

DANIEL — OT546 E/H
(revised 10/28/11)
Spring 2012
2:00PM-4:30 PM Thursdays, B212
Professor: Lee Roy Martin
Office Hours: Tues. 3:00-5:00 PM, Wed. 1:30-3:30 PM, Thur. 9:00-11:00 AM
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Note-taking is the only acceptable use of computers in the classroom. Other technology, such as PDAs and cell phones (including texting) may not be used during class.

COURSE DESCRIPTION:

The book of Daniel is studied in light of recent research. Some consideration is given to historical-critical issues (such as authorship, historical and biographical background), but the primary emphasis is upon literary characteristics and theological significance. Exegetical treatment of the book is selective and representative. Special attention will be given to a Pentecostal reading of the text.

COURSE TEXTS:

Required Texts

The Bible

A Scripture translation of your choice and, for those taking the course for Hebrew credit, *Biblia Hebraica Stuttgartensia*, ed. K. Elliger and W. Rudolph. Stuttgart: Deutsche Bibelstiftung Stuttgart, 1967-1977. ISBN-13: 9783438052223 (can also be purchased in hardback and in fascicle form). Students taking the course for Hebrew credit should also have access to a grammar of Aramaic.

Goldingay, John, *Daniel* (Word Biblical Commentary; Dallas, TX: Word Books, 1989). ISBN 0849902290

Wallace, Ronald S., *The Lord is King: The Message of Daniel* (The Bible Speaks Today; Downers Grove, IL: InterVarsity Press, 1979). ISBN 0877847347.

Recommended Guides for Writing the Term Paper (not required)

Gorman, Michael J., *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers* (Peabody, MA: Hendrickson Publishers, rev. and expanded edn, 2009). ISBN 9781598563115

For those who plan to do their paper from the Hebrew text, use the following:

Stuart, Douglas K., *Old Testament Exegesis: A Handbook for Students and Pastors* (Louisville, KY: Westminster John Knox Press, 4th edn, 2009). ISBN-13: 978-0664233440

Student Learning Outcomes

This course is designed so that students will:

1. Experience and give priority to encounter with God through His Word, particularly through the Book of Daniel.
2. Be able to demonstrate knowledge of the Word of God by showing familiarity with the structure, content, theological emphases, canonical context, and Pentecostal context of the Book of Daniel.
3. Demonstrate proficiency in biblical Hebrew (for those taking the course for Hebrew credit) by translating significant portions of the Book of Daniel and passing weekly quizzes over the assigned texts.
4. Be able to rightly divide (interpret/discern) the Word of God, in particular the Book of Daniel, by means of a Pentecostal approach to Scripture that utilizes critical appropriation of spiritual and academic resources.
5. Be enabled to practice and foster community of faith relationships around the Word of God, specifically around the Book of Daniel.

6. Be able able to bring a knowledge of the Book of Daniel to bear upon his/her Pentecostal faith and practice, both generally and more specifically.
7. Be able to produce ministry of the Word, specifically of the Book of Daniel, through writing, speaking, and enacting the Word in relation to various gifts of ministry.
8. Be able to discern the Spirit of the Word that attends the Word of the Spirit through reverential recognition and response to the presence and voice of the Holy Spirit in and through the Book of Daniel, assessed in the context of Pentecostal community.
9. Grow as a person of the Word by ingesting the Word, specifically the Book of Daniel, to the point that it is embodied in his/her life and witness.

REQUIREMENTS (Failure to submit all assignments may result in a grade of ‘F’):

1. Course Participation and Reflection Journal. Students are expected to participate in course sessions not only through regular attendance but also through pre-class preparations, contributions in class sessions, and post-session reflections. A journal that gives a written record of this work is an important component of the course.

The journal must be composed weekly in conjunction with the class sessions.

The journal should be selective, interesting and concise, with no less than one-half page and no more than one page of journaling (typed, single-spaced) per each course session. Each page should include three sections as follows:

- (1) *Theological Reflections* upon the biblical portions assigned—based upon (1) your careful reading of the biblical text, (2) your study of the required textbook and other commentaries and library research materials, and (3) your engagement with the content of the class sessions. Theological reflections should not consist sermonic-type applications. These reflections should focused analyses that integrate the biblical text with Pentecostal theology.
- (2) *Response Questions*—based upon the above and relating your reflections to Pentecostal life and practice of both the individual and the Church as a whole. See handouts for models for your Reflection/Response assignments.
- (3) *Points for Discussion*—conclude the weekly journal with at least one point for discussion from each textbook and one point for discussion from the biblical text. These points can be observations, questions, or matters of disagreement.

30% of course grade.

2. An Exposition Term Paper on some passage or theme of the book of Daniel. The body of the exposition should be no less than 10 pages and no more than 15 pages, typed and double-spaced with formal documentation of all sources cited. Hebrew students are expected to demonstrate proficiency in exegeting the Hebrew text.

40 % of course grade. Due at the final class session.

3. A Bibliographic Report that includes two reviews of selected journal articles on Daniel that you found to be noteworthy. Each review should be one typed page. (This assignment is not required for students who are taking the course for Hebrew credit.)

30 % of course grade. Due at the 10th class session.

4. Translation Assignments and Quizzes (from *Biblia Hebraica Stuttgartensia*) for each person taking the course for Hebrew credit. The translation assignments will be due weekly. Quizzes will be given weekly over the passage assigned for translation. 30 % of course grade.

COURSE SCHEDULE:

Unit 1	Daniel 1	Threat of defilement: the culture of Babylon
Unit 2	Daniel 2	Threat of vulnerability: Nebuchadnezzar's dream of the statue
Unit 3	Daniel 3	Threat of idolatry: the image of gold
Unit 4	Daniel 4	Yahweh exalted: Nebuchadnezzar's dream of humiliation
Unit 5	Daniel 5	Daniel exalted: Belshazzar's feast and the handwriting on the wall
Unit 6	Daniel 6	Daniel preserved: Edict of Darius and the lion's den
Unit 7	Daniel 7	Daniel's first dream: The four beasts/kingdoms
Unit 8	Daniel 8	Daniel's second dream: The ram and the he-goat
Unit 9	Daniel 9	Daniel's penitence: Seventy years and seventy weeks of years
Unit 10	Daniel 10	Daniel's vision of the future, Part 1: Mysterious visitation
Unit 11	Daniel 11	Daniel's vision of the future, Part 2: Future events unfold
Unit 12	Daniel 12	Daniel's vision of the future, Part 3: The end of days

Each class session will include up to four instructional components:

1. A reading from the biblical text
2. Reading(s) from the primary textbooks
3. Reading(s) from journal articles or other helpful writings
4. Multimedia presentation(s)
5. Lectures
6. Class discussions

The class discussions and the Reflection Journal designed primarily to evaluate the students' spiritual formation, ability to reflect theologically, and their relationships in the community of faith.

Class discussion will also demonstrate the students' mastery of the textbooks and other reading materials. The term paper is designed primarily to evaluate the students' ability to do quality research and writing, to think critically, to approach the text theologically from a Pentecostal perspective, and to communicate effectively. The term paper should be the culmination of your work this semester, demonstrating your ability to do constructive Pentecostal biblical scholarship.

GUIDELINES FOR REFLECTION AND RESPONSE ASSIGNMENTS

BASIC INSTRUCTIONS: Reflection on the biblical text should focus on two questions. 1) How do we measure ourselves as God's people/person in the light of the passage under consideration? 2) How do we correct ourselves in the light of the biblical text? The reflection-response should be broad enough to communicate to all Pentecostal Christians, regardless of their cultural contexts. These reflection-response sections should not "sermonize" on the text, but rather through the use of questions and/or thought provoking statements, lead others to engage the biblical text as "living word". These critical reflective statements and questions should lead believers to respond faithfully to the word.

FORMAT: Your reflection section should begin with a short paragraph that summarizes a major theme found in the biblical passage. Based on your understanding of the passage, you should next ask at least four questions that bring the text to bear upon the Church and the Christian life. The response section should suggest at least four ways that believers can bring their lives into conformity with the text.

EXAMPLES: Below is an example of my reflection-response on Jonah 1-2. You may also want to read the examples from the commentary on 1 John by Dr. John Christopher Thomas.

Reflection and Response—Jonah 1-2

Reflection

The stubborn refusal of Jonah to carry out his prophetic mission registers the theme of human resistance to the will of God. The greatest enigma of this first half of the book is the underlying motivation for Jonah's flight. We can surmise from Jonah's persistent silence that he considers argument with God futile. He would know that Moses, Elijah and other prophets who chose to dispute the wisdom of their call were unable to evade the will of God. The fact that Jonah chooses to run is evidence of the seriousness of the prophetic call. Those who have truly encountered God must take God seriously. A prophet cannot pretend that the call and command of God do not exist. God is a real presence whose word demands a response; and Jonah's response was to flee. Like Jonah, Pentecostals carry with them the constant conviction that the word of God really matters, that God is present, and that God demands our full attention. Jonah is right to take God seriously.

In reflecting on Jonah's prophetic story, we should remember that the Church is a community of prophets (Joel 2.28; Acts 2.16-18). By what means does the 'word of the Lord' continue to challenge the Church? In what ways does the Church function as a prophetic voice in the world? In our present context, surrounded by competing voices and alternative notions of reality, how important is it that the Church give preeminence to God and his Word? What is the attitude of the Church toward the Great Commission? Are there churches that might be judged as disregarding the divine commission? How do we make such a judgment? How does God respond to corporate disobedience? How does God discipline a disobedient Church?

As a means of facilitating our individual response to Jonah's story, we might consider the following questions: In what ways have I encountered the call of God? What is my attitude toward the word of God? Has God challenged me to a specific task that I have resisted? In what ways has my disobedience negatively affected my family and my Church? Have I run from God, avoiding his presence? Do I take God seriously? Have I repented over my disobedience? When God disciplines me, what are the 'big storms' and 'big fish' that he uses to get my attention? Are there ways that I can encourage other brothers and sisters to joyfully obey the call of God?

Response

Among other possibilities, I suggest the following responses to Jonah 1–2:

First, identify any specific directives from God that you have refused to fulfill, perhaps making a written list. Repent of your disobedience.

Second, respond obediently and joyfully to God's Word, even when it challenges you to actions that are difficult and unexpected.

Third, engage in mutual encouragement and prayer with other Christians about the mission of the Church and the prophetic ministry of the body of Christ.

Fourth, in prayer and worship give thanks for the faithfulness of God, who persistently pursues his rebellious servants and saves them from their stubborn ways.

INSTRUCTIONS FOR TERM PAPER

This assignment calls for the student to choose a passage from the book of Daniel and write an exegesis paper on that passage.

FORM

1. This paper should conform to a standard research paper format such as APA, MLA, or Kate L. Turabian's guide: [A Manual for Writers of Term Papers, Theses, and Dissertations](#).
2. The bibliography must include the important works relevant to your paper, which will likely include Old Testament Introductions, commentaries, journal articles, and monographs.

3. Footnotes must be placed at the bottom of the page not at the end of the paper. You must adhere to the guidelines given below as regards footnoting and quoting. Furthermore, due to the concise nature of this paper, direct quotes should be used sparingly. In following a source, you should instead rely primarily upon summarization and paraphrase.

4. Use 12 point type, with margins of one inch.

5. The finished paper must include the following parts, in this order:

Title Page

Table of Contents

Body of the paper

Bibliography

Sermon/Teaching outline

6. Please keep a copy of your work in case your paper is accidentally lost.

7. Do NOT put your paper in a binder of any kind. Use one staple in the upper left corner.

CONTENT

This paper calls for the student to choose a specific passage within Daniel and present a detailed analysis of that passage.

- I. Analysis of a Specific Passage in the biblical book that you have overviewed. The structure of your discuss may vary, depending on the biblical passage. You should pay attention to structure, literary features, ancient context, theological function, and implications for Pentecostal theology in your ministry context. (For examples of relating a text to Pentecostal Theology, see my book, my articles “Where are all his wonders?: The Exodus Motif in the Book of Daniel” and “Delighting in the Torah: The Affective Dimension of Psalm 1”, as well as “Canon and Charisma in Deuteronomy” by Rickie Moore). (Non-Pentecostal students can offer a theological approach that relates to their Church context).
 - A. Consider the following questions: What is the outline, that is the apparent divisions and subdivisions of the passage? What distinguishes these parts? What holds them together? What are the prominent themes, words, repetitions, contrasts, or symbolisms, etc., and how do they function in the passage? What is the perspective, style, mood, etc.? What is the progression, development, climax, focal point, etc.? How does the passage reflect, respond, or relate to the surrounding verses and chapters? To the book as a whole? To the surrounding historical and sociological situations? To the themes, patterns, and traditions found elsewhere in the Old Testament or in the ancient world? What audience is being addressed? What response is being called for? How might this passage be speaking beyond its own day even unto our own? In light of the foregoing considerations, how is Pentecostal faith and practice informed, formed, or transformed by this passage? How does your Pentecostal faith impact your interpretation of this passage, and how does the passage speak to our faith community?
 - B. This analysis should be attempted on your own before you turn to research resources. Then you should seek help in:
 1. Commentaries,
 2. Other books, and
 3. Periodical articles.
 - C. This analysis will be evaluated in terms of how well it shows:
 1. Balanced and persuasive interpretation of the passage,
 2. Integration of your insight with that of biblical scholarship, and
 3. Clarity, coherence, and cogency of discussion.
 - D. Bibliography
 1. The research bibliography must include Old Testament Introductions, scholarly commentaries, journal articles, and relevant monographs. Acceptable commentaries are listed below. Any other commentary must be approved by the professor. Journal articles may be located using the library's ATLAS and JSTOR data bases.

Some articles can be downloaded over the internet. You may also need to consult Hebrew theological dictionaries. IMPORTANT NOTE: HEBREW STUDENTS ARE REQUIRED TO USE HEBREW LEXICONS, GRAMMARS, AND OTHER RESOURCES APPLICABLE TO ORIGINAL LANGUAGE EXEGESIS.

2. A graduate level paper of this type should have from fifteen to thirty citations of sources in the footnotes.
3. In addition to the body of the paper, you must include a title page, an outline page, a bibliography, and a sermon outline.

II. Preaching or Teaching Outline (1-2 pages)

A. *Purpose*: One of the core practices of the Seminary is "Witness", and one of the Student Learning Outcomes for this course calls for the student to be able to communicate the message of the Bible. Your writing of the paper demonstrates your ability to communication to the academic audience. Although the Seminary's courses in preaching and teaching are designed to be the primary context where students bridge the gap between academic and practical writing, your preaching /teaching outline should demonstrate your ability to communicate to the the local church audience.

B. *Method*: The preaching/teaching outline should embody a practical approach that exemplifies your own vision for communicating the message of the passage you have studied.

C. *Structure*: The preaching/teaching outline should include the following elements:

Title, Scripture Reference, Introductory statement (1 or 2 sentences),

Thesis statement,

Main points (and sub-points if desired) accompanied by concise sentences that encapsulate each point,

Concluding statement (1 or 2 sentences),

Statement of Desired Outcome (what you hope your hearers will do in response to your preaching).

GUIDELINES FOR USING FOOTNOTES AND QUOTATIONS

1. Footnotes should be used whenever you employ an idea or words which belong to someone else. A footnote may also be used to certify a given fact or statistic or to give an editorial word of explanation.

2. A footnote must be used immediately after the quotation, statement, or word which you wish to document. A footnote

refers only to the statement or word it follows. It cannot be made to refer at the same time to previous sentences in the same paragraph or previous paragraphs, unless all the material lies within the same direct quotation.

3. Any time you duplicate the words of another in the same sequence, even if it is only a short phrase within a sentence, you are quoting. You must designate this as a quotation. Footnoting is mandatory, but footnoting alone does not designate a quotation. There are two ways of designating a quotation, as the following two statements indicate and illustrate. As I have said many times before, "Quotations less than four lines long are so designated by being placed within quotation marks." Furthermore, quotations four lines long or longer are so designated by being placed in an indented, single-spaced block. When this is done, quotation marks should not be used.

4. It is important to introduce a quotation in order to avoid confusing or distorting the context of the quoted author. This is usually done with such phrases as "according to X" or "X says."

5. Quotations should always serve the paper and should not include material which is not germane to the immediate argument.

6. Too much quoting, especially from the same source, will cause you to be overdependent on your sources and unable to synthesize your research into an organized and logical presentation of your own making.

7. Violation of these guidelines will result in penalty reduction of your grade.

STEP-BY-STEP GUIDE TO WRITING YOUR PAPER

1. Choose the passage that you will study.
2. Read the passage several times and record your observations.
3. Read the OT introductions and commentary introductions to gain an understanding of the biblical book as a whole.
4. Collect books and journal articles.
5. Create a provisional plan for your paper.
6. Read the commentaries, books, and articles, making notes of important ideas, especially as they relate to your own observations.
7. Revise your plan for the paper. Locate any sources that may clarify any questionable issues in the text.
8. Write the paper, integrating and interacting with the relevant sources that you have consulted.
9. Revise and proofread the paper.

TERM PAPER EVALUATION CRITERIA

Your term paper will be graded based upon the categories of research, originality, integration, organization, and style.

The Grade of “A” will be given to your paper if it meets the following qualities:

Your research shows that you have consulted sources of both high quality and quantity, with excellent documentation. You have accurately and thoroughly presented the important critical issues.

Your paper demonstrates creativity, insight, and cogency. You have fresh, new insights into the subject, the methodology, and the application. This appears to be YOUR paper.

Your work is an excellent example of integration, critical thinking, and the blending of research with your own independent ideas. You show very good interaction with your sources. Your critical thinking is apparent. You have integrated the results of your research with your own ideas.

The structure of your paper is excellent. It is clear and logical, and your thesis is well supported. Your organization of the paper fits the topic very well.

Your English prose is well polished, with superior style and vocabulary. You use excellent transitions and summaries. Finally, you have produced a superior, professional looking paper, with superb analysis and evaluation. Virtually no weaknesses are visible.

The Grade of “B” will be given to your paper if it meets the following qualities:

Your research shows a good use of sources of some quality. Perhaps more or better sources could have been used, or you overlooked some important questions. You do not seem to be fully aware of critical issues.

Your paper demonstrates some creativity. Your insights are good but not outstanding. It appears that you could have given a bit more thought to the topic.

You have not shown enough interaction with sources. However, some critical thinking is evident. More evidence of integration (the blending of research with your own ideas) is needed.

The structure of your paper is good, but not excellent. It is coherent, but no striking insights are developed.

Your paper shows good English prose for seminary work. Major problems are not apparent in your writing style, but there is room for improvement as you gain experience.

Finally, you have produced a good paper that includes above average analysis and evaluation. Only a few weaknesses are apparent. You should do well in Seminary work, and I believe that you can move up to a higher level as you gain more experience in research and writing.

The Grade of “C” will be given to your paper if it meets the following qualities:

Your research shows that your use of reference material is no more than adequate for the assignment. You need to work on your skills in research and the use of the library. You are not aware of the scholarly issues surrounding your topic.

Your paper demonstrates little evidence of insight, and the content is somewhat lacking in originality. Invest more time in your own study of the topic.

You show some interaction with sources. More evidence of critical thinking and integration (the blending of research with your own ideas) is needed.

The structure of your paper is acceptable, but needs improvement.

Your writing style shows some flaws and needs to be improved. Please focus some of your time and attention on improving your writing. Finally, you have produced a paper with some good qualities, but with several obvious imperfections. I believe that you can move up to a higher level as you gain more experience in research and writing.

The Grade of “D” will be given to your paper if it meets the following qualities:

Your research appears to be inadequate for acceptable seminary work. You need to learn how to find sources and/or how to document them.

Your paper demonstrates very little evidence of originality. Have you thought about this topic at all?

You show very little interaction with sources and little integration with critical scholarship. More evidence of critical thinking and integration (the blending of research with your own ideas) is needed.

The structure of your paper is not clear, and your thoughts are not well organized. Please spend more time thinking through your presentation.

Your writing style shows many errors, such as sentence fragments, comma faults, misspelled words, and other such grammatical problems. Finally, for whatever reason, you have produced a weak paper with many imperfections. However, you should not get discouraged. This paper should serve as a learning experience for you, and you can improve your research and writing skills if you will work at it.

TRANSLATION ASSIGNMENT FOR HEBREW STUDENTS

Translate the following passages from the book of Daniel and parse the verb forms. Weekly quizzes will come from these passages. Verse Daniel refer to the English text, and in some cases the Hebrew text will be divided differently.

Due	Daniel text	Number of Verses
Unit 2	2:1-4	4
Unit 3	3:16-20	5
Unit 4	4:21-24, 34	5
Unit 5	5:23-28	6
Unit 6	6:19-24	6
Unit 7	none	
Unit 8	8:15-19	5
Unit 9	9:3-7	5
Unit 10	10:2-6	5
Unit 11	11:1-5	5
Unit 12	12:8-13	6
Total verses		

HELPFUL, TIME-SAVING SOFTWARE

Bibliographic software such as Endnote (<http://www.endnote.com>) works with Microsoft Word to format both footnotes and bibliographies automatically. Endnote will also download bibliographic references online from libraries (including our Squires Library). I would estimate that it will save 10-20 hours during the writing of a single term paper. Students can purchase Endnote at a significant discount at <http://academicsuperstore.com> .

ONLINE RESOURCES:

Tips for Searching the Online Catalog:

<http://library.leeuniversity.edu/guides/bible-online-search-tips.asp>

Purdue University Writing Lab:

<http://owl.english.purdue.edu/owl/resource/545/01/>

Especially all nine pages under "General Academic Writing"

<http://owl.english.purdue.edu/owl/resource/589/01/>

Turabian Referencing Guide for writing term papers:

http://library.leeuniversity.edu/guides/turabian-chicago-style.asp#Turabian_Style_-_Lee_University_Manual

APA Referencing Guide for writing term papers:

<http://dlibrary.acu.edu.au/library/skapa.htm>

Strunk & White, *Elements of Style*

<http://www.bartleby.com/141/>

Guides to critical thinking:

<http://www.criticalthinking.org/estore/bookstore.cfm>

Google Book Search

<http://books.google.com/>

ONLINE ACCESS TO THE COURSE:

Username and Password. You should receive online access information, your username, and your password for the Online Student Portal prior to the start date. If you do not receive this access information by that time, please contact Alanna Land, at (423) 716-1131 or aland@ptseminary.edu. The portal to the Seminary's online courses is located at <http://www.ptseminary.edu>.

Announcements. Each time you log onto the course website, the first thing you should check are the instructor's announcements.

INTELLECTUAL PROPERTY POLICY:

Material presented as part of this online course may not be published, distributed, or reprinted in any manner without written permission of the instructor or other resource persons herein named.

OT COMMENTARIES THAT ARE ACCEPTABLE FOR MASTERS-LEVEL WORK

You may use any commentary in the following sets:

Old Testament Library

The Anchor Bible

The International Critical Commentary

The Expositor's Bible Commentary

Word Biblical Commentary

The New International Commentary on the Old Testament

New International Biblical Commentary

Interpretation, A Bible Commentary for Teaching and Preaching

Westminster Bible Companion

The Bible Speaks Today

The New Interpreter's Bible

The Tyndale Old Testament Commentaries

You may use the following commentaries on the book of Daniel:

Ackroyd, Peter R., and Charles M. Laymon, *The Major Prophets: A Commentary on Isaiah, Jeremiah, Lamentations, Ezekiel, Daniel* (Nashville: Abingdon Press, 1983).

Anderson, Robert A., *Signs and wonders: A Commentary on the Book of Daniel* (International theological Commentary; Grand Rapids, MI: Wm.B. Eerdmans Pub. Co., 1984).

Baldwin, Joyce G., *Daniel: An Introduction and Commentary* ([Downers Grove, Ill.]: Inter-Varsity Press, 1978).

Collins, John Joseph, Frank Moore Cross, and Adela Yarbro Collins, *Daniel: A Commentary on the Book of Daniel* (Hermeneia--a Critical and historical Commentary on the Bible; Minneapolis: Fortress Press, 1993).

Goldingay, John, *Daniel* (Word Biblical Commentary; v. 30; Dallas, TX: Word Books, 1989).

Hartman, Louis Francis, and Alexander A. Di Lella, *The Book of Daniel* (Garden City, N.Y.: Doubleday, 1st edn, 1978).

Montgomery, James A., *A Critical and Exegetical Commentary on the Book of Daniel* (Edinburgh,: T. & T. Clark, 1979).

Moore, Carey A., *Daniel, Esther, and Jeremiah: The additions* (Garden City, N.Y.: Doubleday, 1st edn, 1977).

Porteous, Norman, *Daniel: A Commentary* (Philadelphia,: Westminster Press, 1965).

Redditt, Paul L., *Daniel* (New century Bible Commentary; Sheffield: Sheffield Academic Press, 1999).

Seow, C. L., *Daniel* (Westminster Bible Companion; Louisville, KY: Westminster John Knox Press, 1st edn, 2003).

Towner, W. Sibley, *Daniel* (Interpretation, A Bible Commentary for teaching and Preaching; Atlanta: John Knox Press, 1984).

Wallace, Ronald S., *The Lord is King: The Message of Daniel* (Downers Grove, Ill.: InterVarsity Press, 1979).

RESOURCES FOR HEBREW EXEGESIS

Online: www.biblos.com

Parsing Guides

Davidson, B. Analytical Hebrew-Chaldee Lexicon (Peabody, MA: Hendrickson Publishers). ISBN: 0913573035. Hebrew words are listed in alphabetical order.

Owens, John Joseph, Analytical Key to the Old Testament (4 Vols., Grand Rapids: Baker Academic Books). ISBN for Volume 1: 0801067146. Every verse in the Hebrew Bible is analyzed word-by-word.

Concordances

Strong, James. *The New Strong's Concordance* (Nashville: Thomas Nelson Publishers, 1996). The index assigns a number to each Hebrew word, and that number can be used to locate the Hebrew word in other reference works listed below.

Wigram, George (ed.), *The New Englishman's Hebrew Concordance*. Hendrickson Publishers, 1996. This book lists the biblical verses where each Hebrew word appears. Words are organized according to the Strong's Concordance Exodus. ISBN: 1565632087.

Even-Shoshan, Abraham. *A New Concordance of the Old Testament* (Jerusalem: Kiryat Sefer, 1989). This work includes definitions in modern Hebrew.

Lexicons and Word Books

Botterweck, G. Johannes, and Helmer Ringgren. *Theological Dictionary of the Old Testament* (Grand Rapids: Eerdmans, 1974-).

Clines, David. *Dictionary of Classical Hebrew* (Sheffield: Sheffield Academic Press, 1993-).

Gesenius, *The New Brown-Driver-Briggs-Gesenius Hebrew and English Lexicon* (Peabody, MA: Hendrickson Publishers, 1979). Hebrew words are identified with Strong's Concordance Exodus. ISBN: 1565632060.

Harris, R. Laird, Gleason Archer, and Bruce Waltke (eds.), *Theological Wordbook of the Old Testament* (2 Vols.; Chicago: Moody Press, 1980). ISBN: 0802486495. Includes English index and Strong's Exodus. This is a very good work with in-depth discussions of the Hebrew words, yet it is quite easy to understand.

Holladay, William, ed. *A Concise Hebrew and Aramaic Lexicon of the Old Testament* (Grand Rapids: Eerdmans, 1988).

Jenni, Ernst and Claus Westermann, eds. *Theological Lexicon of the OT* (3 Vols.; Peabody, MA: Hendrickson Publishers, 1997).

Kittel, Gerhard. *Theological Dictionary of the New Testament* (10 Vols.; Grand Rapids: Eerdmans, 1964). Contains a large amount of Hebrew information.

Köhler, Ludwig, *The Hebrew and Aramaic Lexicon of the Old Testament* (2 vols.; Leiden: E. J. Brill, Study edn, 2001).

VanGemeren, Willem A., ed. *New International Dictionary of Old Testament Theology and Exegesis* (5 Vols.; Grand Rapids: Zondervan, 1997).

Grammar and Syntax

Gesenius, Wilhelm. *Hebrew Grammar* (Edited by E. Kautzsch. Translated by A. E. Cowley. Oxford: Clarendon Press, 1910). ISBN: 0198154062.

Joüon, Paul. *A Grammar of Biblical Hebrew* (2 Vols. Translated and Revised by T. Muraoka. Reprint of first edition with corrections. Subsidia Biblica-14/II. Rome: Editrice Pontificio Instituto Biblico, 1993).

Waltke, Bruce K., and M. O'Connor. *An Introduction to Biblical Hebrew Syntax* (Winona Lake, Ind.: Eisenbrauns Pub., 1990).

Williams, Ronald J. *Hebrew Syntax: An Outline* (2d ed. Toronto: University of Toronto Press, 1976).

Computer Software for Bible Study

BibleWorks

The best computer software for Bible study in the Hebrew and Greek is Bibleworks. It includes numerous Bible versions, other helpful works, and several of the books listed above including the Brown-Driver-Briggs Lexicon, The Theological Wordbook of the OT, and Gesenius' Hebrew Grammar.

LOGOS Bible Software

Another excellent software package for Bible study is the Logos system. A package is available that includes several Bible translations and dictionaries.

QuickVerse

Quickverse offers a package that is quite similar to Logos.

FREE BIBLE SOFTWARE

The eSword software may be downloaded freely from the internet.

<http://www.e-sword.net/index.html>

ABSENCE POLICY

In light of the fact that we will not be giving a final exam, students may be inclined to avoid a class or two in order to work on term papers and other assignments. This behavior is not acceptable. Since a major portion of the course grade depends upon the reflection journal/class participation, any unexcused absence will result in a lowering of this grading component. **I RESERVE THE RIGHT, SHOULD STUDENTS HABITUALLY FAIL TO ATTEND CLASS PREPARED, TO INSTITUTE A COMPREHENSIVE FINAL EXAM.**

Please take note of the following policy concerning incompletes:

An Incomplete is not lightly given. It is designed for the rare occasion when the student has been seriously ill or suffered some other hardship beyond one's control (procrastination is not an acceptable reason). Permission to receive an "I" must be requested on forms which are available in the Academic Dean's office and must be approved by the respective teacher and the Academic Dean, ***not later than the last regularly scheduled day of class.*** Under extraordinary circumstances beyond the student's control, the student may apply to the Academic Dean and the instructor and with their approval register for an incomplete and pay the appropriate fee.

Application must be made within one month from the end of the course.

If the "I" is not removed by one year from the date of enrollment in the course, it becomes an "F". **The student will then need to repeat the course.** No "F" resulting from an "I" may be changed to a passing grade. In such cases the course must be repeated to attain a passing grade and/or academic credit for the course. No "F" resulting from the failure to file for an incomplete may be changed to a passing grade.

In order for this instructor to give permission for taking an Incomplete, the following terms must be met:

1. The request must be based on an emergency which developed at a time and for a length of time that it interrupted work already in progress.
2. The student must describe the nature of the emergency. Matters of a private nature will be received as confidential material.
3. The student must present to the instructor the work that has already been completed. The instructor will evaluate the work in relation to the request.
4. The student must propose a completion date.
5. If the student does not submit the required work on the agreed upon date of completion, a grade of zero for that assignment will be entered on the student's record.

Grading System (excerpted from the Seminary Catalog)

Factors considered in assessing work and assigning grades:

1. Information Gained - demonstration of useable knowledge of pertinent data, accurately assembled and organized (to include: terms, ideas, theories, dates, names, events, people, places, institutions, processes, documents, etc.).

2. Ability to use Methodology - demonstration of ability to use advantageously the tools and resources of that particular discipline in a way that is fruitful for that course.
3. Ability to Communicate - demonstration of ability to organize and communicate material pertinent to that subject area, including written and, where applicable, verbal skills.
4. Evidence of Originality - demonstration of fresh and new insights into the subject matter and/or its methodology and application.

Details of Grading System:

The Church of God Theological Seminary uses letter grades. They are to be interpreted by the following guidelines:

A = EXCELLENT - represents a high level of information gained. ability to use methodology, ability to communicate and evidence of originality.

B = ABOVE AVERAGE - represents an above-average grasp of the information and methodology, a commensurate ability to communicate, an industrious attitude and thoroughness.

C = AVERAGE - represents acceptable work, but tends to be mechanical and lacking in originality and depth. It may reflect a lack of concern to excel or ability to demonstrate insight into material studied.

D = BELOW AVERAGE - represents unsatisfactory achievement in all areas! but is passing.

F = UNACCEPTABLE - represents work that fails to meet the requirements for a seminary course or failure of the student to file for an incomplete. If the course is repeated and successfully passed the new grade, rather than the "F", will be used in calculating the student's G.P.A. and the first course will be expunged from the transcript. **The course must be repeated if it is over a year old and the grade received was an "F".**