

EXODUS

(updated 1/29/11)

OT 521 E/H (3 hrs. credit)
June 13-17, 2011

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WEBSITES:

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COURSE DESCRIPTION:

The book of Exodus 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 hearing of the text.

COURSE TEXTS:

Fretheim, Terence E., *Exodus* (Interpretation; Louisville: John Knox Press, 1991). ISBN: 978-0804231022

Gowan, Donald E., *Theology in Exodus: Biblical Theology in the Form of a Commentary* (Louisville, KY: Westminster/John Knox Press, 1994). ISBN: 978-0664229962

(recommended but not required)

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

This book offers detailed instructions for producing a quality research paper in the area of Old Testament studies.

COURSE REQUIREMENTS:

PHASE I ASSIGNMENTS (to be completed before June 15):

1. Read the book of Exodus and make observations about the book as a whole. What is the message of Exodus? What are the major themes and motifs?
2. Read the textbooks, making note of any significant findings.

PHASE II ASSIGNMENTS (to be completed the week of June 15-19):

Class participation in discussions related to Exodus and to required readings. Students are expected to participate in course sessions not only through regular attendance but also through preparation, contributions in class discussions, and theological reflection on the biblical text.

PHASE III ASSIGNMENT (to be submitted by July 31, 2009)

1. Reflection journal, submitted by email by June 30, 2009. More instructions below.
2. A 10-15 page, typewritten (double-spaced) term paper, conforming to instructions given below. All late papers are subject to a grade reduction penalty.
3. ADDITIONAL PROJECT REQUIREMENTS FOR STUDENTS RECEIVING ENGLISH CREDIT: Choose one of the following: 1) Sermon outlines, 2) Book Critique
4. ADDITIONAL REQUIREMENTS FOR STUDENTS RECEIVING HEBREW CREDIT: Translation of selected texts from Exodus (see below).

EVALUATION AND GRADES:

1. English students will be evaluated in the following manner:

Reflection/participation	25%
Project	25%
Term paper	50%
2. Hebrew students will be evaluated in the following manner.

Reflection/participation	25%
Hebrew Translations	25%
Term paper	50%
3. Each student will be responsible for collecting his/her own graded work from Professor Martin. A large, self-addressed and sufficiently stamped envelope is recommended.
4. Grade scale:

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

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 Exodus.
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 Exodus.
3. Demonstrate proficiency in biblical Hebrew (for those taking the course for Hebrew credit) by translating significant portions of the Book of Exodus 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 Exodus, 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 Exodus.
6. be able able to bring a knowledge of the Book of Exodus 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 Exodus, 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 Exodus, assessed in the context of Pentecostal community.
9. grow as a person of the Word by ingesting the Word, specifically the Book of Exodus, to the point that it is embodied in his/her life and witness.

Each class session will include up to six 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

Class discussions are designed primarily to evaluate the students' spiritual formation, ability to reflect theologically, and their relationships in the community of faith.

Examinations are designed primarily to evaluate 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.

COURSE OUTLINE AND SCHEDULE

Students must come to class prepared, having read the biblical passage under consideration, and the textbook portions relating to that passage.

Unit 1	Discuss Syllabus. Discuss basic outline of Exodus, the history of the study of Exodus Slideshow of artistic interpretations. Observations about the book as a whole. What is the message of Exodus? Major themes and motifs?
Unit 2	Structure, Themes and Canonical placement of Exodus
Unit 3	Exodus 1:1-2:25 Israel in Egypt * Term paper topic and project topic are due.
Unit 4	Exodus 2:26-4:31 Commissioning of Moses
Unit 5	Exodus 5:1-10:29 Moses confronts Pharaoh
Unit 6	Exodus 11:1-15:21 Deliverance from Egypt
Unit 7	Exodus 15:22-18:27 Miracles in the Wilderness
Unit 8	Exodus 19:1-20:26 The Ten Words
Unit 9	Exodus 21:1-24:18 The Covenant and its ratification
Unit 10	Exodus 25:1-31:18 Plans for the Tabernacle
Unit 11	Exodus 32:1-34:35 Rebellion in the Wilderness / God's glory read Ellington article
Unit 12	Exodus 35:1-40:38 Construction of the Tabernacle

TRANSLATION ASSIGNMENT FOR HEBREW STUDENTS

Translate the following passages from the book of Exodus and parse the verb forms using the Hebrew worksheet.

Due	Exodus text	Number of Verses
Unit 2	1:8-14	7
Unit 3	2:1-15	5
Unit 4	3:1-10	10
Unit 5	6:1-8	8
Unit 6	14:10-18	11
Unit 7	15:22-27	6
Unit 8	20:1-17	17
Unit 9	24:9-18	10
Unit 10	25:18-22	5
Unit 11	32:11-14	12
Unit 12	40:34-38	5

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 Exodus 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 Exodus 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 Exodus” 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.

ACCEPTABLE COMMENTARIES ON THE BOOK OF EXODUS

These are the commentaries that you may use when writing your research paper. Any other commentary must be approved by the professor.

- Ashby, G. W., *Go out and meet God: A Commentary on the Book of Exodus* (International theological Commentary; Grand Rapids, Mich.: Wm. B. Eerdmans, 1997).
- Cassuto, Umberto, *A Commentary on the Book of Exodus* (Jerusalem: Magnes Press, 1983).
- Childs, Brevard S., *The Book of Exodus; a Critical, theological Commentary* (Philadelphia,: Westminster Press, 1974).
- Clements, R. E., *Exodus* (Cambridge [Eng.]: Cambridge University Press, 1972).
- Cole, Robert Alan, *Exodus; an Introduction and Commentary* (Tyndale Old Testament Commentaries; Downers Grove, Ill.,: Inter-Varsity Press, [1st edn, 1973]).
- Durham, John I., *Exodus* (Word Biblical Commentary; v. 3; Waco, Tex.: Word Books, 1987).
- Fretheim, Terence E., *Exodus* (Interpretation, A Bible Commentary for teaching and Preaching; Louisville: John Knox Press, 1991).
- Gowan, Donald E., *Theology in Exodus: Biblical theology in the Form of a Commentary* (Louisville, Ky.: Westminster/John Knox Press, 1st edn, 1994).
- Houtman, C., *Exodus* (Historical Commentary on the Old Testament; Leuven: Peeters, 2000).
- Hyatt, J. Philip, *Exodus* (New century Bible Commentary; Grand Rapids, Mich.: Eerdmans, 1980).
- Knight, George Angus Fulton, *Theology as Narration: A Commentary on the Book of Exodus* (Grand Rapids: Eerdmans, 1976).
- Meyer, Lester, *The Message of Exodus: A theological Commentary* (Minneapolis: Augsburg Pub. House, 1983).
- Meyers, Carol L., *Exodus* (New Cambridge Bible Commentary; Cambridge; New York: Cambridge University Press, 2005).
- Motyer, J. A., *The Message of Exodus: The Days of our Pilgrimage* (Downers Grove, IL: InterVarsity Press, 2005).
- Murphy, James G., *A Critical and Exegetical Commentary on the Book of Exodus* (Minneapolis: James Publications, 1976).
- Noth, Martin, *Exodus; a Commentary* (Philadelphia: Westminster Press, 1962).
- Propp, William Henry, *Exodus 1-18: A New Translation with Introduction and Commentary* (New York: Doubleday, 1st edn, 1999).
- Sarna, Nahum M., *Exodus = [Shemot]: The Traditional Hebrew Text with the New JPS Translation* (JPS Torah Commentary; Philadelphia: Jewish Publication Society, 1st edn, 1991).

You may not use older commentaries such as Martin Luther, John Calvin, Matthew Henry, John Wesley, Adam Clarke, Albert Barnes, etc. except in relation to the history of effect or history of interpretation. You may not use homiletical commentaries such as Spurgeon, Parker, Pulpit Commentary, Biblical Illustrator, etc. except in relation to your sermon outline.

RESOURCES FOR HEBREW EXEGESIS

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.

Jouön, 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>

ONLINE RESOURCES FOR RESEARCH AND WRITING:

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/>

Strunk and White, Elements of Style

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

Critical Thinking Resources

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

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.

Absences: 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 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 (exerpted 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".**