

MINTS-Miami
Educational Overview
2010-2011

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I. Educational Model

A. Educational Philosophy

MINTS-Miami seeks to equip Christian leaders to serve within the Body of Christ by providing theological training that is biblical, affordable and accessible on both the undergraduate and graduate levels.

1. Biblical—Our theology is tied to the great redemptive love story of the Bible
2. Affordable—Class costs are significantly less than other seminaries
3. Accessible—Study Centers are located around Miami and meet in the afternoons and evenings

B. Educational Goals

1. Head
 - a. Students will acquire a thorough knowledge of both the Old and New Testaments
 - b. Students will understand the main contours and themes of the biblical story of God's redemptive grace
 - c. Students will gain proficiency in the various areas of a well-rounded Christian education (theology, history, languages, counseling, church ministry, missions)
 - d. Students will interact critically with oral and written sources being able to summarize and respond to them
 - e. Students will become acquainted with important resources in their studies
2. Heart
 - a. Students will understand how biblical doctrines apply to their lives
 - b. Students will drink deeply from the well of God's grace

- c. Students will begin to learn to live within community
3. Hands
 - a. Students will gain an appreciation for our present cultural situation and their role within it
 - b. Students will obtain numerous opportunities to hone their ability to teach
 - c. Students will discover more of their purpose within the Body of Christ
 - d. Students will become involved in compassionate outreach to Miami

II. The Place of Study Centers

A. Description of Study Centers

1. Study Centers are locations around Miami where classes are held
2. Study Centers will have at least 6 students who are taking classes in that particular place
3. Study Centers are student-centered, rather than teacher-centered
4. Each study center will be maintained by a current student leader who will keep student records and will serve as the conduit between the professor and the members of the class

B. Rationale for Study Centers

1. Study Centers are central to the educational model of MINTS-Miami
2. Because MINTS-Miami has made the determination not to have their own buildings, Study Centers provide necessary and comfortable environments where students can meet, learn and collaborate

3. Study Centers make it possible for MINTS-Miami to offer classes in several convenient locations all over Miami

C. Developing Study Centers

1. The goal of MINTS-Miami is to have an ever-increasing number of Study Centers
2. In order to begin such a Center, a group of at least 6 people must not only commit to enrolling in classes but also recommend one student leader who will provide oversight for that Study Center
3. Once a Study Center has been organized, MINTS-Miami will provide teachers and ongoing support to students in that location

III. How Classes are Structured

A. Class Overview

The structure of each class is up to the professor who is teaching. Most classroom experience, though, will combine lecture, programmed homework, discussion groups, assigned readings and reports, writing assignments related to ministry and a final exam or project.

B. Class Objectives

1. To present material important to the class subject
2. To introduce important articles and books about the subject matter
3. To raise important questions
4. To involve class members in constructive dialog
5. To learn from each other

C. Class Structure

1. Classes will meet for 10 weeks in 3 hour segments

2. Class meeting times may be changed by the professor to accommodate either the professor's schedule or one or more of the students

D. Class Activities

1. Attendance
 - a. Students may miss only one class without penalty (unless given prior permission by the professor)
 - b. Students' final grades will be reduced by 2% for their second absence
 - c. Students who miss three classes automatically will be removed from the class
2. Readings, oral reports and written reports
 - a. The purpose of the readings is to provide supplementary information to material covered in class
 - b. Readings may be passed out or students may be directed to the appropriate internet site
 - c. At the Bachelor's level the student will read 300 extra pages and at the Master's level 500 pages
 - d. Each student will be asked to present two of their reports to the class
 - e. Bachelor level students will be expected to give a 5 minute report; Master level students will be expected to give a 10 minute report
 - f. Every other week a reading report will be handed in by each student

- g. Bachelor level students will be expected to hand in a two page report; Master level students will be expected to hand in a four page report

E. A Class Record Template Example

Student name	Class	Attendance 15%	Reading Reports 20%				Review Questions 20%				Essay 25%	Final Exam 20%	Final Grade
			#1	#2	#3	#4	#1	#2	#3	#4			

1. In order for the student's grade to be recorded, the student needs to be properly registered and the course record needs to be sent to Academic Dean at MINTS-Miami (Dr. Cornelius [Neal] Hegeman)
2. Students cannot receive grades until they have paid for the class
3. Each professor must keep a record similar to this but has the freedom to change it according to their own structure

Appendices
(written by Neal Hegeman)

Guidelines for Writing an Essay

An essay is a literary form that analyzes a specific topic in order to inform, explain, persuade, defend an opinion, or to stir interest. It is a more serious style, formal and academic. It is not fiction or comedy. Neither is it poetry, but prose. It should make a contribution to the reader in terms of new concepts or information.

The following guidelines will help you edit an essay.

1. Decide on a unique and specific idea

An essay should express the idea of you, the author, instead of simply repeating the ideas of others. It is not simply a research report, but personal reflection. Of course, you may take into account the ideas of others, but you should utilize these ideas to support your own point, or maybe to make a contrast with your view.

The author should have something in mind that he wants to communicate and focus on one main point. For example, the essay could have the purpose of convincing the reader that Christ is sufficient for our salvation, or that Augustine was the most important theologian of his time, or that Genesis 3 explains all the problems of humanity. The different parts of the essay present evidence or arguments that either supports the central idea, illustrate the idea, or show contrasting views. However, the content of the

different parts of the essay should not stray away from the main point of the essay as a whole.

2. **Do careful research**

The student should reflect on the topic that he or she wishes to study, and begin reading and collecting information and quotes. He should write down the bibliographical data for the quote or idea, including author, title, place of publication, publishing company, and year. Use cards, a notebook, or even better, write notes using a computer word processor. Afterwards, organize the notes into groups according to topic. You should begin focusing on what you consider important and discard things that are not related to your topic, even though they may be interesting. Concentrate on a few ideas that are related to the central theme of the essay.

3. **Write an appropriate title**

The title of the essay should clearly communicate the main theme. It should not be too *general*, but rather point to a specific topic. For example, if you want to write about the physical consequences of the Fall in Genesis 3, the title should *not* be, "Man's Problem," or "Genesis 3," but "The Physical Consequences of the Fall According to Genesis 3." Neither should the title be too *specific*, pointing only to one aspect of the essay. For example, if the author wishes to write about all the physical consequences of the Fall, the title should *not* be "Why Women Give Birth in Pain" but

rather as mentioned before, "The Physical Consequences of the Fall According to Genesis 3."

4. **Organize your ideas in a good outline**

An essay should have at least three main sections:

- Introduction
- Body
- Conclusion

The introduction stirs interest in the essay and explains what it is about.

The body is the main development of the theme, and normally has several subdivisions. The conclusion summarizes the argument of the essay and shows what the author considers to be most important.

If the essay is well organized, the ideas are easy to follow. The writer should imagine that he is dialoguing with the reader, anticipating his questions and presenting answers. The reader should be able to follow the thread of thought even with a quick glance at the introduction, the titles of the sections, and the conclusion.

There are various ways to organize an essay:

- If the purpose of the essay is to inform about something historical, it may be organized in chronological order.
- If the purpose is to analyze a philosophical concept, the writer may want to first give the historical background, then explain how

the concept is expressed in our day, then give a biblical analysis of the thought.

- If the author wishes to persuade the reader of his point of view of some issue, he may use logical order, first presenting a premise, then a second premise, and the logical conclusion.

- If the purpose is to arouse interest in a cause, he may present different dimensions of the problem in order of increasing seriousness.

- Some people like to use illustrations to demonstrate a truth, organizing them to point toward the central idea, like the hands of a clock that meet in the center.

- If the author wants to present a new idea, he may first show how it is similar to other ideas, then show how it is different from those ideas.

- One might analyze an event, showing first the causes, then the effects.

- New information may be presented by giving definitions and classifications.

There are many ways to organize a paragraph, but the writer should decide how to organize it and be consistent with the plan.

Make a good outline to assure good organization. The body of the essay (all but the introduction and conclusion) normally has at least two main divisions, each with at least two subdivisions. If there is only one subdivision, it is not really a subdivision but the main point. The main divisions should contain ideas that are equal in importance, but distinct in

content. The subdivisions should contain ideas that are subordinate to the main division, and equal in importance among each other.

The traditional system of numbering is to use Roman numerals for the main divisions, capital letters for the subdivisions, numbers for the next subdivisions, and small letters for the next, as per the following example:

The Letter to the Romans

- I. Doctrine
 - A. Sin
 - 1. The wrath of God against sin
 - 2. All men are sinners
 - B. Justification by faith
 - C. Sanctification by faith
 - D. Eternal security
- II. Practical exhortations
 - A. Love
 - B. Submission to authorities

Note: The introduction of the essay does not have a number or letter.

Neither does the conclusion.

An Essay Outline Template

Introduction

I.

A.

1.

2.

B.

II.

III.

Conclusion

Alternative classifications systems are acceptable. The student needs to be consistent and not mix classifications systems. For example, the numerical system is also acceptable.

Introduction

1.

1.1.

1.2

2.

2.1.

2.2.

3.

3.1.

3.1.1.

3.1.2

3.2

Conclusion

5. Write coherent paragraphs

A paragraph is the key unit of the essay. Review each paragraph to make sure that:

- All the sentences of the paragraph deal with the same subject.
- The paragraph has normally from 3-10 sentences. If there is only one sentence, it should become part of another paragraph, or maybe other sentences can be added to complete the paragraph.
- The central idea of the paragraph normally is expressed in the first or last sentence.
- The other sentences contribute to the point of the paragraph, supporting, showing contrast, or giving illustrations.
- The paragraph is well organized. The paragraphs may follow any of the same organization styles that were mentioned in point 4 regarding the essay as whole.
- The sentences are clearly readable. Long sentences should be divided into two or more sentences. Avoid incomplete sentences without a main verb.
- Transition words and phrases are included when there is a change in thought (such as “however,” “furthermore,” and “on the other hand.”) The reader needs to see the relationship between different points. Try reading the paragraph out loud. If it is not smooth, you probably need to modify it.

Do not hesitate to eliminate sentences that are not related to the main theme of the paragraph. They might belong better in another paragraph,

they might be material for a whole new paragraph, or they might be completely unnecessary.

6. **Use footnotes properly**

You must indicate all sources of ideas with footnotes, even if it is not a direct quote. You may use one of the two possible formats. However, you must be consistent within the essay, always using the same format.

a. **MLA Style (Modern Language Association)**

Note: This is the preferred style of MINTS-Miami.

This style puts the minimum information in parentheses, and takes advantage of the full information given in the bibliography at the back of the book, article, or essay.

For example, if the book in the bibliography is the following ...

Marcuse, Sybyl. *A Survey of Musical Instruments*. New York: Harper, 1975.

...then within the text, only the author's name and the page number are necessary. For example, if the quote is taken from page 197, after the quote within the essay there should be a parenthesis as follows:

(Marcuse 197)

If there is more than one book by the same author, a short version of the title should be included, as follows:

(Marcuse, *Survey* 197)

If the author's name is mentioned within the essay, only the page number is necessary:

(197)

b. Chicago Manual of Style

This style gives more information in the notes. You should put a number in the text, after the quote or information used, in superscript, as seen here⁸. Then at the bottom of the page, put the footnote. (The footnotes may also be put at the end of each chapter, or at the end of the book, but we prefer them at the bottom of the page.)

If you do *not* have full information in the bibliography, use the following pattern:

8 Author [first name, then last name], *Title of the book* [in italics] (city of publication: publishing company, year)
[between parentheses, with a colon between city and

publisher, then a coma before the year, just as it appears here], page or pages cited.

Here is an example:

8 Gary D. Pratico, *Basics of Biblical Hebrew* (Grand Rapids: Zondervan, 2007), 95.

On the other hand, if you *do* have full information in the bibliography, you may simply put the author, title, and page number. The reader can find the rest of the information in the bibliography at the back.

Here is another example:

8 Gary D. Pratico, *Basics of Biblical Hebrew*, 95.

7. **Include a bibliography**

At the end of the essay, you should include a bibliography, listing all the books, articles, and web sites that you used for the essay. The format for the bibliography is slightly different from the footnote. The last name goes first in this case. There are no parentheses and no page number. The author's last name should not be indented, but if the entry uses more than one line, the other lines are all indented.

Look at the following examples.

Pratico, Gary. *Basics of Biblical Hebrew*. Grand Rapids: Zondervan, 2007.

Barrs, Jerram. *Learning Evangelism from Jesus*. Wheaton: Crossway, 2009.

8. Resources

Use the following sources for other help with editing and style:

- a. Joseph Gibaldi, ed., *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association of America, 1999. (Currently the 6th edition is the latest.)

Note: This is the official guideline for MINTS.

Some web sites contain portions of the MLS standards:

<http://www.bedfordstmartins.com/online/cite5.html>

http://www.dianahacker.com/resdoc/p04_c08_o.html

- b. *The Chicago Manual of Style*. (Chicago: University of Chicago Press.)

See the online manual at:

<http://www.chicagomanualofstyle.org/home.html>

See the following web site for information about this book and about electronic resources:

<http://www.docstyles.com/cmsguide.html>

See also the following web site for exercises to improve your grammar and writing style:

<http://go.hrw.com/hhb/>

You may also use the following books for reference:

Kate L. Turabian, *A Manual for Writers*. Chicago: University of Chicago Press, latest edition.

Kirszner, Laurie G., and Mandell, Stephen, *The Holt Handbook*. Philadelphia: Harcourt Brace.

9. **Professor Essay Evaluation**

- a. Content
 - Identification of theme/thesis
 - Development of theme/thesis
 - Conclusion to theme/thesis
 - Educational content
 - Theological content

- b. Style
 - Title page
 - Index
 - Titles
 - References
 - General presentation

- c. Grammar
 - Grammar in general
 - Vocabulary
 - Paragraph structure
 - Sentence structure
 - Punctuation

- d. Verification
 - Argumentation
 - Use of resources
 - Quotations
 - Footnotes
 - Bibliography

- e. Application
 - Faithfulness to the Biblical revelation
 - Helpful for obeying the Great Commission
 - Identification of spiritual needs
 - Presentation of Biblical solutions to the spiritual needs that were
presented
 - Motivation for future studies

10. **Essay Style**

TITLE PAGE

<p style="text-align: center;"><i>TITLE OF THE ESSAY</i></p> <p style="text-align: center;">NAME OF THE AUTHOR</p> <p style="text-align: center;">NAME AND CODE OF THE COURSE</p> <p style="text-align: center;">Name of the Professor</p> <p style="text-align: center;">Name of the Educational Institution</p> <p style="text-align: center;">Date</p>

INDEX (Classical style)

<p style="text-align: center;"><i>TITLE OF THE ESSAY</i></p> <p>INTRODUCTON</p> <p>I.</p> <p style="padding-left: 40px;">A.</p> <p style="padding-left: 80px;">1.</p> <p style="padding-left: 80px;">2.</p> <p style="padding-left: 40px;">B.</p> <p style="padding-left: 80px;">1.</p> <p style="padding-left: 80px;">2.</p> <p>II.</p> <p style="padding-left: 40px;">A.</p> <p style="padding-left: 40px;">B.</p> <p>CONCLUSION</p> <p>BIBLIOGRAPHY</p>
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INDEX (Numerical style)

TITLE OF THE ESSAY

INTRODUCTION

- 1.
- 1.1.
- 1.2
- 2.
- 2.1.
- 2.1.1.
- 2.1.2.
- 2.2.
- 3.
- 3.1.
- 3.2.

CONCLUSION

BIBLIOGRAPHY

There are many ways to write a good essay. However, there are certain guidelines that help you communicate better. Probably the greatest challenge is to make your writing clear and easy to understand. It should be pleasant to read and not hard work. Read your essay over and over until you are satisfied. The more you work on it, the easier it will be to understand. Have a friend or family member read your essay before you send it in. Also, read the essay aloud to see if the sentences communicate what you want to say and how you want to say it. Your essay should be so good that others want to publish it!

When you submit your essay please follow the following guidelines:

- The Title page has all information requested
- All the titles in the index are the same font and style as in the body.
- You have an introduction and conclusion in the main body
- All pages start on first line of page and pages are numbered
- Spacing is equal
- Titles for sections do not start on last line of page
- All footnotes use the same style and end with a period
- All footnotes references are mentioned in the bibliography
- At least three authors are cited and referenced in manuscript and bibliography
- You have checked the document for spelling errors

Bibliographical Data

Title: _____ Chapter: _____ Pages:

Author: _____

If article, name of magazine or web site:

Editorial: _____

City: _____ Year of publication: _____

Outline:

Brief Summary

(Write a synthesis of what the author says, without your own comments)

Critical Evaluation

(Elaborate your own opinion about what the author says. Is it clear, precise, confusing, well-documented, out of context, too simple, too complicated, biblical, too technical? Did you like it? Defend your opinion.)

Personal Application to Your Life and Ministry

(What impact did this reading have on my life and ministry? Was it helpful? How did it help? Be specific.)

PERSONAL QUESTIONS THAT COME FROM THE READING

Teacher Evaluation (to be filled out by students)

Course Name: _____ Term: _____

Professor: _____

Study Center where class held: _____

Please evaluate according to the following criteria. Circle the word that best fits your answer to each of the questions and provide comments where you would like.

1. Was the teacher prepared to teach the course?

Poor	Comments:
Fair	_____
Good	_____
Excellent	_____

2. Were the course requirements clearly explained to you?

Poor	Comments:
Fair	_____
Good	_____
Excellent	_____

3. Is this course important for your ministry?

Poor	Comments:
Fair	_____
Good	_____
Excellent	_____

4. Did the teacher listen to your questions and seek to answer them?

Poor	Comments:
Fair	_____
Good	_____
Excellent	_____

5. Were course materials made available to you on time?

Poor	Comments:
Fair	_____
Good	_____
Excellent	_____

