

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
**BOT 531 Stu. in the Pent: Leviticus and Numbers and Holy Living**

Roger D. Cotton

Post Session 2006

**COURSE SYLLABUS**

**COURSE DESCRIPTION**

A careful exegetical, theological, and homiletical study of these two books with emphasis on uncovering principles of holiness and leadership for God's people, including their application for the church today.

**COURSE OBJECTIVES**

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

1. Outline these two books showing the major theological points and themes.
2. Discuss the meaning of key passages in each of these books as well as the structure, message, and theology of each book as a whole in relation to the context of the rest of the Pentateuch.
3. Explain the biblical concept of holiness and clean and unclean, as well as describe the other major principles of the ceremonial law.
4. Discuss principles of leadership and functioning together as the people of God from these books.

**TEXTBOOKS**

***Required:***

Cotton, Roger D., ed. BOT 531 Leviticus and Numbers Handouts, 2006, Springfield, MO: by AGTS.

Ross, Allen P. Holiness to the LORD: A Guide to the Exposition of the Book of Leviticus. Grand Rapids: Baker, 2002.

Wenham, Gordon J. Numbers: Introduction and Commentary. TOTC. Downers Grove, IL: InterVarsity, 1981.

***Recommended:***

Wenham, Gordon J. The Book of Leviticus. NICOT. Grand Rapids: Eerdmans, 1979.

## COURSE OUTLINE

### Day

1. Mon. July 3 Leviticus 1-7
2. Tues. July 4 NO CLASS
3. Weds. July 5 Lev. 8-10 and 11-16
4. Thurs. July 6 Lev. 17-20
5. Fri. July 7 Lev. 21-27 turn in diagram of passage for project
6. Mon. July 10 Numbers 1-10
7. Tues. July 11 Num. 11
8. Weds. July 12 12-15
9. Thurs. July 13 16-21
10. Fri. July 14 22-36

## METHODOLOGY

Lecture, discussion, readings, exegetical, biblical theological research and writing.

## COURSE REQUIREMENTS

Class attendance and participation is expected; maximum allowable absences is one (1) class periods. Please talk to the professor about any absences.

1. Be prepared to discuss the passages and any readings assigned for each day.
2. Read the required commentary for the passages covered each day and related readings in the book of handouts; finish both textbooks and all the handouts by the due date for the course work (**Monday afternoon, August 14**). It is recommended to read as much as possible from these for the class sessions rather than doing the reading afterward.
3. A. Read through Leviticus in one sitting by the second class and Numbers by class 6.  
B. Read the preface and the introduction to the commentary by Ross and the introduction to the commentary on Leviticus by Wenham as soon as possible.
4. Turn in on **Friday, July 7**, your choice of passages for your exegetical sermon project and a diagram of the flow of thought in it (this will be explained in class).
5. Turn in by **Monday, afternoon, August 14**, a thorough exegetical research and biblical-theological analysis paper of 10-12 pages OR a researched exegetical sermon outline or 5-7 pages (instructions will be provided.) on a passage of your choice of at least 5 verses and up to as much as a few chapters, approved by the professor, OR a paper thoroughly studying a theme in one or both books. A bibliography must be turned in of all sources

consulted in the research. A chart of the flow of thought of the passage(s) to be studied is to be submitted before getting very far into the research, due July 7. Instead of a paper, the student may present a thorough outline in class or to the professor in his office.

The style should conform to Turabian 6<sup>th</sup> ed. with your choice of citation method: footnotes, endnotes, or parenthetical references (see chap. 10). However, for a sermon outline few citations are expected. Most of those needed will be for explanations to the professor, not to the sermon audience. I greatly prefer (required for an A) 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 editor of the book, (see Turabian 11.26). Also, the outline need not be double spaced throughout, but do **NOT** justify the right margin. Provide a title page but no cover, just staple it.

Thorough, detailed, exegetical research for an expository sermon, to me includes the following steps:

- 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) or Kohlenberger, John R., III, and James W. Swanson. The Hebrew English Concordance To The Old Testament With The New International Version or a computer program that searches on the Hebrew words, and the New International Dictionary of Old Testament Theology and Exegesis.
- B. Understanding the significance of the historical and cultural references in the passage 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 points of the passage. If your sermon does not follow the outline of the passage, you must supply a separate, simple outline of the flow of topics in 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 essays 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 sermon needs to be capsulized 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 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 original audience 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 but it is not necessary.

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.

6. Turn in **by Monday, afternoon, August 14**, a take-home essay exam over major concepts, principles, themes, and passages discussed in class, as well as a basic outline of each book.

### **GRADING PROCEDURE**

Reading assignments and class participation	15%
Researched, exegetical, paper or outline	50 %
Take-home essay exam	35 %

### **SELECTED BIBLIOGRAPHY**

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### **SPECIFIC DATA**

Syllabus prepared by Roger D. Cotton, March 2006.