



**BIB 5112**  
**GENESIS - SONG OF SOLOMON:**  
**GOD'S PLAN OF CREATION AND REDEMPTION**  
*(3 semester hours)*

**Syllabus**

**Online Course**

**Summer 2013**

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Professor: Christopher Jero, Ph.D.

[cjero@ciu.edu](mailto:cjero@ciu.edu)

Home 513-467-1147

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**I. COURSE DESCRIPTION**

In this course, you will focus on the structure and contexts (historical, political, social, and religious) of each book, major theological passages and issues, and the application of these texts to the life of the believer. God introduces His purpose for creating the world and redeeming human beings and establishes Israel as the nation through which He would bless all the nations in Jesus Christ.

**II. COURSE OBJECTIVES**

The goals of this course are to help the student do the following:

- A. Place each OT book in its historical, political, social and religious contexts.
- B. Describe the basic contents and overall structure of each OT book.
- C. Identify and articulate major OT theological themes that run throughout the OT and identify the key passages for these themes.
- D. List key passages that contribute to developing a biblical theology of mission and explain each passage's role in that development.
- E. Summarize briefly the areas of OT canon formation, textual transmission, textual criticism and higher criticism.
- F. Identify key geographical features and sites in Israel and explain their significance in shaping the story of Israel's development.
- G. Describe the basic features of Hebrew poetry.
- H. Apply each OT book's message to life in the 21<sup>st</sup> century.

### III. COURSE TEXTS

The following books and CDs are required for the course:

The Bible. Use the translation you prefer, but no paraphrases, please. International students may use a translation in their own language.

Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*, 2nd Edition (Grand Rapids: Baker Academic, 2008).

Arnold, Bill T. and Bryan E. Beyer, eds. *Readings from the Ancient Near East: Primary Sources for Old Testament Study* (Grand Rapids: Baker Academic, 2002)

Kaiser, Walter C. Jr. *Mission in the Old Testament: Israel as a Light to the Nations*, 2<sup>nd</sup> ed. (Grand Rapids: Baker, 2010).

*The Kingdom of God in Time and Eternity: Discovering a Biblical Theology of Mission* CD (CIU, 2006).

Walton, John H. *Chronological Charts of the Old Testament* (Grand Rapids: Zondervan, revised edition, 1994).

**OPTIONAL:** BIB 5112 O Course CD. Includes syllabus, assignment schedules, narrated presentation lectures and notes. You only need this CD if you will not have a consistent internet connection, because the materials on the CD are already on the course website.

### IV. COURSE PROCEDURES AND REQUIREMENTS

- A. Read the assigned portion of Scripture prior to listening to the lecture. Doing this will best prepare you to interact with the narrated presentations. Follow the sequence of assignments in the weekly assignment pages. This will provide the most efficient and productive way to complete all your work. The Unit Assignment schedules provide a good interactive overview of the same assignments, but it is set up with a slightly different sequence.
- B. Read the assigned portions in *Encountering the Old Testament* (EOT) prior to listening to the narrated presentation. These assignments will supplement class lectures to help you synthesize the biblical material. The EOT CD contains additional helpful material—maps, video clips, photos, quizzes, and more.
- C. Study the *Kingdom of God in Time and Eternity* CD and complete the primary source reading as listed in the assignment schedule.
- D. Complete and submit three personal application assignments. Assignments will consist of five paragraphs each and must be prepared on a computer and double-spaced, Times New Roman 12 pt font, 1" margins. Each assignment is due according to the schedule. Please submit the assignment to the CIU Online drop box. Instructions for these assignments appear later in the syllabus.

- E. Complete nine online forums as assigned in the syllabus. For each forum, you are asked to post a thoughtful, reflective 100-150 word response. Once you do, you will gain access to your classmates' posts. Please also respond to at least two of them with two more thoughtful answers. The response posts may be a bit shorter, but should still have good substance. Forums are due the Friday of the week for which they are listed.
- F. The course will have three exams. Exam #1 will cover the course's introductory material and Genesis - Deuteronomy. Exam #2 will cover Joshua - 2 Chronicles. Exam #3 will cover Ezra - Song of Solomon. The exams will be a mixture of objective (multiple choice, book and map identifications) and essay questions. Review frequently for best results! Some sample objective questions and Course Exam Guidelines are on the course website and/or course CD.
- G. Prepare an 8-10 page exegetical paper on one of the listed topics (found on the CD under "Resources"). The paper should be based on your personal inductive study, using only your Bible (not a study Bible with copious notes!) and a concordance. More information on how to do your exegetical paper appears later in this syllabus as well as on the course website and/or course CD.

Since this is a survey course on the books of Genesis - Song of Solomon, we will not have time to answer lots of detailed questions. However, if you have questions that are not fully covered in the material, please feel free to e-mail me individually and I will be glad to respond.

## V. COURSE GRADING

### Grading Scale:

95-100 points = A	77-79 points = C
92-94 points = A-	74-76 points = C-
89-91 points = B+	71-73 points = D+
86-88 points = B	68-70 points = D
83-85 points = B-	65-67 points = D-
80-82 points = C+	0-64 points = F

### Assessment:

Assignment	Percentage	Notes
Readings in texts, on the CD and online	15%	Due as indicated on the weekly schedule.
Online Forum Discussions	20%	Due as indicated on the weekly schedule
Personal Application Assignments (PAAs)	15%	Due at the end of each unit. Submit these to your online drop box.
Exegetical Paper	20%	Due as indicated on the weekly schedule.
Exam #1	10%	Due at the end of Unit 1
Exam #2	10%	Due at the end of Unit 2
Exam #3	10%	Due at the end of Unit 3

**Study Time Estimates:**

Assignment	Notes	Time Estimate
Textbook reading (EOT, RANE, MOT and CCOT)	@ 20 pph	40 hours
CD text reading (CD pages & online links)	15 minutes each	10 hours
Reviewing narrated PowerPoint lectures	69 lectures @ ~15 minutes each	19 hours
Online forum discussions	9 forums @ 20 minutes each	3 hours
Exegetical Paper		30 hours
Personal Application Assignments	3 @ 5 hrs. each	15 hours
Course Exams	3 @ 6 hrs. each	18 hours
		Total: 135 hours

**VI. SUMMER 2013 COURSE SCHEDULE** (see table below for specific weekly assignments)

		<b>Major due dates:</b>
Week 1	May 27-31	
Week 2	June 3-7	
Week 3	June 10-14	<b>May 31:</b> PAA #1
Week 4	June 17-21	<b>June 7:</b> Exam #1
Week 5	June 24-28	<b>June 28:</b> PAA #2
Week 6	July 1-5	
Week 7	July 8-12	<b>July 12:</b> Exam #2
Week 8	July 15-19	<b>July 19:</b> PAA #3
Week 9	July 22-26	<b>July 26:</b> Exegetical Paper
Week 10	July 29 – August 2	<b>August 2:</b> Exam #3
		Reading Report Course Survey

**VII. WEEK BY WEEK ASSIGNMENT SCHEDULE**

Note:

EOT = *Encountering the Old Testament*CCOT = *Chronological Charts of the Old Testament*MOT = *Mission in the Old Testament*KGTE = *Kingdom of God in Time and Eternity* CDCD = *Encountering the Old Testament* CDRANE = *Readings from the Ancient Near East***Unit 1:**

Week	Title	CD information including Textbook, Video, & PowerPoint Assignments. All text pages, links, and articles on the CD are required reading.	Online Activities, Online Forum or Additional Assignments (must be connected to the internet)
	Course Overview	<ol style="list-style-type: none"> <li>1. Video Introduction: "Welcome to BIB 5112: Genesis-Song of Solomon"</li> <li>2. Narrated Explanation Syllabus Introduction</li> <li>3. Narrated Explanation Writing the Personal Application Assignments</li> <li>4. Narrated Explanation Writing the Exegetical Paper</li> </ol>	
	Unit I Overview		Set up your profile on CIU Online. Get to know other students in your class through reading their profiles.
<b>Week 1</b>	Introductory Issues: Canon, Inspiration, Textual Transmission, Hermeneutics, Geography of Israel, Intro to Pentateuch; Genesis 1-2 (intro)	<ol style="list-style-type: none"> <li>1. Narrated Explanation of "How to set up your profile on CIU Online"</li> <li>2. Narrated Explanation of how to do an online response</li> <li>3. Read: EOT pp. 21-24</li> <li>4. PPT Lecture #1: Canon</li> <li>5. Read: EOT pp. 24-26</li> <li>6. PPT Lecture #2: Inspiration</li> <li>7. Examine: CCOT p. 34</li> <li>8. Read: EOT pp. 26-28</li> <li>9. PPT Lecture #3: Textual Transmission</li> <li>10. Examine: CCOT pp. 91-93</li> <li>11. Read: EOT pp. 28-33</li> <li>12. PPT Lecture #4: Hermeneutics</li> <li>13. Examine: CCOT pp. 94-95</li> <li>14. Review: EOT CD Ch.1</li> <li>15. Read: EOT pp. 35-59</li> <li>16. PPT Lecture #5: Geography of Israel</li> <li>17. Review: EOT CD Ch. 2; "photos" (main menu)</li> <li>18. Read: EOT pp. 63-75</li> <li>19. PPT Lecture #6: Introduction to the Pentateuch</li> <li>20. Examine: CCOT pp. 82, 96</li> </ol>	Forum #1 What is an important lesson you have learned about how we got our Bible?

		<ol style="list-style-type: none"> <li>21. Review: EOT CD Ch.3</li> <li>22. KGTE: Introduction</li> <li>23. Read: Genesis chs.1-2</li> <li>24. Read: EOT pp. 77-82</li> <li>25. PPT Lecture #7: Genesis: Introduction, chs 1-2</li> <li>26. Examine: CCOT pp. 76-78, 80, 84</li> </ol>	
<b>Week 2</b>	Creation - Patriarchs (Abraham, Isaac, Jacob, Joseph)	<ol style="list-style-type: none"> <li>1. PPT Lecture #8: Genesis 1-2: Evangelical Views Regarding Creation</li> <li>2. Examine: CCOT p. 97</li> <li>3. Read: RANE pp. 13-21 (scan), pp. 21-50, 50-66 (scan)</li> <li>4. Read: Genesis chs.3-11</li> <li>5. Read: EOT pp. 82-87</li> <li>6. PPT Lecture #9: Genesis 3-11</li> <li>7. Examine: CCOT pp. 13-14, 81, 98, 100-101</li> <li>8. Read: RANE pp. 66-71, 150</li> <li>9. Review: EOT CD Ch. 4</li> <li>10. KGTE: Read the article on "Race and Ethnicity"</li> <li>11. Read: Genesis chs. 12-25</li> <li>12. Read: EOT pp. 89-97</li> <li>13. PPT Lecture #10: Genesis chs. 12-25 (Abraham, Isaac)</li> <li>14. Examine: CCOT pp. 15-17</li> <li>15. Read: RANE pp. 72-74</li> <li>16. KGTE: Genesis</li> <li>17. KGTE: Read the article on the "Biblical Theology of Mission"</li> <li>18. Read: Genesis chs. 25-36</li> <li>19. Read: EOT pp. 97-98</li> <li>20. PPT Lecture #11: Genesis 25-35 (Jacob)</li> <li>21. Examine: CCOT p. 18</li> <li>22. Read: Genesis chs. 37-50</li> <li>23. Read: EOT pp. 98-101</li> <li>24. PPT Lecture #12: Genesis 37-50 (Joseph)</li> <li>25. Review: EOT CD Ch. 5</li> <li>26. Review: KGTE article on Genesis</li> </ol>	Forum #2 How does God's grace interface with the dysfunctionality we see in the Patriarchal family?
<b>Week 3</b>	Exodus-Leviticus	<ol style="list-style-type: none"> <li>1. Read: Exodus chs. 1-13</li> <li>2. Read: Exodus chs. 1-13</li> <li>3. Read: EOT pp. 103-115</li> <li>4. PPT Lecture #13: Exodus 1-13</li> <li>5. Examine: CCOT pp. 62, 85</li> <li>6. Read: RANE pp. 75-82</li> <li>7. Read: Exodus chs. 14-20</li> <li>8. PPT Lecture #14: Exodus 14-20</li> <li>9. Examine: CCOT pp. 99, 102-103</li> </ol>	Forum #3: In what sense is Leviticus a book of grace? Cite key verses and/or examples.

		<ol style="list-style-type: none"> <li>10. Read: Exodus chs. 21-40</li> <li>11. PPT Lecture #15: Exodus 21-40</li> <li>12. Examine: CCOT pp. 21, 25, 86-87, 110</li> <li>13. Read: RANE pp. 104-117</li> <li>14. Review: EOT CD Ch. 6</li> <li>15. KGTE: Exodus</li> <li>16. FAQ#1: Where is the balance between divine sovereignty and human responsibility? I'm thinking about this particularly in light of God's words about hardening Pharaoh's heart in the book of Exodus.</li> <li>17. Read: chs. Leviticus 1-7</li> <li>18. Read: EOT pp. 117-126</li> <li>19. PPT Lecture #16: Leviticus 1-7</li> <li>20. Examine: CCOT pp. 19-20, 22</li> <li>21. Read: RANE pp. 118-122</li> <li>22. Read: Leviticus chs. 8-23</li> <li>23. PPT Lecture #17: Leviticus 8-23</li> <li>24. Examine: CCOT p. 23</li> <li>25. Read: RANE pp. 122-133</li> <li>26. KGTE: Read the article titled "Concern for the Poor"</li> <li>27. Read: Leviticus chs. 24-27</li> <li>28. PPT Lecture #18: Leviticus 24-27</li> <li>29. FAQ#2: To what extent should Christians follow the Law of Moses today? It seems we follow some of it, but not other parts. Why, for example, is it okay for us to wear cotton-polyester blend clothes or eat pork?</li> <li>30. Review: EOT CD CH. 7</li> <li>31. <b>PAA #1 DUE</b> (Use five texts from Genesis-Leviticus)</li> </ol>	
<b>Week 4</b>	Numbers-Deuteronomy	<ol style="list-style-type: none"> <li>1. Read: Numbers chs. 1-4 (scan), chs. 5-14</li> <li>2. Read: EOT pp. 127-134</li> <li>3. PPT Lecture #19: Numbers 1-14</li> <li>4. Read: Numbers chs. 15-36</li> <li>5. Read: EOT pp. 134-139</li> <li>6. PPT Lecture #20: Numbers chs. 15-36</li> <li>7. Examine: CCOT pp. 37, 117</li> <li>8. Review: EOT CD CH.8</li> <li>9. KGTE: Leviticus, Numbers</li> <li>10. PPT Lecture #21: Deuteronomy: Introduction</li> <li>11. Examine: CCOT p. 24</li> </ol>	Forum #4: Someone has said, "Deuteronomy is the gospel of the Old Testament." How might you support that statement? Cite key verses and/or examples.

		<p>12. Read: Deuteronomy chs. 1-25</p> <p>13. Read: EOT pp. 141-146</p> <p>14. KGTE: Read the article on "Aliens"</p> <p>15. PPT Lecture #22: Deuteronomy 1-25</p> <p>16. Read: Deuteronomy chs. 26-34</p> <p>17. Read: EOT pp. 146-154</p> <p>18. PPT Lecture #23: Deuteronomy 26-34</p> <p>19. Read: RANE pp. 96-103</p> <p>20. Review: EOT CD CH.9</p> <p>21. Read: MOT pp. 7-28</p> <p>22. KGTE: Deuteronomy</p> <p>23. PPT Lecture #24: Mission in the Old Testament, Session 1</p> <p>24. FAQ#3: How does the lack of a Jewish temple affect Judaism today? If the Jews can't offer sacrifices, what about atonement?</p> <p>25. <b>Exam #1 Due</b></p>	
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**Unit 2:**

Week	Title	CD information including Textbook, Video, & PowerPoint Assignments. All text pages, links, and articles on the CD are required reading.	Online Activities, Online Forum or Additional Assignments (must be connected to the internet)
	Unit II Overview		
<b>Week 5</b>	Joshua , Judges, Ruth	<p>1. Read: EOT 157-166</p> <p>2. Review: EOT CD CH. 10</p> <p>3. Read: Joshua 1-8</p> <p>4. Read: EOT 167-173</p> <p>5. PPT Lecture #25: Joshua 1-8</p> <p>6. Examine: CCOT 38</p> <p>7. Read: RANE 160 (#50)</p> <p>8. Read: Joshua 9-21</p> <p>9. Read: EOT 173-177</p> <p>10. PPT Lecture #26: Joshua 9-21</p> <p>11. Read: Joshua 22-24</p> <p>12. Read: EOT 177-179</p> <p>13. PPT Lecture #27: Josh 22-24</p> <p>14. Review: EOT CD CH. 11</p> <p>15. KGTE: Joshua</p> <p>16. FAQ#4: I struggle with the problem of war in the Old Testament. How could God</p>	Forum #5: Discuss the problem of war in the Old Testament, in particular God's command to exterminate the Canaanite population.



		<p>command Israel to destroy the Canaanites – including innocent women and children?</p> <p>17. Read: Judges 1-12</p> <p>18. Read: EOT 181-184</p> <p>19. PPT Lecture #28: Judges 1-12</p> <p>20. Examine: CCOT 71, 104</p> <p>21. Read: Judges 13-21</p> <p>22. Read: EOT 184-187</p> <p>23. PPT Lecture #29: Judges 13-21</p> <p>24. Review: EOT CD CH. 12 (Judges)</p> <p>25. KGTE: Judges</p> <p>26. KGTE: Read the article on "Spiritual Warfare"</p> <p>27. Read: Ruth</p> <p>28. PPT Lecture #30: Ruth</p> <p>29. Review: EOT CD CH. 12 (Ruth)</p> <p>30. KGTE: Ruth</p> <p><b>31. PAA #2 DUE</b> (Use five texts from Numbers-Ruth)</p>	
<b>Week 6</b>	1-2 Samuel	<p>1. Read: 1 Samuel 1-7</p> <p>2. Read: EOT 195-199</p> <p>3. PPT Lecture #31: 1 Samuel 1-7</p> <p>4. Read: 1 Samuel 8-15</p> <p>5. Read: EOT 199-201</p> <p>6. PPT Lecture #32: 1 Samuel 8-15</p> <p>7. Examine: CCOT 40, 52-55</p> <p>8. Read: 1 Samuel 16-22</p> <p>9. Read: EOT 201-204</p> <p>10. PPT Lecture #33: 1 Samuel 16-22</p> <p>11. Examine: CCOT 28</p> <p>12. Read: 1 Samuel 23-31</p> <p>13. Read: EOT 204-207</p> <p>14. PPT Lecture #34: 1 Samuel 23-31</p> <p>15. Review: EOT CD CH. 13</p> <p>16. KGTE: 1 Samuel</p> <p>17. Read: 2 Samuel 1-10</p> <p>18. Read: EOT 209-216</p> <p>19. PPT Lecture #35: 2 Samuel 1-10</p> <p>20. Examine: CCOT 41</p>	No forum this week.

		<ol style="list-style-type: none"> <li>21. Read: 2 Samuel 11-19</li> <li>22. Read: EOT 216-218</li> <li>23. PPT Lecture #36: 2 Samuel 11-19</li> <li>24. Read: 2 Samuel 20-24</li> <li>25. Read: EOT 218-220</li> <li>26. PPT Lecture #37: 2 Samuel 20-24</li> <li>27. Read: RANE 88-95</li> <li>28. Review: EOT CD CH. 14</li> <li>29. KGTE: 2 Samuel</li> <li>30. FAQ#5: The Bible often talks about “heroes of the faith” – Abraham, Jacob, Joseph, Moses, Joshua, and others. I know these men had their faults and shortcomings, as we all do, but do we have records of ordinary people whom God used in a great way?</li> </ol>	
<p><b>Week 7</b></p>	<p>1-2 Kings, 1-2 Chronicles</p>	<ol style="list-style-type: none"> <li>1. 1 Kings 1-4</li> <li>2. EOT 221-226</li> <li>3. PPT Lecture #38: 1 Kings 1-4</li> <li>4. Read: 1 Kings 5-11</li> <li>5. Read: EOT 226-228</li> <li>6. PPT Lecture #39: 1 Kings 5-11</li> <li>7. Read: 1 Kings 12-22</li> <li>8. Read: EOT 228-235</li> <li>9. PPT Lecture #40: 1 Kings 12-22</li> <li>10. Read: RANE 137-145</li> <li>11. Review: EOT CD CH. 15</li> <li>12. KGTE: 1 Kings</li> <li>13. Read: 2 Kings 1-14</li> <li>14. Read: EOT 237-242</li> <li>15. PPT Lecture #41: 2 Kings 1-14</li> <li>16. Examine: CCOT 42-46, 52, 56, 67</li> <li>17. Read: RANE 160-162 (#51)</li> <li>18. Read: 2 Kings 15-17</li> <li>19. Read: EOT 242-244</li> <li>20. PPT Lecture #42: 2 Kgs 15-17</li> <li>21. Examine: CCOT 66</li> <li>22. Read: 2 Kings 18-25</li> <li>23. Read: EOT 244-249</li> <li>24. PPT Lecture #43: 2 Kgs 18-25</li> <li>25. Examine: CCOT 68-69</li> <li>26. Read: RANE 145-147, 163-</li> </ol>	<p>Forum #6: Consider the lives of Israel’s united monarchy—Saul, David, and Solomon. Summarize each king’s reign in five adjectives; add a tag line that fleshes out each adjective. Example for Saul: Impulsive: Ready to act but sometimes seriously wrong</p> <p>Impressive: Large stature made him qualified in the eyes of some Etc.</p>

		<p>169 (#56), 171-172</p> <p>27. Review: EOT CD CH. 16</p> <p>28. KGTE: 2 Kings</p> <p>29. PPT Lecture #44: 1-2 Chronicles</p> <p>30. Read: 1-2 Chronicles (scan)</p> <p>31. Read: EOT 251-261</p> <p>32. Review: EOT CD CH. 17</p> <p>33. Read: MOT 29-63</p> <p>34. PPT Lecture #45: Mission on the Old Testament, Session 2</p> <p>35. KGTE: 1-2 Chronicles</p> <p>36. FAQ#6: Whenever I read the accounts in Kings and Chronicles about the northern and southern kingdoms, I get confused; all those kings, and some of them have the same name! How do we keep them all straight, and how do we keep the chronology of the Hebrew kings all straight?</p> <p><b>37. EXAM #2</b></p>	
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**Unit 3:**

Week	Title	CD information including Textbook, Video, & PowerPoint Assignments. All text pages, links, and articles on the CD are required reading.	Online Activities, Online Forum or Additional Assignments (must be connected to the internet)
	Unit III Overview		
<b>Week 8</b>	Exile and Return; Ezra, Nehemiah, Esther	<ol style="list-style-type: none"> <li>1. PPT Lecture #46: Exile and Return</li> <li>2. Examine: CCOT 35, 70</li> <li>3. Read: RANE 147-149</li> <li>4. Read: Ezra 1-4</li> <li>5. EOT 263-266</li> <li>6. PPT Lecture #47: Ezra 1-4</li> <li>7. Examine: CCOT 36</li> <li>8. Read: Ezra 5-10</li> <li>9. Read: EOT 266-268</li> <li>10. PPT Lecture #48: Ezra 5-10</li> <li>11. Review: EOT CD CH. 18 (Ezra)</li> <li>12. KGTE: Ezra</li> <li>13. Read: Nehemiah 1-6</li> </ol>	<p>Forum #7: What life lessons we do learn from Esther? List at least three and elaborate as you have room.</p>

		<p>14. Read: EOT 268-270</p> <p>15. PPT Lecture #49: Nehemiah 1-6</p> <p>16. Read: Nehemiah 7-13</p> <p>17. Read: EOT 270-271</p> <p>18. PPT Lecture #50: Neh 7-13</p> <p>19. Review: EOT CD CH. 18 (Nehemiah)</p> <p>20. KGTE: Nehemiah</p> <p>21. FAQ#7: As I read the stories in Ezra and Nehemiah about the people of God starting over, it makes me think about the Christian life today. What about Christians who need to start over? Can this really be done? Paul said he forgot what lay behind, but some of us have a hard time doing that.</p> <p>22. Read: Esther 1-7</p> <p>23. Read: EOT 271-276</p> <p>24. PPT Lecture #51: Esther 1-7</p> <p>25. Read: Esther 8-10</p> <p>26. Read: EOT 276-277</p> <p>27. PPT Lecture #52: Esther 8-10</p> <p>28. Review: EOT CD CH. 18 (Esther)</p> <p>29. KGTE: Esther</p> <p><b>30. PAA #3 DUE</b> (Use five texts from I Samuel-Esther)</p>	
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<p><b>Week 9</b></p>	<p>Introduction to Wisdom Literature, Job, Psalms</p>	<ol style="list-style-type: none"> <li>1. Read: EOT 281-288</li> <li>2. PPT Lecture #53: Intro to Wisdom Literature</li> <li>3. Examine: CCOT 25</li> <li>4. Review: EOT CD CH. 19</li> <li>5. Read: Job 1-14</li> <li>6. Read: EOT 289-296</li> <li>7. PPT Lecture #54: Job 1-14</li> <li>8. Read: Job 15-37</li> <li>9. Read: EOT 296-297</li> <li>10. PPT Lecture #55: Job 15-37</li> <li>11. Read: Job 38-42</li> <li>12. Read: EOT 297-301</li> <li>13. PPT Lecture #56: Job 38-42</li> <li>14. Read: RANE 175-182</li> <li>15. Review: EOT CD CH. 20</li> <li>16. KGTE: Job</li> <li>17. FAQ#8: What about the problem of evil – why do bad things happen to good people? And if God could have created a perfect world without sin, why didn't He?</li> <li>18. Read: Psalms (read in 2 hours; you may wish to divide up your reading of the book as you do the assignments below)</li> <li>19. Read: EOT 303-306</li> <li>20. PPT Lecture #57: Psalms: Intro, Division of the Psalms, Parallelism, Chiasm</li> <li>21. Examine: CCOT 47</li> <li>22. PPT Lecture #58: Psalms: Psalm Titles, Acrostics, Ugaritic Parallels</li> <li>23. PPT Lecture #59: Psalms: Hymns, Penitential Psalms, Wisdom Psalms</li> <li>24. Read: EOT 307-308</li> <li>25. Examine: CCOT 48-51</li> <li>26. PPT Lecture #60: Psalms: Royal and Messianic Psalms</li> <li>27. Read: EOT 308-310</li> <li>28. PPT Lecture #61: Psalms: Imprecatory and Lament Psalms</li> <li>29. Read: EOT 310-312</li> </ol>	<p>Forum #8: After reading Job, interact with the statement, "Job was partly right and partly wrong."</p>
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		<p>30. Read: RANE 194-204          31. Review: EOT CD CH. 21          32. KGTE: Psalms          33. KGTE: Read the article titled "the Nations in Scripture"          34. FAQ#9: It's pretty clear from the New Testament that God intends us to go and make disciples of all nations. Am I missing something, or why is God apparently so focused on Israel in the Old Testament? What about Gentiles back then?  <b>35. EXEGETICAL PAPER DUE</b></p>	
<p><b>Week 10</b></p>	<p>Proverbs, Ecclesiastes, Song of Songs, God's Plan for the Nations Part 3</p>	<ol style="list-style-type: none"> <li>1. Read: Proverbs (read in one hour; you may wish to divide up your reading of the book as you do the assignments below)</li> <li>2. Read: EOT 313-321</li> <li>3. PPT Lecture #62: Proverbs Overview</li> <li>4. Read: EOT 321-323</li> <li>5. PPT Lecture #63: Proverbs Themes: Relationship with God, Wisdom, the Fool</li> <li>6. PPT Lecture #64: Proverbs Themes: The Family, the Sluggard</li> <li>7. Read: RANE 182-191</li> <li>8. Review: EOT CD CH. 22</li> <li>9. KGTE: Proverbs</li> <li>10. Read: Ecclesiastes 1-8</li> <li>11. Read: EOT 325-330</li> <li>12. PPT Lecture #65: Ecclesiastes 1-8</li> <li>13. PPT Lecture #66: Ecclesiastes 9-12</li> <li>14. Review: EOT CD CH. 23 (Ecclesiastes)</li> <li>15. Read: Song of Songs 1-4</li> <li>16. Read: EOT 330-335</li> <li>17. PPT Lecture #67: Song of Songs 1-4</li> <li>18. Read: RANE 192-193</li> </ol>	<p>Forum #9: What's a significant life lesson you're taking away from this course?</p>

		19. PPT Lecture #68: Songs of Songs 5-8 20. Review: EOT CD CH. 23 21. KGTE: Ecclesiastes and Song of Songs 22. Read: MOT 65-82 23. PPT Lecture #69: Mission in the Old Testament, Session 3 <b>24. Exam #3 Due</b> <b>25. Reading Report Due</b> <b>26. Online Course Survey Due</b>	
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### VIII. ACADEMIC AND DISABILITY SERVICES

Students with physical, emotional, ADHD, or learning disabilities needing academic accommodations should make requests through the Academic Success Center. These requests will be kept confidential and will be used only to provide academic accommodations. Because many accommodations require early planning, requests should be made as early as possible. You may contact the Academic Success Center by phone at 1-803-807-5611, or by email at [academicsuccess@ciu.edu](mailto:academicsuccess@ciu.edu). If you already receive services through ASC please contact that office so they can help make your academic experience in this course as successful as possible.

### IX. SSM STYLESHEET

The official guide for all written work in connection with this course is the *SSM Stylesheet*, which is available from the Faculty Administrative Assistant's office (Schuster 1xx). It is based on the Chicago Manual of Style as summarized in the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. It includes guidelines related to grammar and style, organization of papers, abbreviations and numbers, spelling, punctuation, capitalization, quotations, using Greek and Hebrew words, using and citing sources, footnotes, bibliography, and using the internet. The instructor reserves the right to return written work that displays poor spelling, consistent grammatical errors, incorrect style, and/or poor general appearance. The basic parameters are set out in the *Stylesheet*. If your work is returned for any of these reasons, you may resubmit it within two weeks of its return. If you do not revise and resubmit your work, you will receive a zero for the assignment.

To find an electronic copy of the *Stylesheet*, you may follow this path:

CIUOnline > Student Life > Seminary Information > Resources > Stylesheet

Online resources related to Turabian include:

- <http://www.eturabian.com/turabian/index.html>
- <http://www.bibme.org>
- <https://owl.english.purdue.edu/owl/resource/717/01/>

## X. SSM PLAGIARISM POLICY

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students and your instructors. Plagiarism occurs when you present another person's ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of the ideas you use.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students' papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student's paper, a tape/video, an internet site) without acknowledging the source.
2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that others have written and submit it as your own work. You may not share with others answers to exam questions you have composed in advance. Any of these actions will be considered plagiarism.

Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When appropriate, your Student Life chaplain will be informed.



## HOW TO DO PERSONAL APPLICATION ASSIGNMENTS:

### *The “CPA Method”*

#### GOALS

The goals of the personal application assignment (PAA) are threefold. First, the PAA helps students apply interpretive principles to the text and so discover meaning they can apply to modern situations. Second, the PAA helps students learn to think logically as they prepare clear, logical sentences and paragraphs. Third, the PAA helps students look at the text more closely to see not only what it said, but what it says to us today.

#### THE “CPA METHOD”

We’ll use a method called the “CPA Method.” The letters *CPA* stand for *Content, Principle, and Application*. Let’s look at each one in order:

#### *The Basic Method*

1. **CONTENT:** Look at the biblical text to discover the basic details of your passage. As you read, ask questions like these:
  - What’s the historical setting--date, place, culture, key historical facts?
  - Who are the main characters?
  - What’s the main subject or theme?
  - What happened?

Once you’ve answered these questions, you have the factual information you need to move to the next step of the “CPA Method.”

2. **PRINCIPLE:** This step takes the *content* you’ve gathered and looks for *principles* within it. That’s because the content of the passage also includes principles--*timeless truths* that remain as true today as they were when the writer originally wrote the text. We now want to find the principle (or principles) in the text before us. To find a principle, look at the text again and ask yourself the following questions:

What is the text teaching about such biblical concepts as God, man, sin, redemption, love, grace, faith, hope, etc.?

What is the text illustrating about such biblical concepts as God, man, sin, redemption, love, grace, faith, hope, etc.?

As you ask these questions, remember--*a principle is timeless*. Therefore, be sure to remove any *time-bound references* (such as references to specific people, places, or events from Scripture) as you write out your principle. For example, “People of faith are people of prayer” is a timeless truth or principle. “Samuel was a man of prayer” is a time-bound statement. State your principle as clearly and concisely as you can; it should be *one* sentence, not several.

Once you’ve discovered and written a good principle, you’re ready for the final step in the “CPA Method.”

3. **APPLICATION:** The goal of the *application* step in the “CPA Method” is to discover how the principle you’ve found might apply in specific life situations today--maybe even specifically in *your* life. That discovery will produce the *application*.

Take your principle and try to think of specific situations today where the principle would apply. In such instances, what would be the appropriate response if we applied your principle? For example, if “people of faith are people of prayer,” in what kinds of situations would God call on us to demonstrate our faith through prayer? Try to be as specific as possible; give concrete examples, not general theological statements. For example, consider the following applications of our principle:

**EXAMPLE APPLICATION #1:** Today’s world provides Christians many reasons to pray. We should remember to demonstrate our faith by calling on God, for He has asked us to pray and has promised to hear us (Eph. 5:17). God loves to answer the prayers of those who follow Him faithfully (James 4:17). Indeed, for the Christian, faith and prayer go together, and we must never forget that.

**EXAMPLE APPLICATION #2:** Today’s world provides Christians many reasons to pray. We should call on Him to halt rising crime rates, overturn the legality of abortion, bring salvation to friends and loved ones, and send out missionaries to unreached peoples. God has promised to hear our prayers, and loves to answer the prayers of those who follow Him faithfully (Eph. 5:17; James 4:17).

Notice how both examples apply the principle “People of faith are people of prayer.” Both present Scriptural truth. But also notice how *Example #2* provides specific examples of how we might apply our principle? That’s your goal--to apply your principle in specific life situations today--maybe even specifically in *your* life.

### *Putting It All Together*

Once you have your *content*, *principle*, and *application*, you put them all together in a paragraph of 10-12 lines--about ½ page maximum using Times New Roman 12 point font with 1" margins. But when you write your paragraph, *change the order to principle, content, and application*. The principle states your timeless truth, the content explains where you found your principle in Scripture, and the application applies your principle to modern situations. (It’s pretty much like a sermon point in miniature.) I’ve given you two examples below; I’ve marked the principle, content, and application for your reference only. (NOTE: Don’t mark them in *your* paragraphs when you submit your assignments.)

#### **EXAMPLE #1**

***Principle*** ⇒ God honors a proper attitude much more than He honors proper rituals. ***Content*** ⇒ Amos pronounced woe to his contemporaries who longed to see the Day of the Lord, the time of God's judgment against His enemies. He sternly warned them that for them, the Day of the Lord would prove a day of darkness, not light (Amos 5:18-20). They would encounter God’s judgment wherever they ran. Amos said God counted their festivals and solemn assemblies as worthless. He refused to accept their offerings and hymns of praise because such rituals did not flow from proper attitudes such as justice and righteousness (Amos 5:21-24). ***Application*** ⇒ As Christians, we also have rituals such as baptism (Rom 6:3-4), the Lord's Supper (1Cor 11:23-26), and singing (Eph 5:19). We may choose to raise our hands to God when we pray or we may fold them in our laps. We may dress up for worship services or give an offering every time we come. These rituals, like the rituals of Amos' day, are worthless before God unless they come from proper heart attitudes. Such attitudes can only grow from lives of faith (1Cor 11:27-29).

Example #1 comes from Amos 5:18-24. It contains a principle based on what the text is teaching, and applies it to our modern situation. Each part of the paragraph comes from the method described above. Below, you will see another example. This paragraph has a principle based on a timeless truth the text is illustrating.

**EXAMPLE #2**

**Principle** ⇒ When God's servants meet opposition, they are not necessarily outside of God's will.  
**Content** ⇒ During Jeremiah's lifetime, he battled many false prophets (Jer 14:13-16; 28:1-11; 29:8-9, 15-32). He sometimes received beatings and public humiliation (Jer 20:1-6), and many people threatened him with death (Jer 26:1-24). Jeremiah spent time in prison (Jer 37:11-15) and even in a cistern (Jer 38:1-6)! Finally, some Judeans took Jeremiah against his will to Egypt after Jerusalem fell to Nebuchadnezzar (Jer 42:1-43:7). At times, Jeremiah became very discouraged, but God remained faithful and gave him strength for his appointed tasks (Jer 15:19-21). **Application** ⇒ Today, we may lose our jobs because our moral convictions make co-workers uncomfortable. Missionaries may face persecution for sharing Christ with Muslims. Even other Christians may suggest we're "overdoing it" as we take Scripture's commands seriously. In such times, we must remember Jesus warned us life would sometimes be so (Jn 16:33). But we must also remember that Christ promised to be with us always (Mt 28:20). We need to draw upon the Spirit's enabling power (Php 2:13), for God has promised us ultimate victory (Lk 12:32).

Example #2 comes from the book of Jeremiah. Whereas example #1 focused on a particular passage, example #2 draws support from several passages throughout the book. Also, whereas example #1 drew a timeless principle based on something the text of Amos specifically teaches, example #2 draws its principle based on something the book of Jeremiah illustrates. The primary purpose of Amos 5:18-24 is to teach timeless principle #1; the primary purpose of Jeremiah is not to teach us about opposition in ministry, but the text admirably illustrates this fact, and the fact is borne out by numerous Scripture passages.

You may use either type of example when writing your PAAs; both are valid uses of the Scripture and both will help you draw meaning from the text. For your own benefit, however, try to achieve a balance between the two types.

**GENERAL CAUTIONS**

1. As stated above, don't confuse a *principle* (a timeless truth) with a historical fact. "People of faith are people of prayer" is a principle; "Samuel was a man of prayer" is a historical fact.
2. Be careful to use good grammar and spelling. English proficiency is not the primary focus of the PAA, but grammar and spelling certainly add to or detract from your work.
3. Follow the format presented in the "Putting It All Together" section above. Don't mix up *principle*, *content*, and *application*; keep them in their proper order.
4. Avoid general principles such as "sin brings judgment" or "God is sovereign." Search for specific principles somewhat unique to your text.

**IMPORTANT CLARIFICATION: Each of your 3 assignments should have 5 paragraphs like either of these two examples (about the same length, but I need 5 paragraphs). Each paragraph will consist of PRINCIPLE, CONTENT, and APPLICATION sections.**

**BIB 5112****EXEGETICAL PAPER INFORMATION****Bryan Beyer**

Prepare an 8-10 page paper (not including title page; 11 pages of text maximum, please!) on one of the topics below. The paper should be based on your personal inductive study, using only your Bible (*not* a study Bible with notes!) and a concordance.

**POTENTIAL TOPICS**

God's Plan for the Nations in Genesis

The Law of Moses and Foreigners

Israel's Public Faith as Expressed in Deuteronomy

Seeing God in His Mighty Acts: Gentiles Who Saw and Believed

God's Plan for the Nations in the Psalms (or pick smaller corpus within the Psalms)

**TOOLS PERMITTED:** Bible (not a study Bible with notes), concordance (monograph or software)

**STRATEGY**

- 1) Read through the passages you will need for your research. Familiarize yourself with them thoroughly. As appropriate, use a concordance to help you find the passages.
- 2) As you research, sort the information you gather into categories. These categories will be different depending on your topic, so think broadly and let the evidence speak for itself.
- 3) Ask the text lots of questions. What are the categories the text itself creates? What was the writer getting at? What's the bottom line meaning to each text? What themes continue to appear? How do the texts speak to God's people today?
- 4) Discuss your findings according to your categories. Include application as appropriate.
- 5) Spend about one page on concluding application in which you tie your topic clearly to today: What Great Commission results will come from your study?
- 6) Include appropriate introductory and summation/application sections for your paper. These should be about one to two thirds of a page each in length. (Don't spend too much time getting into your topic. If one of these is longer, the summation/application section should be.)

*An exceptional paper* usually takes the first 2/3 page or so to introduce the topic, and spells out the major categories that will be investigated in the paper. These categories then become the paper's *main headings*. *Subheadings* often appear as well to provide clarity and easy readability. The *conclusion* is about a page or slightly less, and reviews briefly, then draws *pertinent application for today* from the material studied. The exceptional paper is also typically at least 9 full pages long.

**DUE DATE:** The Friday of Week 11; late papers submitted Saturday, Sunday, or Monday lose 5%; papers submitted the following Tuesday, Wednesday, or Thursday lose 10%; no paper accepted thereafter except by prior arrangement with instructor.

**STYLISTIC ISSUES:** Prepare the paper on a computer, Times New Roman 12 point font, double space, paginate, 1" margins; include cover page (name, date, course, title of paper); include Scripture references in parentheses (don't footnote them); submit through the assignment drop box on the course website.

Remember—according to the syllabus, you get 30 hours to do this project, so your project should convince me you spent about that much time.

Thanks in advance for your hard work. I look forward to reading your papers, evaluating them, and learning from them.

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COURSE OVERVIEW Summer 2015 Course Title: Criminology Number & Section: SOC C240 CRN Course Type: On-line Instructor: Dr. David Rentler Class Time: Varies On-line Office number: N/A E-Mail: [drentler1@yahoo.com](mailto:drentler1@yahoo.com). More information. CRJU 1150 - Introduction to Criminal Justice (CRN 20933) Course Syllabus Spring 2015. COURSE TITLE General Psychology General Psychology Course Syllabus COURSE NUMBER PSY 2012 PREREQUISITES English Composition I with a grade of C, or ACT Reading 018 and ACT English 017, or CPT-R 083 and. More information. Florida Gulf Coast University Lutgert College of Business Marketing Department MAR3503 Consumer Behavior Spring 2015. Course Syllabus. Jump to Today. Global Studies Online - DGS 110. Summer 2012 Syllabus. with Instructor Stephanie Delaney, JD, PhD. \*\*Printable Syllabus\*\* and \*\*Printable Calendar\*\*. Preferred Contact Method: E-mail: [sdelaney@highline.edu](mailto:sdelaney@highline.edu). Telephone: cell/text 206-395-9485. Online Classroom: <http://canvas.instructure.com>. Text: None - All Course materials will be provided online. Course Objectives and Outcomes. Upon the successful completion of this course with a 2.0 grade or better, you will

Learning Expectations: This is an online course, where all work happens over the internet. There are no requirements to come to campus. However, that does not mean that you should not work as hard as you would in a face to face class. Math 112, Summer 2012 Office Hours: 9:00 - 10:00 Mon thru Fri. Mrs. Karen Spike. (other times by appointment). Discuss syllabus and Course Compass Information; Discuss section 5.5, Real Zeros of a Th May 17 Polynomial; begin online homework today; due by Sunday, May 20. th. Also section 5.6 Complex Zeros of polynomials; begin HW today, due May 20. Search this site. Welcome Summer 2012. Syllabus. Schedule. Assignments. This course explores instructional design from a practical perspective. Students will acquire hands-on practice with a variety of computer-based tools while exploring instructional methods and principles of design. Prerequisites. Students must be admitted to the School of Education M.Ed program and have already taken ED F431 and ED F432, or obtain instructor permission to enroll in this course. Course Goals. Apply the Understanding by Design framework to course design. Investigate modern computer-based design tools.