil; James 3:14-15

Laying on of Hands; Mark 16:17-18

The Prayer of Agreement; Matthew 18:19

Receiving by the Word; (your own faith); Mark 11:23-25

The Name of Jesus (the authority of the believer) The Book of Acts

Act like the Word is so!

Final Exam

STEP 7) Go back and fill in the details. Take each lesson plan, and develop it.

LESSON PLAN:

LESSON #1

The Character and Nature of God

Introduction

The first thing I want to look at in this course on Healing is the fact that God Is a good God. Now that may seem like an obvious statement, but there are many Christians who do not have a revelation of the goodness of God.

When they face the trials of life, when sickness comes, or calamity strikes, you hear them say, "Well, I don't understand why this is happening to me, but I know that God must have some

reason for it".

The fact is: God is not the cause of their problem.

Point One: James 1:16 - Two Great Truths are presented here:

God does not change. Phillips Translation¹¹ J. B. Phillips, *The New Testament in Modern English* (New York:MacMillan Publishing Co., Inc., 1977), James 1:17.

¹⁶ Vine, *Vine's Expository Dictionary of New Testament Words*, 18.

¹⁷ Ibid., 258.

calls God, "the Father of lights, with whom there is never the slightest variation or shadow of inconsistency". (James 1:17) God isn't one way one day, and then another way the next. Aren't you glad? How would you like to serve a God that was inconsistent? When you approached Him, you'd never know what kind of a mood He'd be in! When you came into His Presence, you'd never know whether He'd receive you or not! When you prayed, you'd never know whether He'd answer you the same way He did last time, or not. That would be awful! But, thank God, we never have to worry about that happening, Because God never changes. He's always the same.

Everything that God has ever given to man, has been a good and a perfect gift. (Matthew 7:7-11) Now, if that's true, then it stands to reason that if what you've got is not a good or a perfect gift, then it must have come from somewhere else. It didn't come from God.

Now, for those of you who have been struggling, thinking that maybe sickness comes from God, let's see if sickness passes the test! Is sickness a good and a perfect gift?

Consider these facts:

Sickness robs men and women of their effectiveness for God.

Sickness robs people of the ability to carry out their duties in the home.

It robs men of the ability to care for their families.

It robs women of the ability to care for their children.

It robs children of their parents' care.

It cuts people down in the prime of life, it robs them of their future, and causes tremendous heartache.

Does that sound like a good and perfect gift? No. To me, that sounds like the work of a thief, and his name is Satan.

John 10:10; In this verse, Jesus is contrasting His Own works, with the works of the devil. Here's the standard to judge by: If it steals, kills or destroys, then you can know it's a work of the devil. It has his "fingerprints" all over it. But, if it's a good gift, if it gives life, and life more abundantly, then God did it. (It was born out of His loving, giving nature.)

So then, judging by what Jesus said in John 10:10, and judging by what James said in James 1:6, sickness must be a work of the devil. It's not of God! It couldn't be. It's not a good or a perfect gift.

Point Two: Scriptural Evidence.

How God anointed Jesus of Nazareth with the Holy Ghost and with power; who went about doing good and healing..." Acts 10:38

This verse is speaking of the healing ministry of Jesus. It says He went about doing good (James 1:16) and healing! Now, who was Jesus healing? "All that were oppressed of the devil". In this verse, Peter calls sickness and disease satanic oppression. (Define "oppression".)

"...And ought not this woman, being a daughter of Abraham, whom Satan has bound, for these eighteen years, be loosed from this bondage on the sabbath day." Luke 13:10-16

According to Jesus, who was binding this woman? Satan. In this verse, Jesus calls sickness and disease "Satanic bondage".

"An evil disease, say they, cleaveth fast unto him: and now that he lieth, he shall rise up no more."
Psalm 41:8

Just reading this verse on a surface level, we ought to be able to see where sickness comes from David called it "evil".

But, if you look over into the margin, you'll see a note: "Heb: a thing of Belial". Sickness is called here, "a thing of Belial". (According to 2 Corinthians 6:14-15a in the Amplified Bible, "Belial" is the devil.)

There's our three witnesses:

Peter called sickness "Satanic oppression".

Jesus called sickness "Satanic bondage".

David called sickness a "thing of the devil".

It's not a good or a perfect gift. It steals, kills, and destroys. It's easy to see where sickness comes from.

STEP 8) Continue the process for all of the lessons. Then go back and review the course for content. Are there any major doctrines that have been left out? (Go back to your original list; from point #1, and see if there is anything left out.) Is truth being presented in a systematic way? Change order of the course material if necessary. Study to be simple!

SECTION F:

ACADEMIC INFORMATION

Semester Credit Hours:

Credit hours can be divided between lecture hours, and work hours.

Work hours can be made up of lab hours and assignment hours.

Courses can be 3 or less credits.

3 credits = 26 lecture hours + assignments

2 credits = 18 lecture hours + assignments

40 credits (one year) will require 340 classroom hrs.

The VBCI Calgary calendar consists of 21 weeks (106 days X 3 hrs.) + 2 reading weeks + 4 exam weeks = 40 credits

Macintosh - PC Conversions.

Converting documents between platforms is time consuming, but when it is necessary:

To prepare Macintosh documents for conversion to PC use; use Helvetica font (which converts well to Ariel on the PC) or Times (which converts well to Times New Roman on PC)
Before copying files to a PC formatted disk, rename the files with DOS compatible names (8 characters or less, no spaces or punctuation) and include the .CWK extension.
Avoid graphics in word processing documents except for in final printing. They are very hard to convert between applications and platforms.

Second language students can be very slow at note taking and uneducated students can only copy from the board.

¹ W. E. Vine, *Vine's Expository Dictionary of New Testament Words* (USA: Oliphants Ltd, 1952), 92.

2

Joseph H. Thayer, *Greek English Lexicon of the New Testament* (Grande Rapids, MI: Baker Book House, 1977), 198.

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4

Vine, *Vine's Expository Dictionary of New Testament Words*, 168.

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