SYLLABUS (tentative)

1 OT 510: Joshua to Kings
RTS-Jackson
3 credits
Fall 2012
Dr. Daniel Timmer (danieltimmer@hotmail.com)
Monday-Friday, 8 a.m.-4 p.m., October 8-12

A. COURSE DESCRIPTION
This is an expositional course that covers Joshua, Judges, 1-2 Samuel and 1-2 Kings, also called the Former Prophets. Limited attention is given to introductory matters, and our focus is the exegetical, biblical-theological study of the text and related issues such as historiography and archaeology. Frequent interactive discussions based on the passages covered help the student develop exegetical, hermeneutical, and biblical-theological skills. Master of Divinity students should take Hebrew before enrolling in this course.

B. COURSE OBJECTIVES
1. To know these books’ content and basic historical, political, social and religious backgrounds.
2. To begin to grasp their structure, main theological themes, and literary features.
3. To understand the issues involved in critical study of these books.
4. To develop a careful exegetical method that does justice to the richness of the historical, literary, and theological expression of each book in view of its God-breathed nature.
5. To have the message of these books permeate us and make us more Christ-like.
6. To integrate humble, thorough exegesis in our personal and vocational use of Scripture.

C. REQUIRED TEXTBOOKS AND READINGS

Handouts (these will be posted on Power Campus at the beginning of the semester):


**Strongly recommended:**


*See additional resources in PLL, 324 nn. 89, 91, and SM entries at ends of chapters.*

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**D. COURSE ASSIGNMENTS (M.Div., Hebrew-based)**

We will employ a number of activities to understand and absorb these books’ message, and to use it biblical-theologically, in this course.

First, lectures and your timely reading of the assigned texts will cover the books’ background and content. Your attendance and participation is assumed and appreciated.

Second, you are required to read and summarize in roughly five to seven pages (in advance of the related lecture) each biblical book covered in the course. Just write this summary as your read the book—it doesn’t need to be a literary masterpiece, but will serve as the first draft for your ongoing reflection on these books throughout your career. Pay attention to each book’s structure and to its theological themes and their development, and include some reflection on how those themes are drawn to their conclusion in the NT. *These are due before the related lectures.*

Third, you are to prepare a passage from every other of the Hebrew passages listed on the schedule, up to 12 verses each time. In other words, prepare either Josh 5:13-6:5 or Josh 11:16-23; then prepare either (1) 12 verses of Josh 23:1-14 or Josh 24:14-25 or (2) 12 verses from anywhere in Judges 1, and so on. You will thus have prepared five of the ten passages we’ll cover, and you’ll have prepared at least one passage from each of the books we’ll cover. These “prep sheets” should include a translation of the passage, parsing of its verbs (you must *handwrite* this section; this helps maintain your Hebrew skills, and means no ransacking of your keyboard for elusive Hebrew letters), a suggested structure, and an explanation of how each part of the passage contributes to its meaning, with a few sentences at the end on how the main themes of the passage are fulfilled in Christ and a few lines on their potential applications; the prep sheets will be about 3-4 pages each. While this work focuses on your skills in Hebrew, push yourself to...
link that text-based knowledge with your understanding of the book as a whole. *These are due before the related lectures.*

**MA students:** these “prep sheets” are to make use of 3 (three) commentaries published after 1970; two should be technical, and one should have a homiletical or practical focus. Write about 4 pages on the meaning of the passage—be sure not to just reproduce what the commentaries say, but tell me what you think about the passage on the basis of your own reading and thinking, aided but not guided by the commentaries. About 75% of the paper should discuss the passage (with some attention give to its place in the book), with the other 25% consisting of Christocentric connections and limited application. *These are due before the related lectures.*

Fourth, an exegetical paper will be assigned to help you develop a sound exegetical method. For exegetical work, Stuart’s book (see “strongly recommended” under “C,” above, pages 63-81; 67-87 for 3rd ed.) will serve as the basis of evaluation. Your passage must be approved by the instructor. While integrating the facets that Stuart outlines, the paper should have the following sections (with their approximate relative length): introduction (10%), text criticism (0-5%; *only if necessary*!), structure (5%), exegesis and exploration of the text in light of its context, the book’s themes, and biblical theology (the “threads”) (70%), conclusions and synthesis (10%)—no need to parse verbs or give a translation. You may synthesize all but the introduction and conclusion, but be sure that your paper has a clear structure (*headings are very helpful*), that each paragraph has a clear point, etc. Be sure to involve, by way of compare and contrast, at least one relevant extrabiblical source with your passage (not more than a page or two). Also be sure to comment on how the author has exercised selectivity, perspective, and other historiographic elements (cf. the essays by Satterthwaite, Long, and Merrill). Title page, bibliography, and adequate footnotes are required. The paper should be 15+ pages, exclusive of title page and bibliography, and must interact with at least 5 (five) academic journal/dictionary articles in addition to at least 3 (three) commentaries and other resources. Feel free to discuss the writing of this paper with me.

Last, there will be a final exam that tests your comprehension and retention of the lectures and readings as well as your Hebrew skills. You will be asked to parse verbs from (M.Div. only) and exegete one or more passages from the books covered, comment on relevant theological or practical issues, etc. You will also be several general knowledge questions drawn from the lecture and reading, and asked to indicate what percentage of the assigned readings you completed.

**Weighting of Assignments:**
- Reading and summaries of biblical books 10
- Prep sheets 20
- Exegetical paper 30
- Final exam 40

**E. MISCELLANEOUS**

All written work is to be typed, double-spaced, on 8.5”x11” paper. All main text is to be in a legible 12-pt typeface; footnotes may be in 10- or 12-pt typeface. Provide a cover page (including paper title, your name, mailbox number, class name, professor, and date) and full bibliography (when required), and be sure that each page after the cover page is numbered. Bibliographies and foot/endnotes are to be prepared according to Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th ed. or later), specifically the “notes-bibliography” style (as opposed to APA style = “Jones 1999, 23-25”).
The grading scale for the course is as follows: late work will be penalized one full letter grade/day.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Equivalent</th>
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<tbody>
<tr>
<td>97-100%</td>
<td>A</td>
<td>86-87</td>
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<tr>
<td>94-96%</td>
<td>A-</td>
<td>83-85%</td>
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<td>91-93%</td>
<td>B+</td>
<td>80-82%</td>
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<tr>
<td>88-90%</td>
<td>B</td>
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<td>86-87</td>
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<td>83-85%</td>
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<td>80-82%</td>
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<td>78-79%</td>
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Cheating or plagiarism will be dealt with in accordance with the Student Handbook. Since cheating and plagiarism are tantamount to theft, either may result in a failing mark for the assignment concerned, a failing mark for the course, or dismissal from the Seminary.

In order to ensure full participation, any student with a disability requiring special accommodations (voice recording, special equipment, reading or writing needs) is encouraged to contact the professor before the beginning of the course.

Apart from special circumstances, you are kindly requested to turn off and refrain from using PDAs, iPods, cell phones, and the like.

This syllabus is intended to represent accurately the learning objectives, instructional format, and other information so that students are able to appraise the course. However, the instructor reserves the right to modify and part of this syllabus during the semester in light of events or circumstances which may present themselves during the semester.

**F. COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading/writing to complete by the beginning of class</th>
<th>Passages to prepare</th>
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<tbody>
<tr>
<td>Mon part 1</td>
<td>ANE history and history writing</td>
<td>SM chs. 1, 2; Arnold &amp; Beyer 137-69, esp. # 39, 47, 49, 50</td>
<td>(none)</td>
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<tr>
<td>Mon part 2</td>
<td>Bib. Theo. &amp; hist. books; reading biblical history</td>
<td>GG 1-151; Block, Kaiser, Long, Merrill, and Satterthwaite handouts</td>
<td>(none)</td>
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<tr>
<td>Tues part 1</td>
<td>Intro to exegesis; Joshua</td>
<td>PLL 138-92, SM &amp; NDBT on Joshua</td>
<td>Josh 5:13-6:5</td>
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<tr>
<td>Tues part 2</td>
<td>Joshua, cont’d</td>
<td>NDBT on biblical theology, Israel (nation), kingdom of God, land, nations, remnant, rest, temple</td>
<td>Josh 11:16-23</td>
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<tr>
<td>Tues part 3</td>
<td>Joshua, cont’d</td>
<td></td>
<td>Josh 23:1-16 or 24:14-25</td>
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<tr>
<td>Wed part 1</td>
<td>Judges</td>
<td>SM &amp; NDBT on Judges</td>
<td>Jdg 1</td>
</tr>
<tr>
<td>Wed part 2</td>
<td>Judges, cont’d</td>
<td></td>
<td>Jdg 2-3</td>
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<tr>
<td>Wed part 3</td>
<td>Samuel</td>
<td>PLL 193-238, SM &amp; NDBT on Samuel</td>
<td>Jdg 17</td>
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<tr>
<td>Thur part 1</td>
<td>Kings</td>
<td>PLL 239-77, SM &amp; NDBT on Kings</td>
<td>1 Kings 1</td>
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<tr>
<td>Thur part 2</td>
<td>Kings, cont’d</td>
<td></td>
<td>1 Kings 2</td>
</tr>
<tr>
<td>Thur part 3</td>
<td>Kings, cont’d</td>
<td></td>
<td>1 Kings 3</td>
</tr>
<tr>
<td>Fri part 1</td>
<td>Kings, cont’d</td>
<td>Conclusion of Solomon, wisdom</td>
<td>1 Kings 4</td>
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<tr>
<td>Fri part 2</td>
<td>Deut. Hist stuff</td>
<td>SM ch. 7</td>
<td></td>
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*Final Exam during exam week, papers due (email pdf) on “Paper Day”*
# Course Objectives Related to MDiv* Student Learning Outcomes

**Course:** Joshua-Kings (OT 510)  
**Professor:** Daniel C. Timmer  
**Campus:** Jackson  
**Date:** Fall 2012

<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>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.</td>
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<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Strong</td>
</tr>
</tbody>
</table>
| **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.) | Strong | 1. Major part of class is exegesis of prophetic texts  
2. Original languages are used in class and in course paper  
3. Emphasis on seeing the prophets’ message in light of whole Bible |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Moderate | 1. Christocentric approach to prophets is classically reformed  
2. Use of redemptive history is classically reformed |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student's sanctification. | Moderate | 1. Study of the text is part of sanctification  
2. All exegetical work ends in application |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Moderate | Multi-faceted applications are made from biblical texts, e.g. environment, politics, theological method, wisdom |
| **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.) | Strong | 1. Courteous, careful interaction with historical-critical scholars is part of lectures, assigned reading and writing  
2. Integrates varied evangelical work |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Moderate | The courses focuses on bringing understanding of text to a point where homiletical work can continue |
| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | Minimal | 1. Interpretation leads to worship  
2. Understanding is a prerequisite for obedience and consecration |
| **Shepherd** | 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. | Moderate | Biblical knowledge and hermeneutical skill is major factor in this category of church life |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Minimal | Understanding the whole Bible via biblical theology necessary to articulating its message |