Tentative Syllabus for OT556: Joshua in Depth

**COURSE DESCRIPTION**

“Introduces the student to exegetical tools used for the interpretation of the Bible.” The student will do Hebrew & Greek word studies using key texts in Joshua as examples.

Secondarily, the course is a thorough examination of the book of Joshua. The course will focus on the narratives, tracing important redemptive themes and showing how the conquest of the Promised Land contributes to the larger redemptive story of the Bible. The Hebrew and Greek alphabets will be studied so students can gain a working vocabulary of words and phrases that will assist them in reading the biblical / scholarly materials for themselves.

**STRUCTURE OF THE COURSE**

This class will meet in Jamaica during the January Intensive, with student presentations and a final exam January 11, 2014. Each class period will include some or all of the following: discussion of texts, Hebrew and Greek alphabets, class discussions, and student presentations. After each four-hour block of instruction, we will summarize what must be studied for the final exam.

The Book of Joshua is appropriate for study for the principles that can be gleaned for life in the 21st Century A.D. Students will attend each session prepared to interact with the readings and lectures, and contribute to the discussions. A **TACKLE** paper, commentary review, and a final exam will measure mastery of the material.

**LEARNING OUTCOMES:**

Resulting from successful completion of this course, students will be able to:

**Thinking:**

- Understand the contents, major themes, and theological message of Joshua
- Understand the legitimate ways of interpreting this outstanding book of Joshua
- Understand geographical, chronological, historical, Messianic & canonical issues
- Understand the necessity of preaching and teaching using this book of Joshua

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1 This course addresses GCTS goals: MDiv 1-2, 4-9; ThM 1-2; MAUM 1-2, 4-6; and MABL/OT 1, 3-4.
2 This class will address Article 1 of the GCTS Mission Statement: “To encourage students to become knowledgeable in God’s inerant Word and competent in its interpretation, proclamation and application in the contemporary world.”
Being:
• Become more dedicated to the LORD as revealed in the OT and NT
• Become deeply committed to apply the truths and principles of the OT
• Become more mature in one’s Christian life
• Become more sensitive to Jesus’ appropriation of Joshua’s message

Doing:
• Engage in discussions related to the composition of Joshua
• Teach, preach or counsel using passages in Joshua
• Memorize verses in Joshua
• Apply the truths of Joshua to one’s Christian life

COURSE REQUIREMENTS AND ASSIGNMENTS

Contact Time with Instructor

A. This is a three-credit course meeting for 30 hours (9 hours each day for 3 days, plus a final exam on Jan. 11, 2014).
B. In addition, (Advanced) students will write a TACKLE paper composed of three sections which will be carefully reviewed by the instructor.

Required Resources:


Recommended Resources:


**Papers, Activities and Assignments:** (Maximum points available = 700 for Advanced, 500 for Beyond and 400 for Core)

A. **Read** *Joshua* – *Twice* during the January Intensive, 2014: 100 points.

B. **Read Hess & Davis Joshua Commentaries**, as well as articles assigned (e.g., *NIDOTTE IV*: 810-819): 100 points. On Jan. 11, you will turn in a 3x5 card with your name, the percentage of reading completed, and your signature. A highly recommended schedule of reading is found in the course schedule below.

C. **Beyond students** will additionally read all of an additional student-selected commentary and write a six-page book review: 100 points. Spend two pages to summarize, two pages to compliment, and two pages to criticize the book. It should be typed and double-spaced. Due Jan. 18.

D. **Advanced students** will submit a **TACKLE paper** of twelve – fifteen pages: 200 points. Consult five books and five journals. The paper will be a student-selected effort approved by the instructor. Due Jan. 25.

E. **Final** exam will require the students to produce from memory (without helps) the Hebrew and Greek alphabets in order and to write down specified verses from *Joshua*: 100 points. Final Exam on Jan. 11.

F. Class **attendance**: Minus 25 points for each session missed or 10 points for arriving 15 minutes late or leaving early. If you absolutely must miss one three-hour session for non-adjustable personal or professional reasons, you may make up this 25 points with an extra assignment approved by the instructor in advance. This assignment will be turned in no later than Jan. 11, at the final exam.

**Course Grading (Based on Percentage of Points)**

For a description of grades see the Student Handbook.

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\begin{align*}
87\%-89\% & = B+ \quad 77\%-79\% & = C+ \quad 67\%-69\% & = D+ \\
94\%-100\% & = A \quad 84\%-86\% & = B \quad 74\%-76\% & = C \quad 64\%-66\% & = D \\
90\%-93\% & = A- \quad 80\%-83\% & = B- \quad 70\%-73\% & = C- \quad 60\%-63\% & = D- \\
& & & & & Below60\% & = F
\end{align*}
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**CORE COURSE REQUIREMENTS:**

1) Regular class attendance and participation in all discussions.

2) Read *Joshua* twice, the Hess & Davis commentaries, and the assigned articles.

3) Memory verse & Final examination on Jan. 11.

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I am indebted to my colleague Dr Currie for his outline of this contract grading scheme.
Beyond (Bey.) – LEVEL REQUIREMENTS:
1) All of the Core Course Requirements (1-3 above).
2) An additional 250 pages of reading from Cowles
3) Student-selected Commentary e.g., Woudstra, will be analyzed and a written review will be submitted Jan. 18.

Advanced (Adv.) – LEVEL REQUIREMENTS:
1) All of the Core Course Requirements.
2) All of the Beyond-level Requirements.
3) TACKLE Paper. The paper should be typed and in correct form (Times New Roman, 12 point font, one inch margins) and no less than 12 pages and no more than 15 pages double-spaced, including bibliography and footnotes. It is due Jan. 25.

CONTRACT GRADING:
Grading will be based upon fulfilling the contract-level requirements and the quality of work. Contracts for grades will be due Jan. 9.
A summary evaluation will be given in terms of a "√" ("check") meaning that the work has met the level of the grade contract, a "+" ("plus") meaning that the work has exceeded the level of the grade contract, a "-" ("minus") meaning that the work has not met the level of the grade contract, or some combination thereof (e.g. √-"check-minus" for work that minimally meets the level of grade contract or √+ "check-plus" for work that exceeds the level of the grade contract).
It is not possible to receive a letter grade higher than contracted, though it is possible to receive a letter grade lower than contracted. For example, if a student who contracts for Bey. performs Adv. quality work on their exams, that student would receive a "+" on exams, but no higher than a "B+" grade. However, a student who contracts for Bey. and performs Core quality work on their exams would receive a "-" on their exams and could receive a "C" grade for the course.
Students may adjust their grade contract simply by telling the instructor.

GRADING
If you contract for course (Core) requirements, your grade will be determined by these course elements: read Joshua twice, Hess & Davis and assigned readings, memory verse & final exam, and attendance. If you contract for Bey., your grade will be determined by these elements: the course requirements, Cowles reading, and a commentary review. If you contract for Adv. your grade is determined by these elements: the course requirements, Cowles reading, commentary review, and TACKLE paper.
Incomplete Coursework Policy:

Students are expected to submit all work by the dates set by the course instructors and complete all course requirements on or before the last day that written work is due.

The grade ‘Incomplete’ is temporary and will be granted only in unusual circumstances (such as serious illness or critical emergencies) and will not be considered for a student who is simply behind in the assignments.

No Incomplete will be granted automatically. The student is responsible to submit the Incomplete Contract to the Registrar in accordance with the Student Handbook, p. 66. The date for completion of the work will be arranged with the professor involved, but that date cannot extend beyond one semester. Special appeals regarding a student’s eligibility to receive the Incomplete shall be referred to the Judicial Committee.

Attendance: Regular and on-time class attendance is a necessary part of the learning experience. Meeting the objectives for this course depends heavily on class participation from all students. Absences beyond one class period (or equivalent) will result in a grade reduction, and students who miss more than six of the thirty hours must not expect to pass the course. See Student Handbook, p. 57.

Plagiarism and Cheating: My undergraduate experience was shaped by a simple honor code: students “will not lie, cheat or steal, or tolerate those who do.” The tenets of ethical behavior were spelled out in exhaustive detail with hundreds of pages devoted to ensuring an ethical workplace. In a seminary of people submitting to the LORD, we must be especially attentive to matters of honesty and integrity. Ignorance of what constitutes plagiarism or cheating is not an excuse. Computers, electronic Bibles, or other devices are not permitted during any examination (Student Handbook, p. 60). See this website, http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml.

Disabilities: Any student, who because of a disability may require some special arrangements to meet course requirements, should contact the instructor or the Access Coordinator for the GCTS Office of Disability Services as soon as possible to discuss reasonable accommodations (Student Handbook, pp. 61-62). Counseling for personal issues is handled by professional counselors (Student Handbook, p. 25).

Course Bibliography

Please refer to denverseminary.edu/dj/articles02/0100/0101.php for helpful OT bibliographies.

Course Schedule

Homework to Prepare for First Class:
1. Read completely through Joshua at least once
2. Read JR Vannoy, “Theology of Joshua” in NIDOTTE IV: 810-819 (on Sakai)
Jan. 9, Thursday: First Session – Introduction to the Course
Class-time:
1. Introduction to Course, Syllabus and Contract Grading.
2. Discussion Background & Word Studies, and the Joshua TACKLE paper
3. Discussion Hebrew & Greek alphabets
4. Tracing Joshua through the Pentateuch
   Homework to Prepare for First Class:
   1. Read completely through Joshua a second time
   2. Read Davis, pp. 9-53.

Jan. 9, Thursday: Second Session – Entrance to Canaan (Josh. 1-5)
Class-time:
1. Discussion of TACKLE paper section one (Background) and two (Word Study)
2. Joshua 1-5 In Depth
3. Submit Grade Contracts
   Homework to Prepare for Next Class:
   1. (Adv. Students) Prepare TACKLE paper section One and Two in draft.
   3. Read Hess, pp. 17-140. If Adv. contract, add your own student-selected commentary
   4. Consider TACKLE paper topic and seek approval (due by Jan. 25)

Jan. 9, Thursday: Third Session – Joshua’s Conquest (Josh. 6-9)
Class-time:
1. Drill Hebrew and Greek Alphabets
2. Review Joshua 1-5; Discuss Joshua 6-9 in Depth
3. Student-led discussion of The Divine Commander
4. Obtain instructor’s approval for TACKLE paper
5. Joshua in popular culture
   Homework to Prepare for Next Class:
   1. Revise TACKLE paper section One and Two in draft.
   2. Read Hess, pp. 141-253. If Adv. or Bey. contract, read Cowles

Jan. 10, Friday: Fourth Session – Joshua Divides the Land (Josh. 10-14)
Class-time:
1. Review Joshua 1-9; Discuss Joshua 10-14 in Depth
2. Discussion of TACKLE section Three. (Hess & Davis Joshua)
3. Adv. contract students, begin reading for additional Commentary Review
   Homework to Prepare for Next Class:
   1. Prepare TACKLE section Three
   2. Memorize Josh. 7:10-11
   3. Read Davis, pp. 54-149
Jan. 10, Friday: Fifth Session – Joshua Divides the Land (Josh. 15-19)

Class-time:
1. Drill Hebrew and Greek Alphabets
2. Review Joshua 1-14
3. Discuss Joshua 15-19 in Depth
4. Student-led discussion of Shiloh and stone knives

Homework to Prepare for Next Class:
1. Revise TACKLE section Three
2. Read Davis, pp. 150-180 & Hess, pp. 254-323

Jan. 10, Friday: Sixth Session – Charge to Covenant Faithfulness (Josh. 20-24)

Class-time:
1. Review Joshua 1-19, Hebrew & Greek alphabets
2. Review Readings to date
3. Joshua 20-24 in Depth
4. Feedback and evaluations

Homework to Prepare for Next Class:
1. Review Hebrew and Greek alphabets
2. Finish reading Davis, pp. 181-211 & Hess, pp. 324-352

Jan. 11, Saturday: Seventh Session – Student Presentations

Class-time:
1. Review Joshua 1-24
2. Student presentations on Joshua 1-24

Homework to Prepare for Next Class:
1. Revise entire TACKLE paper (due Jan 25)
2. Adv. and Bey. contracts, Read Cowles, pp. 13-204, and prepare commentary review

Jan. 11, Saturday: Eighth Session – Student Presentations

Jan. 11, Saturday: Ninth Session – Final Exam
2. Submit make-up papers for missed classes
Tackle the Text

Six steps to help you interpret the biblical text.

Translations:
- Compare translations (e.g. ESV, NKJV, NASB, NIV).
- Note the major differences in translations.
- Use this to alert you to key words and grammatical issues.

Author:
- Who wrote the book/letter?
- When did the author write the book/letter?
- What *form of writing* did the author use to communicate?  
  e.g. narrative, gospel, prophecy, poetic, apocalyptic, letter.

Circumstances:
- What was going on at the time of writing?
- Why did the author write the book/letter?
- What circumstances does the author address?  
  Background Study

Key words:
- Do three word studies on the most important words in your passage.
  (i) Use the Hebrew-Greek Key Study Bible to locate the Strong’s #.
  (ii) Look up words in either the Hebrew or Greek Concordance.
  (iii) Summarize the “range of meaning,” then decide what meaning  
  best suits the context in which the word occurs.  
  Why?
- NT Grammar:  
  (i) Note structural relationships ("therefore," "so that," "but").  
  Word Study

Literary Context:
- How is the biblical book structured?
- How does your passage fit into the argument, story or structure?
- How does your passage contribute to the message(s) of the book?

Explain the Text:
- Where is your text located in God’s redemptive story?
- Is your passage discussed elsewhere in the Bible?  
  Where?
- What does your passage teach about God, His people, any other issues?
- How does your passage relate to us today?  
  Exegesis Paper

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4 I am indebted to Dr Kaminski for the outline of this TACKLE the Text format. She also has an exceptional Old Testament resource CASKET Empty available on the web or in Christian bookstores, ISBN: 978-0-9820658-0-8.