

Saint Louis Christian College
BOT315n – Old Testament Wisdom and Poetry
Michael Pabarcus - Instructor
Three Semester Hours Credit

Fall 2014

Thursday

Prerequisites: BOT105n, BBI211n or BBI215n 6:00-10:00 p.m.

Mission Statement

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

College Core Values

The Faculty, Staff, and Administration of Saint Louis Christian College embrace and promote the following values in the design and delivery of our programs:

Bible Knowledge— Saint Louis Christian College is a Bible college, where every baccalaureate graduate pursues a major in Biblical and theological studies. The Bible's message informs our understanding of the purpose and predicament of human life, the history of the world, the nature and mission of the Church, and the nature and goal of ministry

Christian Character— Saint Louis Christian College believes that servants of Christ must live by the example and teaching of Christ. We believe that the classical virtues of Wisdom, Courage, Self-control, Justice, Faith, Hope, and Love are exemplified by the life of Christ. He, in perfect humility, taught us first to love God and then to love our neighbors as ourselves.

Ministry Skills— Because our graduates are called to be servant-leaders in their chosen fields of ministry, they possess the skills to relate to people of many backgrounds, the heart to serve them in their brokenness, and the judgment to effectively apply the Scriptures to life's diverse situations. Students are challenged and helped to identify and develop their spiritual gifts and are placed in settings to practice those gifts skillfully.

Christian Worldview— A broad base of academic knowledge is fundamental to becoming an educated person who effectively reasons and interacts in society. At the center of a Christian view of life and the world is the proposition that humans and the universe in which they live were created by the God who has revealed Himself in the Scriptures. God is the source of all truth, not just religious truth; and the Bible provides the basis for the ordering of all knowledge. The curriculum at Saint Louis Christian College integrates thought and life across a broad academic range and fosters in students a lifelong appreciation for the independent value of knowing.

Christian Community— Saint Louis Christian College is a diverse community of believers united by Christ in mission and purpose. The intimacy of our campus provides a unique atmosphere for developing lifelong relationships. However, our community extends beyond the boundaries of our campus and into the city in which we live, the church that we serve and the world we want to reach.

Course Description

An overview of the poetic books (Job-Song of Songs). Attention is given to the relationship of canonical and non-canonical wisdom literature. 3 Credits.

Course Rationale

This course contributes in part to student achievement of the following Biblical Education Division objectives

1. Given instruction in the Bible and in biblical theology, the student will exhibit a knowledge of the messages of the various Old and New Testament books and the saving message of the Bible as a whole.
2. Shown how to use tools and sound methods for interpreting the Bible, the student will demonstrate the ability to properly interpret, apply and communicate Scripture.

Course Goal

As a result of his or her study, the student will be able to preach and/or teach effectively from the wisdom and poetic books of the Old Testament.

Course Objectives

As a result of this study, the student will:

1. Explain the usage of stylistic devices such as parallelism in Hebrew poetry.
2. Comprehend the general nature of Hebrew wisdom as it fits into the context of Ancient Near Eastern literature.
3. Discuss the issues of authorship, date, composition, and interpretation of the books.
4. Summarize the teaching of Job on human suffering.
5. Clarify the significance of the Messianic Psalms in their testimony regarding Christ.
6. Recognize that “the fear of the Lord is the beginning of wisdom,” and understand how this theme is expounded positively in Proverbs and negatively in Ecclesiastes.
7. Summarize the teaching of the Song of Songs on marriage and human sexuality.

Course Requirements

Attendance and Participation - In accordance with institutional policy, a student will be given an extra assignment should that student's absences in this module total four hours. To remediate these absences, the student will be required to write an exposition on Psalm 51. This exposition should set forth the meaning of this psalm in its original context and explain its relevance for our personal walk with God. This paper must be done according to the rules for style set forth in the MLA Handbook for Writers of Research Papers.

Reading - The textbooks for this course are:

Bible: English Standard Version.

Estes, Daniel J. *Handbook on the Wisdom Books and Psalms*. Grand Rapids: Baker Academic, 2010. ISBN-13: 978-0801038884

The student will be required to read the text as set forth in the attached course schedule. To give evidence that this has been completed the student will be required to submit the attached reading report forms on the assigned date. The instructor reserves the right to refuse to accept late reading reports.

Weekly Devotions: - The student will be required to present two five-minute devotions on a brief (5-10 verses) section of the book which is being discussed during that class period. These devotions should briefly explain the passage and apply it to modern life. Appropriate passages for these devotions are listed in the course schedule below. Devotions will be graded on the basis of [1] accuracy of exegesis (50%); [2] appropriateness of application (50%).

Term Paper: Each student will be required to submit an eight page paper in which he/she reflects theologically upon an introductory concern, a major theme or an exegetical issue in either the book of Ecclesiastes or the Song of Songs. The student will choose the specific topic for this project in consultation with the instructor. The topic must be selected by the conclusion of the second class period. This paper must be done according to the rules for style set forth in the MLA Handbook for Writers of Research Papers. It must also demonstrate that research has been done in at least ten sources. Internet sources may comprise only half of the student's references. Papers will be graded in light of the following factors: [1] adequacy and accuracy of theological discussion (60%) [2] depth of research (10%) [4] structure (15%) [5] style (5%) [6] grammar and spelling (5%) [7] format (5%). Due: Fifth class session.

Final Examination: Each student must complete a Take Home Final which will be distributed during the fifth class session. This examination is due seven days after the conclusion of the fifth class session.

Course Assessment

The student's final grade will be determined according to the following formula.

Reading: Biblical Text	15%
Reading: Textbook	15%
Devotionals	10%
Term Paper.....	30%
Final Examination	30%

Course Schedule

<p style="text-align: center;">Week One Lesson Plan Introduction to Old Testament Wisdom and Poetry Reading Assignment Ecclesiastes 1-12, Song of Songs 1-8 Estes – Chapters 4-5</p>
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<p style="text-align: center;">Week Two</p> <p style="text-align: center;"><i>Lesson Plan</i> The Book of Psalms</p> <p style="text-align: center;"><i>Reading Assignment</i> Psalms 1-150 Estes – Chapter 2</p> <p style="text-align: center;"><i>Devotional Passages</i> Psalm 15, Psalm 23, Psalm 46, Psalm 95, Psalm 121, Psalm 127.</p>
<p style="text-align: center;">Week Three</p> <p style="text-align: center;"><i>Lesson Plan</i> The Book of Proverbs</p> <p style="text-align: center;"><i>Reading Assignment</i> Proverbs 1-31 Estes – Chapter 3</p> <p style="text-align: center;"><i>Devotional Passages</i> Student selections from Proverbs 10:1-24:34.</p>
<p style="text-align: center;">Week Four</p> <p style="text-align: center;"><i>Lesson Plan</i> The Book of Job</p> <p style="text-align: center;"><i>Reading Assignments</i> Job 1-42 Estes – Chapter 1</p> <p style="text-align: center;"><i>Devotional Passages</i> Job 14:1-22; 28:1-28; 31:1-40; 33:8-33</p>
<p style="text-align: center;">Week Five</p> <p style="text-align: center;"><i>Lesson Plan</i> Ecclesiastes and Song of Solomon</p>
<p style="text-align: center;">Week Six</p> <p style="text-align: center;">Take-Home Final Examination Due</p>

Course Student Learning Resources (Select Bibliography)

Commentaries

- Alden, Robert L. *Proverbs*. Grand Rapids; Baker Book House, 1983.
- _____. *Psalms: Songs of Devotion* Chicago: Moody Press, 1974.
- _____. *Psalms: Songs of Dedication* Chicago: Moody Press, 1975.
- _____. *Psalms: Songs of Discipleship* Chicago: Moody Press, 1976.
- Allen, Leslie C. *Psalms 101-150* Dallas: Word, 1983.
- Andersen, Francis I. *Job*. Downers Grove: IVP, 1976.
- Archer, Gleason L. *The Book of Job*. Grand Rapids: Baker Book House, 1982.
- Atkinson, David. *The Message of Job*. Downers Grove: InterVarsity Press, 1991.
- Bullock, Hassell. *An Introduction to the Old Testament Poetic Books*. Chicago: Moody Press, 2007.
- Craigie, Peter C. *Psalms 1-50* Dallas: Word, 1983.
- Dillow, Joseph C. *Solomon on Sex*. Nashville: Thomas Nelson, 1977.
- Gaebelein, Frank, ed.. *The Expositor's Bible Commentary*. Vol 5. Grand Rapids: Zondervan, 1991.

Glickmann, S. Craig. *A Song for Lovers*. Downers Grove: IVP, 1980.
 Kaiser, Walter. *Ecclesiastes: Total Life*. Chicago: Moody Press, 1979.
 Kidner, Derek. *Psalms 1-72* Downers Grove: InterVarsity Press, 1973.
 _____. *Psalms 73-150* Downers Grove: InterVarsity Press, 1975.
 Leupold, H.C. *Exposition of the Psalms* Grand Rapids: Baker Book House, 1969.
 Longman, Tremper. *How to Read the Psalms* Downers Grove: InterVarsity Press, 1988.
 Seow, Choon-Leong. *Ecclesiastes*. New York: Doubleday, 1997.
 Smick, Elmer B. *Job* in *The Expositor's Bible Commentary*. Grand Rapids: Zondervan, 1988.
 Spurgeon, Charles H. *A Treasury of David: An Exposition of the Psalms in Three Volumes* Newark, Delaware: Cornerstone, n.d.
 Strauss, James L. *Job*. Joplin: College Press, 1976.
 Tate, Marvin E. *Psalms 51-100* Dallas: Word, 1990.
 VanGemeren, Willem A. *Psalms: The Expositor's Bible Commentary*. Grand Rapids: Zondervan, 1991.
 Zuck, Roy B. ed. *Sitting with Job*. Grand Rapids: Baker Book House, 1992.

Internet Sites for Old Testament Research

www.bible.org
www.biblegateway.com
www.biblenotes.net
www.biblestudy.org
www.blueletterbible.org
www.otgateway.com

Course Information

Late Policy - Papers are due during the class period on the day the paper is due. Penalties will be assessed to any papers which are turned in late.

Legibility - All homework assignments must be legible (typed, neatly written, or printed). Your grade will be dropped if your paper is sloppy and not readable.

Academic Honesty - Any cheating or plagiarism will result in a grade of "F" or ZERO being given for the assignment on which it is found.

Special Academic Circumstances - Students with a diagnosed learning disability, please see the instructor privately to discuss assessment measures that would enhance your ability to learn.

Adjustment of Syllabus - The above schedule, procedures, and assignments are subject to change in the event of extenuating circumstances.

Instructor Availability – The instructor is available during his stated office hours listed or may be contacted at the telephone numbers or e-mail addresses listed below.

Michael Pabarcus

Campus Contacts: 1-314-837-6777 (x1501) or mpabarcus@slcconline.edu

Home Contacts: 1-314-541-9343 or mikeslcc@hotmail.com

Bible Reading Report Form

Week _____

Student Name: _____

LORD, who may dwell in your sanctuary? Who may live on your holy hill? He whose walk is blameless and who does what is righteous, *who speaks the truth from his heart*. Psalm 15:1-2

Answer honestly the following questions regarding today's reading assignment.

To what extent did you carefully read today's assigned text?

- ☐ I carefully read the entire assignment (95%)
- ☐ I carefully read a portion of the assignment. What percentage? _____
- ☐ I skimmed the assignment. (70%)
- ☐ I did not read the assignment. (0%)

What was the most interesting thing that you learned from today's reading assignment?

What was the one question which remains unanswered from today's reading assignment?

Handbook on the Wisdom Books and Psalms Report Form

Week _____

Student Name: _____

LORD, who may dwell in your sanctuary? Who may live on your holy hill? He whose walk is blameless and who does what is righteous, *who speaks the truth from his heart*. Psalm 15:1-2

Answer honestly the following questions regarding today's reading assignment.

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- ☐ I did not read the assignment. (0%)

What was the most interesting thing that you learned from today's reading assignment?

What was the one question which remains unanswered from today's reading assignment?

Old Testament Wisdom and Poetry Term Paper Scoring Guide

	F (50%)	D (65%)	C (75%)	B (85%)	A (95%)
Adequacy and Accuracy of Theological Discussion (60%)	The discussion provides an explanation of the chosen texts which contained significant errors.	The discussion provides a superficial or somewhat erroneous explanation of the chosen texts.	The discussion provides an accurate but somewhat superficial explanation of the chosen texts.	The discussion provides an accurate explanation of the chosen texts.	The discussion provides a comprehensive explanation of the chosen texts.
Depth of Research (10%)	The paper makes use of three or fewer resources.	The paper makes use of five or fewer resources.	The paper makes adequate use of five to ten resources.	The paper makes adequate use of ten or more resources.	The paper makes studied and critical use of ten or more resources.
Structure (15%)	The paper does not follow a logical sequence with smooth transitions.	The paper barely follows a logical sequence with smooth transitions.	The paper partly follows a logical sequence with smooth transitions.	The paper mostly follows a logical sequence with smooth transitions.	The paper clearly follows a logical sequence with smooth transitions.
Style (5%)	The paper does not contain complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper barely contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper partly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper mostly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.	The paper clearly contains complete and unified paragraphs, varied and consistent sentences, and precise and appropriate diction.
Grammar and Spelling (5%)	The paper does not demonstrate proper usage of grammar, punctuation, mechanics, and spelling.	The paper barely demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper partly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper mostly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.	The paper clearly demonstrates proper usage of grammar, punctuation, mechanics, and spelling.
Format (5%)	The paper does not demonstrate proper usage of MLA format, and documentation.	The paper barely demonstrates proper usage of MLA format, and documentation.	The paper partly demonstrates proper usage of MLA format, and documentation.	The paper mostly demonstrates proper usage of MLA format, and documentation.	The paper clearly demonstrates proper usage of MLA format, and documentation.

