

JUDGES OT526

Course Syllabus (revised 5/15/12) (3 Credit Hours)

June 21-25, 2012

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WEBSITES:

Seminary online portal (CAMS): <http://209.60.133.35/estudent/login.asp>
www.leeroymartin.com
<http://leeuniversity.edu/library> (Databases/Religious Studies/ATLA—spring2012, welcome)

CATALOG DESCRIPTION

The book of Judges 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.

REQUIRED TEXTS (Textbooks are available at White Wing Bookstore in Cleveland)

1. Trent Butler, *Judges* (Word Biblical Commentary. Thomas Nelson, 2006). ISBN-13: 9780849902079. This textbook is also available at several online bookstores.
2. Hamlin, E. John, *At Risk in the Promised Land: A Commentary on the Book of Judges* (International Theological Commentary; Grand Rapids, MI: Eerdmans, 1990). ISBN-13: 978-0802804327. This textbook is also available at several online bookstores.
3. Lee Roy Martin, *The Unheard Voice of God: A Pentecostal Hearing of the Book of Judges* (Blandford Forum, UK: Deo Publishing, 2008). This textbook is also available at www.eisenbrauns.com.

RECOMMENDED TEXTS (NOT REQUIRED)

For all students:

Steven Land, Rickie Moore, and John Christopher Thomas, *Passover, Pentecost, and Parousia: Studies in Celebration of the Life and Ministry of R. Hollis Gause* (Blandford Forum, UK: Deo Publishing, 2010). www.eisenbrauns.com

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 Hebrew Credit:

Douglas Stuart, *Old Testament Exegesis* (Louisville, KY: Westminster, 4th edn, 2009).

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

Students should order textbooks early enough to receive them before the class begins.

STUDENT LEARNING OUTCOMES FOR THIS COURSE

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

COURSE OUTLINE AND SCHEDULE

DAY 1	<p>Discuss Syllabus Context of Judges History of the study of Judges Structure and theme of Judges Assignment for each day: Write a Reflection/Response on each unit (Two people may work together) You will write the first reflection today during an extended lunch break.</p> <p>Unit 1: Judges 1:1-2:23 After Joshua Dies</p>
DAY 2	<p>Unit 2: Judges 3:1-31 Othniel, Ehud, Shamgar</p> <p>Unit 3: Judges 4:1-5:31 Deborah</p>
DAY 3	<p>Unit 4: Judges 6:1-8:31 Gideon</p> <p>Unit 5: Judges 9:1-9:57 Abimelech</p> <p>Unit 6: Judges 10 Dialog with God</p>
DAY 4	<p>Unit 7: Judges 11:1-12:15 Jephthah</p> <p>Unit 8: Judges 13:1-16:31 Samson</p>
DAY 5	<p>Unit 9: Judges 17-18 Micah</p> <p>Unit 10: Judges 19:1-21:25 No King</p>

COURSE REQUIREMENTS:**PHASE I: FOUR WEEKS PRECEDING THE ON-CAMPUS SESSIONS**

1. **THEME OF JUDGES:** Read the entire book of Judges at one sitting with the purpose of observing the overall theme of the book. Write a summary of your findings (400 words or less), including your suggested theme and the reasons supporting your decision.
2. **OBSERVATIONS ON JUDGES:** Read the book of Judges again, recording observations and questions as you read. These notes will provide points for discussion during the class.
3. Read Lee Roy Martin, *The Unheard Voice of God*, and be prepared to discuss it in class.
4. Read the following articles that are downloadable from CAMS or from the professor's website:
 - “‘Where are all his wonders?’: The Exodus Motif in the Book of Judges’, *Journal of Biblical and Pneumatological Research* 2 (Fall 2010).
 - ‘Judging the Judges: Finding Value in these Problematic Characters’, *Verbum et Ecclesia* 29.1 (2008).
 - ‘Power to Save!?: The Role of the Spirit of The LORD in the Book of Judges’, *Journal of Pentecostal Theology* 16.2 (2008).

PHASE II: CLASS SESSIONS. (Phase II assignments must be completed during the week of class.)

1. **READING:** Students must read the sections of Butler's commentary that correspond to the daily portion of Judges and be prepared to interact with the commentary in the process of class discussions.
2. **COURSE PARTICIPATION AND REFLECTION/RESPONSE.** Students are expected to participate in course sessions not only through regular attendance but also through preparations, contributions in class discussions, and theological reflection on the biblical text. Students should write a short Reflection/Response paper (400-500 words) for each unit according to the instructions below (prepared in advance of the unit to which they refer). Two people may work together on the Reflection/Response papers.

PHASE III: (Phase III assignments must be submitted by 4PM, July 13, 2012.)

1. **TERM PAPER:** A 10-12 page (3500-5000 words), typewritten (double-spaced) term paper conforming to instructions given below. All late papers are subject to a penalty reduction of up to one letter grade.
2. **ARTICLE CRITIQUE OR HEBREW EXAM**
 - a. **ARTICLE CRITIQUE:** Students receiving English credit must submit a five-page (1800-2100 words) critique of a journal article that you found to be significant. Further instructions are given below.
 - b. **HEBREW EXAM:** Students receiving Hebrew credit will have an **exam** covering selected texts from Judges (see below). Students must make an appointment to take the exam sometime between June 22 and July 13, 2012.

ASSIGNMENT OF GRADES:

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

Observations & Reflections	25%
Article Critique	25%
Term paper	50%

2. Hebrew students will be evaluated in the following manner.

Observations & Reflections	25%
Hebrew Exam	25%
Term paper	50%

3. Incompletes will be allowed only in exceptional circumstances and will be administered in strict adherence to the School policy (a statement of that policy is available from the Registrar's office).
4. 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.

5. 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

GUIDELINES FOR REFLECTION/RESPONSE ASSIGNMENTS

FORMAT:

Each Reflection/Response paper should be 400-500 words and should include four sections as follows:

1. *Theological Reflection* upon the biblical portions assigned. Begin with a paragraph that summarizes a major theme found in the biblical passage. This reflection should be based upon (1) your careful reading of the biblical text and (2) your study of the required readings. Theological reflections should not consist sermonically-type applications. These reflections should be focused analyses that integrate the biblical text with Pentecostal theology.
2. *Reflection Questions*. 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. These questions should relate your reflections to Pentecostal life and practice of both the individual and the Church as a whole.
3. *Specific Responses*—Suggest 2 or 3 ways that we might respond in order to bring our lives into conformity with the biblical text.
4. *Points for Discussion*—List three or more points/questions that interact with the biblical text and/or reading assignments. These Reflection/Response papers will provide a basis for class interaction.

EXAMPLES: Below is an example of my Reflection/Response on Jonah 1-2.

Reflection/Response—Jonah 1-2 May 9, 2012 Lee Roy Martin

1. *Theological 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.

2. *Reflection Questions*

Questions for the Church: 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?

Questions for the Individual: 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?

3. *Specific 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.

4. Points for Discussion

- The sailors appeared to be more spiritual than Jonah. How does that impact our understanding of the story?
- Susan Niditch argues that Jonah was thrown overboard as a sacrifice to the sea god. Is that true?
- Why does Jonah make the sailors throw him overboard? Why does he not jump over the side on his own?

INSTRUCTIONS FOR TERM PAPER

FORM

1. This paper should conform to a standard research paper format, such as that found in Nancy Jean Vyhmeister. *Quality Research Papers for Students of Religion and Theology*. Grand Rapids, MI: Zondervan, 2001; Kate L. Turabian's *guide: A Manual for Writers of Term Papers, Theses, and Dissertations*; *The Sheffield Manual for Authors and Editors in Biblical Studies* (<http://www.sheffieldphoenix.com/covers/sheffieldmanual.pdf>); or the *SBL Handbook of Style* (<http://www.libe.ces.org.tw/library/download/The%20SBL%20Handbook%20of%20style.pdf>).

2. The bibliography must include at least three Old Testament Introductions, ten commentaries, five monographs, and five journal articles. These categories must be listed separately in the bibliography.

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
Bibliography

6. The body of the paper should be 3500-5000 words (10-12 pages).

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

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 Judges and present a detailed analysis of that passage. (Please note that, unlike the assignment in the Old Testament course, you should not present an “overview” of the book of Judges. Any discussion of Judges as a whole should provide specific support for the analysis of your 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:

- Commentaries,
- Other books, and
- Periodical articles.

C. This analysis will be evaluated in terms of how well it shows:

- Balanced and persuasive interpretation of the passage,
- Integration of your insight with that of biblical scholarship, and
- Clarity, coherence, and cogency of discussion.

D. Bibliography

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. FAILURE TO DO SO WILL RESULT IN A GRADE REDUCTION.**

A graduate level paper of this type should have from fifteen to fifty citations of sources in the footnotes.

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 communicate 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 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:

You have followed the instructions found in the syllabus for the course. 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:

You have followed most of the instructions found in the syllabus for the course. 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:

You may not have followed the instructions found in the syllabus for the course. 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:

You probably did not follow the instructions found in the syllabus for the course. 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.

INSTRUCTIONS FOR WRITING THE ARTICLE CRITIQUE

An article critique is essentially the same as a book review, only the work being reviewed is shorter than a book. The critique is a critical evaluation of an article that you found to be significant.

Choice of Article: The article can be one of those required for the course or it can be one that you discovered on your own, perhaps as you worked on your term paper.

Length of the Critique: The critique should be between 1800 and 2100 words.

Content of the Critique: The critique should consist of the following parts:

1. Title of the Critique
2. Name of the Student, Course, and Professor
3. Bibliographic information about the article being critiqued
4. Summary of the Article's Content

First, you should offer a concise summary of the content of the article under review. This includes a relevant description of the topic and specific thesis, as well as its overall perspective, argument, or purpose. What is the thesis—or main argument—of the article? If the author wanted you to get one idea from the article, what would it be? What has the article accomplished? How does the author support his or her argument? What evidence does s/he use to prove the author's point? How does the author structure the argument? What are the parts that make up the whole?

This should be brief, as analysis takes priority. In the course of making your later assessment, you will be backing up your assertions with concrete evidence from the article, so some summary will be dispersed throughout other parts of the review.

5. Analysis and Evaluation of the Article

A critique offers a critical assessment of the content of an article. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand.

The most important element of a review is that it is a commentary, not merely a summary. It allows you to enter into dialogue and discussion with the work's creator and with other audiences. You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization. You should clearly state your opinion of the work in question. Do you find that evidence convincing? Why or why not? Does any of the author's information (or conclusions) conflict with other works you've read, courses you've taken or just previous assumptions you had of the subject? Does the argument make sense? Does it persuade you? Why or why not? What are the author's working assumptions? Do the author's assumptions help or hinder the author from understanding the biblical text? What methodology is being used? Is the methodology effective?

Your analysis and evaluation should be organized into paragraphs that deal with single aspects of your argument. This arrangement can be challenging when your purpose is to consider the work as a whole, but it can help you differentiate elements of your criticism and pair assertions with evidence more clearly.

You do not necessarily need to work chronologically through the article as you discuss it. Given the argument you

want to make, you can organize your paragraphs more usefully by themes, methods, or other elements of the article.

Avoid excessive quotation and give a specific page reference in parentheses when you do quote. Remember that you can state many of the author's points in your own words.

6. Conclusion

Sum up or restate your evaluation or make the final judgment regarding the article. You should not introduce new evidence for your argument in the conclusion. This paragraph needs to balance the article's strengths and weaknesses in order to unify your evaluation. Did the body of your review have three negative paragraphs and one favorable one? What do they all add up to? How has this article helped you understand the subject? Would you recommend the article to your reader?

Example of Page Layout:

CAN WE PRACTICE HOSPITALITY?

Larry Flickner

OT501—Lee Roy Martin, DTh

Hans Boersma. "Irenaeus, Derrida and Hospitality: On the Eschatological Overcoming of Violence." *Modern Theology*, 19 (2003): 163-180.

I. Summary

II. Analysis

III. Conclusion

TRANSLATION ASSIGNMENT FOR HEBREW STUDENTS

Choose nine of the following eleven passages from the book of Judges and translate them into English. Parse the verb forms and explain any important, striking, or unusual syntax. The Hebrew Exam will come from one of the following seven passages: 2:1-10; 4:12-24; 6:1-10; 10:10-18; 11:28-39; 16:20-31; 21:13-25.

If you prefer, you may add parsing to the Hebrew text, or to your translation; e.g.

וְגַם כָּל-הַדּוֹר הָהוּא נֶאֱסָפוּ (אספ) (N Pf 3cpl) אֶל-אֲבוֹתָיו וַיָּקָם (קום) (Q Imf 3ms) דּוֹר אֲחֵר אַחֲרֵיהֶם

And also, all that generation were gathered (N Pf 3cpl אספ) unto their fathers,
and another generation arose (Q Imf W 3ms קום) after them

Judges text	Number of Verses		Judges text	Number of Verses
1:1-7	7		6:11-16	6
2:1-10	10		10:10-18	9
3:7-11	5		11:28-39	12
4:4-11	8		16:20-31	12
4:12-24	13		21:13-25	13
6:1-10	10			

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 Judges:

- Boling, Robert G., *Judges* (Garden City, N.Y.: Doubleday, 1st edn, 1975).
- Cundall, Arthur Ernest, and Leon Morris, *Judges [and] Ruth* (Chicago: Inter-varsity Press, [1st edn, 1968]).
- Gray, John, *Joshua, Judges, Ruth* (New century Bible Commentary; Grand Rapids: W.B. Eerdmans, 1986).
- Hamlin, E. John, *At risk in the Promised Land: A Commentary on the Book of Judges* (International theological Commentary; Grand Rapids, Mich.: William B. Eerdmans Pub. Co., 1990).
- Harris, J. Gordon, Cheryl Anne Brown, and Michael S. Moore, *Joshua, Judges, Ruth* (New International Biblical Commentary. Old Testament Series; 5; Peabody, Mass.: Hendrickson Publishers, 2000).
- Lindars, Barnabas, and A. D. H. Mayes, *Judges 1-5: A New Translation and Commentary* (Edinburgh: T&T Clark, 1995).
- Matthews, Victor Harold, *Judges and Ruth* (New Cambridge Bible Commentary; Cambridge, UK; New York: Cambridge University Press, 2004).
- McCann, J. Clinton, *Judges* (Interpretation, A Bible Commentary for teaching and Preaching; Louisville, Ky.: John Knox Press, 1st edn, 2002).
- Niditch, Susan. *Judges: A Commentary*. 1st ed. ed, Old Testament Library. Louisville: Westminster John Knox Press, 2008.
- Pressler, Carolyn, *Joshua, Judges, and Ruth* (Westminster Bible Companion; Louisville, Ky.: Westminster John Knox Press, 2002).
- Schneider, Tammi J., *Judges* (Berit Olam; Collegeville, Minn.: Liturgical Press, 2000).
- Soggin, J. Alberto, *Judges, A Commentary* (Philadelphia: Westminster Press, 1981).
- Wilcock, Michael, *The Message of Judges: grace abounding* (Leicester, England; Downers Grove, Ill., U.S.A.: InterVarsity Press, 1992).

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.

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 Istituto 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>

Note the class attendance policy as set forth in the Seminary catalog, pp. 31-32. More than two unexcused absences (4 hours of class time) will require a grade reduction.

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".**

ONLINE HELP FOR RESEARCH AND WRITING:

<http://writingcenter.unc.edu/resources/handouts-demos>

Purdue University Writing Lab, 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/>