



## SAMUEL - SONG OF SONGS OT502 §21

Syllabus

WINTER 2012  
Mon. 5:30-7:30 PM

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Moodle Site: <http://moodle.bethel.edu>

*The passion of Bethel Seminary is to advance the Gospel of Jesus Christ among all people in culturally sensitive ways. As a Spirit-empowered, biblically grounded community of learning, Bethel strives to develop and equip whole and holy persons to serve and lead so that churches and ministry agencies can become all they are called to be and do in the world for the glory of God.*

The objectives and assignments of SAMUEL - SONG OF SONGS are designed in light of this mission.

### COURSE DESCRIPTION

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An investigation into the literature and culture of the Israelite monarchy, with special emphasis on the human and divine dimensions of the Kingdom of God. Students will be introduced to characteristics of Hebrew historiography, poetry, and wisdom literature, as these are reflected in Samuel/Kings-Chronicles and Job-Song of Songs. Attention is given to the application of these biblical texts to current issues in society and your personal life.

### COURSE CONTENT

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The 11<sup>th</sup> and 10<sup>th</sup> centuries B.C. were amazing times in Israel. Amazingly complex. Amazing in the richness of the history and in the development of the national culture as the Promise & Covenant continue to be unfolded in terms of Kingdom. The 9<sup>th</sup> through 5<sup>th</sup> centuries were tragic as the covenant community deteriorated. They were amazing in demonstrating God's faithfulness to His Promise and Covenant. They were sobering in portraying the possibility of forfeiture of the Covenant and Promise through unbelief.

This course is intended to give you a "bird's eye view" of the Former Prophets and Chronicles and of Wisdom Literature and Hebrew Poetry so that you can better understand the details "on the ground" you will be studying later.

### COURSE BENEFITS

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Upon completion of this course you should be able to

- ✓ state the basic facts with respect to each book's setting, theme, summarize its content and recount the "story line" of the narrative and themes of the poetry. This is essential to the reflection required for teaching and preaching the "whole counsel of God." **Cognitive: (L1) Knowledge, (L2) Comprehension; Affective: Conceptualizing**
- ✓ explain and synthesize core theological themes. A good facility in biblical theology is essential to "doing" theology in contemporary settings. **Cognitive: (L4) Analysis, (L5) Synthesis; Affective: Discriminating**
- ✓ locate the historical/geographical/cultural setting of main events recorded in this portion of the Hebrew Bible.

Whether in the pulpit, study group, or counsellor's office, clear exposition requires an understanding of the context of revelation. **Cognitive: (L1) Knowledge**

- ✓ describe the key characteristics of the main literary genres and show how such understanding affects your understanding of the text **Cognitive: (L1) Knowledge, (L3) Application;**
- ✓ describe and assess modern critical theories regarding the composition of these texts. These are issues that educated layfolk grapple with and, therefore, pastors and teachers must be familiar with. **Cognitive: (L2) Comprehension, (L6) Evaluation; Affective: Discriminating, generalizing and integrating of a worldview or philosophy**
- ✓ demonstrate greater skill in interpreting the Scripture and describe ways that your works in these texts has deepened your love for God. This will benefit both you and all those to whom you minister. **Cognitive: (L3) Application, (L5) Synthesis; Affective: Valuing, organizing**
- ✓ more effectively and faithfully apply the 77% of Scripture we call the Old Testament in life and ministry. This is critical because the whole Bible really is the Christ-follower's Bible. **Cognitive: (L2) Comprehension, Application (L3); Affective: Valuing, organizing, characterizing**

## COURSE LITERATURE

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### Primary literature:

Bible. (Whichever translation you are comfortable with. For the reading assignment you may want to consider using the *New Living Translation* or *The Message*. International students may use a translation in their mother-tongue. For study purposes you will benefit by using a more formal equivalence translation, e.g. the ESV or NASB)

Pritchard, J.B. *The Ancient Near East: An Anthology of Texts & Pictures*. Vol. 1 & 2 Princeton, NJ: Princeton University Press, 1958, 1976. (**Not required to purchase**. Selected texts linked to "Historical Synopsis" on webpage. Available through bookstore or library.)

### Secondary literature:

Chisholm, Robert. *Interpreting the Historical Books: an Exegetical Handbook*. Grand Rapids: Kregel, 2006. ISBN: 978-0-8254-2764-0 **Required**. (Abbreviated *IHB* in assignments)

Dillard, Raymond and Tremper Longman. *Introduction to the Old Testament*. Second edition. Grand Rapids: Zondervan, 2006. ISBN: 978-0-310-26431-8 **Required**. (Abbreviated *IOT* in assignments)

Ferris, Paul W. *The Glory of the Kingdom / Promise & Renewal: An Historical Synopsis*. eBook available on course website.

Futato, Mark. *Interpreting the Psalms: An Exegetical Handbook*. Grand Rapids: Kregel, 2007. ISBN: 978-0-8254-2765-7. **Required**. (Abbreviated *IP* in assignments)

Laniak, Timothy. *Shepherds After My Own Heart: Pastoral Traditions & Leadership in the Bible*. Downers Grove: InterVarsity, 2006. **Required** (Abbreviated *SAMOH* in assignments)

### Supplemental texts: (not required to purchase)

Crockett, William. *Harmony of the Books of Samuel, Kings & Chronicles*. Grand Rapids: Baker 1951.

Bullock, C. Hassell. *An Introduction to the Old Testament Poetic Books*. 2<sup>nd</sup> ed. Chicago: Moody, 1988. (Abbreviated *IOTPB* in assignments)

Endres, John, et al. *Chronicles and its Synoptic Parallels in Samuel, Kings and Related Biblical Texts*. Collegeville, MN: Liturgical Press, 1998.

Currid, John & David Barrett. *ESV Bible Atlas*. Wheaton: Crossway, 2010 (Abbreviated *ESVBA* in assignments)

## COURSE ASSIGNMENTS

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- ✓ **READING & REFLECTION (10%):** You get to dig into primary sources. Read the entire text of each book in one sitting. Be looking for how an ancient Israeli believer saw the world. This will be supplemented with readings in selected secondary literature. You are responsible to keep a record of completing your reading assignments on-time which will be reported at the end of the term. **Competency: L1 (Knowledge), L4 (Analysis), L5 (Synthesis); Affective: Receiving, Responding, Valuing**

**Tips on reading assignments:** click “Assignments” then “Resources for reading assignments” on the Glory of the Kingdom website <http://people.bethel.edu/~pferris/ot102/gkreading.html>

- ✓ **PARTICIPATION (10%):** You get to engage in-class discussion each week and provide constructive feedback at points during the course and as well as at its conclusion. For any questions regarding the course evaluation process, please go to [https://bethelnet.bethel.edu/ureg/bssp/eval\\_index](https://bethelnet.bethel.edu/ureg/bssp/eval_index).

- ✓ **INTERACTION (25%):** You get an opportunity to develop life-long learning skills through interaction with others on issues related to the material you are studying. As you read, analyze the perspective the writers bring to the issue, their philosophical and theological presuppositions, evaluate their handling of the evidence, and respond to the conclusions they offer. Results of this interaction will be preserved and submitted in the form of interactive reviews in worksheet reports. Due as assigned

**Tips on Interactive Review assignments:** click “Assignments” then “Resources for research and writing” on the Glory of the Kingdom website <http://people.bethel.edu/~pferris/ot102/gkresources.html>

- ✓ **PERSONAL APPLICATION (15%):** You get to enhance your spiritual development under the discipline of the Word of God through Personal Application assignments. In addition to being mini-exegetical exercises, these are intended to *facilitate personal reflection on the texts* we are working with. Is the text treating an issue related to biblical theology, to personal and spiritual formation, and to transformational leadership? Apply hermeneutical principles and exegetical method to identify the “big idea” of the passage (one sentence, stated as a timeless principle). Be sure to demonstrate the exegetical basis (2-6 sentences). Then develop an application that is specific, personal, and practical for you (2-4 sentences). This exercise may provide a series of “sermon starters” you can use in ministry. **Competency: L1 (Knowledge), L2 (Comprehension), L3 (Application), L4 (Analysis), L5 (Synthesis), L6 (Evaluation); Affective: Responding, Valuing, Organizing, Characterizing**

Assigned passages are:

|              |                |                 |                   |             |
|--------------|----------------|-----------------|-------------------|-------------|
| 1 Sam. 8:4-9 | 2 Sam. 12:7-14 | 1Kings 19:9-18  | 1 Chron. 29:10-22 | Neh. 8:1-12 |
| Job 42:1-6   | Psalms 95:1-11 | Psalms 139:1-12 | Prov. 1:8-19      | Eccl. 5:1-7 |

Due as assigned (see Agenda).

**Tips on Personal Application assignments:** click “Assignments” then “Resources for research and writing” on the Glory of the Kingdom website <http://people.bethel.edu/~pferris/ot102/gkresources.html>

- ✓ **INVESTIGATION & APPLICATION (15%):** You get to “dig in” to an extended section of the texts you are working with, analyzing and synthesizing the data and reflecting on the significance for life and ministry of persons you serve. The vehicle will be a thirteen week teaching/preaching plan. In this project you get to continue developing your exegetical skills learned in hermeneutics and language courses. **Competency: L1 (Knowledge), L2 (Comprehension), L3 (Application), L4 (Analysis), L5 (Synthesis), L6 (Evaluation); Affective: Responding, Valuing, Organizing, Characterizing**

**Tips on Investigation & Application assignments:** click “Assignments” then “Resources for research and writing” on the Glory of the Kingdom website <http://people.bethel.edu/~pferris/ot102/gkresources.html>

- ✓ **ASSESSMENT (25%):** Based on the learning approaches mentioned above, assessment of your progress in the course is multi-faceted. It includes successful completion of the assigned written and group work, and an exam. **Competency: L1 (Knowledge), L2 (Comprehension), L3 (Application), L4 (Analysis), L5 (Synthesis), L6 (Evaluation); Affective: Receiving, Responding, Valuing, Organizing, Characterizing**

**Tips on preparing for the exam:** click “Assignments” then “Resources for research and writing” on the Glory of the Kingdom website <http://people.bethel.edu/~pferris/ot102/gkreviewguide1.html> and [gkhw.html](http://people.bethel.edu/~pferris/ot102/gkhw.html)

## Submitting Assignments

All written assignments are to be submitted at the appropriate place on Moodle by midnight (Central) of date due unless otherwise indicated.

All written assignments that are submitted as a file must be in either MSWord or Rich Text Format (RTF). **N.b.**, the filename given each assignment **must** follow a prescribed protocol. The filename will include *course number, term, your last name, and assignment name*. For example, your PA portfolio would be named something like **ot502-w12-yourlastname-PA**. Documents submitted without this filenaming protocol may not be registered and graded. The exegetical paper will be submitted via *Safe Assignment* on Bb.

**N.b.**, The Seminary Catalog stipulates: “students are expected to submit all work by the dates set by the course instructors and complete all course requirements on or before the last day of the quarter.” Circumstances that a congregation would accept for postponing a Sunday sermon may be considered with a reduction in grade. Such exceptions may involve a grade reduction. A deduction of 10% will be taken for each day past a published due date, up to five days. Work more than five days late will not be accepted.

## Miscellany:

- Academic Course Policies: You are expected to be familiar with the catalog requirements as specified in Academic Course Policies (for your convenience this document also found on Moodle). You are responsible for this information, and any academic violations, such as plagiarism, will not be tolerated.
- Attendance: Regular engagement in the class is an essential part of the learning enterprise. Being on-time for class is a matter of respect. Unexcused absence or multiple tardiness will result in reduction of grade.
- Digital device use: Digital devices are useful for note-taking and impromptu data searches related to class discussion. Out of respect for your classmates and the financial and time-investment both you and they are making, you are requested not to use these devices for surfing, game-playing, e-mailing, texting, etc. during classtime.
- Etiquette: Phone must be turned off during class. Tardiness & inappropriate behavior will result in reduction of grade. Recording is not permitted inasmuch as it can inhibit class participation. Men: hats off to you. ☺
- A summary of library resources may be found at [http://seminary.bethel.edu/library/biblical\\_research.htm](http://seminary.bethel.edu/library/biblical_research.htm)
- **N.b.:** The professor may modify or otherwise supplement this syllabus and/or class instructions via Moodle or e-mail. Course material is available on the course website and on Moodle. It is the student's responsibility to avail herself or himself to such resources and check Moodle and/or their email for such notices.

Remember 1 Chronicles 28:20!

## COURSE ASSESSMENT

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The course grade will be earned on the basis of the following factors:

Class preparation (reading, discussion group, participation)

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|--|-----|
| Reading assignment completed on time. . . . .          | 10% |
| Class preparation & participation, evaluation. . . . . | 10% |
| Written assignments                                    |     |
| Interactive Reviews & Worksheets . . . . .             | 25% |
| Personal Applications . . . . .                        | 15% |
| Teaching/preaching plan . . . . .                      | 15% |
| Exam. . . . .  | 25% |

## GRADING RUBRIC

### Worksheets

A “A” worksheet will satisfy the following criteria:

- Responsive to the discussion question/issue.
- Demonstrates thoughtful analysis of the evidence.
- Synthesis gives evidence of clear connection with the data.
- Appropriate composition and style

A worksheet that does not satisfy the above criteria will earn a B or less.

### Interactive Reviews

A “B” Interactive Review will satisfy the following criteria:

#### Summary

- Concise (½ page).
- The message or burden of the book, chapter, or article is clearly presented.

#### Evaluation

1. Concise (½ page)
2. Points of strength clearly presented.
3. Points of weakness clearly presented.

#### Reflection

1. Concise (up to 1 page).
2. The learnings from this author clearly described.
3. Ways your views confirmed or challenged are explained.

#### Form

1. Form and style is appropriate to graduate writing.

An “A” Interactive Review will satisfy all of the above, plus:

#### Evaluation

1. Philosophical/theological presuppositions identified.
2. Why these strengths and/or weaknesses are important is explained.

#### Reflection

1. Discusses implications this reading has for your church or parachurch ministry.

A review that does not satisfy the above criteria will earn a C+ or less.

### Teaching/Preaching Plan

Each teaching/preaching plan will be evaluated on thesis, argument, content, and style. Your thesis statement expresses the “big idea” (main claim) of the passage. A subject and complement statement should indicate how you are going to develop your topic. The main points of the presentation outline will be adapted to your audience from the data of the text-in-context. The conclusion will be supported, explicitly or implicitly, by evidence from the text and will facilitate a

personal, specific and practical application on the part of your audience. Form and style should be appropriate to graduate writing.

A “B” plan will satisfy the following criteria:

Thesis

2. Appropriate to text.
3. States the claim to be argued.
4. Is clear and adequately developed.

Argument

1. Demonstrates critical thought.
2. Develops the thesis.
3. Is supported by evidence that is appropriate, accurate and adequate
4. Demonstrates a logical flow

Style

1. Well organized and developed.
2. Writing is concise.
3. Writing is free from errors of syntax, grammar, spelling, etc.
4. Documentation is consistent with one of the accepted manuals of style.

Resources

1. Selection demonstrates graduate-level research (e.g., technical competence, currency, etc.)

An “A” plan will satisfy all of the above, plus:

Thesis

1. Thesis shows insight and originality.

Argument

1. Demonstrates critical appropriation of relevant research.
2. Case is persuasively made.
3. Applications are personal, specific and practical.

A paper that does not satisfy the above criteria will earn a C+ or less.

## Personal Applications

Personal application assignments (P.A.'s) will be evaluated on the “big idea,” exegetical treatment, application, and style.

A “B” P.A. will satisfy the following criteria:

Big Idea

1. Will be stated as a timeless principle.
2. Will reflect the main concern of the text.

Exegetical Treatment

1. Will demonstrate sound hermeneutics.
2. Will evidence facility in exegetical method

Application

1. Will appropriate the timeless principle to relevant modern situation
2. Will suggest practical examples.

Style

1. Will be clear and concise and free from grammatical, syntactical and spelling errors.

An “A” P.A. will satisfy all these criteria, plus

Exegetical treatment

1. Will offer fresh insight.

Application

1. Will be personal and specific.
2. Will treat, as appropriate, at least one of the seminary’s formation objectives (thinking, being, doing)
- 3.

P.A.'s not meeting these criteria will earn a C+ or less.

COURSE AGENDA: OT502 §21

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| WEEK                             | TOPIC  | ASSIGNMENT DUE (midnight Sat.)  |
|----------------------------------|--|---|
| <b>Week 1</b><br><b>Jan. 9</b>   | Introduction to 102<br>Intro. to Hebrew<br>Historiography<br>Geo-political Setting | Read 1 & 2 Samuel at one sitting (3:22);<br>Worksheet 1   |
| <b>Week 2</b><br><b>Jan. 16</b>  | MLK Day: No Class  | Read 1 & 2 Kings at one sitting (3:25);<br>Worksheet 2  |
| <b>Week 3</b><br><b>Jan. 23</b>  | United Kingdom   | Read 1 & 2 Chronicles at one sitting (3:36);<br>Worksheet 3   |
| <b>Week 4</b><br><b>Jan. 30</b>  | United Kingdom   | Worksheet 4   |
| <b>Week 5</b><br><b>Feb 6</b>    | Divided Kingdom  | Worksheet 5   |
| <b>Week 6</b><br><b>Feb 13</b>   | Divided Kingdom  | Worksheet 6   |
| <b>Week 7</b><br><b>Feb. 20</b>  | Exile;<br>Intro. to Hebrew Poetry;<br>Intro. to Wisdom Literature                  | Worksheet 7   |
| <b>Week 8</b><br><b>Feb. 27</b>  | Theodicy;<br>Job   | Worksheet 8<br>PA's for 1 Sam. 8:4-9, 2 Sam. 12:7-14, 1 Kings 19:9-18, 1 Chron. 29:10-22, Neh. 8:1-12, Job 42:1-6 |
| <b>Week 9</b><br><b>Mar. 5</b>   | Psalms   | Worksheet 9   |
| <b>Week 10</b><br><b>Mar. 12</b> | Psalms   | Worksheet 10  |
| <b>Week 11</b><br><b>Mar. 19</b> | Proverbs;<br>Ecclesiastes;<br>Song of Songs  | PA's for Psalm 95:1-11, Psalm 139:1-12, Prov. 1:8-19, Eccl 5:1-7;<br>13-week Teaching/Preachng Plan<br>Review     |