

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
At Evangel University

BOT 538 Studies in Prophetical Books: Isaiah

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Spring 2016
Thursdays 2:00-4:45

COURSE SYLLABUS

COURSE DESCRIPTION

A section by section exegetical study of the Book of Isaiah with emphasis on its theological themes and principlizing for the church today. Attention will be given to selected issues including aspects of OT prophecy and the unity of the book.

OBJECTIVES

Upon completion of this course the student should be able to:

1. Outline the major sections of the book of Isaiah.
2. Discuss the unity of the book and the strengths and weaknesses of the critical theories of multiple authorship.
3. Describe how the prophecies of Isaiah fit into the historical context of Israel and the ancient Near East.
4. Identify, explain, and apply the major theological themes and concepts taught in the book.
5. Discuss the interpretations of the issues dealt with in class giving your own conclusions.
6. Explain the nature of OT prophecy.
7. Exegete and apply to the church today any passage in Isaiah.

TEXTBOOKS

Cotton, Roger D., ed. *BOT 538 Isaiah Handouts 2016* Springfield, MO: posted electronically at AGTS at Evangel University.

Horton, Stanley. *Isaiah: A Logion Press Commentary*. Springfield, MO: Logion Press, 2000. ISBN: 978 0882433011

Motyer, J. Alec. *The Prophecy of Isaiah: An Introduction and Commentary*. Downers Grove, IL: Intervarsity Press, 1993. ISBN: 978 0830815937

The Holy Bible: The Contemporary English Version. American Bible Society, 1995. ISBN: 978 1585160556

For information of textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

The professor will use **the portal** to provide the course handouts and other documents, rather than Course Commons.

COURSE OUTLINE

The classes will proceed through the book of Isaiah discussing groups of chapters in most classes but going into depth on a few major passages.

There will be a chapel incorporated into the first hour of one of the classes.

METHODOLOGY

Lecture, discussion, reading, research and writing assignments.

COURSE REQUIREMENTS

Class attendance is expected; the seminary allows 5 hours of class absences. Please talk to the professor about your absences.

1. Be prepared to discuss the passages and readings assigned for each class.
2. Read the book of Isaiah in one sitting in the CEV, **for the first class**.
3. Read the introductions to Motyer, Horton, and the NICOT commentary by Oswalt (see Reference section of the library) **by the second class**.
4. Read the best scholarly interpretations of what Isaiah 7:14 meant to Isaiah and Ahaz and how that relates to how Matthew understood it in his use of it in Matthew 1:22-23. **Turn in on Thursday, January 28 an essay of 4-6 pages** (see writing instructions provided in class) summarizing the major views and giving your conclusion on the issue. Include a list of all sources consulted that are BEYOND those required and state whether you read all the required readings. You must read in the handouts the articles by Kaiser, Motyer, and Reymond, as well as the sections in the commentaries by Horton, Oswalt, Grogan, Watts, Goldingay, and Young, either in the reference section or the reserve shelf in the library.
5. Read through the book of handouts, (as a minimum) any $\frac{3}{4}$ of Motyer's, and any $\frac{3}{4}$ of Horton's commentaries, by the end of the course, and compare the *Contemporary English Version* to the version you normally use as the course proceeds through Isaiah.

6. Read the major theories on the unity of Isaiah explaining the evidence for and against unity and **type up in a page or so** your conclusion on it including your summary of your view of the perspective difference between chapters 1-39 and 40-66, and your view of the prophecy predicting Cyrus. **Turn it in with a list all the sources you consulted, on Thursday, April 7**, which must include: three of the best commentaries (besides the textbooks), Allis' *The Unity of Isaiah*, (key sections and points), Archer's *Survey of OT Introduction* section of this provided in the handouts, Stanley Horton's conclusions in the handouts, and LaSor, Hubbard, Bush, 2nd ed, pp. 281-288, provided in the handouts.
7. **Turn in on Thursday, February 11**, your diagram of your passage (at least 4 verses) for the exegetical project below. This will be explained in class and is in the handouts. The professor will provide feedback on the passage.
8. **Turn in a 10-12 page typed exegetical, biblical-theological research paper** on a passage or a theme approved by the professor, on **Thursday, April 21**.

An “A” grade level requires the work and sources described below and in the handouts about doing good graduate level exegetical/biblical-theological study:

- a. Understanding the language of the text through comparing translations and doing significant word studies, which include the use of: (New) Englishman’s Hebrew Concordance (coded to Strong’s) or Kohlenberger, John R., III, and James W. Swanson. *The Hebrew English Concordance To The Old Testament With The New International Version* OR a computer program that searches the Hebrew words, and then reading the articles in the *New International Dictionary of Old Testament Theology and Exegesis*.
- b. Understanding the significance of the historical and cultural references in the passage through background studies, including the *Dictionary of Biblical Imagery*, articles in *Dict of OT Prophets*, edited by Boda and McConville, and scholarly, the *Zondervan Illustrated Bible Backgrounds Commentary*, edited by John Walton; and the best scholarly,exegetical commentaries.
- c. Understanding the literary intent of the passage by outlining the flow of thought and studying the literary devices used by the writer. Besides exegetical commentaries, see books on Hebrew prophecy and literary devices.
- d. Understanding the theology intended through analyzing the images and the theological and thematic terms and ideas used in context of the book and the whole Old Testament, and determining the underlying principles intended as the message of the inspired writer. **To qualify for an “A” grade** the best commentaries (see all the * ones in bibliography *and at least two more*) must be consulted, as well as the IVP *Dictionary of OT: Prophets*, Old Testament theologies, including House. Read Oswalt “Isaiah, Theology of” in the 4th volume of NIDOTTE, and any other, significant, theological studies related to your passage. **Be sure to research journal**

articles and read at least one to qualify for an A grade. In or before the conclusion the student must suggest the major, universal, theological, truths and principles seen in the biblical theological message of the passage and in the context of the whole book. The conclusion must summarize what you have learned and concluded and state the biblical theological message of the passage God intended for Isaiah's audience and then for us. There must be a strong application focus of principles being taught by God for people today. To present some of the latter, then, following the conclusion of the paper, **give a simple sermon outline** of a unified message from this passage, which relates to people today, giving the main points and the verses they come from.

- e. Finally, provide a **full bibliography** of all sources consulted (not just cited). Articles in multi-author books (like NIDOTTE) must follow 17.1.8.2 in Turabian 8th ed. (See page of examples in handouts.)

Presentations to the class of your findings are encouraged.

I would love for the class to benefit from what you have learned about your passage. You may pick any 20-30 minutes you want. It would be very helpful if you had an outline to hand out to the class and you are welcomed to use power point. Presenting in class only helps the grade and cannot hurt it. You may substitute a thorough outline of the presentation (with bibliography and brief sermon outline) for the paper.

9. **Turn in** on the last day of the course, **Thursday, April 28**, final take-home **essays** (instructions to be given out in class) over the book of Isaiah from the material discussed in class, including a basic outline of the messages of the major sections and an essay on the major theological themes and concepts.

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.—
AGTS Student Handbook.

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may only be used for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at: http://www.agts.edu/community/student_handbook/2010studenthandbook.pdf

DISABILITY ACCOMODATION

As defined in Section 504 of the Rehabilitation Act of 1973, the Assemblies of God Theological Seminary at Evangel University is committed to the provision of reasonable accommodations for students with disabilities. If AGTS students believe they qualify for accommodations, they should contact the AGTS Student Life Office, Room 218, telephone extension 8881.

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. Never turn in work that uses the back side of the paper as well as the front. Your writing should demonstrate good, formal, clear, writing style (see handouts and Strunk and White or *Getting the Words Right* by Cheney). The format should follow Turabian 8th edition. I especially want signed articles in books such as encyclopedia articles, word studies, and other multi-author works to be listed according to 17.1.8.2. Not following this could cost the student an full grade. When you need to cite a source you may choose which one of the three citation methods in Turabian you prefer to use: foot notes, end notes, or parenthetical. 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 limit by up to 25%. Assignments are due at the beginning of the class on the due date or the grade begins to drop (see above for late work). If you do not have an assignment finished when it is to be discussed in class you must leave the class during the discussion of the assignment. Put the following information at the top of the first page or on a title page: Name, assignment, course, my name, date. **Do not** put anything but the page numbers at the top of the other pages. No title page is needed for work under 4 pages. Do not use a cover, just staple it. I recommend using the program *Grammarly*, and using an editor if necessary, to bring your English style up to the appropriate quality. Unless otherwise instructed, you may always turn in your work by e-mail (cottonr@evangel.edu).

GRADING PROCEDURE

Reading assignments and class participation	10%
Essay on Isaiah 7:14 interpretations	18 %
Reading and page of conclusions on the Unity of Isaiah theories	4 %
Research paper on a passage or a theme in Isaiah	42 %
Final take-home essays	26 %

Late work may be penalized 1 point per day late using a 12 point scale (12 = A, 1 = F).

Students should retain a copy of all work submitted, until they have received a grade for this work.

Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the course ends after the AGTS semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form:

<http://www.agts.edu/academics/forms.html>. The approved Incomplete request will extend the due date for up to ninety days, may include a grade reduction, and will be assessed a grade change fee. Students may not register for courses in a new term if carrying more than two IP or I grades.

SELECTED BIBLIOGRAPHY

(* these are the ones which must be consulted)

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SPECIFIC DATA

Syllabus prepared by Roger D. Cotton, October 2015.