

# **SAMPLE SYLLABUS**

This sample syllabus has been made available in order to provide students with a general overview of the expected content and workload requirements in each course.

The official course syllabus will be distributed during the first class session and/or posted to the appropriate course page on <http://courses.ps.edu> on the first day of class.

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# BL 502 – SURVEY OF THE PENTATEUCH

Fall 2011

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## COURSE DESCRIPTION:

“A survey of Genesis to Deuteronomy in its historical and cultural context in order to understand its general content. This survey will include the outstanding features of each book and their basic teachings with an endeavor to discover the place of each book in God’s total, progressive revelation; and to apply practical principles for contemporary Christian living. (2 hours) PSC 2008-09:36)

## COURSE OUTCOMES:

**Cognitive Objectives:** At the end of the course, the student should be able to:

1. Articulate the basic message and purpose of each of the biblical books. (M. Div. 1-3; MABL 1, 3, 5; Grad. Dipl. – Biblical Studies 1-6).
2. Apply a proper hermeneutic for interpreting and understanding these books. (M. Div. 1-3; MABL 3, 5; Grad. Dipl. – Biblical Studies 1-6).
3. Demonstrate how specific OT themes are developed in these books. (M. Div. 1-3; MABL 3, 5; Grad. Dipl. – Biblical Studies 1-6).
4. Explain how the history of the Ancient Near East relates to the biblical history. (M. Div. 1-3; Grad. Dipl. – Biblical Studies 3-6).
5. Explain the relevance of each of these Old Testament books for current issues. (M. Div. 1-3; MABL 5; Grad. Dipl. – Biblical Studies 1-6).
6. Read through the Bible from Genesis to Song of Solomon. (M. Div. 1-3; MABL 1, 3, 5; Grad. Dipl. – Biblical Studies 1-6).

**Affective Objectives:** When the course is completed, each student should:

7. Have new insights for studying and accurately interpreting the Scriptures (M. Div. 1-3; MABL 5; Grad. Dipl. – Biblical Studies 1-6).
8. Have renewed desire for Christians to clearly understand biblical truths and apply them in their lives (M. Div. 2, 4, 5; MABL 5; Grad. Dipl. – Biblical Studies 1-6).

## COURSE TEXT(S):

### REQUIRED:

Wegner’s Notes on Genesis to Deuteronomy

**Hill, Andrew and John Walton.** *A Survey of the Old Testament.* 3<sup>rd</sup> Ed. Grand Rapids: Zondervan, 2009.

**Merrill, Eugene.** *A Kingdom of Priests.* 2<sup>nd</sup> Ed. Grand Rapids: Baker, 2008.

### RECOMMENDED:

**Arnold, B. T. and Bryan E. Beyer,** *Encountering the Old Testament: A Christian Survey* Grand Rapids: Baker, 1999.

**Harrison, R. K.** *Introduction to the Old Testament.* Grand Rapids: Eerdmans, 1969.

**LaSor, W. S., D. A. Hubbard, and F. W. Bush.** *Old Testament Survey: The Message, Form and Background of the Old Testament.* Second Edition. Grand Rapids: Eerdmans, 1992.

*MacMillian Bible Atlas.* New York; London: MacMillian, 1968.

**Merrill, E.** *A Kingdom of Priests.* Grand Rapids: Baker, 1988.

**Walton, J. H., V. H. Matthews, and M. W. Chavalas.** *The IVP Bible Background Commentary: Old Testament.* Downers Grove, IL: InterVarsity, 2000.

**Walton, J. H.** *Chronological and Background Charts of the Old Testament.* Revised Edition. Grand Rapids: Zondervan, 2000.

## **COURSE REQUIREMENTS:**

### **A. Time Lines (25%) (50 points for each one) Total: 100 Points**

Develop two detailed time lines of the nation of Israel from Creation-1500 and 1500-1300. Each time line should cover the important historical events, and important events occurring in the ancient Near East which may have had an influence on the nation of Israel (See example at end of the syllabus). This project requires 2 pages for each time line. Use history of Israel books such as the following in order to understand the historical situation of each of the centuries:

1. Leon Wood, *A Survey of Israel's History.* Rev. by D. Obrien. Grand Rapids: Zondervan, 1986.
2. E. Merrill, *A Kingdom of Priests.* Grand Rapids: Baker, 1988.
3. J. M. Miller and J. H. Hayes, *A History of Ancient Israel and Judah.* Philadelphia: Westminster, 1986.
4. John Bright, *A History of Israel.* Philadelphia: Westminster, 1981.

Use also Bible Dictionaries, Encyclopedias, Atlases, etc.

**Related Course assessment: Course Objectives 1-4**

### **B. Summaries and Reading (25%; 2X50 points each) Total: 100 Points**

Two one page (or at most two pages on the larger books) visual synopsis of the material or chart can be made of the following biblical books:

|         |           |             |
|---------|-----------|-------------|
| Genesis | Leviticus | Deuteronomy |
| Exodus  | Numbers   |             |

The structure of this visual synopsis should contain the following information: 1. Date (and historical background); 2. Author (if known) and background; 3. Key Ideas of the book; and 4. Key Verses. The summary should be on one page (possibly the back if necessary on long books) and cover the main content of the book. An example from the book of Genesis is found at the end of this syllabus. This synopsis will be graded on clarity of showing the flow of the book, thoroughness, neatness, creativity, and that it covers the major content of the book.

**Related Course Assessment: Course Outcomes 1-6**

Papers are to be submitted according to the dates on the class schedule. They are to follow the format described in *Guidelines for Course Papers*, (available in the seminary office).

\* Late papers will be accepted but not without penalty.

- \* Submission of late papers will limit the student to receiving a “B.”
- \* *Papers will not be accepted one week beyond the due date!*  
 \*\*\*Note: This penalty will be applied in ALL cases: of emergency, forgetfulness, computer/typewriter failure, schedule problems, etc.
- \* Papers are to be typed, double-spaced, with a title page.  
 \*\*\*Note: Papers without a title page or not typed will not be accepted.

Please STAPLE and turn in. (No plastic binders!!)

**C. Reading and Participation (15%):**

The syllabus contains the required reading for each class period and the reading is to be done before class for full credit to be given. The purpose of the reading is to give the student a general overview of the book and some explanation as to how the material fits together. You can gain an extra 3 percentage points added to your final grade if you read all of the Supplemental Reading. This means that if you get an 89% as a final grade and if you have done all of the Supplemental Reading, you can get a 92% as the final grade. Partial credit will be given for partial reading.

Students are expected to participate in the class interaction and discussions when appropriate. Both the class and student benefit from each other’s questions, thoughts and interactions.

**Bible Reading:**

We believe that it is crucial for Phoenix Seminary students to have a good understanding of the Bible and thus we will require the Bible to be read through in the Bible survey classes. These readings should be completed before class time on the day that they are due to aid in the discussion of the book. Write down any questions you have in the process of reading them through. Remember that survey classes have an extra hour of study time for each class period to cover the reading of the biblical text.

**Related Course Assessment: Course Outcomes 1-6**

**E. Final Exam (25%):**

The final exam will be designed to measure your understanding of what we have covered during the semester. The instructor will provide a study sheet about two weeks before the final in order for the students to have a better idea of what will be on the final exam.

**Related Course Assessment: Course Outcomes 1-3**

## PROPOSED WORKLOAD:

The following is a breakdown of the number of hours the average student can expect to spend outside of class to complete the required assignments. These numbers may be higher or lower depending on your particular background and education.

| <b>Grading Breakdown:</b> | <b>Grading:</b> | <b>Time management:</b> |
|---------------------------|-----------------|-------------------------|
| Time Lines                | 30%             | 25 hrs.                 |
| Summaries                 | 30%             | 10 hrs.                 |
| Reading and Participation | 15%             | 40 hrs                  |
| <u>Final Exam</u>         | <u>25%</u>      | <u>15 hrs.</u>          |
| <b>Total</b>              | <b>100%</b>     | <b>90 hrs</b>           |

## GRADING SCALE:

| Grading Scale Used by Phoenix Seminary |            |              |  |
|--|------------|--------------|--|
| Letter Grade                           | Percentage | Grade Points | Description  |
| A+                                     | 100-98     | 4.0          |  |
| A                                      | 97-95      | 4.0          | Excellent; superior achievement.                                     |
| A-                                     | 94-92      | 3.7          |  |
| B+                                     | 91-90      | 3.3          |  |
| B                                      | 89-87      | 3.0          | Good; commendable achievement.                                       |
| B-                                     | 86-84      | 2.7          |  |
| C+                                     | 83-82      | 2.3          |  |
| C                                      | 81-80      | 2.0          | Satisfactory; acceptable achievement.                                |
| C-                                     | 79-78      | 1.7          |  |
| D+                                     | 77-75      | 1.3          |  |
| D                                      | 74-73      | 1.0          | Poor; marginal achievement.  |
| D-                                     | 72-71      | 0.7          |  |
| F                                      | 70-0       | 0.0          | Failure to advance in the course. No credit earned. Computed in GPA. |

## COURSE POLICIES:

**Statement of Unity and Respect** – At Phoenix Seminary we desire to create an educational community that reflects the kind of community called for in Scripture. The New Testament is patently clear that: (1) love and unity among Christians are cardinal Christian virtues (Gal 5:14-15; Col 3:14) and are the most powerful evidence of the veracity of the gospel (John 13:34-35; 17:21-23); and that (2) in the body of Christ there is absolute equality in value and dignity regardless of gender, race, or social status (Gal 3:28; Col 3:11). In view of these two principles, all employees and students at Phoenix Seminary are expected treat others in the Phoenix Seminary community with respect and dignity. We desire to be particularly careful to treat women and ethnic minorities with dignity and respect as fellow bearers of the image of God. In keeping with the principles of Matthew 18, we strongly encourage students or employees who believe the Statement of Unity and Respect is being violated to discuss their concerns with the

individual they believe is violating the statement. However, if for any reason this is not possible or if discussion with the alleged violator fails to resolve the concern, the student or employee is asked to see the Dean of Students<sup>1</sup> or the Director of Human Resources (as appropriate) and discuss the concerns with him or her. In addition to any appropriate disciplinary consequences imposed pursuant to the school disciplinary policies, professors reserve the right to dismiss any student from their classroom who is in violation of this policy and is not responding appropriately to input from the professor.

<sup>1</sup> In the extended absence of a Dean of Students, the Academic Dean will substitute.

**Copyright Law:** The copyright law of the United States (Title 17 U.S. Code 108(f) (1)) governs the making of photocopies or other reproductions of copyrighted material. Any person using seminary printers or copy machines are liable for any infringement or violation of the law.

As a student, it is your responsibility to understand what you can legally print or copy before being considered guilty of copyright infringement. “Fair use” comes into play primarily in the academic setting, and students are given certain copying or printing freedoms the commercial world does not have. If you go beyond these legal limits, the law sees you as a thief, one who is denying creators of intellectual property their just revenues, and if found guilty, you can be heavily fined.

Photo and print copies are to be considered permissible and “fair use,” provided that the following criteria are met:

1. use is academic in nature, for non-profit, educational purposes.
2. the duplication purpose is to make material available for study for the patron's or student's convenience.
3. the duplication regards a single copy of one original, as opposed to multiple copies of the same original.
4. no more than one article per journal or one chapter per book (10%) will be copied.

**Teaching Assistants** – Many professors at Phoenix Seminary utilize teaching assistants. Under the professor's supervision and his or her direction, teaching assistants may grade student assignments and assist students as needed. The grading of student assignments including grades, as well as all verbal and written conversations with students and the professor regarding student performance will be kept in confidence by the teaching assistant. The professor of record is ultimately responsible for the course grading.

**Course Materials** – Any handouts or readings professors wish to make available to their students are located at: [courses.ps.edu](http://courses.ps.edu) > Current Students > Student Login > Course Syllabi > Handouts.

## **PROFESSOR'S OTHER:**

**Attendance** – Students are expected to attend and participate in classroom activities as directed by the professor. It is the student's responsibility to make arrangements with professors for missed class work. A professor is under no obligation to assist a student in making up assignments unless a student provides a legitimate reason for the absence (e.g., illness or family emergency). When a foreseeable absence occurs, a student should consult with the professor in advance about work which will be missed. **You must attend all of the classes scheduled to**

## **receive an “A.”**

It is important that the student refer to the respective sections of the Student Handbook for the specifics regarding the following policies not covered in the syllabus but nonetheless active and binding on a student’s work and behavior:

- Statement of Unity and Respect
- Course Assignments
- Electronic Submission of Course Assignments
- Course Attendance
- Course Materials
- Course Recording
- Statement of Academic Honesty
- Copyright Law
- Disclosure of Personal Information
- Gender Inclusive Language
- Grading
  - Course Extensions
  - Grade Appeals
  - Repeating a Course
- Ethical Guidelines for Human Subject Research
- Teaching Assistants
- Visitors

### **Late Paper Policy**

Because dependability and industry are virtues of Christian character, the faculty encourages students to be faithful and timely in the completion of all course assignments. All late work will be penalized except in cases of unexpected circumstances beyond the student’s control, or when prior arrangements have been made with the professor in writing for unusual, unavoidable circumstances. No late assignments will be accepted after one week from their due date unless prior arrangements have been made with the professor.

### **On-Line Course Materials**

Handouts and other course materials will be distributed in-class rather than through the seminary courses’ web site ([courses.ps.edu](http://courses.ps.edu)).

### **Submission of Course Evaluations on [courses.ps.edu](http://courses.ps.edu)**

It is a requirement of this course that each student visit this course’s page on [courses.ps.edu](http://courses.ps.edu) and complete the anonymous on-line course evaluation. The student will sign a sheet pledging to complete the evaluation on one’s Christian integrity.

Course evaluations will be open for students to complete one week before the first day of the last week of the class until one day before grade reports are issued for this semester’s course. Students will not be able to access the course evaluation either prior to or following this period. All course evaluation results are reported anonymously: professors have no way of linking a particular student to a particular evaluation. This anonymous information will be processed and distributed to professors in summary form and used to strengthen their teaching methods and courses.

## BIBLIOGRAPHY:

*ABD = Anchor Bible Dictionary*

**Anderson, B. W.** *Understanding the Old Testament*. 4<sup>th</sup> Edition. Upper Saddle River, N.J.:Prentice Hall, 1998.

**Bright, J.** *Covenant and Promise*. Philadelphia: Westminster, 1976.

**Carson, D. and John Woodbridge,** *Scripture and Truth*. Grand Rapids: Zondervan, 1983.

**Fee, G. and Douglas Stuart,** *How to Read the Bible For All Its Worth*. Grand Rapids: Zondervan, 1993.

**Harrison, R. K.** *Introduction to the Old Testament*. Grand Rapids: Eerdmans, 1969.

**Hill, Andrew and John Walton,** *A Survey of the Old Testament*. Second Edition. Grand Rapids: Zondervan, 2000.

**LaSor, W. S., D. A. Hubbard, and F. W. Bush.** *Old Testament Survey: The Message, Form and Background of the Old Testament*. Second Edition. Grand Rapids: Eerdmans, 1992.

*MacMillian Bible Atlas*. New York; London: MacMillian, 1968.

**Merrill, E.** *A Kingdom of Priests*. Grand Rapids: Baker, 1988.

**Miller, J. M. and J. H. Hayes,** *A History of Ancient Israel and Judah*. Philadelphia: Westminster, 1986.

**Walton, J. H., V. H. Matthews, and M. W. Chavalas.** *The IVP Bible Background Commentary: Old Testament*. Downers Grove, IL: InterVarsity, 2000.

**Walton, J. H.** *Chronological and Background Charts of the Old Testament*. Grand Rapids: Zondervan, 1994.

**Walton, J. H.** *Ancient Israelite Literature in Its Context*. Grand Rapids: Zondervan, 1989.

**COURSE SCHEDULE:** [Class assignments will be due on the day listed.]

### WEEK 1

| Date/Day                | Lecture         | Assignments      |                         |
|-------------------------|-----------------|------------------|-------------------------|
| 1. Aug. 22<br>the Class | Introduction to | <b>Required:</b> | <b>Pages of Reading</b> |
| <b>LESSONS 1-2</b>      |                 |                  |                         |

### WEEK 2

| Date/Day            | Lecture   | Assignments                           |                         |
|---------------------|-----------|---------------------------------------|-------------------------|
| 2. Aug. 29<br>and 2 | Genesis 1 | <b>Required:</b>                      | <b>Pages of Reading</b> |
| <b>LESSON 3</b>     |           | Fee and Stuart 11-53, 89-106; 163-204 | 105                     |
|                     |           | Hill and Walton, 11-98                | 87                      |

**SEPT. 5, LABOR DAY: NO CLASS**

### WEEK 3

| Date/Day                    | Lecture | Assignments                            |                         |
|-----------------------------|---------|--|-------------------------|
| 3. Sept. 12                 | Genesis | <b>Required:</b>                       | <b>Pages of Reading</b> |
| <b>Due: Genesis Summary</b> |         | Bible: Genesis 1-50                    | 73                      |
| <b>LESSON 4</b>             |         | <b>Supplemental:</b> Harrison, 495-516 | 21                      |

**WEEK 4**

| <b>Date/Day</b>   | <b>Lecture</b> | <b>Assignments</b>  |
|---|----------------|---|
| 4. Sept. 19<br><b>Due: Timeline Creation – 1400</b><br><b>LESSONS 5-6</b> | Genesis        | <b>Required:</b> Reading for Timeline<br><b>Supplemental:</b> Harrison, 516-541<br><b>Pages of Reading</b> 46 |

**WEEK 5**

| <b>Date/Day</b>                | <b>Lecture</b> | <b>Assignments</b>  |
|--------------------------------|----------------|---|
| 5. Sept. 26<br><b>LESSON 7</b> | Genesis        | <b>Required:</b> Reading for Timeline<br><b>Supplemental:</b> Harrison, 542-565<br><b>Pages of Reading</b> 69 |

**WEEK 6**

| <b>Date/Day</b>              | <b>Lecture</b> | <b>Assignments</b>   |
|------------------------------|----------------|--|
| 6. Oct. 3<br><b>LESSON 8</b> | Genesis        | <b>Required:</b> Reading for Timeline<br><b>Pages of Reading</b> |

**WEEK 7**

| <b>Date/Day</b>  | <b>Lecture</b> | <b>Assignments</b>  |
|--|----------------|---|
| 7. Oct. 10<br><b>Due: 1400 -1300 Timeline</b><br><b>LESSON 9</b> | Exodus         | <b>Required:</b> Hill and Walton, 101-123<br><b>Pages of Reading</b> 22 |

**WEEK 8**

| <b>Date/Day</b>   | <b>Lecture</b> | <b>Assignments</b>  |
|---|----------------|---|
| 8. Oct. 17<br><b>Due: Exodus Summary</b><br><b>LESSON 9</b> | Exodus         | <b>Required:</b> Bible: Exodus 59<br><b>Supplemental:</b> Harrison, 566-588 22<br><b>Pages of Reading</b> |

**WEEK 9**

| <b>Date/Day</b>   | <b>Lecture</b> | <b>Assignments</b>  |
|---|----------------|---|
| 9. Oct. 24<br><b>Due: Leviticus Summary</b><br><b>LESSON 10</b> | Leviticus      | <b>Required:</b> Hill and Walton, 125-141 16<br>Bible: Leviticus 43<br><b>Supplemental:</b> Harrison, 589-613 24<br><b>Pages of Reading</b> |

**WEEK 10**

| <b>Date/Day</b>                 | <b>Lecture</b> | <b>Assignments</b>      |
|---------------------------------|----------------|-------------------------|
| 10. Oct. 31<br><b>LESSON 10</b> | Leviticus      | <b>Pages of Reading</b> |

**WEEK 11**

| <b>Date/Day</b>             | <b>Lecture</b> | <b>Assignments</b>                     |                         |
|-----------------------------|----------------|--|-------------------------|
| 11. Nov. 7                  | Numbers        | <b>Required:</b>                       | <b>Pages of Reading</b> |
| <b>Due: Numbers Summary</b> |                | Hill and Walton, 143-161               | 18                      |
| <b>LESSON 11</b>            |                | <b>Supplemental:</b> Harrison, 614-634 | 20                      |

**WEEK 12**

| <b>Date/Day</b>  | <b>Lecture</b> | <b>Assignments</b> |                         |
|------------------|----------------|--------------------|-------------------------|
| 12. Nov. 14      | Numbers        | <b>Required:</b>   | <b>Pages of Reading</b> |
| <b>LESSON 11</b> |                | Bible: Numbers     | 61                      |

**NOV. 15-20 READING WEEK: NO CLASSES**

**NOV. 21-27 Thanksgiving Holiday: NO CLASSES**

**WEEK 13**

| <b>Date/Day</b>                 | <b>Lecture</b>   | <b>Assignments</b>       |                         |
|---------------------------------|------------------|--------------------------|-------------------------|
| 13. Nov. 28                     | Deuteronomy 1-15 | <b>Required:</b>         | <b>Pages of Reading</b> |
| <b>Due: Deuteronomy Summary</b> |                  | Hill and Walton, 163-178 | 15                      |
| <b>LESSON 12</b>                |                  | Bible: Deuteronomy       | 68                      |

**WEEK 14**

| <b>Date/Day</b>  | <b>Lecture</b>    | <b>Assignments</b>                     |                         |
|------------------|-------------------|--|-------------------------|
| 14. Dec. 5       | Deuteronomy 16-34 | <b>Required:</b>                       | <b>Pages of Reading</b> |
| <b>LESSON 12</b> |                   | <b>Supplemental:</b> Harrison, 635-662 | 27                      |

**WEEK 15**

| <b>Date/Day</b> | <b>Lecture</b> | <b>Assignments</b>         |                                |
|-----------------|----------------|----------------------------|--------------------------------|
| 15. Dec. 12     | FINAL          | Total Reading:             |                                |
|                 |                | <b>Required: 496 pages</b> | <b>Supplemental: 219 pages</b> |

**READING /ATTENDANCE REPORT:**

➤ I have read the following:

Required Reading        \_\_\_ Yes    \_\_\_ No    \_\_\_ % of Pages

Supplemental Reading    \_\_\_ Yes    \_\_\_ No    \_\_\_ % of Pages

Percentage on Time:    Required Reading \_\_\_\_\_%    Supplemental Reading \_\_\_\_\_%

➤ I have attended \_\_\_\_\_ out of 16 classes.

**\*\*READING REPORT \*\***

***DUE: DEC. 12, 2011***

## BIBLICAL STUDIES: WHERE TO FIND INFORMATION

How to find the meaning of a Biblical passage?

### Level 1:

1. Ryrie or other study Bible
2. Cross-references in your Bible
3. Bible dictionaries or encyclopedias
  - a. *The New Bible Dictionary* [R 220.5 n 532]
  - b. *The Illustrated Bible Dictionary* [R 220.3 129i]
  - c. *The International Standard Bible Encyclopedia*, 1974-1989 (revised edition) [R 220.3 161i]
  - d. *The Anchor Bible Dictionary*, 1992.

### Level 2:

1. Commentaries (do not waste your time on the one volume commentaries on the whole Bible)
2. Trinity puts out an annotated list of commentaries and now Tremper Longman also has one.

### Level 3:

1. Scholarly magazines and journal articles on specific passages or topics.  
Some of the best for Old Testament are:
  - a. *Journal of Biblical Literature* (JBL).
  - b. *Vetus Testamentum* (VT).
  - c. *Journal for the Study of the Old Testament* (JSOT).
  - d. *Biblica* (Bib).
  - e. *Hebrew Union College Annual* (HUCA).
  - f. *Trinity Journal* (TJ).
  - g. *Tyndale Bulletin* (Tyn B).
  - h. *Westminster Theological Journal* (WTJ).
  - i. *Harvard Theological Review* (HTR).
  - j. *Journal of the Evangelical Theological Society* (JETS)
2. You can find journal articles on your subject by looking in Religious Periodical Index [R 205 A51a Per.]
  - a. Under topic.
  - b. Under biblical reference.
  - c. Under Hebrew word.
  - d. Under author.
3. Often good commentaries will include a list of the best articles on the passage.
4. Often the dictionaries and encyclopedias will include a bibliography.

### Level 4:

1. Use Strong's lexicon to find the Hebrew word which is translated by the English word (find the number which is coded to the Hebrew word in the back of the book). This will give a general definition for the word. While you are still at the place in the main part of Strong's note the various places where the same Hebrew word is used (i.e., those passages which have the same number) and see how many different English words are translated for this one Hebrew word.
2. To get a better understanding of the Hebrew word look it up in TWOT which is the Theological Wordbook of the Old Testament (2 vols.), edited by R.L. Harris, G.L. Archer and B.K. Waltke. [R 221.44 H 391t]. After you have found the number of the Hebrew word in Strong's you can go to the index in the back of TWOT which will tell you the article number in TWOT which corresponds to the Hebrew word in Strong's.

### Level 5:

1. Use: Gesenius' Hebrew Grammar (GKC) edited by E. Kautzsch and A.E. Cowley. [R 492.4 G 327gr]
  - a. Topic.
  - b. Biblical reference.
  - c. Hebrew words.
2. Ronald J. Williams, *Hebrew Syntax: An Outline*.
3. B. Waltke and M. O'Connor, *An Introduction to Biblical Hebrew Syntax*.

## MOST MISPELLED WORDS

|  |   |  |
|--|---|--|
| <p>a lot<br/>academic<br/>acession<br/>accommodate<br/>achieve<br/>affect – to bring about<br/>    change<br/>altar<br/>anoint<br/>apostasy<br/>apparent<br/>archaeology<br/>argument<br/>ascension<br/>believe<br/>besiege<br/>brethren<br/>capital – chief, or main<br/>    point<br/>capitol – the building<br/>cite – to quote in a book<br/>commitment<br/>council – an assembly<br/>counsel – advise or<br/>    guidance<br/>crucifixion<br/>definitely<br/>deity<br/>disciple<br/>divine<br/>effect – result, cause and<br/>    effect<br/>enmity<br/>except – to leave out,<br/>    exception<br/>advice – noun<br/>advise – verb<br/>conscience – sense of right<br/>    and wrong<br/>conscious – to be aware<br/>emphasis<br/>Ephraim<br/>escape<br/>especially</p> | <p>etc.<br/>genealogy<br/>harass<br/>immanent – indwelling<br/>imminent – occurring shortly<br/>Israel<br/>it’s – contraction for it is<br/>its- possessive pronoun<br/>judgment<br/>loose – something not<br/>fastened down<br/>lose – to cease to possess<br/>millennium<br/>occurrence<br/>panicked<br/>Pharaoh<br/>principle – precept<br/>principal – principal of a<br/>school<br/>precede – to go before<br/>proceed – to go<br/>prophecy – noun<br/>prophesy – verb<br/>receive<br/>resurrection<br/>rhyme / rhythm<br/>sense<br/>sentence<br/>separate<br/>shepherd<br/>siege<br/>significance<br/>site – location<br/>stationary/stationery<br/>supersede<br/>there – adverb<br/>their – possessive pronoun<br/>traveled<br/>traveler<br/>to – preposition / too -<br/>adverb</p> | <p>Yahweh<br/>weather – climatic<br/>conditions<br/>whether – if<br/>who’s – contraction for<br/>who is<br/>whose<br/>worshipped</p> |
|--|---|--|

## Tips for Getting Better Grades

**Main Principle: If you want better grades always go beyond the mere basics and dig deeper than the teacher expected.**

### Grades:

C = Average Work

B = Very Good Work

A = Superior Work

### Tips for Getting Better Grades:

1. Never exceed the page limit, but put the best information into the number of pages required. Cut ruthlessly anything that does not fit within the parameters of the paper.
2. After your paper or work is complete, go over it again and find at least five ways your paper could be improved.
  - a. Are you sure that you answered exactly what was asked for? If the teacher has given any examples, helps, or suggestions have you included them in your paper?
  - b. Have you read enough to answer all the important questions concerning the topic? Are there any more questions about the topic that you have not discussed, but that others may wonder about?
  - c. Have you expressed to the best of your ability that you know the material that you are writing about? Is it clear from your paper? Could someone wonder if you really know the topic after reading your paper?
  - d. Is there a special recent issue that makes this topic more relevant?
  - e. Check for misspelled words.
  - f. Provide a good bibliography. Have you searched every means available for more bibliography on this topic?
  - g. Can you begin your paper with an example, illustration, or summary of the issue that will help focus your paper?
  - h. Does your paper or work have a clear and easy-to-follow structure? Is there a better way to arrange the topics to make the flow clearer? (Make an outline before beginning to write.)
  - i. Have you provided evidence or examples for every point you make? Is anything that you have written questionable and in need of more research or evidence to convince your reader that you are correct?
  - j. How does the topic that you have researched relate to other topics? Is there any way to show that you have examined broader issues that dovetail with your new research?
  - k. Can you make your topic more interesting or fact filled?
  - l. If your paper or work involves biblical texts, have you convinced your reader that your exegesis of the passage has been thorough?
  - m. Have you stated your conclusions too strongly so that the reader may challenge them?
  - n. Have you dealt fairly, consistently, and even-handedly with the biblical texts? Could anyone question your handling of the biblical passages and if so, have you covered your bases?
  - o. Is there even one area in the paper or work where you have delved deeply enough into the topic to uncover information that is not generally known?
  - p. Is your topic so broad that you cannot go into detail at certain points? Do you need to rethink the boundaries/parameters of the paper?
3. Don't challenge a grade unless you know for certain there must be some mistake. If it is very good work and you have done your best, then abide by the decision of the instructor. You may be able to get input on how it could be improved—be tactful.
4. Have someone read it over to make sure that your thoughts are clear and your arguments as convincing as you think they are.
5. Remember the instructor will have to read several papers, many of which are on the same topic; how can you make yours best, unique, and memorable?

| Creation? | Fall? | Flood? | Food                        | Writing              |
|-----------|-------|--------|-----------------------------|----------------------|
|           |       |        | Gathering<br>6-5000<br>B.C. | 3000 B.C.            |
|           |       |        | Egypt                       | <input type="text"/> |
|           |       |        | Mesopotamia                 | <input type="text"/> |

#### Keys:

1. Single Space to get enough detailed explanation. I am looking for good facts and ideas. Cut everything that is just wordy out.
2. Include kings and major events from both Biblical and ANE history for that century. Make it visually appealing and creative keeping it as neat and clear as possible.
3. Create the timeline using the following commands in Word. On the **Autoshapes** toolbar, select **arrow or box** and draw a line down the left side of the paper. Select **Textbox** on the **Drawing** toolbar and place the textbox in your desired location near the line. Enter your desired text. Resize, change font size and drag textboxes as necessary. When finished, **Group** the timeline and textboxes by holding down the shift key and selecting each object. On the **Drawing** toolbar, click **Draw**, and then click **Group**. Then on the **Drawing** toolbar, click **Draw**, and then click **Text Wrapping**, then click **Square**. This should neatly align the body of the paper.

#### Summary of Period

This is an overview of the century of events that happened in the Ancient Near East (BIG PICTURE THINGS). What was going on in the surrounding countries during this time? How did these events affect Judah? For example, what was going on in Assyria, Syria, Egypt, Babylon, etc.? Why are these things important? Where do you get this material? History books, Bible Dictionaries (O.T. Chronology), Western Civilization books, Bible Atlases, etc. I would do this last after I have the details done. READ, READ, READ.

#### (Body of the Paper)

Explain the events that are happening in the Ancient Near East. Integrate between biblical material and historical material. What was happening in Egypt or Mesopotamia at the same time as Abraham (2166ff). Specifically note the events from the Ancient Near East and how those events affected the nation of Israel. What was God doing during this time with his people? What was God doing in the Ancient Near East? How do these all fit together? This should be the largest section of the paper. It should be very detailed naming Kings, dates, and events. Use the dates for the biblical people that I gave you in class—there will be a lot of debate about dates don't worry about it. Just do your best to match them up.

#### Summary

Summarize the paper in this section. Be sure to answer what this time was like **morally** (especially big events)? Be sure to answer what it was like **politically** (nations, big picture Events)?

## Bibliography

Great Resources for Reference (Use at least 3 or 4):

**Atlases, Dictionaries, Bible Encyclopedias, Study Bibles, Commentaries**

**Beitzel, Barry J.** *The Moody Atlas of Bible Lands*. Chicago: Moody Press, 1985.

**Bright, John.** *A History of Israel*. Philadelphia: Westminster, 1981.

**Hill, Andrew E., John H. Walton.** *A Survey of the Old Testament*. Grand Rapids: Zondervan, 2000.

**Merrill, Eugene H.** *A Kingdom of Priests*. Grand Rapids: Baker, 1988.

**Miller, J.M., and J.H. Hayes.** *A History of Ancient Israel and Judah*. Philadelphia: Westminster, 1986.

**Walton, John H.** *Chronological and Background Charts of the Old Testament*. Grand Rapids: Zondervan, 1994.

**Wood, Leon J.** *A Survey of Israel's History*. Rev. David O'Brien. Grand Rapids: Zondervan, 1986.

### Additional Notes:

The entire paper should be two pages, single-spaced, no more than 1" margins, and include the above sections. When quoting material, include citations within the text.

