

Bible and Theology Department
"Shaping Servant-Leaders"

— Syllabus —

<p>COURSE NUMBER and TITLE: BOT 943 St. in Pentateuch/History Bks: Leviticus CREDIT HOURS: 4 SEMESTER: Fall 2019 Oct. 21-25 COURSE DAY/TIME: Mon.-Fri. 8am-5pm</p>	<p>INSTRUCTOR: Roger D. Cotton, Th.D., Professor of Old Testament PHONE: 417.865.2815 EX 8876 Direct line: 417-268-1076 OFFICE: Rm. 214 EMAIL: cottonr@evangel.edu</p>
<p>REQUIRED TEXT: Gane, Roy E. <i>Old Testament Law for Christians: Original Context and Enduring Application</i>. Grand Rapids: Baker, 2017. _____. <i>Cult and Character: Purification Offerings, Day of Atonement, and Theodicy</i>. Winona Lake, IN: 2005. Kleinig, John W. <i>Leviticus</i>. Concordia Commentary. St Louis: Concordia, 2003.</p> <p>Recommended Texts: Sklar, Jay. <i>Leviticus: An Introduction and Commentary</i>. TOTC. Downers Grove, IL: InterVarsity, 2014. Wenham, Gordon J. <i>The Book of Leviticus</i>. NICOT. Grand Rapids: Eerdmans, 1979.</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:

In depth Biblical theological Exegetical study of the Hebrew text of Leviticus with literary and theological analysis of the writer's intended message. Major interpretive issues will be covered.

COURSE PREREQUISITES:

The Core Courses.

COURSE PURPOSE:

To provide experience in deeper biblical theological study of the Hebrew text of a book of the Pentateuch, including grappling with how the Old Testament law relates to Christians.

COURSE REQUIREMENTS:

- All assignments are due on the date and time specified on the Course Outline and in the assignment drop boxes in COURSE COMMONS. They may also be sent in by email. Late work may be penalized. Contact me if you are going to be more than 3 days late.
- All students are expected to communicate with the instructor any concerns, technical difficulties, and/or questions they may have via email, phone call, or face-to-face appointment.
- Students are expected to have access to:
 - Course Commons (the documents in the files will be referred to in class, frequently)
 - Evangel Email
 - The graduate level library resources required for this study
 - All assignments need to be submitted in Microsoft Word format.
 - File extension: .docx or .doc format
 - Campus computer labs have Microsoft Office 2013 or Office 2016 installed.
 - The latest version of Office is available for your personal machine. It can be downloaded by following the instructions at: <https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-Get-Microsoft-Office-for-free->
- All formal papers (unless otherwise specified by the instructor) are to be formatted according to AGTS's T9-SBL2 Academic Style.¹

SUMMARY:

This is a four credit course and so the student is expected to do around 180 hours of work for it. Ph.D. courses typically require approximately 3,000 pages of reading, but these are understood to be covered at differing speeds and with differing thoroughness, according to the nature of the material. Some readings are for depth of the content and advancing one's understanding in a specialized area, probably at no more than 30 pages per hour.

FORM AND STYLE OF WRITTEN WORK SUBMITTED TO ROGER COTTON

- All work for me must be typed, double spaced, with one-inch margins and the right margin NOT justified, and be proof-read. I prefer that you do not use both sides of the paper, but I allow it.
- The format should follow Turabian (the latest edition). I especially want the format of signed articles in books such as encyclopedia articles, word studies, and other multi-author books to be listed according to 17.1.8.2. **Not following this could cost the student part of their grade.** When you need to cite a source you may choose which ever of the

¹ This is the official, agreed-upon set of options of AGTS's faculty based on the 9th ed. Of Kate Turabian, et al., *A Manual for Writers of Research Papers, Theses, and Dissertations*, and superseded by any differences from T9 in the *Society for Biblical Literature Handbook of Style*, 2nd ed. Full details are found in COURSE COMMONS, the AGTS website [see especially the D.Min Writing Resources page for models, samples, templates, and instructional videos], and The Write Place.

three citation methods in Turabian you prefer to use: foot notes, end notes, or parenthetical.

- For assignments under 5 pages, do NOT use a Title Page. Put the following information at the top of the first page: Name, assignment, course, my name, date. **Do not** put anything but the page numbers at the top of the *other* pages. Do NOT use a cover; just staple it.
- Unless otherwise instructed, you may always turn in your work by e-mail (cottonr@evangel.edu).
- Your writing should demonstrate good, formal, clear, writing style (see handouts and Strunk and White or *Getting the Words Right* by Cheney). I recommend using the program *Grammarly*. If the student needs coaching on how to improve their writing they should go to the Write-Place, on the EU campus.
- For assignments with specific readings, no bibliography is needed unless you want the professor to know about *additional* reading you did. If you need to cite a source that was assigned, just put the last name in parentheses with the page number.
- The length of written assignments may exceed the specified limit by up to 25%.

COURSE OUTCOMES²:

Course Learning Outcomes: Upon completion of this course, the student will be able to:	Program Learning Outcomes	EU20	Faith, Work & Economics Integration
1. Demonstrate confidence and precision for biblical theological studies based upon newly developed/sharpened analytical skills, starting with the Hebrew text, for further research and writing projects.	PhD BIT 1, 2, 3	E1, 2, 4, 11	N/A
2. Explain how the OT laws relate to the gospel message of the NT and to Christians today.	PhD BIT 1, 2	C3, E2	N/A
3. Interact with individual scholars, their presuppositions and methods, and the theological issues they espouse.	PhD BIT 1, 2	C3, E1, 2, 3, 11	N/A
4. Identify the underlying theological principles in any Leviticus passage and apply them to the Church today with proper understanding of their relation to New Testament theology, including being able to explain how one does Biblical Theology.	PhD BIT 2	C3, 4, E4,	N/A
5. Incorporate into one's life the universal principles taught in the Old Testament for living as God's holy people, manifesting His holy love, in a holistic approach, including responsible stewardship of God's world, and working for justice and the flourishing of all in society, and then to teach others how to do the same and how to determine God's principles and apply them.		C4, C5, E2, 11	1, 2, 6

² All AGTS Program Learning Outcomes, EU 20, and Faith, Work, and Economics outcomes are found on the website: <https://agts.edu/current-students/academic-policies/>.

COURSE ASSIGNMENTS:

Pre-session Translation

Translate Chapters: **1**:1-9; **5**:1, 14-19; **6**:1-7; **11**:41-47; **16**:1-2, 10, 13-14, 16, 21, 29-31, 34; **17**:1-12; **18**:1-7, 17-30; Translate in flow of thought diagram all of chapter **19**; **20**:1-10, 14, 17, 22-27; **24**:10-23; **25**:8-13, 17, 23-24, 42, 54-55; **26**:1-20, 32-35, 40-46

You are responsible for being able to discuss your reasons for the way you think the Hebrew should be translated in the above passages. Nothing is to be turned in except the diagrammed translation of chapter 19. Take whatever notes will help you help you in the future and help you contribute in class. We will all learn from each other's work with the text and various scholarly sources. In class you are not expected to sight-translate the Hebrew or discuss the translation from memory. You may use your computer and any notes in class. You don't have to look up every word but you are accountable for why you accepted or chose the translation of every Hebrew word. That means that you need to make an informed choice about any uncertainties or ambiguities from looking at the best tools. Depending on your knowledge of the particular words and their forms and syntax, consult the following as needed: HALOT; a Hebrew concordance (computer searches on the Hebrew root are recommended); NIDOTTE; Waltke/O'Connor's syntax known as IBHS; and the best commentaries that deal with the Hebrew: Kleinig Concordia; Milgrom AB; Hartley Word; Wenham NICOT, and Sklar TOTC. Wenham and Sklar will have the least detail on the Hebrew but on any issue that they deal with, they are excellent. The only commentary you have to consult for every translations is Kleinig. The others listed above should each be consulted several times during your translation work and especially for your research paper. If you find others to be helpful, please let me know.

This is not intended to take a lot of time per verse, on average. These verses are chosen for their theology and for a few issues. Spend the most time on issues of interesting syntax and difficult meanings. To limit the number of verses many are skipped between the ones I listed to be translated. Those other verses should be read quickly with Hebrew helps or just read in a translation of your choice. For this kind of deeper study of the text, I recommend using a very literal translation rather than the CEV or even NIV. The latter two are important for further study and how best to express the ideas, but translation work needs to compare various translations that show the ambiguities and issues to be dealt with.

For the flow of thought analytical diagramming of chapter 19, there is an instruction sheet and a sample of mine in the course files. The sample uses the ESV but yours must be your own translation.

The following readings are required for the course:

Before the class sessions

Gane, Roy E. *Old Testament Law For Christians*. Grand Rapids: Baker, 2017.

The Kleinig commentary Hebrew comments on all passages translated.

Gane, *Cult and Character* chapter 1.

Read as many of the readings for the class discussions, listed below, as you are able to. They are provided in the course files on Commons. Finish them by the final due date of the course.

By the due date for the final course work

Skim through the commentaries by Wenham and Sklar. Read as carefully as the material is helpful to you—especially the passages you have questions about. Be sure to read carefully the commentary on any passages for your research paper.

Finish all readings in the course files (at least skimming them for main points) and sign the accountability sheet giving the per cent that you read.

Preparation for the class sessions

- a. The readings above under "Before the class sessions."
- b. Each of you must be ready to discuss the Hebrew text and theology of Leviticus during the class sessions, which will proceed through the book, dealing with topics and issues as they come up, following the schedule below. Each of you is expected to make some substantial contributions to the understanding of some points of Hebrew, voluntarily.
- c. Each of you must be prepared to discuss significant points from Gane's book *on OT law*.
- d. **Written assignments to be presented in class:** Each of you must **select two chapters** from the list below to analyze and explain to the class, when they come up on the schedule, and turn in afterward a written copy of 5-10 pages for each. These chapters mainly deal with the major theological interpretation issues of Leviticus 1-16. You are to give your main agreement and disagreements with what the author says and lead the class in discussion of the major assertions. The chapters below which are from sources other than the Gane text book, *Cult and Conscience*, are provided in the course files on Commons.
 - Gane, *Cult and Conscience*, any chapters except: 1, 16, 17, 18.
 - Douglas, Mary, *Leviticus as Literature*, any of these chapters: 4, 7, 8, 9
 - Douglas, Mary, "Sacred Contagion" from *Reading Leviticus* ed. by Sawyer
 - Douglas, Mary, "Poetic Structure in Leviticus" from *Pomegranites and Golden Bells* ed. by Wright, Freedman, Hurvitz
 - Boda, Mark, *A Severe Mercy*, Chapter 4
 - Sprinkle, *Biblical Law and Its Relevance*, chapter 7 or 10.

Post session Assignments

- a. Theological outline of Leviticus (just down to the chapter level).
- b. Summary of the theology of Leviticus and the basic principles of relationship to Christians in 4-6 pages.
- c. Research paper of around 25 pages (approved ahead by the professor)
Either a biblical theological exegetical study of a chapter or a passage of around 20 verses
OR analyze and explain an issue or major question about the material in Leviticus such as in the list below:
 - the *asham* offering
 - the meaning of some aspect of the clean/unclean instructions in that culture and the theological principles for us
 - the understanding of the concept of atonement
 - the meaning of *azazel* in its context in chapter 16
 - the best explanation for why the longer period of uncleanness for the birth of girls
 - the jubilee in Israel and principles for Christians
 - structural questions about the flow of the content of the book or any section of the book with proposed theological teaching intent
- d. Sign the accountability sheet for the readings.

COURSE OUTLINE FOR CLASS SESSIONS:

Monday	Leviticus 1-7	Sacrifices, Sin, Atonement
Tuesday	8-12	Clean/Unclean
Wednesday	13-17	Life in the Blood
Thursday	18-20	Sexual holiness
Friday	21-27	Jubilee, Blessings and Curses

ASSESSMENT:

The grading scale for the course and the weight for each assignment are shown below.

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 < 90%	D+	67 to < 70%
B	84 to < 87%	D	64 to < 67%
B-	80 to < 84%	D-	61 to < 64%
C+	77 to < 80%	F	0 to < 61%

GRADING POLICY:

Readings for the course	10%
Class contributions on the Hebrew	12%
Articles/chapters analysis	7% each
Theological outline of Leviticus	14%
Summary of the theology of Leviticus and relationship to Christians	12%
Research paper	38%

SELECTED BIBLIOGRAPHY on LEVITICUS

(* these are the ones which must be consulted for the research paper)

Alexander, T. Desmond, and Brian S. Rosner, eds. *New Dictionary of Biblical Theology*. Downers Grove, IL: InterVarsity Press, 2000.

_____. and David W. Baker, eds. *Dictionary of the Old Testament: Pentateuch*. Downers Grove, IL: InterVarsity, 2003.

Archer, Gleason L., Jr. *A Survey of Old Testament Introduction*. 2d ed., rev. Chicago: Moody, 1994.

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- Fuller, Daniel PUI. Grand Rapids: Wm. B. Eerdmans Publishing, 1980.
- Gane, Roy E. *Leviticus, Numbers*. NIVAC. Grand Rapids: Zondervan, 2004.
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Tools for Hebrew Exegesis

*ones should be consulted for a Hebrew based research paper

- Alonso Schoekel, Luis. *A Manual of Hebrew Poetics*. Rome: Editrice pontificio Instituto biblico, 1988.
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SPECIFIC DATA

Syllabus prepared by Roger D. Cotton, Th.D., Professor of Old Testament, submitted in June 2019.

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:

- *It is expected that electronic devices will be used during class to support the students' learning. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited.*
- *Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.*

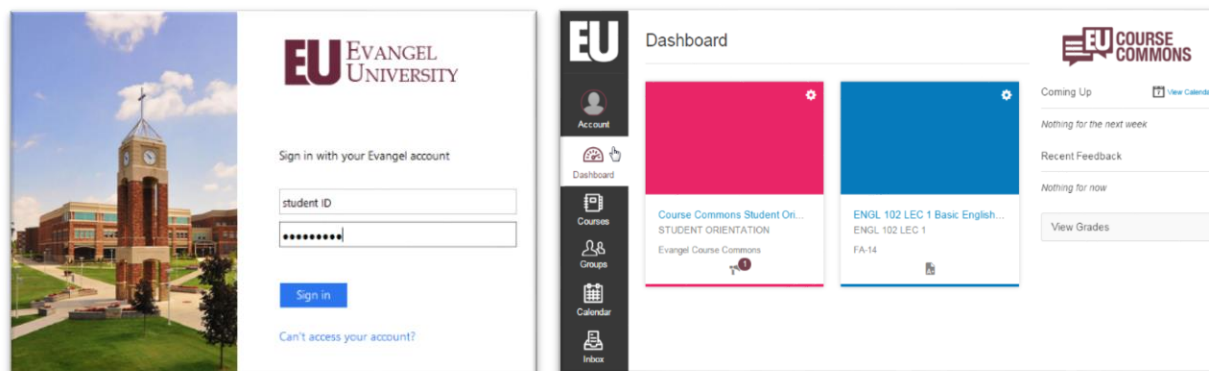
DISABILITY ACCOMMODATIONS:

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/>.

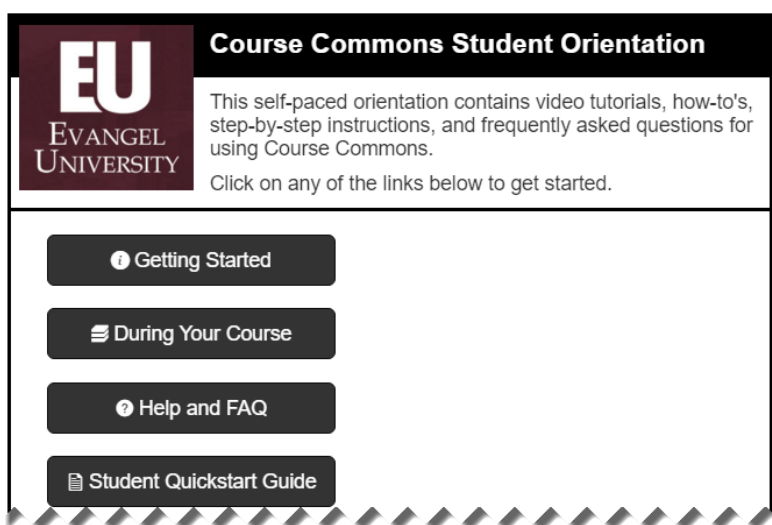


**Use your
Evangel**

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.

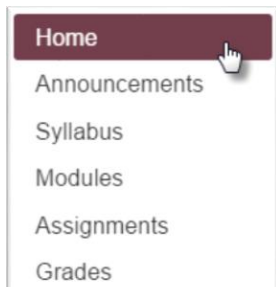
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

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.

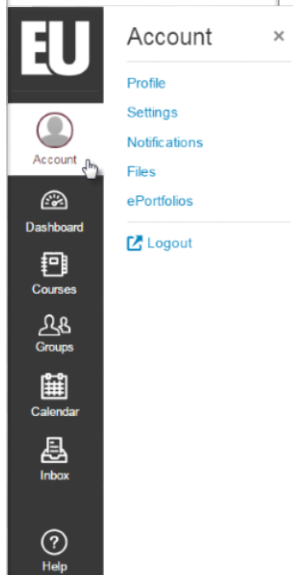
ACCESSING COURSE CONTENT IN COURSE COMMONS

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

