

Bible and Theology Department
"Shaping Servant-Leaders"

— Syllabus —

<p>COURSE NUMBER and TITLE: BOT 538 St in Proph: Hosea, Joel, Amos, Micah ONLINE CREDIT HOURS: 3 SEMESTER: Spring 2019 COURSE DAY/TIME: March 4-April 29 LOCATION: ONLINE (Course Commons, EU/AGTS)</p>	<p>INSTRUCTOR: Roger D Cotton, Th.D. PHONE: 417.865.2815 EX 8876 Direct: 417-268-1076 OFFICE: AGTS, Rm 214 EMAIL: cottonr@evangel.edu OFFICE HOURS: call or email for an appointment</p>
<p>Required Textbooks: <i>The Holy Bible Contemporary English Version.</i> New York: American Bible Society, 1995. ISBN 1-58516063-6</p> <p>Stuart, Douglas. <i>Hosea - Jonah.</i> Word Biblical Commentary, vol. 31. Waco, TX: Word Books, 1987. ISBN 13: 0849902304 (now through Thomas Nelson publishers)</p> <p>Waltke, Bruce K. "Micah." In <i>The Minor Prophets: An Exegetical and Expository Commentary.</i> Vol. 2 <i>Obadiah, Jonah, Micah, Nahum, and Habakkuk</i>, ed. Thomas Edward McComiskey. Grand Rapids: Baker, 1993. ISBN 0-8010-6307-8</p> <p>For information on textbook pricing, go to http://www.bkstr.com/evangelstore/home.</p>	

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:

The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—*Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.*

EVANGEL UNIVERSITY MISSION:

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

CATALOG DESCRIPTION:

A section by section exegetical/biblical-theological study of each of these four prophetic books with emphasis on theological themes, major concepts, and principlizing for the church today. Major themes are: prophetic ministry; the hope of God's Promise; our covenant relationship with the Lord; truly repenting; knowing God and His love; just treatment of others; and leadership's accountability.

COURSE PREREQUISITES:

It is highly recommended that the student have had an Old Testament introduction course and has read through the Old Testament in recent years. Such basic knowledge will be assumed in the course.

COURSE PURPOSE:

This course is intended to enable the student to expound the Old Testament teaching on the Holy Spirit and to do biblical theology in the Old Testament.

COURSE EXPECTATIONS:

This is an online course. Weekly modules found in COURSE COMMONS include course resources and specifications.

- All assignments are due at time and date specified under Course Assignments.
 - Late work is allowed, assuming good reasons for it. Let me know if you will be more than one day late. Please try to keep up with the discussion forums on schedule for the benefit of your fellow students.
 - Students are expected to complete all course work by the final due date for the course. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>. The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction. NOTE that students may not register for courses in a new term if carrying more than two IP or I grades.
 - Specific assignments are given later in this syllabus.
- You are expected to communicate with the instructor any concerns, technical difficulties, and/or questions you may have via email, phone call, or face-to-face at my office. There may still be errors in this syllabus or in Course Commons; so ask about any confusing instructions or statements.
- You are expected to have daily access to Evangel email.
- Online submissions for me do not have to be in any certain format and do not require a list of sources unless specified. **Be sure to proof-read your submissions.** The length is flexible.
- NOTE that this online eight-week format means that the time needed to accomplish the work required **each week** may be as much as **17 hours** to do graduate level work.
- NOTE: The latest version of Office is available for your personal machine. It can be downloaded without charge by following the instructions at: <https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-Get-Microsoft-Office-for-free->

COURSE METHODOLOGY

This course is offered completely online through Course Commons. (see addendum at the end of this syllabus) It utilizes readings, discussion forums, and writing assignments to achieve the course objectives. All the documents called for are in the course files. It is hoped that you will have access to some graduate level books beyond the text books.

Students should know, when planning their work, that the weekly modules are not all equal in the amount of time they will take the student to do the reading and then the written work. I advise you to look ahead if your schedule is going to be tight. Also, take note of the points for each assignment to keep in mind the weight given it.

How to accomplish each week's work:

1. Complete each week's introduction to the lesson and the readings listed.

The readings for this course are NOT all to be done for detailed recall. Read each as quickly for the main points or as carefully as you determine they are helpful to you. I do not necessarily agree with all the readings by others. Most are to acquaint the student with the issues, thinking process, and kinds of sources, information, and interpretations available, including providing exposure to some of the best evangelical and Pentecostal scholars. Looking ahead at the assignments for the week will help the student determine what to look for in the readings. Beyond that, the student should simply be alert for the material that might help them in their use of the Old Testament in their life and ministry.

2. Participate in any discussion forums required, on Course Commons. Discussion forums will have **initial posts due by Friday** of that week of the course, **by 7:00 pm, CST**, and responses to at least two other posts due by Monday at midnight, when the other assignments are due. Students are expected to participate by sharing their thinking on specific issues and interacting with other students' thinking, using the Course Commons discussion forum.

Postings of the student's thoughts on the subject assigned are usually only to be a paragraph of roughly 100 words. The points scored (for this and all assignments) will be a percentage of those possible, based on the professor's evaluation (using the seminary grading scale) of the quality of the student's thinking and communication, for both your posting and your responses to two other students' postings. Students are NOT graded in relation to their agreement with the professor or the Assemblies of God. The responses to other students need only be a few sentences. The forums are a place for interaction among the course participants, providing opportunities for sharing and sharpening each other's thinking and observations. The course instructor will check the discussion boards regularly and participate in the discussion as needed.

3. Complete all writing assignments by midnight each Monday (the weeks of this online course begin on Tuesday and end on Monday).

Note, again, that **Discussion Forum** postings need to be up by Friday and then responded to by Monday.

Please proofread your work before submitting it. If you use any sources besides the readings specified make sure they are credible scholarship and list them at the end of the assignment.

4. Check Email regularly, on your Evangel email account, during the work week for announcements, course communications, reminders, and answers to specific questions, submitted by the course instructor. Emails to the professor should contain the course code (BOT 538), and a brief reason for the email in the subject line.

The professor will commit to responding to emails within 24 hours of receipt, except on weekends. He will try to check and respond by Sunday at 10:00 pm. Generally, he will respond more quickly.

5. Be aware of Cotton's approach to grading: The various assignments are graded on the basis of how carefully the student followed the instructions and showed good thinking about what the readings said. You are not required to agree with the professor but you must be well aware of his teaching and able to explain any significant disagreement. You also are not required to agree with the Assemblies of God. I do not do much marking of the writing style so realize that your grade is not a strong affirmation of your skill at writing English. If you have any doubt about the instructions feel free to contact me. The definition of each letter grade follows the seminary scale and is explained later in this syllabus in a chart under **ASSESSMENT.**

COURSE OUTCOMES:

Course Learning Outcomes (CLOs):

All the assignments contribute to these two outcomes. Upon completion of this course, the participants should be able to:

1. Explain the meaning of key passages in each of these books as well as the structure, message, and theology of the book as a whole, in relation to the times of the prophet.
2. Preach/teach the principles taught in these books to Christians today.

Program Learning Outcomes (PLOs):¹

As an elective course, this course supports but does not assess all eight MATS degree PLOs, especially 3. It contributes toward MDIV 1, 2, 3, 8 and 9, and toward MLM 2, 3, 4.

EU20 Outcomes:²

This class supports but does not assess the following EU20 Outcomes, but supports C1-4, E1-4, G1, 4.

Faith, Work, and Economics Outcomes (FWE):³

This class supports but does not assess all six FWE Outcomes.

¹ All AGTS Program Learning Outcomes are found on the website.

² All EU 20 Outcomes are found on the website.

³ All Faith, Work, and Economic Outcomes are found on the website.

COURSE OUTLINE and SCHEDULE

Week	Dates	Lesson	Assignments	Due	Points
				Mon., March 11; due dates are Mondays, by Midnight except for initial DF postings, which are for Fridays at 7:00 PM, CST)	
Week 1	March 4-11	<i>Course Overview and Amos 1-4</i>	Discussion Forum (DF), Essay, Short Answer, Essay		2/8/6/10
Week 2	March 12-18	<i>Amos 5-9</i>	DF, Short Answers, Essay, Outline		2/12/8/12
Week 3	March 19-25	<i>Hosea 1-6</i>	Essay, Essay		10/12
Week 4	Mar. 26-April 1	<i>Hosea 7-11</i>	Short Answers, Short Answer, Essay		20/4/12
Week 5	April 2-8	<i>Hosea 12-14</i>	Short Answer, Short Answer, Essay, Outline		6/6/12/12
Week 6	April 9-15	<i>Micah 1-4</i>	DF, Diagram, Essay		2/12/8
Week 7	April 16-22	<i>Micah 5-7</i>	Essay, Outline		10/12
Week 8	April 23-29	<i>Joel</i>	Essay, Outline, Essay/ Short Answer, Accountability for Readings		18/10/8/2/60

COURSE ASSIGNMENTS INSTRUCTIONS:

Week 1— March 4-11: Course Overview and Amos 1-4

Assignments:

- 1. Discussion Forum (DF) Posting (for Friday) (2pts) Personal Introduction** (all DFs are due Fridays at 7:00 pm, CST, and are graded as a % of 2 points):
 - a.** Post around 250 words on who you are to **introduce yourself** to the professor and other students. Include where you grew up, where you live, spouse and children, what your undergrad degree is and from where, what you do for a living, what your current

ministry is, why you are at AGTS, and any thoughts about further ministry. Do you consider yourself experientially Pentecostal or charismatic or not? Do you have any background that helps you in the study of the OT? What are the most important things you want people to know about you, and your favorite thing to do. Please **post by Friday, March 8 at 7:00 pm, CST.**

- b. Read the other students' posts. Respond to at least two of them with comments, further inquiries, or dialogue, **by Monday March 11, at 11:59 pm, CST.**
- c. Besides helping us get acquainted, the intent of this exercise is to familiarize you with the actual discussion forum posting and response mechanism. Since this is a personal posting and relational response it will not be graded but given credit for participation.

2. Overview the course:

Read the syllabus and the following two handouts on *Expectations for Graduate Students* and *Characteristics of Participation in a Pentecostal Class* and ask any questions you have about what is expected in the course. (Italics will be used for the titles of the handouts/articles throughout this syllabus, even though the correct style is quotation marks.)

3. Readings:

My recommendation: read each document as quickly for the main points or as carefully for details as you determine it is helpful to you, after surveying the assignments.

- a. Introduction to Week 1
- b. Read Amos through in one sitting from the Contemporary English Version (CEV). Read the Preface, Forward, and Introduction of the commentary on Amos by Stuart and the commentary material covering Amos 1-4. Be able to summarize the historical setting/context of the ministry of Amos but you do NOT have to write it out.

*****TWO REQUIREMENTS for EVERY ASSIGNED INTERPRETATION of a Bible passage: 1)**

Reread the passages in the CEV, and in your preferred version, and in at least one other that is independent of the tradition of your preferred one. 2) Read another good commentary on it besides the textbook. It is highly recommended that you find one from the bibliography for this course or see the document: *Commentaries Recommended*;

- c. Documents:
 - Expectations for Graduate Students*
 - Pentecostal Class Participation*
 - What Do We Need to Know to do Graduate Level Study?*
 - Definitions for Biblical Studies*
 - Basic Resources for OT Studies*
 - Terms for Understanding the OT*
 - Exegesis Guidelines*
 - Exegetical Options chart*
 - Doing Biblical Theology on an OT Passage*
 - Studying a Book of the OT Prophets*
 - Keys to Unlocking the OT*
 - Distinguishing Universal Principles from Cultural Applications*
 - What OT Writers Understood to Distinguish Universal from Temporary*
 - One Question for Relating Anything in the OT to Today*

Basic Characteristics of Hebrew Poetry
Translations, Principles of
Translation Continuum charts
Checklist of Tools for Biblical Research
Commentaries Recommended
various documents on doing word studies
NIDOTTE on chazah
Reading on Covenant
Covenant in the OT
Lessons for Christians from the Sinai Covenant in its ANE Context
Foundational and Essential OT Theology
Concepts Biblical in My Words
Niehaus chart of cross refs
Motyer on holiness and Amos 4:1

ALSO, be aware of and be sure to follow, as needed, the handouts on writing and bibliographic form in *the BOT 538 Book of Handouts*. Note that some of the handouts, such as these, in the book of handouts for this course are for the general benefit of the student and not necessarily used in this course.

- 4. Essay—Word Study (around 250 words) (8 pts)** (all writing assignments are due Mondays at 11:59 pm and are graded as a % of the points listed, following the seminary grade scale of percents (see chart just before the bibliography at the end of this syllabus). Study the handouts on doing word studies and the example on the Hebrew word for “seeking.” Do a brief word study on the Hebrew verb, in Amos 1:1, for “saw” in the ESV and “the vision he saw,” in NIV 2011. The Hebrew word is *chazah* (note that you may see the word as *hazah* with a dot under the first h, indicating that it is pronounced as a hard ch as in character). The word study is mainly looking at all the uses of the verb and the noun in the concordance copy provided in the documents. (Note the use of the noun from this root in Proverbs 29:18 and that it is translated there in the NIV2011 as “revelation” and in the ESV, as “prophetic vision.”) Recognize that *chazah* is not the common Hebrew verb for “seeing.” After considering anything the commentary says on it and the word study in the documents from NIDOTTE (*New International Dictionary of Old Testament Theology and Exegesis*) **summarize the idea of this verb in your own words.** What is the significance of Amos choosing it here?
- 5. Short Answer: The Significance of the Most Common Cross References to Amos (6)**
Using a Bible with cross references (you may always use computer programs) look at all the references to verses in Amos (just see where they are from—Not look up all of them). See the chart from Niehaus in the documents. Name the two most referenced OT books and the most referenced chapter in each of those two books. What do those chapters contain that is being alluded to by Amos? Then, **state what this tells us about Amos’ message to Israel.**

6. Essay: Briefly Explain the Nature of the OT Covenant and its Relation to Amos. (10)

From the readings about covenants in the ANE and the OT, in **around 300 words**, explain for the people in your ministry how we should understand the nature of the Covenant God made with Israel through Moses and how Amos is relating to it.

Week 2 — March 12-18: Amos 5-9

Assignments:

1. Readings:

- a. Introduction to Week 2
- b. The commentary on Amos 5-9
- c. Documents:
 - Righteousness*
 - Social justice*
 - Nacham*
 - Reading on Day of the Lord*
 - Reading on Remnant*
 - Seeking God*
 - Amos 9:11-15 by Kaiser*
 - Theological Outline of Amos*

2. DF: (2pts) After reading about justice in the OT from the documents how do you summarize what biblical justice is about? Is it the same as the “social justice” that is a prominent subject in our society today? Write your thoughts in around 200 words.

3. Short Answers: Three Key Theological Terms (12 pts.)

Explain briefly, in **around 150 words each, (4 pts ea.)** your understanding of the following:

- a. God relenting, *nacham*, in 7:3 and 6 (Look at the uses of this word in the *niphal* stem and then read the NIDOTTE article in the course documents. See explanation document of *Hebrew Stems*.)
- b. the OT theme of the remnant that Amos refers to starting with 3:12 and 5:3,15. (Look at the references in Amos and the material in the documents.)
- c. the OT concept of the Day of the Lord. (Look at the material provided, including my definition, and any other credible sources you can find and write your summary definition.)

4. Essay: The Message of Amos 9:11-15 (around 300 words) (8 pts.)

Summarize and briefly explain your interpretation of Amos 9:11-15. What is the message for Israel? What is the relationship to the rest of the book? What is the message for Christians today? (Don't forget to check another good commentary.)

5. Theological Outline of the Book of Amos (12)

Give a basic theological outline of the book of Amos in your own words. Do a draft before you look at mine. You do not have to agree with mine. ALSO, come up with a creative title for the book, which summarizes its message.

Week 3 — March 19-25: Hosea 1-6

Assignments:

1. Readings:

- a. Introduction to Week 3
- b. Read through Hosea in one sitting from the CEV. Read the introduction to the textbook commentary on Hosea and the material on Hosea 1-6.
- c. Documents:
 - Marriage of Hosea by Rowley
 - zanah
 - Name of God in OT
 - Hubbard on Hosea 6
 - reading on repentance

2. Essay: (around 250 words) (10 pts)

What is your conclusion about Gomer's morality at the time God had Hosea marry her? Explain why you believe it.

3. Essay: (around 350 words) (12)

First, write your definition of biblical repentance—what God wants to see in us—in one sentence. Then, study Hosea 6:1-3, in context, and summarize how you interpret it and how you decided between the two different views on whether this was spoken positively by Hosea as a divine call for repentance or is it shallow repentance by the people. Be sure to consider the context of the verses before and after and any related passages in Hosea. Decide who is speaking and then is it what God wants or is it shallow. Read the Stuart textbook commentary and other material in the documents and list your sources at the end of your essay.

Week 4 — March 26-April 1: Hosea 7-11

Assignments:

1. Readings:

- a. Introduction to Week 4
- b. The commentary on Hosea 7-11
- c. Documents:
 - Lion and Dew articles from Dictionary of Biblical Imagery*
 - Typology*
 - Matthew's Use of Hosea 11 by Kaiser*
 - readings on Matt 2 and Hos 11*
 - Fulfilled chart*

2. Short Answers: (a few sentences each) (5 X 4 pts. each)

Look at the various metaphors and images (I am not making a distinction between those two words) in Hosea and read the copy of the essays on dew and lions from the *Dictionary of Biblical Imagery* in the documents (note that Amos and Joel use the same statement with lion imagery). Study in context and briefly explain: **a)** the image of mixing with the nations in Hosea 7:8; **b)** the other metaphor in that verse; **c) d) e)** three others from anywhere in Hosea that are interesting and/or powerful to you. Be sure to read

Stuart on them, the CEV translation of them, and a few other credible sources that you are able to find to help understand these ancient cultural images in context. List any sources beyond the textbook at the end of your essay. Be sure to answer, what point is Hosea emphasizing with each metaphor or image, in its context?

3. Short Answer: (around 100 words) (4)

Read the documents on biblical typology and summarize how you define biblical typology in your own words.

4. Essay: (around 350 words) (12)

Read Matthew 2:14-15 and study Hosea 11:1-4, in context, and summarize what you believe about Matthew's use of Hosea 11:1. Does his use of it ignore the context in Hosea or does it fit?—explain. How could Hosea's reference to Israel be used of baby Jesus by Matthew? In what sense do you think Matthew meant that Hosea 11:1 was "fulfilled" in baby Jesus and his parents living in Egypt until Herod died and then returning to Israel? After you have thought about an answer, read the Stuart textbook commentary and other material in the documents on these passages and this issue, especially Kaiser's article. Finally, consider what I propose in the chart, *FULFILLED*. If you look at any other sources list them at the end of your essay.

Week 5 — April 2-8: Hosea 12-14

Assignment:

1. Readings:

- a. Introduction to Week 5
- b. The commentary on Hosea 12-14.
- c. Documents:
 - reading on Hos 12 and Jacob
 - Prophetic Lawsuits, Rib, by Limburg*
 - Prophetic Lawsuits, Rib, by De Roche*
 - reading on Hos 13 and 1 Cor 15
 - reading on textual issue
 - article on Textual Criticism

2. Essay: (around 200 words) (6)

What is your summary of what a *rib* ("reev") is in OT prophetic messages, like Hosea 4, 12, and Micah 6.

3. Essay: (around 250 words) (6)

After reading about the textual issue of _____ and the material on textual criticism, write your summary explanation of it for a layperson in your ministry who asks about it, in around 250 words.

4. Essay: (around 300 words) (12)

Read Hosea 13:14 and 1 Corinthians 15:55, 56 and the material on it. What did Hosea mean? How does Paul use it and how do you explain that his use is legitimate?

5. Theological Outline of the Book of Hosea: (12)

Give a basic theological outline of the book of Hosea in your own words. I have not provided mine. I think it is challenging to see units beyond two or three large divisions of the chapters so you do not need to go further. ALSO, come up with a creative title for the book, which summarizes its message.

Week 6 —April 9-15: Micah 1-5

Assignment:

1. Readings:

a. Introduction to Week 6

b. Read through Micah in one sitting from the CEV and the commentary introduction and material on chapters 1-5.

c. Documents:

Flow of Thought Diagramming Instructions

Flow of Thought Diagram of Amos 2:2-16

Kaiser on Mic 5

Prophets in the OT from Dictionary of Biblical Imagery

Prophet, Prophecy from ISBE

Prophets and Biblical Theology

Prophetic Ministry OT to NT chart

2. DF: (2) What is the major function and purpose of an Old Testament prophet from your study of Amos, Hosea, and Micah? (around 250 words)

BEFORE DOING THIS POST, read the material on OT prophets and reflect on what these three books have said or shown about prophets.

3. Flow of Thought Diagram: (12)

Follow the instructions and example in the documents and do your tentative analysis, visually, of the flow of thought of Micah . Feel free to ask me questions about this. The intent is for you to experience a method/tool that I believe is very helpful in interpreting Scripture.

4. Essay: (around 250 words) (8)

Explain your understanding of the prophecy in Micah 5:2 in its context—what Micah's hearers would have understood and then your explanation of how Matthew used it in 2:6.)

Week 7 — April 16-22: Micah 6-7

Assignment:

1. Readings:

a. Introduction to Week 7

b. The commentary on Micah 6-7

- c. Documents:
reading on Micah 6:8
reading on the Great Reversal
Micah 1-2 outline of the message
Micah 3-5 outline of the message

3. Essay: (around 300 words) (10)

Study in context and explain your understanding of the frequently quoted statement in Micah 6:8. What would Micah's hearers have understood? Be sure to note who this is addressed to and who is parallel to them, today.

4. Theological Outline of the Book of Micah: (12)

Give a basic theological outline of the book of Micah in your own words. Do a draft before you look at mine. Come up with a creative title for the book, which summarizes its message. ALSO, write a few sentences explaining in your words the major biblical concept/theme of "the great reversal," which is strongly presented in Micah.

Week 8 —April 23-29: Joel and Pentecostal Doctrine

Assignment:

1. Readings:

- a. Introduction to Week 8
b. Read through Joel in one sitting from the CEV, and the introduction and all the commentary on Joel.
c. Documents:
Joel, Pattern of the Message
The Pentecostal Significance of Numbers 11
Implications from Numbers 11
Joel 2:24-32 by Horton from Adult Teacher
Rea on Joel from DPCM
Michaels on Luke-Acts, excerpts, from DPCM
Stronstad, Chapters 2 and 4, 6
OT Background for Pentecostal Understanding of Acts 2:1-4
Menzies, Empowered for Witness excerpts on Acts 2
Keener Acts Exegetical Commentary, Vol. 1, excerpts
Hermeneutics, OT Promises by Palma
Deciding Among Exegetical Options
Eschatology in the OT

2. Essay (around 500 words): (18)

Summarize: 1) your view of what Joel 2:28-29 is about in its context in Joel and is there a relationship to Numbers 11?; 2) Does Luke's quote of Peter's quote of Joel 2 in Acts 2 agree with what you said in 1)?; Does the Assemblies of God doctrine of the baptism in the Holy Spirit, its subsequence and its initial evidence, have a solid basis in these three passages and do you want to point out any weaknesses in how these texts have been used?

3. Theological Outline of the Book of Joel: (10)

Give a basic theological outline of the book of Joel in your own words. Write a draft of yours before you study mine. ALSO, come up with a creative title for the book, which summarizes its message.

4. Essay: (around 250 words) (8)

How do you summarize OT eschatology, in a paragraph, for people in your ministry?

5. Short Answer: (2)

What is the lesson have you learned from doing this course that stands out to you the most?

6. Accountability for the readings: (60)

Report what per cent of the required readings you did, (according to my instructions on what to read thoroughly and what is not as necessary) which were: all the course documents; Hosea, Joel, Amos and Micah in the CEV; and the commentaries on each book.

ASSESSMENT:

The points are listed with each assignment, thereby showing you the weight of the assignment in relation to the total course. However, the grades are recorded as percentages representing the quality level of the answer as interpreted by the professor, following the seminary grading scale. Late work usually is given a day or so of grace. If you have to be later than two days please notify the professor why. After that, the grade may be lowered a part of a letter grade per day. The readings are given a grade at the end of the course on the basis of the percentage that you state in the last week's assignment. The course grade is based on the total points as a percentage of the total possible, following the seminary grading scale, given below.

The various assignments are graded on the basis of how carefully you followed the instructions and showed good thinking about what the readings said. You are not required to agree with me but you must be well aware of my teaching and able to explain any significant disagreement. You also are not required to agree with the Assemblies of God. If you have any doubt about the instructions feel free to contact me.

Note: Students need to retain extra copies of all work submitted until the final course grade has been recorded.

GRADING SCALE:

A	94 to 100%	C	74 to < 77%
A-	90 to < 94%	C-	70 to < 74%
B+	87 to < 89%	D+	67 to < 70%
B	84 to < 87%	D	64 to < 67%
B-	80 to < 84%	D-	60 to < 64%
C+	77 to < 80%	F	0 to < 60%

RECOMMENDED BIBLIOGRAPHY

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SPECIFIC DATA:

Syllabus prepared by Roger D. Cotton, Th.D., Professor of Old Testament, November 2018.

ACADEMIC INTEGRITY:

As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

ELECTRONIC DEVICES IN THE CLASSROOM:

Please do not detract from the learning environment in how you use your devices.

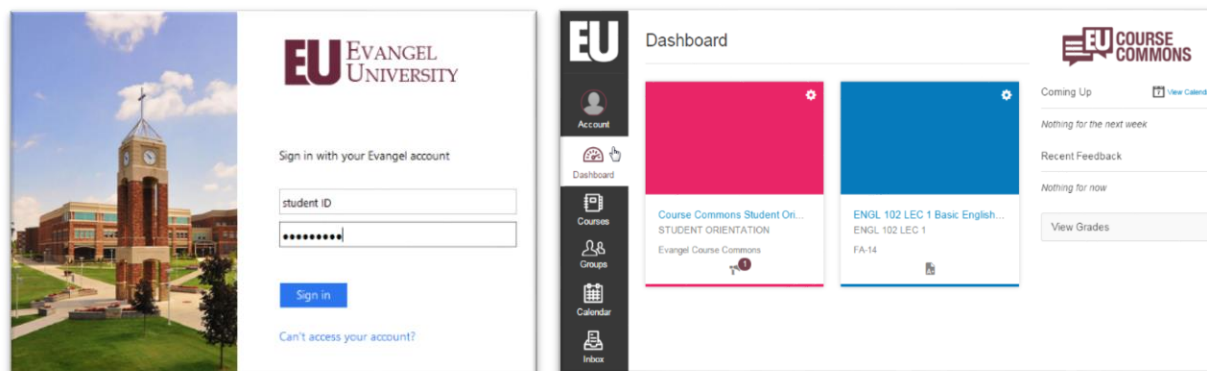
DISABILITY ACCOMMODATIONS:

Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by Evangel University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

— COURSE COMMONS Information —

This course will use *COURSE COMMONS*, Evangel's learning management system. There are links to *COURSE COMMONS* in the Student Portal and the Evangel website. The login page for *COURSE COMMONS* is <https://courses.evangel.com/>.

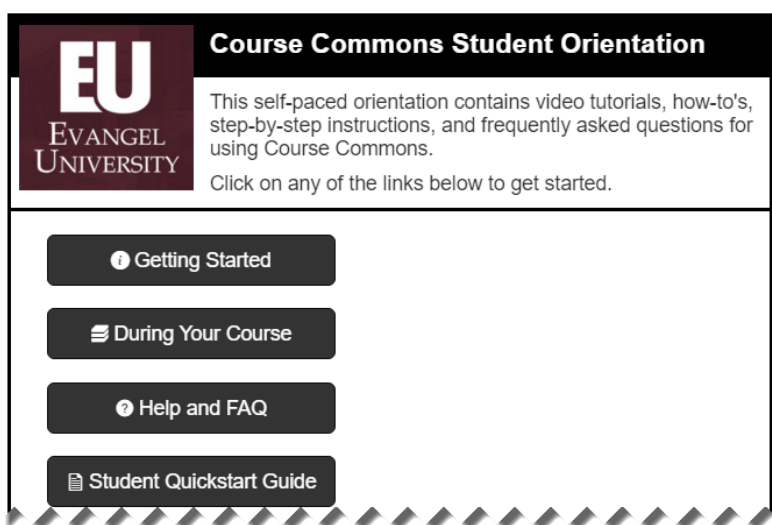


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username and password to login.

COURSE COMMONS STUDENT ORIENTATION

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to *COURSE COMMONS* you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



ACCESSING THE COURSE IN COURSE COMMONS

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

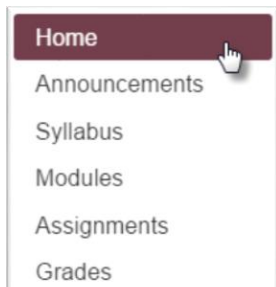
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in *COURSE COMMONS* seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through *COURSE COMMONS*. Only access to already submitted work, course resources and grades will be available.

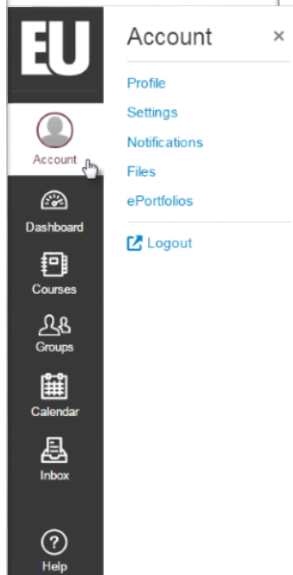
ACCESSING COURSE CONTENT IN COURSE COMMONS

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.



All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu. Students can adjust their personal settings in *COURSE COMMONS*. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout *COURSE COMMONS*.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from *COURSE COMMONS* and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the *COURSE COMMONS* Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

ACCESSING GRADES IN COURSE COMMONS

All course grades will be recorded and shown through *COURSE COMMONS*. Simply click the "Grades" button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the *COURSE COMMONS* Student Orientation: [How to Check My Grades](#).

HOW TO GET HELP WITH COURSE COMMONS

Help is never more than a few clicks away! You can access the Help menu from any page in *COURSE COMMONS*.

Click on the Help icon in the lower left corner of the screen. Because the *COURSE COMMONS* is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.

COURSE COMMONS TROUBLESHOOTING

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with COURSE COMMONS? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu

