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OT 610 Pentateuch

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Document

OT(IBS)610XL

Name: OT(IBS)610XL

Subject:

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Pentateuch
Spring, 2003

OT (IBS) 610
Instructor

I. Thumbnail Sketch of Course Process:

- This course moves along week-by-week. Nearly every week you will have the same components:
 - a **lecture** from me, which you will read;
 - interaction** with your peers (in Team Folder) about the lecture you have read;
 - lessons assignments** (A through J, through the semester) I give you for you to complete;
 - lessons submitted** to me by U.S. mail, postmarked by midnight (your time) on the due dates;
 - Email responses** from me to your assignments (comments and grading).

- Your resources for the class will include the following:
 - this **syllabus**;
 - Bible Study Method Instructions available in the Course Center;
 - (English or vernacular) **Bibles** (3 modern versions of your choice for comparative use);
 - Hebrew OT text** (for those of you who have had Hebrew)
 - required textbooks** (see bibliography in this syllabus)
 - skills gained from your first IBS course (the Bible Study Method Instructions available in the Course Center will bring you up to speed again with the procedures, skills, and nomenclature of IBS)

II. General Purpose: This course aims to continue fostering Bible study which is:
methodical (following orderly procedure, rather than relying on chance),
inductive (promoting direct personal study of the text prior to use of secondary sources),
structural (observing logical connections as a key component of meaning),
literary (recognizing the literary character of Scripture and the significance of literary context),
historical (honoring the location of Biblical texts in their particular historical settings),
theological (placing the passage in the context of the Scripture and Christian doctrine), and
reverent (pursuing Biblical study humbly, prayerfully, under the influence of the Holy Spirit)

III. Course Objectives:

- A. Method: As a result of fulfilling the requirements, a student should be able to:
1. analyze, interpret, evaluate, and apply biblical passages with reasonable skill;
 2. describe with clarity the fundamental principles of effective Bible study.
- B. Content: As a result of fulfilling the requirements, a student should be able to:
1. present a clear and thoughtful interpretation of each biblical passage examined by the

- class during the course of the semester;
 - 2. identify and explicate the major themes and concerns of the books of the Pentateuch;
 - 3. place major theological claims of the Pentateuch within the larger thought of the Bible.
- C. Attitude: It is our desire that through this instructional process a student will be:
- 1. more deeply committed to the practice and refinement of sound Bible study as a lifelong personal and ministerial pursuit;
 - 2. more deeply committed to understanding, living, and proclaiming the truth taught within the Pentateuch and within Scripture as a whole;
 - 3. more deeply convinced of God's desire to address and transform the Church and redeem the World by the power of his Spirit working *through his Word*.

III. Course Texts:

- A. **Bibles**: At least three (3) modern versions of the Bible. Among the most useful are these: New Revised Standard Version; New Living Translation; New Jerusalem Bible; Revised English Bible; New American Standard Bible; Tanakh.
- B. **OT Text**: Elliger, K. and W. Rudolph. Biblia Hebraica Stuttgartensia. Stuttgart: Deutsche Bibelstiftung, 1967. 3-438-05218-0
- C. **Secondary Resources for Required Usage**: Students must have access to these resources for specific assignments during the semester:
 - 1. Bauer, David R. Biblical Resources for Ministry. 2nd edition, revised and enlarged. Nappanee, Ind.: Evangel Publishing House, 1995. 0-916035-62-X
 - 2. Durham, John I. Exodus. Waco, TX: Word, 1987. 0-8499-0202-9
 - 3. Sailhamer, John H. The Pentateuch as Narrative: A Biblical-Theological Commentary. Grand Rapids: Zondervan, 1992. 0-310-57421-8

IV. Contact Information:

- A. Contacting Your Professor:
 - 1. Non-Confidential Questions: Anything that can be asked in front of your peers should be addressed to me in the "Discussion Center." All of your questions about how to do assignments, about the meaning of passages, etc. can be placed in this "open access" area, and can benefit the whole class. Just as in a "real live" classroom, the question of one student is likely a question of another as well; and the answer supplied by the teacher can benefit the entire class.
 - 2. Confidential Questions: Matters pertaining strictly to your life, your circumstances, etc., should be addressed to me under the "Office" icon. Any matter requiring you to "close the door" or to "drop to a lower voice" is a matter for the Office.

B. Contacting Other Helpers:

- | | | |
|-----------------------|--|--------------------|
| 1. Technical Support: | Andy Adams
exl_support@asburyseminary.edu | (859) 858-2373 |
| 2. ExL Director | Kevin Osborn
exl_director@asburyseminary.edu | (859)
858-2191 |
| 3. ExL Coach | Amy Jo Adams exl_coach@asburyseminary.edu | (859) |
| 4. Library Support | Hannah Kirsh
Hannah Kirsh@asburyseminary.edu | 1-
866-454-2733 |
| 5. Inter-Library Loan | Dot James Dot_James@asburyseminary.edu
1-866-454-2733 | |
| 6. Bookstore | TBA exlbooks@asburyseminary.edu
1-866-855-8252 | |

V. Requirements:

- 1. Read the Lectures: Each week you will receive a new lecture/instruction in text form, usually covering the material addressed in the assignment you just sent in. [Note: It is necessary to complete your assignment on time, so as to avoid the "overlap" between your independent work and my lectures on the same material.] In a sense, these lectures replicate the classroom

instruction you would receive if your were “on campus.”

2. Interaction with your Discussion Group: After reading the lecture for the week, you will interact with your peers in the discussion groups into which you have been placed. Note these general guidelines:

- a. Length: Avoid the extremes of very lengthy responses and of very short responses. Responses such as “I like that,” “I agree,” “I disagree,” do not really constitute interaction. Learn to explain yourself in specific ways. Exactly what do you agree, disagree with, exactly what is a new thought.....and WHY!!! On the other hand, do not write volumes to your peers. Some of us have the gift of easy verbal expression, and could learn to be more concise. A well-crafted paragraph (around 100 words) would likely be a useful length for a response.
- b. Frequency: I do encourage two or three “rounds” of interaction between group members on each week’s lecture. Try to create a conversation, rather than just the delivery of one monolog per student. Have some give-and-take. But don’t feel compelled to sustain a lengthy discussion, and don’t feel under obligation either to express everything you think on the subject, or to convince your partners of your viewpoint.

3. Complete the (10) Lessons: The work of this course will be done in the form of 10 Lessons (A-J), scheduled for completion throughout the semester. Your assignments must be sent by U.S. Mail to my secretary, postmarked by midnight (your time) on the due date shown on the lesson schedule later in this syllabus. Her address is as follows :

**Beeson Faculty Secretary
Attn. Dr. Joseph R. Dongell
Asbury Theological Seminary
204 N. Lexington Ave.
Wilmore, KY 40390-1199**

Lesson Feedback: I will provide brief written feedback for your lessons by Email. *Please number the pages of the material you send to me, and make a photocopy for yourself for reference. I do not plan to send your lessons back to you until the close of the semester, and then only if you send a postage-paid envelope. I will send my responses to you personally through FirstClass Email, not through the ExL classroom mechanism.*

VI. Grading Policies:

A. The ATS Catalog's description of grades and their values (page 28) will apply.

The final grade within this course will be calculated by averaging the letter grades given to the weekly assignments according the following numerical values:

A:100; A-:96; B+:92; B:88; B-:84; C+:80; C:76; C-:72; D+:68; D:64; D-:60;

F:55 (if assignment is completed); F: 0 (if no work is submitted).

B. Exceptional work will tend to exhibit these characteristics:

- precision, accuracy, and specificity;
- depth and insight;
- attention to the data of the text;
- freshness and independence of thought;
- clarity in expression and organization;
- thoroughness of interaction with the text;
- balance in judgment and evaluation;
- depth and thoughtfulness in dealing with the text's assumptions and implications;
- careful interaction with and evaluation of interpreters;
- wisdom in use of time.

In short, exceptional work could function as model work for other students.

C. Lessons: Omitted or Late: Students are to complete all of the 10 assigned lessons (A through J).

There are no provisions for skipping or choosing among lessons. An omitted lesson (one not turned in at all) will be calculated as a zero in the averaging of the final grade. If a student has not

completed an assignment by the time it is due, four options remain: **a)** to turn nothing in and receive a zero for the assignment; **b)** to turn in the incomplete assignment but on time, with a lower grade as the likely outcome; **c)** *if the lesson is at least 2/3's complete at the time due*, to complete and turn in the lesson at any time later in the semester later, but to receive an automatic reduction of a full letter grade (e.g. from a B+ to C+); or **d)** *if the lesson is not yet 2/3's complete*, to complete and turn in at a later time an alternative assignment provided by arrangement with the professor, with the full letter reduction. *Unusual circumstance of the student (such as illness, death in the family, unavoidable ministry requirements) may be "worked around" with proper notification of the professor.*

D. **Independence:** Assignments turned in must reflect the independent, inductive work of each student. Therefore, no resources of any kind (whether books, notes of others, conversations, etc.) may be consulted unless and until the assignment itself specifies this. Violation of "Independence" constitutes cheating, and may result in loss of credit for the entire course.

VII. Class Calendar

<u>Dates</u> by)	<u>Lecture Reading & Peer Interaction</u> <u>Finish Date</u>	<u>Lesson Due Date</u> (post marked
<u>Week 1</u> Feb. 11-17	Feb. 17 Lesson A	Feb. 17
<u>Week 2</u> Feb. 18-24	Feb. 24 Lesson B	Feb. 24
<u>Week 3</u> Feb. 25-Mar.3	March 3 Lesson C	Mar. 3
<u>Week 4</u> Mar. 4-10	March 10 Lesson D	Mar. 10
<u>Week 5</u> Mar. 11-17	March 17 -----	
<u>Week 6</u> Mar. 18-24	March 24 Lesson E	Mar. 24
<u>Week 7</u> Mar. 25-31	March 31 Lesson F	Mar. 31
<u>Week 8</u> April 1-7	April 7 Lesson G	April 7
<u>Week 9</u> April 8-14	April 14 Lesson H	April 14
<u>Week 10</u> April 15-21	April 21 -----	
<u>Week 11</u> April 22-28	April 2 Lesson I	April 28
<u>Week 12</u> April 29-May 5	May 5 -----	
<u>Week 13</u> May 6-12	May 12 Lesson J	May 12
<u>Week 14</u> May 13-19	May 19 -----	

VIII. Weekly Assignment Advice [See course room for specific instructions]

Seven Words to the Wise or Advice Gathered from Many Students

- *Don't do a whole lesson in a single sitting. Nine straight hours even of Gilligan's Island can be fatal.
Do work in several blocks of time.
- *Don't do your work during the worst hours of your day. When would you want your doctor operating?
Do your work during your peak production hours, if at all possible.
- *Don't do your work around proven distractions. Most minds are not like multi-task computer chips.
Do find a place conducive to reflective study.
- *Don't postpone work until the day before. Don't join the April 15th 11:59 PM crowd. It's depressing!
Do begin your work earlier in the week, allowing your thoughts to "percolate". They will!
- *Don't wander through the week, just hoping you'll find an ideal time to do the assignment. You won't!
Do plan ahead in order to set aside good study time.
- *Don't forget to read the text carefully, first. How could you know much about a person without "dating"?
Do invest up-front time in getting to know the passage well through careful reading.
- *Don't treat these assignments as "just assignments".
Do pray for illumination, and expect to learn something life-transforming in each lesson!