

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY  
BTHD 640 THE PERSON AND WORK OF THE HOLY SPIRIT**

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June 15, 22, 29;  
July 6, and 13, 2006;  
6:00 – 10:00 pm

**COURSE SYLLABUS**

**COURSE DESCRIPTION**

This course studies the Holy Spirit in Scripture (OT and NT), using the appropriate methods to arrive at a biblical theology of his person and work. Exegetical (analytical) and biblical theological (synthetic) methods will be applied so as to move from ancient sacred texts to contemporary life and ministry. This course teaches both content (Holy Spirit) and methods (biblical theological hermeneutics). Efforts to expose the students to various players among Pentecostal/non-Pentecostal biblical scholars will be made.

**OBJECTIVES**

- Upon completion of this course the student should be able to:
  1. Apply the exegetical and biblical theological methods in a deeper life long way to life and ministry;
  2. Discern between what is descriptive and prescriptive (When to allow the OT to speak on its own to modern interpreters and when it cannot);
  3. Understand the framework of the work of the Spirit from OT to NT;
  4. Work through the Spirit issues that pertain to today's Pentecostals and non-Pentecostals.
  5. Integrate a biblical theology of the Spirit in regards to his work: i.e., salvation, creation, Spirit-baptism, and etc.
  6. Sense in a more profound way the presence and work of the Spirit in a personal way.

**TEXTBOOKS**

- Charette, Blaine. *Restoring Presence: The Spirit in Matthew's Gospel*. Sheffield: Sheffield Academic Press, 2000.
- Hildebrandt, Wilf. *An Old Testament Theology of the Spirit of God*. Peabody, MA: Hendrickson, 1995.
- Keener, Craig S. *The Spirit in the Gospels and Acts: Divine Purity and Power*. Peabody, MA: Hendrickson, 1997.
- Shelton, James B. Shelton. *Mighty in Word and Deed: The Role of the Holy Spirit in Luke-Acts*. Peabody, MA: Hendrickson, 1991.

## **BASIC OUTLINE**

The textbooks are smaller (some of them have a lot of notes) and provide an excellent presentation of most of our material. By having them read by the second class greatly enhances class discussion. This also allows for some time and skill to be gained for the writing of the final paper. Guidance will be given along the way for any assistance and for the texts and focus of the classes. Appropriate texts should be read and Bibles brought to every class.

### **June 15**

- Introduction
- Old Testament words and concepts for Spirit
- The Spirit in creation
- The Spirit in the formation of Israel

### **June 22**

- The Spirit in the prophets
  - Isaiah
  - Jeremiah
  - Ezekiel
  - Zechariah
  - Joel
- The Spirit in Israel's restoration
  - Spirit of promise
  - Profusion terms for promise
  - Spirit in new covenant

**Ten page combined written review of textbooks is due. (For guidelines, see below.)**  
Also, be prepared to discuss each review in class.

### **June 29**

- Changes between Old Testament and New: Intertestamental Period
- The New Exodus: Jesus and the Spirit (The Gospels and Acts)
- Spirit-baptism

### **July 6**

- Spirit in Paul
- Signs and wonders
- Spirit and eschatological ministry (Spiritual gifts, etc.)
- Salvation and the Spirit
- Sanctification

### **July 13**

- Spirit in the later Epistles and Revelation
- Wrap up and evaluation of scholarly views, issues, etc.

**DUE: Ten page formal biblical theological paper on a topic or text relating to the Spirit.**

## METHODOLOGY

1. Lectures and discussion.
2. Informal discussion of combined review of textbooks. (See course outline above.)
3. A formal ten page paper on a biblical theology topic relating to the Spirit. (See course outline above.)

## COURSE REQUIREMENTS

1. The student is expected to attend all class sessions. Barring a serious medical emergency, credit cannot be granted for courses in which a student has been absent beyond what the Student Handbook says.
2. The student will submit a ten page combined review on the four textbooks **on June 22**. Some guidelines are provided below for a critical review.
3. The student should also be prepared to participate in regular class discussion and specifically regarding their combined review.
4. The student will submit a ten page research paper. The topic should be chosen with the professor's assistance. The paper should conform in style to *A Manual for Writers of Term Papers, Theses, and Dissertations*, (current edition), by Kate L. Turabian, using footnotes for resource documentation. (NOTE: The paper will be graded on content, composition, and style. **The paper is due July 13, 2006.**)

Note: Late work may be penalized.

## GRADING

- |    |   |             |
|----|---|-------------|
| 1. | Ten page combined review of the textbooks | 100 points. |
| 2. | Ten page formal paper                     | 100 points. |
|    | Total possible                            | 200 points  |

Scores of the two evaluation instruments above will be averaged and assigned a grade according to the following scale.

### AGTS Grading Scale:

100-94: A	93-90: A-	
89-87: B+	86-84: B	83-80: B-
79-77: C+	76-74: C	73-70: C-
69-67: D+	66-64: D	63-60: D-
59--- : F		

## Guidelines for writing a book review:

### The Critical Review

- In today's world, so many books are written and published that one cannot hope to read everything, even in a specific field. In order to have an idea of what others are saying, I can read book reviews. They give the thrust of the work, an evaluation of its contents, and an assessment of its importance.
- In short, critical book reviews force students to read carefully and write thoughtfully.

#### What is a critical Review?

- A critical review is not a destructive criticism of the author and his or her ideas, but a careful analysis of the work. A critical review attempts to answer at least seven different questions:
  1. What is the basic thrust of the author's work?
  2. Why does the author say what he or she says?
  3. To whom is the writing directed and for what purpose?
  4. For whom or what (or against whom or what) does the author stand?
  5. How well has the author met his or her own objectives?
  6. How does this work compare with other writings?
  7. What is the reviewer's opinion of the work?

#### How to write a critical review?

- Preparing a 5-6 page book review entails reading, taking notes, evaluating what has been read, and writing out a summary, assessment, and comments of the book or article.
- A book review should contain four main components:
  1. A complete bibliographical entry as the title of the review. For example  
Wright, N. T. What Saint Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity? Grand Rapids: Eerdmans, 1997. 192 pp.\_
  2. Relevant information regarding the author, his or her academic training, position, and other books authored. Information on the author may be obtained from the book itself, from biographical files many libraries keep, and from other sources.
  3. A summary should synthesize the thrust of the book and its main arguments. Take care not to distort the emphasis given by the author. The length of the summary will depend, not only on the length of the material, but on the complexity of its contents. Try to keep the summary to three or four paragraphs.
  4. An evaluation of the book should be made first of all on the basis of the author's own objectives, as stated in the introduction. This mandates a careful reading of the introduction or preface. For example, if an author states that the book deals with New Testament Christology, she will not be expected to deal with the topic in the sub-apostolic era. A critique must document the author's statements, giving the page where the item was found. Sometimes a review quotes paragraphs that show the author's position. Be sure to keep in mind the author's content in order not to distort the ideas. Although one may disagree with the author and with the position he or she espouses, the language of a book or article review must be courteous. A well-documented analysis will be more convincing than a heated, emotional tirade. The language of a review written for a class assignment should be similar to that of research—cool, calm, and collected. Think of meeting the author of the book at a professional meeting and having him say in dismay, "So are you the reviewer who hit me so hard?"

#### Questions to guide evaluation:

1. Is the subject vital? If so, to whom? What difference will it make ten years from now?
2. Is the subject too broad or too narrow for the author? Is it too shallow, too restricted?
3. Is the author straightforward? Does he announce his bias? His limitations? His intentions?
4. In the introduction, are the purpose of the study and the statement of the problem clear?
5. Is the presentation clear and logical? Is the sequence natural? Are there missing points? Are the sections clear and self-contained?
6. Is the research reliable? Does anything indicate you cannot fully trust this paper? Do you feel the author really looked everywhere she possibly could and reported accurately and without bias?
7. What does the use of footnotes show? Are there too many notes? Too few? Are they from old sources? All from similar sources? Or from the same sources? Is the form clear and consistently used?
8. Does the bibliography tell you something additional about the paper? Can you tell whether the author is using primary sources? General sources? Or authorities in the field?
9. Is the language clear, concise, or wordy and unnecessarily difficult? Does the choice of words show carelessness? Conceit?
10. Does the paper show a sincere desire to search out truth or is it a defense of a position?

- Usually the last item in an evaluation includes assessment of what group(s) will profit from reading this book. You may also want to suggest how useful the book will be for this certain group.

Much of this material is taken from: Nancy Jean Vyhmeister, Quality Research Papers (Zondervan, 2001).

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## **SPECIFIC DATA**

Prepared by Benny C. Aker PhD. March, 2006