

OT501ON (Updated 5/17/12)
PENTECOSTAL EXPLORATIONS OF THE OLD TESTAMENT
(3 Hours Credit)

June 4-July 27 2012

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WEBSITES:

Seminary: <http://www.ptseminary.edu/>

Professor's website: <http://www.leeroymartin.com>

Course website: <http://www.leeroymartin.com/OT501ON/Home.html>

Username is ptsonline and password is courses (all lower case)

COURSE DESCRIPTION

This course is the seminary's introductory course for Old Testament study. It focuses on exploring the Old Testament from a Pentecostal perspective in dialogue with other critical approaches. The individual books and the main divisions of Hebrew Scriptures are viewed with primary attention to their literary shape, theological thrust, and canonical role. Key matters of scholarly debate, historical background, authorship, sociological context, etc. are also addressed.

TEXTBOOKS (required) (Textbooks are available at White Wing Bookstore and online)

Walter Brueggemann, *The Creative Word: Canon as a Model for Biblical Education*. Philadelphia: Fortress, 1982. ISBN 978-0800616267 (Students will read this entire book.) Available on Amazon.com.

McQueen, Larry R., *Joel and the Spirit: The Cry of a Prophetic Hermeneutic* (Cleveland, TN: CPT Press, 2009). ISBN: 9780981965123 (Students will read this entire book.) Available on Amazon.com.

Martin, Lee Roy, *The Unheard Voice of God: A Pentecostal Hearing of the Book of Judges* (JPTSup, 32; Blandford Forum, UK: Deo Publishing, 2008). ISBN: 978-1905679072 (Students will read chapters 1-4.) Available at www.eisenbrauns.com

Moore, Rickie D., *The Spirit of the Old Testament* (JPTSup, 35; Blandford Forum, UK: Deo Publishing, 2011). Available at www.eisenbrauns.com

Land, Steven J., Rickie D. Moore, and John Christopher Thomas (eds.), *Passover, Pentecost and Parousia: Studies in Celebration of the Life and Ministry of R. Hollis Gause* (JPTSup, 36; Blandford Forum, UK: Deo Publishers, 2010). ISBN 9781905679126 (Students will read chapters 2 and 3.) Available at www.eisenbrauns.com

Recommended but not required:

William S. LaSor, David A. Hubbard, and Frederick W. Bush, *Old Testament Survey: The Message, Form and Background of the Old Testament*. 2nd ed. Grand Rapids: Eerdmans, 1996. ISBN: 978-0802837882 (paperback version is available)

Recommended guides for writing the term paper:

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

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

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

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

STUDENT LEARNING OUTCOMES FOR THIS COURSE

1. In this course students will experience and give priority to encounter with God through His Word, particularly the Old Testament.
2. As a result of this course students will 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 Old Testament.
3. As a result of this course students will be able to rightly divide (interpret/discern) the Word of God, in particular the OT, by means of a Pentecostal approach to Scripture that utilizes critical appropriation of spiritual and academic resources.
4. This course will enable students to practice and foster community of faith relationships around the Word of God, specifically around the OT.
5. As a result of this course students will be able to bring a knowledge of the OT to bear upon Pentecostal faith and practice.
6. As a result of this course students will be able to produce ministry of the Word, specifically of the OT, through writing, speaking, and enacting the Word in relation to various gifts of ministry.
7. This course will facilitate the students' ability 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 OT, assessed in the context of Pentecostal community.
8. This course will further the students' growth as persons of the Word by ingesting the Word to the point that it is embodied in their life and witness.

COURSE REQUIREMENTS

1. PRAYER & STUDY comprise the core of weekly preparation. A complete list of weekly reading assignments is found on the course website. Participation in the class Discussion Forum is also required. The Discussion Forum is worth 25% of the final grade.
2. EXEGETICAL RESEARCH PROJECT: (10-15 page, typewritten, double-spaced), conforming to the instructions, format, and [guidelines below](#), is due **Friday, August 3, 11:59 PM**. The Term Paper is worth 50% of course grade. Late papers will be penalized one letter grade per week. Your topic must be chosen from the list of Scripture Passages below. Sample papers are available on the course website and on the CAMS student portal.
3. MID-TERM & FINAL EXAMINATIONS (see dates below) covering the content of assigned readings. The average of the two exams is worth 25% of course grade. Exams will consist of essay questions.
4. You will be required to submit a report regarding your completion or non-completion of the required readings.

COURSE OUTLINE AND SCHEDULE

(This brief outline is expanded on the website) June 4-July 27

UNIT 1: INTRODUCTION TO THE COURSE – June 4-8

UNIT 2: AUTHORITY AND RELIABILITY OF THE OLD TESTAMENT – June 9-13

Submit Term paper choice. See list of choices below.

UNIT 3: APPROACHES TO THE STUDY OF THE OLD TESTAMENT – June 14-17

UNIT 4: INTRO. TO THE TORAH AND GENESIS - June 18-22

Submit Preliminary bibliography

UNIT 5: EXODUS AND LEVITICUS – June 23-27

UNIT 6: NUMBERS AND DEUTERONOMY – June 28-July 1

Mid-Term Exam covering Units 1-6

(Exam will be sent to you by email)

UNIT 7: INTRO. TO THE FORMER PROPHETS AND JOSHUA – July 2-6

UNIT 8: JUDGES, SAMUEL, AND KINGS – July 7-10

UNIT 9: INTRO. TO THE LATTER PROPHETS AND ISAIAH – July 11-15

UNIT 10: JEREMIAH, EZEKIEL, AND THE TWELVE PROPHETS – July 16-19

UNIT 11: INTRO. TO THE WRITINGS, POETRY AND WISDOM – July 20-23

UNIT 12: POST-EXILIC NARRATIVE AND APOCALYPTIC – July 24-27

July 30-Aug. 2. FINAL EXAM covering Units 7-12 (**Exam will be emailed to you and must be returned by 11:59 PM Aug. 2**)

August 3 Term Paper Due (send paper by email to LMartin@cogts.edu). In your email, please use the Subject line: **Term Paper Submission**. I receive hundreds of emails every week, and without a common subject line, it is very difficult for me to keep up with your assignments.

At the end of the course, PLEASE SUBMIT YOUR CHECKLIST FOR ASSIGNED READINGS! (Downloadable from the website or from CAMS). Failure to complete the required readings will result in a grade reduction.

EXEGETICAL RESEARCH TERM PAPER INSTRUCTIONS

The term paper should conform to a standard research paper form and style (e.g. [Turabian Style](#): cf. K. Turabian's *Manual for Writers*, or [APA style](#)) and should include a bibliography and footnotes or endnotes. **WARNING:** You must adhere to the guidelines below as regards proper footnoting and quoting. Due to the concise nature of this paper, direct quotes should be used sparingly. In representing a source, you should instead rely primarily upon summarization and paraphrase. Late papers will be subject to a penalty reduction in grade and must be accompanied by a written statement indicating the cause of lateness.

This term paper calls for the student to choose an Old Testament book as well as a specific passage within this book and present a concise overview of the book together with a more detailed analysis of the specific passage. This term paper should be presented in the following format.

EXEGETICAL RESEARCH PAPER FORMAT

The project consists of five sections:

1. Introduction (up to 1 page)
2. Overview of an Old Testament Book (2-3 pp)
3. Analysis of a specific passage in that book (5-6 pp)
4. Conclusion showing specific intersections with Pentecostal theology (1-2 pp)
5. Preaching/teaching outline on the passage (1-2 pp)

DETAILED INSTRUCTIONS FOR RESEARCH PROJECT

- I. The Overview of an Old Testament Book should consider primarily the structure, context, and theological purpose of the book.
 - A. For example, you might consider the following questions: What is the book's outline, i.e. what are the major sections and their themes? What are the key

literary styles, forms, techniques, etc. and their import for the book? What is known and pertinent concerning when the book was written, where it was written, to whom and by whom it was written? What period(s), event(s), and situation(s) of Israel's history are important to the proper understanding of the book and why? In view of the foregoing, what is the apparent message or distinctive aim of the book as a whole?

B. This overview should be informed by:

1. Course textbooks,
2. Other O.T. introductions (see library reserves and resources),
3. Introductory sections in commentaries on the given book,
4. Other related books, and
5. Periodical articles.

II. 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 articles on Psalm 1 and the Exodus theme in Judges as well as the articles by Rickie Moore and ch. 5 of McQueen's book on Joel). (Non-Pentecostal students are allowed to offer their theological reflections based upon their own 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. LaSor's *OT Survey* may serve as one of the introductions. Acceptable commentaries are listed in the document entitled "Old Testament

Commentaries Appropriate for Seminary Studies". You may use any work listed in LaSor's bibliography, pp. 699-742. 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; see the document "Old Testament Journal Articles" for some of these references. You may also need to consult Hebrew theological dictionaries.

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, and a bibliography.

III. Preaching/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:
 1. Title, Scripture Reference, Introductory statement (1 or 2 sentences),
 2. Thesis statement
 3. Main points (and sub-points if desired) accompanied by concise sentences that encapsulate each point,
 4. Concluding statement (1 or 2 sentences),
 5. Statement of Desired Outcome (what you hope your hearers will do in response to your preaching).

TERM PAPER GUIDELINES FOR USING FOOTNOTES AND QUOTATIONS

1. Footnotes should be used whenever you employ an idea or words that belong to someone else. A footnote may also be used to certify a given fact or statistic or to give an editorial word of elaboration or explanation.
2. A footnote must be used immediately after the quotation, statement, or word that 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 citation or quotation. In other words, when a footnote number is inserted the paper, what the footnote refers to (whether the previous word, phrase, sentence, etc.) should be obvious to the readers, without them having to guess.
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 the exact resource and page number of the quotation 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 grammatical

experts have often said, “Quotations less than four lines long should be 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. The blocked form is sufficient by itself to indicate that the material is quoted.

4. It is often expedient 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 that is not germane to the immediate argument.
6. Too much quoting, especially from the same source, will cause you to be over-dependent on your resources and unable to synthesize your research into an organized and logical presentation of your own making.

IMPORTANT NOTE: A quality term paper cannot be written in the last two weeks of the course. Creative and constructive writing requires time for meditation on the text and theological reflection.

STEP-BY-STEP GUIDE TO WRITING YOUR PAPER

1. Choose the biblical passage.
2. Read the text 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. Attempt to outline the structure of the book.
4. Collect books and journal articles and write up a preliminary bibliography.
5. Read the text again, locating it within the overall plan of the book.
6. Create a provisional plan for your paper.
7. Read the commentaries, books, and articles, making notes of important ideas, especially as they relate to your own observations.
8. Revise your plan for the paper. Locate any sources that may clarify any questionable issues in the text.
9. Summarize the introductory material
10. Write the paper, integrating and interacting with the most important sources that you have consulted.
11. Revise and proofread the paper.
12. Submit the paper by email to LMartin@ptseminary.edu . In your email, please use the Subject line: **Term Paper Submission**. I receive hundreds of emails every week, and without a common subject line, it is very difficult for me to keep up with your assignments.

SAMPLE PAPERS are available on the course website and on CAMS

HELPFUL, TIME-SAVING SOFTWARE

Bibliographic software such as Endnote (<http://www.endnote.com>) works with Microsoft Word to format both footnotes and bibliographies automatically. Endnote will also download bibliographic references online from libraries (including our Squires Library). I would estimate that it will save 10-20 hours during the writing of a single term paper. Students can purchase Endnote X1 at a significant discount at <http://academicsuperstore.com> or from eBay.

EXAMPLES OF OTHER OLD TESTAMENT INTRODUCTIONS:

- Alter, Robert and Frank Kermode, ed. *The Literary Guide to the Bible*. (BS 535/L54/1987)
 Anderson, Bernard W., ed. *The Books of the Bible*, vol. I. . (Ref. BS 540/B62/1989/v. 1)
 Brueggemann, *Introduction to the Old Testament*.
 Childs, B. S. *Introduction to the Old Testament as Scripture*. (BS 1140.2/C48)
 Crenshaw, James L. *Story and Faith*. (BS 1140.2/C74/1986))
 Dillard, Raymond B. and Longman, Tremper III. *An Introduction to the Old Testament*.
 (BS 1140.2 D55 1994)
 Harrelson, Walter. *Interpreting the Old Testament*. (BS 1140.2/H297)
 Hummel, Horace D. *The Word Becoming Flesh*. (BS 1140.2/H85)
 Newsom, C. A. and S. H. Ringe, eds. *The Women's Bible Commentary*.
 Rendtorff, Rolf. *The Old Testament: An Introduction*. (BS 1140.2/R3913/1986)

ONLINE RESOURCES:

Tips for Searching the Online Catalog:

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

Purdue University Writing Lab:

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

Especially all nine pages under "General Academic Writing"

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

Turabian Referencing Guide for writing term papers:

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

APA Referencing Guide for writing term papers:

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

Strunk & White, *Elements of Style*

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

Guides to critical thinking:

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

Google Book Search

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

LIST OF PASSAGES FOR TERM PAPER

SCRIPTURE TEXT	GENERAL DESCRIPTION
1. Genesis 2:18-25	Creation of Adam and Eve
2. Genesis 20:1-18	Healing of Abimelech
3. Exodus 12:1-27	Passover
4. Exodus 15:1-21	Song of Moses
5. Leviticus 10:1-11	Story of Nadab and Abihu
6. Leviticus 19:1-4	Be holy
7. Numbers 11:16-29	Gift of the Spirit
8. Numbers 21:4-9	Healing by the brazen serpent
9. Numbers 27:12-23	Anointing of Joshua
10. Deuteronomy 18:9-22	A prophet like Moses
11. Joshua 3:1-6	Sanctify yourselves
12. Judges 4:4-24	Deborah the prophet
13. Judges 16:4-22	Samson and Delilah
14. 1 Samuel 10:1-13	The anointing of Saul
15. 2 Samuel 23:1-7	The Spirit speaks through David
16. 1 Kings 17:8-24	Elijah raises the dead
17. 2 Kings 5:1-27	The healing of Naaman the Syrian
18. 2 Kings 20:1-11	The healing of Hezekiah
19. 2 Chronicles 7:1-3	God's glory fills the temple
20. Psalm 51:6-12	David's penitence
21. Psalm 96	Coming king
22. Psalm 103:1-5	Bless the Lord
23. Isaiah 11:1-5	Seven-fold Spirit
24. Isaiah 53:1-12	Suffering servant
25. Isaiah 61:1-4	Anointed one
26. Jeremiah 20:7-12	Fire in my bones
27. Ezekiel 36:16-36	Sanctification of God's name
28. Ezekiel 47:1-12	River from the temple
29. Daniel 9:1-19	Fasting and repentance
30. Joel 2:28-29	Promise of the Spirit
31. Amos 7:1-17	Called to prophesy
32. Micah 3.1-12	Full of power
33. Zechariah 4:1-9	By my Spirit
34. Malachi 3:1-4:6	The day of his coming

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.

ONLINE ACCESS TO THE COURSE:

Username and Password. You should receive online access information, your username, and your password for this course from the Seminary prior to the start date. If you do not receive this access information by that time, please contact the coordinating instructor, Lee Roy Martin, at (423) 716-1131 or LMartin@ptseminary.edu. The portal to the Seminary's online courses is located at <http://www.ptseminary.edu>.

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

Course Documents. After checking the "Announcements," the next place that you should always go is the "Course Documents" section of the site. In the "Course Documents" you will find scheduled reading assignments and multimedia presentations.

Discussion Forum. Note that **online discussions** will be facilitated through the website Discussion page. Participating in the Discussion Forum is the equivalent to showing up for an on-campus class. Please note that **class attendance** is tracked on the basis of your participation in this online Discussion Forum. **It is especially important that you log onto this Discussion Forum and submit your post during the first week of the course.**

INTELLECTUAL PROPERTY POLICY:

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

Your research term paper must focus on one of the following Old Testament passages. These texts have been selected in light of the Student Learning Outcomes that are designated for this course.