

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
MATS Degree Completion Program
Springfield, Missouri

BOTD 531 ST. IN THE PENTATEUCH: PREACHING FROM EXODUS
August 30, September 6, 13, 20, 27, 2007
(3 credits)

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COURSE SYLLABUS

COURSE DESCRIPTION

An exegetical, theological, and homiletical study of Exodus 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 Exodus
2. Preach/teach legitimately and effectively the theological principles underlying any passage in Exodus.
3. Explain the theological significance of the Sinai covenant and laws for Christians today in relation to ANE covenants.
4. Identify, explain and apply the major theological themes and concepts taught in the book.

TEXTBOOKS

Required:

Cotton, Roger D., ed. *BOTD 531 Exodus Handouts, 2007* (AGTS Bookstore).

Enns, Peter. *Exodus*. The NIV Application Commentary. Grand Rapids: Zondervan, 2000.

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

COURSE OUTLINE

Class 1

Exodus 1-4 God's call and revelation to Moses with methodology for study and application

Class 2

Exodus 5-15 the plagues, Pharaoh, and the Exodus

Class 3

Exodus 16-20 the journey to and covenant at Sinai

Class 4

Exodus 21-24 the laws and sealing the covenant

Class 5

Exodus 25-40 the Tabernacle and the golden calf apostasy

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 Exodus, 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 and doing word studies.

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

2) The textbook commentary by Enns, Introduction and commentary through Exodus 4.

3) The handouts on Expectations for Graduate Students and on the Name of God.

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 outline of the message of the book of Exodus in about 2-4 major

divisions comprised of groups of chapters, with 4-12 total subdivisions among these divisions. Try to make the headings relate the content with the theological point of it to people today.

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

3) A 2-3 page researched essay summarizing in your own words the

important
Christians

points you learned from the readings about the Name of God for today.

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 Strunk and White or). 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. If the source has been assigned, just put the last name in parentheses with the page number. For assignments with specific readings, no bibliography is needed unless you want the professor to know about additional reading you did. 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 understand better the plagues and Pharaoh, and the Exodus and how to deal with the issues involved.

HAVE READ: 1) All the related handouts

2) The NIDOTTE article on "Exodus, Theology of," vol. 4.

3) Enns on the chapters for this week (do the same each week)

TURN IN: 1) 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.

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

3. FOR CLASS 3:

Goals: to understand 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 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 on the covenant and the Ten Commandments

2) At least another hour 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, and list what you read.

- 3) The sections about the commandment chosen for #2 essay below in Enns, Kaiser, Durham, Childs, and one other scholarly source.

TURN IN: 1) 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 Exodus)? List all the sources you read, besides the handouts.
2) Pick one of the Ten Commandments you think is often misunderstood and ignored by Christians and explain in a half page or so what are the principles of it and how to apply them to our lives today.

4. FOR CLASS 4:

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: 1) The handouts on the laws.

- 2) Four of the best commentaries on your choice for essay #2 below, besides Enns.

TURN IN: 1) A 2-3 page, typed, essay on your summary of how to relate the laws of Exodus in particular, but all the Old Testament laws in general, to the Christian today. Are we to keep each of the specific laws of Exodus— or why not?

2) Pick one law that seems irrelevant to Christians today and write a paragraph on the underlying principles involved and how they can be applied to us today.

5. FOR CLASS 5:

Goals: to understand the significance of the Tabernacle for Israel and its principles for 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: Finish all of the textbook commentary by Enns and all the handouts.

TURN IN: A major researched application project on a passage of your choice. This is to be an exegetical, Biblical-theological, study of a passage, theme, or issue in Exodus with strong application for God's people today. This must demonstrate good interpretive method including the following 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(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 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 "Exodus, Theology of," 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. 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, 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 7th 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 17.1.8). 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 capsulize 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	10%
Outline	04%
List of themes	01%
Essay on the Name	08%
Diagram of passage	05%
Word study	08%
Essay on covenant	09%

½ page on a commandment	06%
Essay on the law and Christians	09%
Paragraph on applying a law	05%
Researched exegetical, biblical- Theological, application project	35%

NOTE: A \$30.00 fee will be charged to the student's account for every grade change even if the instructor has approved an extension for completing the work. Any exception to the policy will be made by the registrar.

RECOMMENDED BIBLIOGRAPHY

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SPECIFIC DATA

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