

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
BOTD 641 Stu. Hist. Bks.: Preaching Revival from Chronicles
May 11, 18, 25 – June 1, and 8, 2006
6:00 – 10:00 p.m.

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Summer 2006

COURSE SYLLABUS

COURSE DESCRIPTION

An exegetical and homiletical study of 1 and 2 Chronicles, section by section, with the focus on the Old Testament theological message of the writer. Attention will be given to principlizing and homiletical application to the church today.

OBJECTIVES

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

1. Outline the message of 1 and 2 Chronicles.
2. Identify, explain and apply the major theological themes and concepts taught in these books.
3. Preach legitimately and effectively the theological principles underlying any passage in the books of Chronicles.

TEXTBOOKS

Required:

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

Cotton, Roger D., ed. *BOT 539 Chronicles Handouts, 2006*, Springfield, MO: by AGTS.

Dillard, Raymond B. 2 Chronicles. Word Biblical Commentary, 15. Waco, TX: Word Books, 1987.

Selman, Martin J. 1 Chronicles: Introduction and Commentary and 2 Chronicles. 2 vols. TOTC. Downer's Grove, IL: InterVarsity, 1994.

Recommended:

Barker, Kenneth, ed. The NIV Study Bible. Grand Rapids: Zondervan, 1985.

METHODOLOGY

Lecture, discussion, readings, researched sermon/teaching outlines and themes essays.

COURSE REQUIREMENTS

You must 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 books of Chronicles, with a sense of what they are about; to stimulate questions about the meaning and relevance; 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 1 and 2 Chronicles in one sitting, from the CEV (*Contemporary English Version*).

- 2) The textbook commentaries by Selman and Dillard, Preface, Introduction and commentary (in Selman) through 1 Chron. 12. The notes by Dillard in the NIV Study Bible on 1 Chronicles are also recommended.
- 3) Expectations for Graduate Students, and the essays by Mathews, Long and Merrill in the book of handouts.

NOTE: Be prepared for each class to discuss the next passages in relation to the CEV, the commentary, and the handouts (both to be finished by the end of the course), and any other assigned readings according to the class schedule below. 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.

- TURN IN:**
- 1) Your summary titles for the 4 or so major divisions or groupings of the chapters of 1 and 2 Chronicles together.
 - 2) A list of the major themes you observed repeatedly in the two books.
 - 3) A 3-4 page summary essay on what you learned about the theological interpretation of Biblical historical books from the three essays by Mathews, Long, and Merrill.

WRITTEN WORK SUBMITTED TO ROGER COTTON

The work must be typed, double spaced, with one-inch margins and the right margin NOT justified, and be proof-read. Your writing should demonstrate good, formal, clear, writing style (see handouts and Strunk and White). For questions about format see Turabian 6th edition. If you

need to cite a source you may choose which one of the three citation methods in Turabian you prefer to use: foot notes, end notes, or parenthetical. For assignments with specific readings, no bibliography is needed unless you want the professor to know about additional reading you did. . If the source has been assigned, just put the last name in parentheses with the page number. The length may exceed the limit by a page or so. If you do not have it finished when it is discussed in class you shouldn't listen to the discussion. Put the following information at the top of the first page or on a title page: Name, assignment, course, my name, date. Do not put anything but the page numbers at the top of the other pages. No title page is needed for work under 4 pages.

2. FOR CLASS 2:

Goal: to analyze the message of 1 Chronicles 13-21; to further equip the student to do effective Bible study especially in word studies; and to begin to understand the important biblical theological themes and concepts of such OT material and how to relate them to New Testament Christians today.

HAVE READ: 1) All the handouts pp. 69-101.
2) The commentary on 1 Chron. 13-21.

TURN IN: A flow of thought, analytical, diagram of your passage (see instructions and samples in handouts and Walter Kaiser's *Toward an Exegetical Theology*, chapters 4 and 8) for the project below for week 5.

FOR CLASS 3:

Goals: to analyze the message of 1 Chronicles 22-2 Chron. 9; and to explore more biblical theological themes, especially their concept of the Kingdom of God.

HAVE READ: 1) the commentaries through 2 Chron. 9.
2) The rest of the handouts.

TURN IN: A 2-3 page, typed, word study (see instructions and examples in handouts) on a significant word in your passage.

FOR CLASS 4:

Goals: to learn from the Chronicler's view of the kingships of Judah lessons for the church today.

HAVE READ: the commentaries through 2 Chron. 32.

TURN IN: Your outline of the theological message of the historical content of these two books. Outline it down to the third level for an "A." The headings should give the theological purpose of each section of these books, and cover the major themes as preached by the Chronicler in the writing of this two-volume history. Be sure to include some reference to the theological significance of the temple in the context of Chronicles.

FOR CLASS 5:

Goal: to conclude the study of these two books and learn from each other's research projects.

HAVE READ: Finish the commentaries on 2 Chronicles.

TURN IN: A major researched application project on a passage of your choice, approved by the professor. This is to be an exegetical, Biblical-theological, study of a passage of from 10 verses to a few chapters with strong application for God's people today. This must demonstrate good interpretive method including the following to qualify for "A" level:

- 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 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.
- 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 the theology of your book in the 4th 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 second class.

There are three choices for method of presentation below. *All three choices require a full bibliography of all sources consulted*, not just cited, (and articles in multi-author books (like NIDOTTE) must follow 11.26 in Turabian 6th ed.) All three choices of presentation 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 at the last class.
- 2) OR Present to the professor in his office, a detailed 2-3 page outline or summary of your project to be scheduled the week of the last class.

- 3) OR Present in class the highlights in about 20 minutes of a detailed 2-3 page outline or summary of the results of your project. Copies need to be made for each class member so if you want the professor to copy it, arrangements must be made before class.

For a paper the style should conform to Turabian 6th ed. with your choice of citation method: footnotes, endnotes, or parenthetical references (see Turabian 6th 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 (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 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 state 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 form of 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. see the end of the handouts)

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 audience. Be sure to include what the text meant to the readers/hearers of Exodus 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.

Late work may be penalized.

GRADING PROCEDURE

Reading and class participation	12%
Overview and themes	04%
Diagram of passage	07%
Word study	12%
Theological outline of 1 and 2 Chron.	25%
Researched exegetical, biblical-theological, application project	40%

SELECTED BIBLIOGRAPHY

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SPECIFIC DATA

Prepared by Roger D. Cotton, March 2006.