**COURSE SYLLABUS**

Judges-Esther 4OT510

Fall Semester, 2013
Tuesdays 6:00-8:00 PM
August 27-December 2

INSTRUCTOR: Rev. William Fullilove
Ph.D. Candidate: Department of Semitic and Egyptian Languages and Literatures
The Catholic University of America

Contact Information:
bfulilove@rts.edu
770-952-8884

**COURSE DESCRIPTION:** A Biblical-theological study and analysis of the message and times of the Biblical books from Judges-Esther, emphasizing major themes found within this portion of the Holy Scriptures with a goal of how to understand, exegete, preach, and teach this portion of the Scriptures.

**COURSE OBJECTIVES:**

Comprehension:
1. To increase your knowledge of the English Bible of the books Judges-Esther.
2. To increase your understanding of the message(s) of the books Judges-Esther, both separately and together.
3. To increase your knowledge of the development of redemptive history through the periods covered in these books.
4. To introduce the basic trends in scholarly research regarding these books.

Competence:
1. To sharpen your ability to interpret the books Judges-Esther in their historical, theological, and literary contexts.
2. To sharpen your ability to teach and preach the books Judges-Esther in the context of the local church.
3. To prepare those called to pastoral ministry for licensure and ordination exams at their local church assemblies and examination boards.

Character:
1. To sharpen your application of the themes of the books Judges-Esther in your personal spiritual life.
2. To be a person of growing faith, hope, and love based on the work of God as revealed in these books.
REQUIRED READINGS/LISTENING.

- Biblical books of Judges-Esther in an English translation of the student’s choice.
- Biblical books of Deuteronomy and Joshua in an English translation of the student’s choice.

REQUIREMENTS:

Attendance: Students are required to attend class lectures and discussions. If you know you cannot make it to a class session, notify the instructor in advance. Missing a significant number of classes (defined at the instructor’s discretion!) will impact a student’s grade in the class.

Reading: Students are required to complete all readings according to the course schedule below.

Quizzes: At the beginning of class each week, students will be quizzed covering the reading of the Biblical books as indicated on the course schedule. (Students should not expect to arrive late and be able to take the quiz.) The lowest quiz grade will be dropped. To provide students with a sense of the level of difficulty of these quizzes, the first quiz (on the book of Deuteronomy) will be ungraded.

Critical Review: Students will write a critical review of the historiographical methodology proposed in A Biblical History of Israel pages 1-104. Paper should be approximately 8 pages, double-spaced. For instructions on writing a critical review, see the appendix to this syllabus.

Sermon/Teaching Preparation: Starting in the fourth week of the class, students will prepare – using the methodology taught in weeks 1-3 – an annotated sermon/teaching outline on a passage
assigned for the following week. Students must come to class ready to present their outline, explain how they arrived at its contents, and interact with ideas from other students and the instructor. The first hour of class will be spent discussing the relevant passage, including both exegetical and homiletic considerations.

Students will **hand in** a hard copy of this outline each week to the instructor at the end of class to be graded. These outlines should be typed. (It is suggested, therefore, that students bring two copies of their outline to class – one for note taking and one to be handed in.) More details on expectations for these outlines will be given during the first three weeks of the class. To be certain students know what is expected in these outlines, the first (on Joshua) will be handed in and critiqued, but not graded.

Note: Students who are interested in doing **additional graduate study** beyond their RTS degree **MUST** contact the instructor in advance, as these requirements may be adjusted to better prepare the student for his or her future course of study.

**TOTAL GRADE:** The final grade for the course will be the total of each of the required assignments listed above.

- Quizzes (25%)
- Critical Review (25%)
- Sermon/Teaching Outlines (50%)

Grades will be assigned according to the RTS grading system. The instructor reserves the right to adjust grades based on each student’s attendance at class and participation in classroom discussion.

**EXTENSION POLICY:** All assignments and exams are to be completed by the deadlines announced in this syllabus or in class.

Extensions for assignments and exams due within the normal duration of the course must be approved beforehand by the Professor. Extensions of two weeks or less beyond the date of the last deadline for the course must be approved beforehand by the Professor. A grade penalty may be assessed.

Extensions of greater than two weeks but not more than six weeks beyond the last deadline for the course may be granted in extenuating circumstances (i.e. illness, family emergency). For an extension of more than two weeks the student must request an Extension Request Form from the Student Services Office. The request must be approved by the Professor and the Academic Dean. A grade penalty may be assessed. (RTS Catalog p. 42 and RTS Atlanta Student Handbook p. 14)

Any incompletes not cleared six weeks after the last published due date for course work will be converted to a failing grade. Professors may have the failing grade changed to a passing grade by request. (RTS Catalog p. 42)
**COURSE SCHEDULE:**
The majority of this class will focus on an exegetical study of the books Judges-Esther. Particularly important topics in academic or pastoral study of these books will also be covered. NOTE: Course schedule is ALWAYS subject to revision based on the needs of the class.

August 27
- Lecture Topics: Syllabus, Hermeneutics and OT Narrative, External and Internal Analysis

September 3
- Bible Reading and Quiz: Deuteronomy (ungraded quiz)
- Other Reading: Provan, Long, and Longman, ch. 7 (p.138-192)
- Lecture Topics: Kingdom of God, Covenant and Canon

September 10
- Bible Reading and Quiz: Joshua
- Listening: “Her Profession, Not Her Profession” (Sermon); “Foolish Faith” (Sermon)
- Other Reading: Provan, Long, and Longman, ch. 8 (p.193-239)
- Lecture Topics: Internal Analysis, The Big Picture

September 17
- Sermon/Teaching Outline Due: Joshua 6:1-27 (ungraded assignment)
- Bible Reading and Quiz: Ruth
- Listening: “Taking God Seriously” (Sermon)
- Other Reading: Provan, Long, and Longman, ch. 9-11 (p.239-304)
- Lecture Topic: Ruth

September 24
- Sermon/Teaching Outline Due: Ruth 3:1-18
- Other Reading: Kitchen ch. 1 (p.1-5), ch. 5 (p.159-240)
- Bible Reading and Quiz: Judges
- Lecture Topic: Judges

October 1
- Sermon/Teaching Outline Due: Judges 4:1-24
- Assignment Due: Critical Review of Provan, Long, and Longman
- Bible Reading and Quiz: None
- Other Reading: Provan, Long, and Longman, ch. 1-5 (p.1-104)
- Lecture Topic: History of Israel/Historiography in the Ancient Near East

October 8
- Sermon/Teaching Outline Due: Judges 11:29-40
- Bible Reading and Quiz: 1-2 Samuel
- Other Reading: Kitchen, ch. 4 (p.81-158)
- Lecture Topic: 1 & 2 Samuel

October 15
- Sermon/Teaching Outline Due: 1 Samuel 17:1-58
- Bible Reading and Quiz: 1 & 2 Kings
- Other Reading: Kitchen, ch. 2 (p.7-64)
- Lecture Topic: 1 & 2 Kings
October 22
  o Sermon/Teaching Outline Due: 1 Kings 11:1-13
  o Bible Reading and Quiz: None
  o Other Reading: Hurvitz, Kitchen ch. 10 (p.449-500)
  o Lecture Topic: Compositional History Issues

October 29
  o Sermon/Teaching Outline Due: 2 Kings 19:1-19
  o Bible Reading and Quiz: 1 & 2 Chronicles
  o Other Reading: Kitchen, ch. 3 (p.65-79)
  o Lecture Topic: 1 & 2 Chronicles

November 5
  o Sermon/Teaching Outline Due: 2 Chronicles 30:1-27
  o Bible Reading and Quiz: Ezra/Nehemiah
  o Lecture Topic: Ezra/Nehemiah

November 12
  o Sermon/Teaching Outline Due: Nehemiah 5:1-19
  o Bible Reading and Quiz: Esther
  o Lecture Topic: Esther

November 19
  o Sermon/Teaching Outline Due: Esther 4:1-17
  o Bible Reading and Quiz: None
  o Lecture Topic: Conclusion/Final Considerations

OFFICE HOURS:

Tuesday & Thursday 1:30-3:30. I am always also available by appointment, including before or after class.

I enjoy sharing thoughts with students, so do not hesitate to contact me. The contact information given above is for your use, and you should feel free to contact me as much as you wish. I will respond as promptly as possible.
Appendix 1: Instructions on Writing a Critical Review*

The FIRST part of your critical book review is a statement of the contents. Here you want to indicate both subject and theme. The subject can be loosely defined as what the author is talking about, and the theme loosely defined as what the author says about the subject. What you are interested in doing here is informing your reader of what he or she will find when picking up the book. Put another way, this section includes both a statement of the factual content of the book and a discussion of the author’s bias. Here you are simply giving the facts: the contents of the book and the author’s point of view. Your own opinions are irrelevant. Your end is simply to inform the reader objectively.

The SECOND part of your review is a critical evaluation of the book’s strengths. Here it is your opinions that matter and your reaction to the book. What did you like about the book? Which sections were especially strong? Why? Which themes or topics were addressed well? How did the author make his or her case? Was it convincing? What was especially valuable about the treatment?

The THIRD section of your review is a critical evaluation of the book’s weaknesses. Were there any sections that were particularly unsatisfactory? Did you find contradictions in what the author said in different parts? Does the work conflict with some other work that you have read?

In a word, in the last two sections you give your reactions to the book. The first part of the book review is somewhat mechanical. The second and third parts are for your evaluation. Obviously, it is not enough simply to say, “I like the book; I didn't like the book.” Statements must be concrete and backed up with citations and arguments. Approximately one-third of your paper should be devoted to each section.

* Adapted from Dr. Bruce Waltke.
Appendix 2: Bibliography/Recommended Reading


### MDiv* Student Learning Outcomes

In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

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<thead>
<tr>
<th>Mini-Justification</th>
<th>Rubric</th>
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<tr>
<td>Strong</td>
<td>Moderate</td>
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#### Articulation (oral & written)
Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.

**Rubric**
- Strong

**Justification**
- Outlines, Critical Paper, Class Discussion

#### Scripture
Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)

**Rubric**
- Strong

**Justification**
- Exegetical Focus, Outlines of Texts, Sermon Application

#### Reformed Theology
Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.

**Rubric**
- Minimal

**Justification**
- Biblical-theological emphases of this portion of canon; engage theologically when appropriate

#### Sanctification
Demonstrates a love for the Triune God that aids the student’s sanctification.

**Rubric**
- Strong

**Justification**
- Close study of the Word of God sanctifies; strong devotional components of Scripture

#### Desire for Worldview
Burning desire to conform all of life to the Word of God.

**Rubric**
- Moderate

**Justification**
- Material is taught within and analyzed against redemptive-historical worldview

#### Winsomely Reformed
Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)

**Rubric**
- Moderate

**Justification**
- Discussion and evaluation of historiography, emphasizing common grace insights along with Biblical presuppositions

#### Preach
Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.

**Rubric**
- Strong

**Justification**
- Exegetical work that forms the backbone of
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<th>Role</th>
<th>Description</th>
<th>Requirement</th>
<th>Discussion as applicable</th>
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<tr>
<td>Worship</td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>None</td>
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<td>Shepherd</td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Minimal</td>
<td>Discussion as applicable</td>
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<tr>
<td>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Minimal</td>
<td>Discussion as applicable</td>
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