

ISAIAH OT 542 E/H

Fall 2010

2:00AM-4:45 PM Tuesdays, A202

Professor: Lee Roy Martin

Office Hours: Thurs. 9:00-11:00 AM, Wed. 1:30-3:30 PM

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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:

This course features intensive study of the message of the Book of Isaiah. Detailed attention will be given to the content, context, and contemporary import of Isaiah's message. Prayerful study, carried out by each participant, will be shared in seminar fashion during the weekly course sessions, as we gather around and before the holy Word and yield ourselves to interpretation by the Holy Spirit.

COURSE TEXTS:

The Vision of Isaiah, son of Amoz

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)

Watts, John D. W., *Isaiah 1-33* (Word Biblical Commentary; Nashville: Thomas Nelson, rev. edn, 2005). ISBN-13: 978-0785250104

Watts, John D. W., *Isaiah 34-66* (Word Biblical Commentary; Nashville: Thomas Nelson, rev. edn, 2005). ISBN-13: 978-0785250111

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

SUPPLEMENTARY TEXTS (RECOMMENDED BUT NOT REQUIRED)

Sawyer, John F.A., *The Fifth Gospel: Isaiah in the History of Christianity* (Cambridge: Cambridge University Press, 1996). ISBN 9780521565967

For Hebrew Credit:

Waltke, Bruce and M. O'Connor. *An Introduction to Biblical Hebrew Syntax*. Winona Lake, IN: Eisenbrauns, 1990. ISBN 0931464315. Discounted copies of this text are available from the professor.

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 Isaiah.

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 Isaiah.
3. Demonstrate proficiency in biblical Hebrew (for those taking the course for Hebrew credit) by translating significant portions of the Book of Isaiah 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 Isaiah, 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 Isaiah.
6. Be able able to bring a knowledge of the Book of Isaiah 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 Isaiah, 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 Isaiah, assessed in the context of Pentecostal community.
9. Grow as a person of the Word by ingesting the Word, specifically the Book of Isaiah, 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 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.

Ideally, the journal should be composed weekly in conjunction with the class sessions. However, in order to allow some flexibility while still facilitating regular study, the journal can be submitted in four parts according to the following schedule.

Class Sessions	Journal Entries are Due
1-3	at the fourth class session
4-6	at the seventh class session
7-9	at the tenth class session
10-12	at the time set for the final exam

The reflection journal may be submitted by email to LMartin@cofts.edu.

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) *Preliminary Observations* of the biblical portions assigned—based upon careful reading of the assigned biblical chapters before any secondary sources (including textbook) are consulted.
- (2) *Research Discoveries*—drawn from study of the required textbook and other commentaries and library research materials. Your journal should include a minimum of two discoveries, with at least one coming from a resource other than the course textbook. Give essential bibliographical info for each resource cited.
- (3) *Post-Session Reflections and Questions*—should show evidence of spiritual discernment and relate to things found to be meaningful in the given passage, the class session and outside study. Include at least two reflection questions that relate directly to the text of Judges.

30% of course grade.

2. An Exposition Term Paper on some passage or theme of the book of Isaiah. 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 three reviews of selected journal articles on Isaiah 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.

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.

COURSE SCHEDULE and OUTLINE

Session 1	Aug. 24	Introduction	Is. 1:1
Session 2	Aug. 31	God's Court Case	Is. 1-5
Session 3	Sept. 7	Vision of Isaiah	Is. 6
Session 4	Sept. 14	Crisis of Ahaz	Is. 7-8
Session 5	Sept. 21	Warnings & Promises to Remnant	Is. 9-12
Session 6	Sept. 28	Judgments Against the Nations	Is. 13-27
Fall Break	Oct. 4-6		
Session 7	Oct. 14	Warnings & Promises to Remnant	Is. 28-35
Session 8	Oct. 19	Crisis of Hezekiah	Is. 36-39
Session 9	Oct. 26	Promises to the Exiled	Is. 40-48
Session 10	Nov 2	Promises to the Exiled	Is. 49-55
		Bibliographic Report Due	
Session 11	Nov. 9	Promises & Warnings to Returnees	Is. 56-59
Session 12	Nov. 16	Promises & Warnings to Returnees	Is. 60-66
		Exposition Term Paper Due	
Session 13	Nov. 23	Student Presentations, Summing up the Course	
	Dec. 7	<i>Exam Week</i>	

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 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 (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".**

INSTRUCTIONS FOR TERM PAPER

FORM

1. This paper should conform to the standard research paper format as found in Kate L. Turabian's guide: A Manual for Writers of Term Papers, Theses, and Dissertations (use latest edition).
2. The bibliography must include at least three Old Testament Introductions, ten commentaries, and five journal articles. Monographs should be consulted if they relate to your passage or topic. These categories must be listed separately in the bibliography. Developing your bibliography should prove to be painless, considering the extensive bibliography that I have provided for you.
3. Footnotes must be placed at the bottom of the page. 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 a left margin of one and one-half inches and the other three 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
 - BibliographySamples of these pages are found below.
6. Please keep a copy of your work in case your paper is accidentally lost.
7. Limited use of "Liquid Paper" correction fluid is acceptable, but make it neat.
8. 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 Isaiah and present a detailed analysis of that passage.

I. Analysis/Exegesis of a Specific Passage.

A. Although the outline of your paper may follow the structure of the passage that you are studying, the analysis should pay attention especially to the following 3 concerns:

1. Literary Features: What is the structure or the apparent divisions and subdivisions of the passage? What distinguishes these parts? What holds them together? What are the prominent themes, words, repetitions, contrasts, 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.?
2. Contextual Factors: 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 and in the ancient world?
3. Theological Function: In light of the foregoing considerations, how is life informed, formed, or transformed by this passage? 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?

B. This analysis should be attempted on your own before turning to research sources. Then you should seek help in 1) commentaries (see below), 2) other books (see library catalog), and 3) available periodical articles (see ATLA index).

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 recognized scholarship, and 3) clarity and coherence of discussion.

D. The structure of your analysis (the body of the paper) should follow the structure of the biblical text itself.

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.

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 Isaiah:

Achtemeier, Elizabeth Rice, *The community and Message of Isaiah 56-66: A theological Commentary* (Minneapolis: Augsburg Pub. House, 1982).

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

Baltzer, Klaus, and Peter Machinist, *Deutero-Isaiah: A Commentary on Isaiah 40-55* (Hermeneia--a Critical and historical Commentary on the Bible; Minneapolis: Fortress Press, 2001).

Blenkinsopp, Joseph, *Isaiah 1-39: A New Translation with Introduction and Commentary* (New York: Doubleday, 1st edn, 2000).

_____, *Isaiah 40-55: A New Translation with Introduction and Commentary* (New York: Doubleday, 1st edn, 2002).

Brueggemann, Walter, *Isaiah* (Westminster Bible Companion; 2. vols.; Louisville, Ky.:

- Westminster John Knox Press, 1st edn, 1998).
- Clements, R. E., *Isaiah 1-39* (New century Bible Commentary; Grand Rapids, Mich.: W. B. Eerdmans Pub. Co., 1980).
- Goldingay, John, *Isaiah* (New International Biblical Commentary. Old Testament Series; 13; Peabody, MA: Hendrickson Publishers, 2001).
- _____, *The Message of Isaiah 40-55: A literary-theological Commentary* (London; New York: T&T Clark, 2005).
- Goldingay, John, and David Payne, *Isaiah 40 - 55 Vols 1 & 2* (International Critical Commentary: T & T Clark, 2005).
- Hanson, Paul D., *Isaiah 40-66* (Interpretation, A Bible Commentary for teaching and Preaching; Louisville: John Knox Press, 1995).
- Horton, Stanley M., *Isaiah: A Logion Press Commentary* (Logion Press Commentary; Springfield, Mo.: Logion Press, 2000).
- Kaiser, Otto, *Isaiah 1-12: A Commentary* (Philadelphia,: Westminster Press, 1972).
- _____, *Isaiah 13-39; a Commentary* (Philadelphia: Westminster Press, 1974).
- Knight, George Angus Fulton, *Deutero-Isaiah: A theological Commentary on Isaiah 40-55* (New York,: Abingdon, 1965).
- _____, *Servant theology: A Commentary on the Book of Isaiah 40-55* (Edinburgh: Handsel, 1984).
- _____, *The New Israel: A Commentary on the Book of Isaiah 56-66* (International theological Commentary; Grand Rapids: Eerdmans, 1985).
- McKenna, David L., *Isaiah 1-39* (Dallas, Tex.: Word Books, 1993).
- Motyer, J. A., *The prophecy of Isaiah: An Introduction & Commentary* (Downers Grove, Ill.: InterVarsity Press, 1993).
- North, Christopher R., *The second Isaiah* (Oxford: Clarendon Press, 1964).
- Oswalt, John, *The Book of Isaiah, chapters 1-39* (New International Commentary on the Old Testament; Grand Rapids, Mich.: Eerdmans, 1986).
- _____, *The Book of Chapters 40-66* (Grand Rapids, MI: Eerdmans, 1997).
- Quinn-Miscall, Peter D., *Isaiah* (Readings, A New Biblical Commentary,; Sheffield, England:

JSOT Press, 1993).

Seitz, Christopher R., *Isaiah 1-39* (Interpretation, A Bible Commentary for teaching and Preaching; Louisville: John Knox Press, 1993).

Smart, James D., *History and theology in Second Isaiah: A Commentary on Isaiah 35,40-66* (Philadelphia: Westminster Press, 1965).

Watts, John D. W., *Isaiah 1-33* (Word Biblical Commentary; v. 24; Waco, Tex.: Word Books, 1985).

_____, *Isaiah 34-66* (Word Biblical Commentary; v. 25; Waco, Tex.: Word Books, 1987).

Webb, Barry G., *The Message of Isaiah: on eagles' wings* (Bible Speaks Today; Leicester, England; Downers Grove, Ill.: Inter-Varsity Press, 1996).

Westermann, Claus, *Isaiah 40-66; a Commentary* (Philadelphia: Westminster Press, 1969).

Whybray, R. N., *Isaiah 40-66* (New century Bible Commentary; Grand Rapids: Eerdmans, 1981).

TRANSLATION ASSIGNMENT FOR HEBREW STUDENTS

Translate the following passages from the book of Isaiah and parse the verb forms. Weekly quizzes will come from these passages.

Due	Isaiah text	Number of Verses
Unit 2	4.2-6	5
Unit 3	6.1-8	8
Unit 4	7.10-17	8
Unit 5	9.1-7	7
Unit 6	26.16-19	4
Unit 7	none	0
Unit 8	37.14-20	7
Unit 9	40.25-31	7
Unit 10	49.1-6	6
Unit 11	none	0
Unit 12	60.1-6	6
Total 58 verses		