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Duke University Divinity School
June 30-July 25, 2008

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SECOND YEAR YEAR STUDIES (Take off 20% unless otherwise noted, prices subject to change)

COS 211: Hebrew Bible

Textbooks:

- _____ Achtemeier, Paul J., Ed. *The HarperCollins Bible Dictionary*. Revised Edition., \$47.50
- _____ Birch, Bruce, Walter Brueggemann, Terence Fretheim, and David Petersen. *A Theological Introduction to the Old Testament*. 2nd Edition., \$40.00
- _____ Fretheim, Terence. *The Pentateuch. Interpreting Biblical Texts.*, \$21.00
- _____ Gorman, Michael J. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers.*, \$16.95

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Pre-Assignment

Prior to arriving at Course of Study, students should **read** the following:

Genesis
Exodus
I and II Samuel
I and II Kings
Amos
Hosea

and the corresponding chapters in *A Theological Introduction to the Old Testament*
Gorman, *Elements of Biblical Exegesis*

As you read the biblical texts, pay close attention to the details of the stories. You might want to keep a list of things that you notice in reading that you had not noticed or known before. In *A Theological Introduction*, pay attention to the theological themes that the authors note. You might find it useful to note points at which you agree or disagree. In *Elements of Biblical Exegesis*, it will be very helpful to look at the short and long examples of exegesis papers in the appendix. It will also be useful to pay close attention to the first two chapters.

Instructor

Dr. James P. Ashmore, Assistant Professor of Old Testament, Shaw University Divinity School
email: jashmore@shawu.edu or jashmore1@nc.rr.com

Course Description

Interpretation of the developing institutions and traditions of Israel and examination of the varying ways in which the Hebrew people understand critical events of their history as acts of God. Attention is given to the earliest Covenants, to the Exodus, to the rise of the monarchy, and to other events up to the Eighth Century Prophets.

Objectives

1. Formation of a historical overview of the life and faith of ancient Israel.
2. Exegesis of selected passages that illustrate crucial turning points in the history of Israel.
3. Correlation of exegesis with its use in preaching and other pastoral functions.
4. Reflection upon ways in which God has been at work in the lives of the people in these biblical materials.
5. Ongoing development of an exegetical methodology.
6. Application of these studies to the concerns and issues of the present day.

Texts

Achtemeier, Paul J., Ed. The HarperCollins Bible Dictionary. Revised Edition. San Francisco: HarperCollins, 1996.

Birch, Bruce, Walter Brueggemann, Terence Fretheim, and David Petersen. *A Theological Introduction to the Old Testament*. 2nd Edition. Nashville: Abingdon Press, 2005.

Fretheim, Terence. *The Pentateuch*. Interpreting Biblical Texts. Nashville: Abingdon Press, 1996.

Gorman, Michael J. Elements of Biblical Exegesis: A Basic Guide for Students and Ministers. Peabody, Mass.: Hendrickson Publishers, 2001.

Assignments

Quizzes

There will be two quizzes on the biblical texts. Each quiz will take approximately 15 minutes. Each will count 20% of the final grade.

Exegesis Paper

Each student will write an exegesis paper on a passage we have covered in class. The paper will follow the format given in Gorman, *Elements of Biblical Exegesis*. The paper should be approximately 10-12 pages in length. The paper will count 30% of the final grade.

Bible Study Plan

Each student will write out a bible study lesson plan using the same text as the exegesis paper. The lesson plan must include a description of the age range and composition of the group for which it is designed and an explanation of why this text would be appropriate for presentation to this particular group. The lesson plan must include a detailed description of the activities used to achieve the learning objectives (see format below). The lesson plan should not exceed 8 pages. The lesson plan will count 30% of the final grade.

Christian Education Lesson Plan

Based on Donald L. Griggs, *Teaching Today's Teachers to Teach* (Nashville: Abingdon Press, 2003) pp.103-112

The five movements of a session are: invite, inform, investigate, illustrate, and inspire.

Invite:

In this opening movement, we welcome participants warmly.

- greet each person by name as he or she arrives
- speak with the members of the class about something going on in their lives,
- introduce the subject, passage, or key concepts of the lesson,
- present a situation out of the past week's experiences to invite the group to think about
- focus everyone's attention on the subject with a photograph, Bible verse, or song
- ask the participants a question about their interests, experiences, or ideas,
- brainstorm suggestions about a topic related to the main ideas of the session.

Inform:

Presenting facts and information is important but is not the only purpose of the lesson. Some ways to engage in informing strategies are to:

- tell a story that provides background information,
- view a video, DVD, or PowerPoint presentation that introduces the subject,
- listen to a brief, recorded presentation,
- read a passage of scripture or paragraph from a printed resource,
- review a series of statements about the subject of the session,
- pose a series of questions that will lead to the next part of the lesson,
- present a mini-lecture about the topic.

Investigate:

Ordinarily, more class time will be spent on this part of the students to explore a subject than just to present information about it. Investigating activities involve participants with questions, issues, tasks, resources, and one another, so that they become equipped to offer their own interpretations, judgments, or conclusions.

- choose one topic, one passage, or one issue to explore,
- work with one or more resources to seek answers to a series of questions,
- discuss questions and ideas with one or more other members of the class,
- search through several resources for information about the subject,
- interview a knowledgeable person about the topic of the lesson,
- follow the directions on a worksheet to explore a topic,
- use a computer program to search for answers, ideas, or information.

Illustrate:

Illustrating activities enable the participants to relate the subject to their own situations. And it is through these activities that teachers will be able to discern if the students have accomplished the objectives that were developed for the session. Some ways to engage in illustrating strategies are to:

- write a letter, poem, report, statement of faith, dialogue, script, or article,
- use a cassette recorder to record a news report, song, drama, interview, or script,
- engage in a dramatization with puppets, dance, pantomime, role-play, or drama,
- paint or draw interpretations of a scripture or Christian belief,
- use a digital camera and computer to prepare a slide presentation,
- create a montage or collage to illustrate the meaning of the topic,
- use transparencies, color markers, and overhead projector to illustrate ideas,
- use computer to create a newsletter, poster, or banner,
- construct a scale model, three dimensional object, relief map, or other object.

Inspire:

The last activities of the lesson provide an opportunity for the students to leave class and live their week guided by inspiring thoughts, images, and words that express the significance of what they have spent their time studying. Some ways to utilize inspiring strategies are to:

- share illustrations created by the students, expressing what they think and believe
- sing a song or hymn reflecting the truth of the lesson,
- pray brief prayers by completing an unfinished sentence,

- spend a minute in silence, praying and meditating on the key theme of the session,
- decide together what actions can be taken individually or as a group,
- prepare for and then experience a brief time of worship,
- speak to one another affirming and encouraging words,
- challenge the students to live faithfully the truths they have studied.

Assembling All the Parts into a Lesson Plan:

Focus of the Session: In this session I would like to communicate...

Objectives: As a result of their participation in this session I would like to help the students be able to...

- 1.
- 2.
- 3.
- 4.

Invite:

Time:

Activity:

Resources:

Inform:

Time:

Activity:

Resources:

Investigate:

Time:

Activity:

Resources:

Illustrate:

Time:

Activity:

Resources:

Inspire:

Time:

Activity:

Resources:

Grading Rubric for Exegesis Paper

Gorman, *Elements of Biblical Exegesis*

Section	Excellent (5)	Good (4)	Acceptable (3)	Marginal (2)	Poor (1)
Survey 5 Points	<ul style="list-style-type: none"> contains thesis in one clear paragraph contains brief summary of main points in paper is no longer than one page 	<ul style="list-style-type: none"> contains thesis in one clear paragraph contains some summary of points is no longer than one page 	<ul style="list-style-type: none"> contains statement of thesis contains some summary of points does not exceed length by more than ¼ page 	<ul style="list-style-type: none"> implies thesis of paper contains some summary of points does not exceed length by more than ½ page 	<ul style="list-style-type: none"> does not state or imply thesis does not contain summary of major points exceeds length by more than ½ page
Contextual Analysis 15 Points Historical	<ul style="list-style-type: none"> historical context is clearly and accurately stated significant aspects of historical context are accurately described clear and specific connections are made between historical context and the interpretation of the text 	<ul style="list-style-type: none"> historical context is clearly and accurately stated significant aspects of historical context are accurately described consistent connections are made between historical context and the interpretation of the text 	<ul style="list-style-type: none"> historical context is clearly and accurately stated significant aspects of historical context are generally accurate connections are made between historical context and the interpretation of the text 	<ul style="list-style-type: none"> some statements about the historical context are relevant and accurate some statements are made that connect the historical context to specific points in the text some note is taken of points that are in dispute in texts for which historical context is unclear or marginally relevant paper makes some note of this point 	<ul style="list-style-type: none"> few or no relevant and accurate statements about the historical context few or no statements that connect the historical context to specific points in the text little or no note is taken of disputed points about historical context in texts for which historical context is unclear or marginally relevant paper makes little or no mention of this point
Contextual Analysis 15 Points Historical (continued)	<ul style="list-style-type: none"> paper notes where there is dispute about the historical context, takes a position, and argues it coherently in texts for which historical context is unclear or marginally relevant, paper makes this point clear and argues it coherently 	<ul style="list-style-type: none"> paper notes where there is dispute about the historical context, takes a position and argues it in texts for which historical context is unclear or marginally relevant, paper makes this point, and argues it well 	<ul style="list-style-type: none"> paper notes points that are in dispute about the historical context and offers his/her own position in texts for which historical context is unclear or marginally relevant, paper notes this point clearly 	<ul style="list-style-type: none"> in texts for which historical context is unclear or marginally relevant paper makes some note of this point 	<ul style="list-style-type: none"> in texts for which historical context is unclear or marginally relevant paper makes little or no mention of this point
Contextual Analysis 15 Points Literary	<ul style="list-style-type: none"> literary 	<ul style="list-style-type: none"> literary context is clearly and 	<ul style="list-style-type: none"> literary 	<ul style="list-style-type: none"> some statements about the literary 	<ul style="list-style-type: none"> few or no accurate and relevant statements

Section	Excellent (5)	Good (4)	Acceptable (3)	Marginal (2)	Poor (1)
<p>Contextual Analysis 15 Points Literary (continued)</p>	<p>context is clearly and accurately stated</p> <ul style="list-style-type: none"> • significant aspects of literary context are accurately described • clear and specific connections are made between literary context and the interpretation of the text • where aspects of literary context are in dispute paper notes this point, student takes a position, and argues it coherently 	<p>accurately stated</p> <ul style="list-style-type: none"> • significant aspects of the literary context are accurately described • clear connections are made between literary context and the interpretation of the text • where aspects of the literary context are in dispute paper notes this point, student takes a position and argues it well 	<p>context is clearly and accurately stated</p> <ul style="list-style-type: none"> • significant aspects of the literary context are described • some connections are made between literary context and the interpretation of the text • where aspects of the literary context are in dispute, paper notes this point and student offers his/her own perspective 	<p>context are accurate and relevant</p> <ul style="list-style-type: none"> • some statements connect the literary context to specific points in the text • where aspects of the literary context are in dispute paper makes some note of this • section deviates from suggested page limit by more than one page • section contains extraneous and/or irrelevant material 	<p>about the literary context</p> <ul style="list-style-type: none"> • few or no statements connect the literary context to specific points in the text • paper makes little or no mention of points in literary context that are in dispute • section deviates from suggested page limit by more than 1 ½ pages • section consists primarily of extraneous and/or irrelevant material
<p>Formal Analysis 10 Points</p> <p>Formal Analysis 10 Points</p>	<ul style="list-style-type: none"> • literary form of text is clearly and accurately described • where form is unclear or marginally relevant paper states this clearly and argues it coherently • literary structure of text is clearly and accurately described • movement of text is clearly and accurately described • outline of text is given in clear, understandable form that 	<ul style="list-style-type: none"> • literary form of text is clearly and accurately described • where form is unclear or marginally relevant paper states this clearly and argues it well • literary structure of text is clearly and accurately described • movement of text is clearly and accurately described • clear outline of text is given that accounts for all the parts of the text 	<ul style="list-style-type: none"> • literary form of text is clearly and accurately described • where form is unclear or marginally relevant paper states this and student gives his/her position • literary structure of text is described • movement of text is discussed • text outline accounts for all the parts of the text • most of the aspects of the form, 	<ul style="list-style-type: none"> • some description of literary form • where form is unclear or marginally relevant paper makes some note of this • some discussion of literary structure of text • some discussion of how the text moves from one point to another • an outline is given for the text • some of the aspects of the form, structure and 	<ul style="list-style-type: none"> • little or no discussion of form • little or no note is taken where form is unclear or marginally relevant • little or no discussion of literary structure of text • little or no discussion of movement in text • little or no attempt to outline the text • little or no connection is made between the form, structure, and

Section	Excellent (5)	Good (4)	Acceptable (3)	Marginal (2)	Poor (1)
	<ul style="list-style-type: none"> accounts for all the parts of the text • all the various aspects of the form, structure, and movement of the text are clearly related to specific aspects of the interpretation of the text • section does not exceed suggested length 	<ul style="list-style-type: none"> • the various aspects of the form, structure, and movement of the text are clearly related to the interpretation of the text • section does not exceed suggested length 	<ul style="list-style-type: none"> structure, and movement of the text are related to the interpretation of the text • section does not exceed suggested length 	<ul style="list-style-type: none"> movement of the text are related to the interpretation of the text • section does not deviate from suggested length by more than 1 page 	<ul style="list-style-type: none"> movement of the text and the interpretation of the text • section deviates from suggested length by more than 1 page
<p>Detailed Analysis 60 Points</p> <p>Detailed Analysis 60 Points</p>	<ul style="list-style-type: none"> • specific, clear, detailed, accurate information is given about the most important words and images in the text • information about words and images is clearly and consistently connected to the interpretation of the text • paper gives clear, detailed, accurate information about any literary devices used in the text • paper clearly connects information given on literary devices to specific points of interpretation of the text • paper devotes some attention to all the 	<ul style="list-style-type: none"> • specific, clear, detailed, accurate information is given about most of the important words and images in the text • information about words and images is clearly connected to the interpretation of the text • paper gives clear, detailed, accurate information about literary devices used in the text • paper clearly connects information given on literary devices to interpretation of the text • paper devotes some attention to the relevant questions on pages 93-94 • paper relates all the 	<ul style="list-style-type: none"> • specific, clear, detailed, accurate information is given about some important words and images in the text • most of the information about words and images is connected to the interpretation of the text • paper gives accurate information on some literary devices used in the text • paper connects majority of the information given about literary devices to the interpretation of the text • paper devotes some attention to the majority of the relevant 	<ul style="list-style-type: none"> • some specific, accurate information is given about some words and images in the text • some of the information given is related to the interpretation of the text • paper gives some attention to literary devices • paper makes some connection between the information given about literary devices and the interpretation of the text • paper devotes some attention to some of the relevant questions on pages 93-94 • some of the information given is related to the interpretation of the text 	<ul style="list-style-type: none"> • information about words and images in the text is unclear, inaccurate, and/or does not relate to key words and images • little or no attempt to connect the information given about words and images to the interpretation of the text • paper gives little or no attention to literary devices • paper makes little or no connection between literary devices and interpretation of the text • paper devotes little or no attention to relevant questions on pages 93-94 or questions addressed are

Section	Excellent (5)	Good (4)	Acceptable (3)	Marginal (2)	Poor (1)
	<ul style="list-style-type: none"> relevant questions on pages 93-94 paper relates all the information given to specific points of interpretation of the text section constitutes a minimum of ½ length of paper 	<ul style="list-style-type: none"> information to the interpretation of the text section constitutes a minimum of ½ length of paper 	<ul style="list-style-type: none"> questions on pages 93-94 paper relates the majority of the information to the interpretation of the text section constitutes a minimum of ½ length of paper 	<ul style="list-style-type: none"> section constitutes less than ½ length of paper <p>OR</p> <ul style="list-style-type: none"> section contains significant amounts of extraneous and/or irrelevant material 	<ul style="list-style-type: none"> not relevant to the text little or no information is related to the interpretation of the text section constitutes less than ½ length of paper section consists primarily of extraneous and/or irrelevant material
Synthesis 5 Points Synthesis 5 Points	<ul style="list-style-type: none"> synthesis is clearly and concretely related to material in other sections synthesis presents a clear, coherent, well reasoned reading of the text 	<ul style="list-style-type: none"> synthesis is clearly and concretely related to material in other sections synthesis presents a clear, well reasoned reading of the text 	<ul style="list-style-type: none"> at least ½ of statements directly connect to material in other sections synthesis presents a clear, intelligible reading of the text 	<ul style="list-style-type: none"> at least 1/3 of statements connect to material in other sections synthesis presents the author's reading of the text 	<ul style="list-style-type: none"> fewer than 1/3 of statements connect to material in other sections synthesis does not present a coherent reading of the text
Reflection 5 Points	<ul style="list-style-type: none"> section clearly connects the reading of the text as presented in the Synthesis with the contemporary world connections are clear, specific, and appropriate 	<ul style="list-style-type: none"> section clearly connects the reading of the text as presented in the Synthesis with the contemporary world connections are clear and intelligible 	<ul style="list-style-type: none"> section connects the reading of the text as presented in the Synthesis with the contemporary world connections are clearly made 	<ul style="list-style-type: none"> section presents connections to the contemporary world that are somewhat related to the reading of the text connections are somewhat clear 	<ul style="list-style-type: none"> section makes little or no connection between the reading given in the Synthesis and the contemporary world connections are unclear, ambiguous, or inappropriate
Overall Quality of Writing (Points Deducted) Overall Quality of Writing	<p>0 Points</p> <ul style="list-style-type: none"> paper conforms to length requirement paper is typed in standard type paper is double spaced parts of paper are clearly 	<p>2 Points</p> <ul style="list-style-type: none"> paper conforms to length requirement paper is typed in standard type paper is double spaced parts of paper are clearly 	<p>5 Points</p> <ul style="list-style-type: none"> paper does not deviate from length guide by more than one page paper is typed in standard type parts of paper are clearly labeled 	<p>10 Points</p> <ul style="list-style-type: none"> paper does not deviate from length guide by more than two pages paper is typed in standard type parts of paper are clearly labeled 	<p>15 Points</p> <ul style="list-style-type: none"> paper does not deviate from length guide by more than three pages paper is typed parts of paper are labeled most of paper is in correct order

Section	Excellent (5)	Good (4)	Acceptable (3)	Marginal (2)	Poor (1)
(Points Deducted)	labeled <ul style="list-style-type: none"> all parts of paper are in correct order no errors in spelling no errors in word choice no errors in grammar all references are properly cited 	labeled <ul style="list-style-type: none"> all parts of paper are in correct order no more than one error in spelling no more than one error in word choice no more than one error in grammar all references are properly cited 	<ul style="list-style-type: none"> all parts of paper are in correct order no more than two errors in spelling no more than two errors in word choice no more than two errors in grammar all references are properly cited 	<ul style="list-style-type: none"> all parts of paper are in correct order no more than 3-4 errors in spelling no more than 3-4 errors in word choice no more than 3-4 errors in grammar all references are properly cited 	<ul style="list-style-type: none"> multiple errors in spelling, word choice, or grammar all references are properly cited

Factors that will result in paper being returned as unacceptable:

- indications that material has been paraphrased, copied, or quoted from a source without proper attribution
- errors in spelling, grammar, or word choice that are so pervasive that the paper is difficult to understand