

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
**Degree Completion Program**  
**BOTD 531 Sp. St. in the Pentateuch: Preaching from Deuteronomy**

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**COURSE SYLLABUS**

**COURSE DESCRIPTION**

An exegetical, theological, and homiletical study of Deuteronomy with special emphasis on the nature of the covenant relationship and practical use of the book in ministry to the church today.

**OBJECTIVES**

Upon the successful completion of this course the student should be able to:

1. Outline Deuteronomy and compare it to ANE covenants.
2. Preach/teach legitimately and effectively the theological principles underlying any passage in Deuteronomy.
4. Explain the theological significance of the Sinai covenant and laws for Christians today.
5. Identify, explain and apply the major theological themes and concepts taught in the book.

**TEXTBOOKS**

**Required:**

Cotton, Roger D., ed. *BOT 531 Deuteronomy Handouts, 2004* (AGTS)

*The Holy Bible: Contemporary English Version*. New York: American Bible Society, 1995.

Wright, Christopher J.H. *Deuteronomy*. NIBC. Peabody, MA: Hendrickson, 1996

**Recommended:**

Craigie, Peter C. *The Book of Deuteronomy*. NICOT. Grand Rapids: Eerdmans, 1976.

**COURSE OUTLINE**

Class 1

Deut. 1-4 and methodology for study and application

Class 2

Deut. 5-11 and the essence of the covenant

Class 3

Deut. 12-16 and relating the laws to our lives

Class 4

Deut. 17-26 and relating to the laws continued

Class 5

Deut. 27-34 and the conclusion of the covenant

**METHODOLOGY**

Lecture, discussion, readings, researched application project.

**COURSE REQUIREMENTS**

Please talk to the professor about any absences.

1. FOR CLASS 1:

Goals of the session and the assignments below: to get the student into the book of Deuteronomy, with a sense of what it is about; to stimulate questions about the meaning and relevance of the book; to establish the approach of the professor for the class; and to equip the students to do the kind of work called for in this course, toward more effective Bible study, including diagramming the flow of thought of a passage.

**HAVE READ:** 1) All of Deuteronomy in one sitting, from the CEV (*Contemporary English Version*).

2) The textbook commentary by Wright Introduction and commentary through Deut. 4.

NOTE: Be prepared for each class to discuss the next passages in relation to the CEV, Wright's commentary (to be finished by the end of the course), and any assigned readings according to the class schedule. The book of handouts should be read by the end of the course. All specified readings not in the book of handouts, along with other selected important sources, are on 2 hour reserve at the front desk of the library.

3) The handout on Expectations for Graduate Students.

**TURN IN:** 1) Your outline of the message of the book of Deuteronomy in about 5 major divisions comprised of groups of chapters, with no subdivisions needed.

2) A list of the major themes you observed in the book of Deuteronomy.

3) A paragraph summarizing your current understanding of the covenant as referred to in Deuteronomy before taking this course.

2. FOR CLASS 2:

Goals: to facilitate the understanding of the nature of the Sinai covenant in its ANE (Ancient Near Eastern) context and relate it to the rest of the Bible and to Christians today; to further equip to do effective Bible study especially in word studies; to help understand and apply more deeply the Ten Commandments; and to lead to the discovery of the purpose of the OT laws.

**HAVE READ:** 1) All the handouts from the Name of God through Righteousness.

- 2) At least 2 hours (for an A level or 1 hour for B level) on the ANE background of the Sinai covenant and the nature of it, as presented in the OT, out of the bibliography or other comparable scholarly sources such as those listed at the end of the NIDOTTE (*New International Dictionary of OT Theology and Exegesis*) article in the handouts.
- 3) Three commentaries (at least 2 from the bibliog.) besides Wright, and three versions, besides CEV, outside the KJV tradition, on Deut. 6:4.
- 4) The introduction to the commentary by Craigie (to qualify for an A).

**TURN IN:** A 2-3 page, typed, essay on what you now understand to be the best way to describe to our people the Sinai covenant in its ANE context. How does it compare to similar documents of its day? What was God saying to Israel by choosing this cultural form? How should Christians relate to it (and thus to the book of Deuteronomy)? List all the sources you read.

3. FOR CLASS 3:

Goals: to deepen the grasp of the theology of the Sinai laws including the concept of holiness; and to enable the student to relate the specific laws to the Christian in terms of principles.

**HAVE READ:** The handouts on the laws.

- TURN IN:** 1) A flow of thought analytical, syntactical, diagram of your passage (see instructions and samples in handouts) for the project below in #5. This does not have to be typed and is for feedback from the professor before completing your exegesis. On diagramming see Walter Kaiser's Toward an Exegetical Theology, chapters 4 and 8, besides the handouts.
- 2) A 2-3 page, typed, word study (see instructions in handouts) on a significant word in your passage.

4. FOR CLASS 4:

Goal: to further facilitate the student's interest and ability in relating specific laws to Christians today.

- HAVE READ:** 1) Kaiser, Uses of the O.T. in the New, chapter 10 pp. 203-220 (to qualify for an A).
- 2) The NIDOTTE article on "Deuteronomy, Theology of," vol. 4.

**TURN IN:** A 2-3 page, typed, essay on your summary of how to relate the laws of Deuteronomy in particular, but the whole book in general, to the Christian today. Are we to keep each of the specific laws of Deuteronomy—why or why not?

5. FOR CLASS 5:

Goals: to help understand the conclusion of the covenant, especially the blessings and curses and their relationship to Christians today; and to help summarize the lessons and the message of the book, including discussion of what the students have learned in their projects.

- HAVE READ:** 1) All of the textbook commentary by Wright and all the handouts except the two articles on the date of Deuteronomy.  
2) The two articles in the handouts on the date of Deuteronomy (to qualify for an A).

**TURN IN:** A researched application project on a passage of your choice. This is to be an exegetical, Biblical-theological, study of a passage or a theme in Deuteronomy with strong application for God's people today. This must demonstrate good interpretive method including the following:

- A. Understanding the language of the text(s) through comparing translations and doing some word studies, which include the use of (New) Englishman's Hebrew Concordance (coded to Strong's) and the New International Dictionary of Old Testament Theology and Exegesis.
- B. Understanding the significance of the historical and cultural references in the passage (s) through background studies, including Dictionary of Biblical Imagery, and scholarly, exegetical commentaries.
- C. Understanding the literary intent of the passage(s) by outlining the flow of thought and studying the literary devices used by the writer. Be sure to turn in your diagram incorporating suggestions from the professor and use it to make observations on the message of the passage.
- D. Understanding the theology intended through analyzing the theological and thematic terms and ideas used in context of the book and the whole Old Testament, and determining the underlying principles intended as the message of the inspired writer. Here again the best commentaries should be consulted, as well as Old Testament theologies, including House, and the essay on Deuteronomy, "Theology of," in the 4<sup>th</sup> volume of NIDOTTE, and any other related theological studies. Be sure to research journal articles and read at least one for "A" level work.

The choice of passage or theme will be approved through feedback on the diagram due at the third class. If a theme is chosen, one or more of the key passages on it must be diagrammed to total at least 6 verses. If a passage is chosen it should be at least 6 verses long.

There are three choices for method of presentation below. All three choices require a full bibliography of all sources consulted and articles in multi-author books must follow 11.26 in Turabian 6<sup>th</sup> ed. All three should have a strong practical relevance in the conclusions if not the whole presentation.

#### CHOICES FOR METHOD OF PRESENTATION:

- 1) Turn in a 5-7 page typed, researched exegetical sermon outline OR a comparable practical application project OR a 9-12 page paper on the last day of class.
- 2) OR Present to the professor in his office, a detailed 2-3 page outline of the results of your study.
- 3) OR Present in class the highlights in 20 minutes of a detailed 2-3 page outline of the results of your study. The outline must be turned in by noon the day before the presentation for photocopying by the department and preview by the professor.

For a paper the style should conform to Turabian 6<sup>th</sup> ed. with your choice of citation method: footnotes, endnotes, or parenthetical references (see Turabian 6<sup>th</sup> ed. chap. 10). However, for a sermon outline or other project few citations are expected. Most of those needed will be for explanations to the professor, not to the sermon audience. A list of all sources consulted is needed for proper evaluation of your research. I greatly prefer to see any signed articles from multi-author works, such as NIDOTTE and encyclopedias, listed by author and title of the article rather than the book, (see Turabian 11.26). Also, an outline need not be double spaced throughout, but do **NOT** justify the right margin. Provide a title page but no cover, just staple it.

For a sermon be sure to capsule your thesis at the end of your introduction in a proposition and a transitional question about that proposition which is answered by the main points of the sermon. The points must come from the text though not necessarily in the same order. The main points must be sentences and the points parallel to one another.

I recommend the approach of Lloyd Perry in a Manual for Biblical Preaching, the Foundational Pattern, pp. 65-72, 82.

Detailed explanations of significant exegetical decisions behind the sermon need to be written out just as they will be referred to in the sermon. If certain reasons will not be discussed publicly to avoid unnecessary confusion, then they need to be put in some kind of note to the professor set off from the rest of the material. You need to demonstrate the thoroughness and soundness of your exegetical work to the professor if not always to the people. Be sure to include what the text meant to the readers/hearers of Deuteronomy as well as the principles you see that you want your people to apply to their lives today. You may include brief descriptions of the illustrations you plan to use.

Write a careful conclusion summarizing how you have established your proposition or answered your question and then suggesting specific applications for our lives today. Be sure to end with something that will effectively impress the message on the hearers' hearts.

Late work may be penalized.

### **GRADING PROCEDURE**

Reading and Class participation	10%
Outline	04%
List of Themes	01.5%
Summary of covenant	01.5%
Essay on covenant	13%
Diagram of passage	05%
Word study	11%
Essay on the law and Christians	15%
Exegetically researched application Project	39%

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#### **SPECIFIC DATA**

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