I. Course Description

This cross-listed course explores the Book of Proverbs as part of the incarnational Word of God—that is, as a book through which the LORD spoke through both the particularities of its historical-cultural aspect as well as its spiritual substance. Thus, we will look at broad, contextual matters while increasingly going deeper into specific sections and proverbs within the book.

II. Learning Outcomes

A. Primary Student Outcomes

Upon completion of this course, students will be able to:

1. study individual proverbs with attention to their historical-cultural aspects;

2. have a greater appreciation for the Word of God as spoken through the Book of Proverbs and biblical wisdom literature in general;

3. articulate the original intended meaning of a Proverb as well as its present-day application to one’s life.

B. Learning Objectives

Upon completion of this course, students should be able to:

1. work with Proverbs commentaries, ancient Near Eastern cognate texts (in English), and Hebrew-English Bible research tools; (cognitive)

2. have an increased appreciation for the Book of Proverbs and biblical wisdom literature in general; (affective)

3. articulate the original intended meaning of a Proverb as well as its
present-day application to one’s life (read: hear the voice of God more clearly for oneself and the Church through Proverbs) (cognitive/skills and application).

III. Relationship to Eston College’s Mission Statement, Student Learning Goals, and Program Objectives

This course on the Book of Proverbs offers students the opportunity to mature and further develop their “basis of biblical and theological understanding and expertise necessary” not only for possible graduate studies, but also for true/Godly wisdom for navigating through life (as well as graduate studies and beyond). This course also encourages the development of communication skills and personal reflection from the healthy perspective of God and His Word.

IV. Integrative Nature

Being that Scripture is, by nature, integrative, this course will naturally reflect integration with historical studies, some devotional practices, and application to life both within the Church and to the world.

V. Course Evaluation

A. Assignments

1. 8-page Reading Report on the general background of Proverbs. Read a total of 120 pp. from the following list and submit a report on what you read. You may include critical analysis if you like. Due Monday, February 17, 2014. 20%


2. a. 6-page **Exegesis Paper** on a proverb that is used *somewhere* in modern society (see assignment 2b). However, do *not* include in this paper discussion of the modern application of this proverb (again, see 2b)—keep this a strictly exegetical paper. Cite at least a minimum of seven non-electronic secondary sources, at least half of which should be from the attached ‘Book of Proverbs Bibliography.’ Due Wednesday, February 26, 2014. 25%

b. **In-Class Presentation** of your Exegesis Paper with discussion of the proverb’s use (or misuse!) in modern society (e.g., in a popular novel or play, an advertisement, a modern idiom, etc.). The presentation should last about 15-20 minutes. Due at the beginning of class time on Thursday, February 27, 2014. 10%

c. 5-page **Reflective Paper**. Describe what the LORD has communicated to you particularly regarding the proverb studied in your Exegesis Paper. How did this particular proverb apply to you and/or the world around you? What personal testimony can you give regarding the application of this proverb to your life? Due March 28, 2014. 10%

3. 4-page **Reflective Reading Report** on pages 57–202 of Koptak’s *Proverbs* (see VI. B., Textbooks: Required). Due March 14, 2014. 25%

4. **In-Class Participation.** 10%

B. Time Investment:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>In-Class Instruction</td>
<td>40</td>
</tr>
<tr>
<td>Critical Reading Report Readings</td>
<td>8</td>
</tr>
<tr>
<td>Critical Reading Report</td>
<td>16</td>
</tr>
<tr>
<td>Exegesis Paper</td>
<td>18</td>
</tr>
<tr>
<td>In-Class Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Reflective Reading Report Readings</td>
<td>10</td>
</tr>
<tr>
<td>Reflective Reading Report</td>
<td>8</td>
</tr>
<tr>
<td>Reflective Paper</td>
<td>10</td>
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</table>

**Total:** 115 hours
<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Due Date</th>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Report</td>
<td>February 17</td>
<td>8 hours (reading) + 16 hours (writing)</td>
<td>20%</td>
</tr>
<tr>
<td>Exegesis Paper</td>
<td>February 26</td>
<td>18 hours</td>
<td>25%</td>
</tr>
<tr>
<td>In-Class Presentation</td>
<td>February 27</td>
<td>5 hours</td>
<td>10%</td>
</tr>
<tr>
<td>Reflective Reading Report</td>
<td>March 14</td>
<td>10 hours (reading) + 8 hours (writing)</td>
<td>25%</td>
</tr>
<tr>
<td>Reflective Paper</td>
<td>March 28</td>
<td>10 hours</td>
<td>10%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>All the time!</td>
<td>40 hours</td>
<td>10%</td>
</tr>
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</table>

**VI. Textbooks:**

A. Required:

1) A good English-language translation of the Bible, preferably the NIV, TNIV, or NRSV.


B. Recommended: see Bibliography entries marked with asterisks.

**VII. Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-67%</td>
</tr>
</tbody>
</table>

If it gets this low, we can have an empowering talk!

**VIII. Class Attendance and Participation**

From the top:
Attendance Policy

Regular and punctual attendance is vital for a quality learning experience, and at Eston College, involvement within the classroom is highly valued. During Mini-semester it is mandatory for students to attend all classes. After a student has been absent for 20% of the class [sic? ‘course,’ I think], a failing grade will be recorded. The aforementioned does not include add/drop attendance previous to add/drop dates or times.

Special Circumstances

A student may have an excused absence for a prolonged sickness. Because attendance affects student loans, absence for three or more consecutive days from the College requires a doctor’s note. In case of other special circumstances, a student must speak with the registrar, as soon as an attendance issue arises. Additionally, if a student has missed 30% of the classroom instructional time due to excused absences, the student will be encouraged to defer to the class to another semester [unfortunately, I do not believe that this is not an option for this special course]. (See policy regarding deferring a class.)

Personal Note: C’mon, people, don’t you want to be here?? =) But if, for whatever reason, you don’t want to be in this class or to contribute to making this an awesome course, no worries—just put down this syllabus and sign up for one of the other great courses being offered! But if you do feel led to take this course, then yes and of course, we expect you take ownership and be a part of making this an amazing two weeks!

IX. Special Policies:

A. Submissions: Hard copy only. Unless otherwise stated, all papers should be typed, in Times or Times New Roman font, size 12, double-spaced, with borders of no greater than 1-inch, and printed on one side of the page.

B. Due Dates: Assignments may be handed in early, but must be handed in by 5 PM on the date they are due whether or not you are on campus (unless otherwise noted). Late assignments will be subject to the penalties published in the catalogue.

C. Academic Integrity: is expected. Plagiarism and other violations are outlined in the catalogue. It is expected that all work is the original work of the student. When using someone else’s words or ideas, be sure those sources are clearly cited. Plagiarism is a serious charge, so if work is determined to be willfully plagiarized, a failing grade for that assignment will be given and the final grade in the course will be jeopardized.

D. Special Needs: If a student has a known learning difficulty, discussion with the instructor is invited to maximize the value of this course. Obviously, this discussion should occur early in the term—an appointment can be made with the instructor.
X. *Tentative* Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-class: Feb. 17</td>
<td><em>Reading Report due</em></td>
</tr>
<tr>
<td>Monday, Feb. 24</td>
<td>Introductions, Prolegomena, Historical-Cultural Situation and Wisdom Literature, and ancient Near Eastern Poetic Techniques</td>
</tr>
<tr>
<td>Tuesday, Feb. 25</td>
<td>Prov 1–9: Prologue</td>
</tr>
<tr>
<td>Wednesday, Feb. 26</td>
<td>Prov 10–22:16: Solomonic Proverbs I; <em>Exegesis Paper I due</em></td>
</tr>
<tr>
<td>Thursday, Feb. 27</td>
<td>Prov 22:17–24:34: Sayings of the Wise; Prov 25–29: Solomonic Proverbs II; <em>In-Class Presentations due at the beginning of class</em></td>
</tr>
<tr>
<td>Friday, Feb. 29</td>
<td>Prov 30–31; Wrap-Up</td>
</tr>
<tr>
<td>Post-class:</td>
<td><em>Reflective Reading Report due</em></td>
</tr>
<tr>
<td>March 14</td>
<td><em>Reflective Paper due</em></td>
</tr>
<tr>
<td>March 28</td>
<td></td>
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</tbody>
</table>

XI. Bibliography

**Historical, Cultural, and Literary Contexts of the Book of Proverbs Bibliography**


**Book of Proverbs Bibliography**


