

Introduction to the Old Testament 1

Online

OT 501Z

Please be sure to read and familiarize yourself with ALL sections in this syllabus.

Welcome to the course, **Introduction to the Old Testament II**. Although I cannot welcome you personally as in a face-to-face class, I am available to discuss any aspect of this course through whatever communication medium is most convenient for you. I wish you the best as you begin this journey through the Old Testament.

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Meeting Location: Online

Course Description

This course traces the history and examines the literature of the Israelite people from the division of the kingdom through the development of Judaism. Topics treated include canon, criticism, content, interpretation, and unity of the Old Testament.

Course Goals

A. General Mission of Erskine Seminary

The mission of Erskine Theological Seminary is to “educate persons for service in the Christian Church.” To achieve this mission, the ability to understand the Bible in various contexts must be taught. These contexts include the Bible’s ancient Near Eastern cultural setting, the immediate context of the literary unit in question, the context of the book of the Bible at issue or the OT as a whole, its canonical context admitting the light of the NT that points to Christ, and the context of the whole counsel of God that includes the implications of the Word today. This course will seek to raise the students’ awareness of how to read the OT in these various contexts.

B. Goals of this Course

1. This course will expose the student to the history and geography of the OT. Many of the names and places should become clear, and the timeline of events

should crystallize the student's understanding of the progress of redemption. Along the way, insights from comparative studies will be discovered.

2. At appropriate points in the study of the material, the questions that generations of modern scholars have asked of the text will be raised and their answers supplied and critiqued. The strengths and weaknesses of these approaches will be considered, including the "grammatical-historical" method of interpretation.
3. The student will gain adeptness at relating the OT revelation to its fulfillment in Christ's person and work. How the NT influences our reading of the Old is an important consideration in this course. The "grammatical-historical" method is not the all-in-all of interpretation. The centrality of the gospel and the culmination of all the OT motifs and themes in Jesus will be discussed.
4. Finally, the importance of the OT in the formation of our contemporary theology, character, and wisdom will be placed before the student.

Course Objectives

1. Identify the major geographical features and national entities of the ancient Near East over the course of Israel's history.
2. Outline the major events of Israel's history.
3. Describe the various approaches to the OT, their results and the reigning paradigms for present-day study of the Hebrew Bible.
4. Describe the contents and theology of each book from 1 Kings through Malachi.
5. Reflect meaningfully upon the biblical theology of one prophetic book.

Course Resources

Students continue to be responsible for securing their own required textbooks. As a convenience, there is a bookstore on the seminary's home page. To access this site and its information, locate textbooks, and compare prices, go to <http://www.erskineseminary.org/bookstore.html>

The online bookstore will be a portal with links to Amazon, CBD, Barnes & Noble, the Erskine Campus Bookstore, and perhaps others. A limited number of copies of each textbook may be available from the Erskine Campus Bookstore, and copies may be ordered through that Bookstore.

Course Textbooks

LaSor, Hubbard, and Bush. *Old Testament Survey*. Grand Rapids: Eerdmans, 1996.

May, Herbert G. *Oxford Bible Atlas*. 3rd ed. Oxford: Oxford University Press, 1984.

Articles

Schwab, George M. "The Proverbs and the Art of Persuasion." *JBC* 14 no. 1 (1995): 6 – 17.

_____. "Ecclesiastes and Counsel under the Sun." *JBC* 15 no. 2 (1997): 7 – 16.

_____. "The Book of Job and Counsel in the Whirlwind." *JBC* 17 no. 1 (1998): 31 – 43.

Also, the student will read the text of the Old Testament from 2 Kings through Malachi

Course Materials

All course materials (except required texts) are available to the student in the online classroom.

Course Components

The purpose and objectives of this course will be achieved through six learning components.

The first is the **Lecture Component**. The student will view the e-lectures, make detailed notes, and prepare from these notes to be examined.

The second is the **Reading Component**. The student will read the assigned materials, make detailed notes, and prepare from these notes to be examined.

The third is the **Collaborative Component**. The student will participate in guided online discussions. Each student is expected to actively participate in weekly class discussions in the online classroom for this course located on the EDEN web page. 15% of your grade will be based on online participation.

To ensure completion of Lecture and Reading components, the student will prepare for the **Exam Component**, worth 55% of your total grade.

1. Kings Exam 15% The Kings Exam will cover material presented in e-lectures or assigned to be read.
2. Mid-term Exam 20% The Mid-term Exam is not cumulative and will cover all material after the Kings Exam.
3. Final Exam 20% The Final exam is not cumulative and will cover all material after the Mid-Term Exam.

The fifth is the **Response Component**. This component will comprise 10% of your total grade. The student will write about 2 pages on each of the assigned articles, demonstrating thoughtful interaction with the readings.

The Response Paper is due on the scheduled date.

The student will lose one grade point for each day it is late.

The sixth is the **Reflective Component**. The Reflection Paper comprises 20% of your total grade.

The Reflection Paper is due on the scheduled date.

The student will lose one grade point for each day it is late.

Please note: Successful completion of this distance learning course will require that you set your own schedule and discipline yourself to stay on the schedule. I recommend that you begin the course by watching the e-lectures. The time constraints of this course are self-imposed to a large degree. However, if you are working toward degree completion, please keep in mind the Seminary's expected time frame for degree completion. Consult the most recent Seminary *Catalog* for specific time frames in your degree program. Each course assignment identifies the time required for completion, all things being equal. Some variation in time required to complete an assignment is to be expected due to a variety of factors.

Course Grading Criteria and Scale

- A Level Work = Exemplary ability to differentiate constituent parts; assess and critique theories, thoughts, ideas, concepts, proposals, and relevant literature; and the ability to reason in a logical and compelling manner.
- B Level Work = Reflects above average grasp of the subject matter; displays a superior ability to use new knowledge in a creative manner; and can demonstrate an above average ability to discriminate among alternative viewpoints.
- C Level Work = Adequate but not exceptional ability to think cogently and clearly; sufficient ability to understand and comprehend subject matter; and a satisfactory ability to integrate and organize course concepts in a logical and coherent manner.
- D Level Work = Inadequate mastery of basic facts and information presented in the course; insufficient or inappropriate use of common terms and language indicating an inadequate grasp of the material; and an inferior ability to analyze and judge proposals, ideas or concepts.

Grades will be calculated as follows:

Grade	Value	GPA	Grade	Value	GPA
A	95-100	4.0	C-	78-79	1.7
A-	93-94	3.7	D+	76-77	1.3
B+	91-92	3.3	D	72-75	1.0

B	88-90	3.0	D-	70-71	0.7
B-	86-87	2.7	F	0-69	0.0
C+	84-85	2.3			
C	80-83	2.0			

The actual assignment of a letter grade will take into consideration the performance of the class as a whole (i.e. you will be graded on a curve and the scale may be more generous).

When a student fulfills the *minimum stated requirement*, the assigned letter grade will be a B. To achieve a higher grade, the student must perform at a higher level than the minimum stated requirement. If an assignment has the letter “E,” this indicates a high F.

Course FAQs

1. It is strongly recommended that all assignments be submitted via electronic mail.
2. Please use Microsoft Word.
3. All assignments should be clearly marked with name, assignment number and date. Failure to include this information will result in a returned assignment.

Course Platform

Erskine Seminary is accredited by the Association of Theological Schools (ATS). According to the ATS Standard 10.3.4.3, “Institutions shall ensure that distance education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program.” It is with this stipulation that EDEN has implemented a web-based learning platform which will serve to provide a number of collaborative learning experiences. The learning platform is Moodle and according to their website, “Moodle is a course management system designed to help educators who want to create quality online courses . . . and create effective online learning communities.” You will be provided with additional information concerning site information. In order to meet the online discussion component of this course, you will need:

- A computer (or access to a computer)
- High-speed access to the Internet

Course Assignments

ASSIGNMENT ONE: E-Lectures

Overview:

The e-lectures will guide you through the course material in a systematic manner so that you can become more acquainted with the subject matter.

Objectives:

1. To become familiar with an literary approach to the Old Testament
2. To learn the content and theological message of the biblical books

Resources: Video lectures

Description:

Begin working your way through the e-lectures for the course. Begin with the first lecture. Take notes as you follow the video.

ASSIGNMENT TWO: Readings

Overview:

The readings will supply information important to the subject that will not be discussed in detail in the lectures. The readings are assigned according to the course schedule.

Objectives: To become familiar with the history, geography, scholarly issues, and other important aspects of the course not covered in lectures.

Resources:

1. Selections from LaSor, Hubbard, and Bush. *Old Testament Survey*. Grand Rapids: Eerdmans, 1996.
2. Selections from May, Herbert G. *Oxford Bible Atlas*. 3rd ed. Oxford: Oxford University Press, 1984.
3. Schwab, George M. "The Proverbs and the Art of Persuasion." *JBC* 14 no. 1 (1995): 6 – 17.
4. _____. "Ecclesiastes and Counsel under the Sun." *JBC* 15 no. 2 (1997): 7 – 16.
5. _____. "The Book of Job and Counsel in the Whirlwind." *JBC* 17 no. 1 (1998): 31 – 43.
6. The Bible. The student is required to reread the selected portions of the Bible in this semester. Previous readings of the selected material are not sufficient to meet this requirement

Description:

Using the schedule, begin working through the various readings assigned to this course.

ASSIGNMENT THREE: Online discussion

Overview:

There is evidence to suggest that students who actively engage in online discussions earn higher scores than other students. Online discussions provide a

rich and stimulating environment of collaboration, interaction, and community building. Students participating in online discussions tend to provide more thought-provoking comments, richly detailed responses, and insightful observations.

Resources:

E-lectures
Required texts

Description:

Questions for discussion will be posted each week. The following rubric will guide students in relating online activity to their grade. Discussion should be a response to the posted question by the instructor in the context of other posts made by other students in the class who have already posted responses. In order to facilitate collaborative learning opportunities, students will respond **weekly** to the guided discussion question posted to the online classroom for this course. Retroactive postings will not be given a grade. Students will receive 1% – 2% weekly for postings.

Due throughout the semester.

ASSIGNMENT FOUR: Exams

1. Kings Exam—see schedule
2. Mid-term Exam—see schedule
3. Final Exam—see schedule

ASSIGNMENT FIVE: Schwab Response Paper

Overview: This exposes the student to one way of appropriating the wisdom material in the Old Testament.

Resources:

See Schwab's articles posted online.

Description

Read through Schwab's analysis of three wisdom books. Write a 2 – 3 page summary of each of these articles (totaling about 6 – 8 pages), demonstrating how you have thoughtfully interacted with the material. What was particularly meaningful to you? Did you disagree with anything, and if so, what?

ASSIGNMENT SIX: Reflection Paper

Overview: The student will take one text from the portion of the Bible explored in this course and meditate upon it throughout the semester.

Objectives: The biblical/theological approach introduced in this course should shape how the student handles any given text of Scripture.

Resources:

The Bible

Description:

Pick a paragraph of Jeremiah. Write a 4 – 8 page paper describing the following:

1. What is the text chosen?
2. What function does your selected text serve in its book?
3. What does the text teach about God?
4. How does the text point to Christ?
5. To what does the text call Christians today?

This is not a research paper. Simply read it in the light of the whole Bible. A paper on Joshua is provided as an example, although that paper is much longer than what is expected in this course. The paper must be on a pericope selected from a Jeremiah.

What 4 – 8 pages means

1. The length of your paper does *not* count the following material:
 - a. Any quotations, from the Bible or from your readings
 - b. Footnotes or endnotes
 - c. Bibliography, cover pages, or outlines
 - d. Blank spaces, including the blank space after your last period on the last page of content.
2. You must adhere to the following:
 - a. One inch margins all around
 - b. 12 point typeface
 - c. Double spacing
3. What I will do when you turn in your paper
 - a. I will take a ruler to it and measure the amount of actual content
 - b. If it is short, you will be *severely* penalized in your grade, and probably will be given an F.
 - c. You will *not* be given the opportunity to make up for the lack of content.
4. 4 – 8 pages of *content* means content original to you
 - a. *Say things in your own words*
 - b. Every year I catch students plagiarizing by typing what they have read straight out of a commentary. *It is obvious when the student uses language that is more sophisticated than the level at which the student is able to converse.*

Course Schedule

The course is divided into three modules. Each module has work due at the end of each time period.

Lateness will carry a penalty of 1% for every day late. Exams will be open for a 24 hour period. If you cannot complete the exam during that time, you will need to take a grade of 0 for that test.

MODULE #1. All work for the first module is due four weeks from the start of the semester, and the exam will be offered that date. Please make arrangements now for that date to be clear. The professor will contact you further regarding exam details.

Week	Lectures to View	Assignments Due
1	01 Review the image of God and failure 02 Kenneth Scott Latourette 03 Reading 1 – 2 Kings	<ul style="list-style-type: none"> • LaSor 14 • Atlas, pp. 70 – 71 • 1 Kings, Psalm 1 – 15 • Discussion board posting (1%)
2	04 The sin of Jeroboam 05 Spin	<ul style="list-style-type: none"> • LaSor ch. 15 • Atlas, pp. 74 – 79 • 2 Kings, Psalm 16 – 30 • Discussion board posting (2%)
3	06 The Rise and Fall of Samaria 07 Hezekiah and Manasseh 08 Kings Conclusion	<ul style="list-style-type: none"> • Proverbs, Job, Ecclesiastes • Schwab articles • LaSor ch. 31 – 37 • Discussion board posting (2%)
4	Use this week to study for the open-book 1 hour exam	Exam #1 worth 15%

MODULE #2. All work for the second module is due nine weeks from the start of the semester, including the exam and the Schwab response paper. Please make arrangements now for that date to be clear. The professor will contact you further regarding exam details.

Week	Lectures to view	Assignments Due
5	09 Multiperspectivalism 10 Messianic History 11 Big Numbers	<ul style="list-style-type: none"> • LaSor ch. 49 • 1 Chronicles • Discussion board posting (1%)

6	12 Theology of Immediate Retribution 13 Chronicles Conclusion 14 Ezra-Nehemiah	<ul style="list-style-type: none"> • LaSor ch. 41 • 2 Chronicles, Psalm 61 – 90 • Discussion board posting (2%)
7	15 Esther 16 The Making of a Prophet 17 The Prophetic Paradigm	<ul style="list-style-type: none"> • LaSor ch. 42 • Ezra, Nehemiah, Esther, Psalm 91 – 120 • Discussion board posting (1%)
8	18 The Trinity 19 Modern Day Prophets 20 Interpreting Prophecy	<ul style="list-style-type: none"> • LaSor ch. 16 – 17 • Isaiah, Psalm 121 – 150 • Discussion board posting (1%)
9	Use this week to study for the open-book 1 hour exam	Schwab Response Paper due Exam #2 (20%)

MODULE #3. All work for the third module is due fourteen weeks from the start of the semester, including the exam and the reflection paper. The professor will contact you further regarding exam details.

Week	Lectures to view	Assignments Due
10	21 The Court and its True Prophets 22 Prophecy and Cultural Distance 23 Ecstasy	<ul style="list-style-type: none"> • LaSor ch. 21 – 22 • Jeremiah • Discussion board posting (1%)
11	24 The Rib 25 The Central and the Peripheral 26 atbash writing	<ul style="list-style-type: none"> • LaSor ch. 23 – 24 • Ezekiel • Discussion board posting (1%)
12	27 The Day of Yahweh 28 Wisdom 29 Correcting Proverbs	<ul style="list-style-type: none"> • LaSor ch. 26 – 30 • Hosea – Malachi • Review Proverbs and Job • Discussion board posting (1%)

13	30 Qohelet 31 Love 32 The Psalter	<ul style="list-style-type: none"> • LaSor ch. 25, 43 • Daniel • Review Ecclesiastes and Song of Songs • Discussion board posting (2%)
14	Use this week to study for the open-book 1 hour exam and work on the final Reflection paper	Reflection Paper due Exam #3 (20%)

Course Outline

Introduction to the Old Testament II

I. Preliminaries

- A. Intro to the Course
- B. Review of the Old Testament So Far
- C. Deuteronomic History
 1. The Hittite Suzerainty Treaty
 2. Judges—a colossal failure to keep covenant
 - a) At point after point, the Israelites are measured by the standards of Deuteronomy, Deuteronomy Shaping History
 - b) Other aspects of Deuteronomy (not covered last semester)
 - c) In 1 and 2 Kings, the histories of the northern and southern monarchies are evaluated just like Judges

II. Deuteronomic History of 1 and 2 Kings

- A. General Discussion
 1. Is a deuteronomistic historian objective? Is this real history?
 2. When was Kings written?
 3. What were the Israelites facing then?
- B. The devil's in the details
 1. Solomon evaluated from the perspective of Deuteronomy
 2. Jeroboam—the paradigmatic king of the northern kingdom
 3. Form criticism: the normal outline of a king
 4. Abijam – Asa, kings of Judah
 5. Nadab – Zimri, kings of Israel
 6. The Omrides
 7. God raises up a prophet to combat the claims of Baal
 8. Baalism in the South
 9. Jehu and his bloody *coup d'état*
 10. Athaliah queen of Judah
 11. Joash king of Judah
 12. Amaziah king of Judah—good like his father
 13. The end of the northern kingdom
 14. Ahaziah/Uzziah

- 15. Hezekiah
 - a) Usual synopsis
 - b) Sennacherib—excursus in comparative studies
- 16. Manasseh—worst king ever, the point of no return
- 17. Josiah—the ideal covenant-keeping king
- 18. Destruction of Jerusalem
- C. What is the point of 1 and 2 Kings?
- III. The Perspective of the Chronicler
 - A. Take note of the books of Kings
 - B. When was Chronicles written?
 - C. Chronicles offers a radically different interpretation of events than Kings does
 - D. Redaction Criticism
 - E. The genealogies
 - F. Account of David and Solomon 1 Chr 10 – 2 Chr 9
 - 1. David 1 Chr 11 – 29 (end of 1 Chr)
 - 2. Solomon 1 Chr 29 – 2 Chr 9
 - G. The Schism—why did it happen?
 - H. Abijah
 - I. Excursus: Big Armies
 - J. Asa
 - K. Jehosaphat
 - L. Uzziah/Amaziah
 - M. Ahaz
 - N. Hezekiah
 - O. Manasseh
 - P. Josiah
 - Q. Conclusion
- IV. Return from Exile—the second Great Deliverance
 - A. The Second Great Deliverance
 - B. Ezra-Nehemiah
 - 1. Outline
 - 2. The subject of the book
 - 3. Significance of Ezra in the formation of canon
 - C. Esther
 - 1. Outline
 - 2. Story—contest and political intrigue
 - 3. What can we do with a story such as this?
 - 4. Theology—Kish and Agag
 - 5. Purim
- V. The Latter Prophets—Overview
 - A. What has become of the image of God, the Heavenly Court, the Glory Cloud? Now we are treated to political intrigue, wars, genealogies, and the like. What has become of man created in God's image?
 - 1. Adam's creation as image-reflector of the glory of the Creator-Spirit is recapitulated in the life of the prophets

2. The making of a prophet
 3. Moses the Paradigm for prophets, the Mediatorial Agent of the Spirit of Prophecy
 4. The Angel of the Presence—the Paradigm for prophets, the Mediatorial Agent of the Spirit of Prophecy
 5. Christ and the Prophetic Image. “Jesus Christ is the ultimate realization of the Moses-Servant-prophet. He is a participant in the Glory of the heavenly council of the sons of God, and indeed, from eternity, in the Glory of the communion within the Godhead; possessing the Spirit without measure, he is sent forth from the Glory-council on covenantal mission as himself the living prophetic Word of God; he manifests his glory as the only-begotten of the Father, the true light; transfigured and exalted to the Glory of the Father’s throne in the Spirit, he is priest-king builder of the kingdom of God and righteous judge-destroyer of Satan’s kingdom. All that constitutes the prophetic *imago Dei* and had prototypal expression in the paradigm servant-prophet, Moses, is present in antitypal fullness in Jesus Christ.”¹
 6. Modern day prophets
- B. Introduction to the prophets
1. Definition: what we mean by the prophets
 2. When and where were the prophets?
 3. The prophets and the kings coordinated
- C. How to interpret prophecy
1. Dispensationalism in the Twentieth Century
 2. A Prophet after the order of Moses—yet not the same as Moses, how the prophet was NOT like Moses
 3. Example: Ezekiel 40 – 48 the Vision of the Rebuilt City of God
 4. Symbolism and the Heavenly Court
- D. How to discern a true prophet
1. Means
 2. Message
 3. Man
 4. Analysis of these criteria
- E. Modern Expectations of What the Bible Should Be
1. Cultural distance
 2. Robert R. Wilson, *Prophecy and Society in Ancient Israel* (Fortress, 1980)
 3. Ecstasy
- F. The Prophets as Social Reformers—Forth-telling v. Foretelling
1. Theologians who desire to avoid supernaturalism have approached the prophets as forth-tellers, not fore-tellers
 2. The prophets were seen as examples of the evolution of Israel’s religion

¹ Meredith Kline, *Images of the Spirit*, 57ff.

3. Isaiah

4. Amos—written in a period of great wealth

- a) Chapter 1—all the nations are indicted for war crimes
- b) Chapter 2—Judah and Israel also indicted along with them
- c) Chapter 3—follows the lawsuit pattern, with cross examination
- d) Excursus—The Covenant Lawsuit
- e) Back to Amos: chapter 3 = a *rib*
- f) Chapter 4—women and drink
- g) Chapter 5—the abuse of the courts, taking bribes, oppressing the poor, excesses of the rich
- h) Chapter 6—spending habits
- i) Chapter 8—the sins of the marketplace, dishonest scales

5. What is the precise relationship between the prophets and the cult? What is a “cult prophet”?

G. Prophets as Court Functionaries

- 1. We have been talking about Central prophets, so the question arises, what is the relationship between the prophet and the state?
- 2. Earthly courts!! Not talking about the Heavenly Court here
- 3. Royal Oracles—in deuteronomic history
- 4. Judgment Oracles
- 5. War Oracles
- 6. Oracles against the nations
- 7. The subject of Oracles against the nations naturally leads to a discussion of a theme in the Prophets—the Day of Yahweh

VI. The Latter Prophets—Selected Motifs and Passages

A. *Yom Yahweh*

- 1. “The Day of the Lord is the era in which the Lord judges, purifies a remnant for Himself, avenges his name, vindicates his people, renews his creation, brings in the full deliverance, and establishes his rule on earth.” Willem VanGemeren, *Interpreting the Prophetic Word* (1990): 214.
- 2. The Day of the Lord is:

B. The Structure of the Book of Isaiah

- 1. History of Criticism
- 2. Why the need for a second or third Isaiah
- 3. Arguments for unity
- 4. Harrison’s outline of Isaiah

C. The Messiah and His Kingdom

D. The New People of God

E. Prophetic motifs synopsis (VanGemeren p. 243)

VII. The Writings

A. Intro to the Writings

B. Wisdom literature

- 1. Introduction

2. Proverbs
3. Job
4. Ecclesiastes
5. Song of Songs
 - a) History of interpretation
 - b) Why is it in the canon?
 - c) Theology

C. Psalms

1. Theology
2. How to read the psalms as a Christian

VIII. How the Old Testament Set the Stage for Christ

X. History Chart

Year BC	Egypt		Palestine/Mesopotamia		
1185-1070		20 th Dynasty	Iron IA	Divided Monarchy	First Millennium
1070-945	Third Intermediate Period	21 st	IB		
945-718		22 nd			
820-718		23 rd			
730-712		24 th			
775-653		25 th	IIC		
664-525	Late Dynastic Period	26 th			
525-404		27 th	Persian Period	Exilic and Post-Exilic	
404-399		28 th			
399-380		29 th			
380-342		30 th			
342-332	Persian Period	31 st			
332-310	Hellenistic Period				
310-30					
30 BC-395 AD	Roman Period				

Relevant Institutional and Class Policies

Conduct in Theological Discussions: Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

Language about God and Humanity: Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

Late or Incomplete Work: The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

Drop/Add/Withdrawal: Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a "drop/add" form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated

basis. Failure to withdraw from the class properly will result in the student's receiving a grade of "F" for the course, and full tuition charges will apply. No exceptions will be made to this policy.

Plagiarism

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and integrity of the Christian community:

Occurrences of plagiarism shall be considered 'documented' when the instructor is able to produce documentary evidence that plagiarism has occurred, and when the instructor has reason to believe that the plagiarism was motivated by a deliberate attempt to receive credit for ideas or work not the student's own. Where such plagiarism involves the theft of the academic work of another student, whether at Erskine or any other institution, it shall be designated 'documented theft of another student's work.'

The instructor involved, in consultation with the Dean, may recommend measures deemed appropriate. In cases of documented plagiarism or documented theft of another student's work, the offending student will automatically receive the following penalties:

- Failure of the course(s) in which plagiarized or stolen work is submitted
- Dismissal from the Seminary for a minimum of one semester
- Forfeiture of the right to tuition refunds during the semester(s) affected

Before such penalties are imposed, a committee of at least three faculty members must agree that they are appropriate to the case. Appeals in such cases may only be addressed, in writing, to the President of Erskine College and Theological Seminary.

The style guide adopted by the seminary is that of Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

Supplemental Reading

- Cohen, N. "An 'Enthusiastic' Prophetic Formula." *ZAW* 99 (1987): 219 – 232.
Dillard, Ray. "The Reign of Asa (II Chronicles 14-16)." *JETS* 23 (1980): 207-218.
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