

PATH517-130 Topics in Ministry: Old Testament Challenges Southwestern Union Fall 2022

Jiří Moskala, ThD, PhD

CLASS & CONTACT INFORMATION

Class location:	Southwestern Union Oklahoma Conference, 4735 NW 63rd Street, Oklahoma City, OK 73132
Class Dates:	October 3–6, 2022
Class meeting times:	Monday–Thursday; 8:30 AM–12:30 PM and 1:30–5:30 PM
Instructor Telephone:	269.471.3205
Instructor Email:	moskala@andrews.edu
Office location:	SDA Theological Seminary Suite N230
Executive Assistant:	Dorothy Show (Phone: 269.471.3536; Email: showd@andrews.edu)

BULLETIN DESCRIPTION OF COURSE

This course introduces students to selected church ministry areas such as finances, church planting, teaching, Christian education, chaplaincy, urban ministry and health evangelism. Credits: 3

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

MA in Pastoral Ministry (MAPM)

1. Deliver effective biblically-based sermons
2. Demonstrate proper biblical interpretation skills
3. Understand the historical-theological development of the Seventh-day Adventist Church
4. Exhibit capability for training church members for evangelism
5. Demonstrate an understanding of how to empower church members for leadership
6. Exhibit capability for reaching specific social groups

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Adapted from the AU Bulletin

COURSE MATERIALS REQUIRED

Textbooks

1. *God's Character and the Last Generation*. Edited by Jiří Moskala and John C. Peckham. Nampa, ID: Pacific Press Publishing, 2018.
2. *Salvation: Contours of Adventist Soteriology*. Edited by Martin E. Hanna, Darius W. Jankiewicz, and John W. Reeve. Berrien Springs, MI: Andrews University Press, 2018.

Articles

1. "The Validity of the Levitical Food Laws of Clean and Unclean Animals: A Case Study of Biblical Hermeneutics." *Journal of the Adventist Theological Society* 22, no. 1 (2011): 3–31. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/jats/vol22/iss2/2/.](https://digitalcommons.andrews.edu/jats/vol22/iss2/2/))
2. "The Newness of the New Covenant." (Manuscript in print. File attached.)
3. "God's Blazing Grace." (Manuscript in print. File attached.)
4. "Importance and Role of Our Works." (Manuscript in print. File attached.)
5. "Toward Consistent Adventist Hermeneutics: From Creation through De-Creation to Re-Creation." Pages 1-35 in *Women and Ordination: Biblical and Historical Studies*. Edited by John W. Reeve. Nampa, ID: Pacific Press, 2015. (File attached.)
6. "Biblical Hermeneutical Principles Dealing with Race, Racism and Social Justice Issues." *Current* 9 (Fall 2021): 2–6. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/pubs/4176/.](https://digitalcommons.andrews.edu/pubs/4176/))
7. "The Message of God's People in the Old Testament." *Journal of the Adventist Theological Society* 19, nos. 1–2 (2008): 18–39. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/old-testament-pubs/8/.](https://digitalcommons.andrews.edu/old-testament-pubs/8/))
8. "The Seventh-day Adventist Identity—Who Are We as a Community of Faith?" *Current* 8 (Fall 2020): 2–11. (Available on AU Digital Commons: <https://digitalcommons.andrews.edu/cgi/viewcontent.cgi?article=1007&context=current.>)

COURSE OVERVIEW

DURING INTENSIVE ASSIGNMENTS (OCTOBER 3–6, 2022)

- A. Regular attendance and participation in class.
- B. Study the elements provided in class.
- C. Topics to be discussed.
 1. Biblical Creation Week
 2. Image of God and Our Sexuality

3. Universality of the Flood
4. Curse of Canaan, Race and Racism
5. Clean and Unclean Food
6. What is New in the New Covenant? Jeremiah 31 and Hebrews 8
7. Issues in Biblical Hermeneutics
8. Issues in Old Testament Chronology
9. Ezekiel 38–39: Where is Gog and Magog: The Last War?
10. Ezekiel 40–48: Eschatological Picture of the Last Days?
11. Isaiah 65:17–25: Description of the New Earth?
12. Works/Law versus Grace/Faith
13. Daniel 10–12: The Time of the End Imagery
14. Two Seals of God
15. Adventist Identity and the Old Testament Message

POST-INTENSIVE ASSIGNMENTS (DEADLINE: JANUARY 2, 2022)

- A. Write a reading reaction report (3–5 pages; double spaced; 12-point font size) on each required textbook. (see **Appendix 2** for assignment details)
 1. *God’s Character and the Last Generation*. Edited by Jiří Moskala and John C. Peckham. Nampa, ID: Pacific Press Publishing, 2018.
 2. *Salvation: Contours of Adventist Soteriology*. Edited by Martin E. Hanna, Darius W. Jankiewicz, and John W. Reeve. Berrien Springs, MI: Andrews University Press, 2018.

- B. Write only **one** reading reaction report (3–5 pages; double spaced; 12-point font size) that **covers all eight** articles listed below (see **Appendix 2** for assignment details).
 1. “The Validity of the Levitical Food Laws of Clean and Unclean Animals: A Case Study of Biblical Hermeneutics.” *Journal of the Adventist Theological Society* 22, no. 1 (2011): 3–31. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/jats/vol22/iss2/2/.](https://digitalcommons.andrews.edu/jats/vol22/iss2/2/))
 2. “The Newness of the New Covenant.” (Manuscript in print. File attached.)
 3. “God’s Blazing Grace.” (Manuscript in print. File attached.)
 4. “Importance and Role of Our Works.” (Manuscript in print. File attached.)
 5. “Toward Consistent Adventist Hermeneutics: From Creation through De-Creation to Re-Creation.” Pages 1-35 in *Women and Ordination: Biblical and Historical Studies*. Edited by John W. Reeve. Nampa, ID: Pacific Press, 2015. (File attached.)
 6. “Biblical Hermeneutical Principles Dealing with Race, Racism and Social Justice Issues.” *Current* 9 (Fall 2021): 2–6. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/pubs/4176/.](https://digitalcommons.andrews.edu/pubs/4176/))
 7. “The Message of God’s People in the Old Testament.” *Journal of the Adventist Theological Society* 19, nos. 1–2 (2008): 18–39. (Available on AU Digital Commons: [https://digitalcommons.andrews.edu/old-testament-pubs/8/.](https://digitalcommons.andrews.edu/old-testament-pubs/8/))
 8. “The Seventh-day Adventist Identity—Who Are We as a Community of Faith?” *Current* 8 (Fall 2020): 2–11. (Available on AU Digital Commons: <https://digitalcommons.andrews.edu/cgi/viewcontent.cgi?article=1007&context=current.>)

C. Write Two Sermons

- ✓ See *Appendix 3* for rubric.
- ✓ Your sermons or lectures must contain at least one contemporary illustrations from real life.
- ✓ Each sermon or lecture will need to be between 10–15 pages in length (double-spaced; 12-point font size).

GRADING OF ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column.

WEIGHTING OF COURSE ASSESSMENT ITEMS

4 Required Reading Reaction Reports	60%
2 Sermons	40%
Total	100%

- See **Appendix 1** for Letter Grades, Percentages, and Interpreting Letter Grades.
- For grading rubrics that specify grading criteria in more detail, see *Appendices 2–3*.

To make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last-minute grade adjustment or extra credit.

(The AU Bulletin states that: “An Incomplete (I) indicates that the student’s work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued.” DGs are not an option for most types of courses.)

SUBMISSION OF ASSIGNMENTS AND LATE SUBMISSION PENALTIES

Assignments are due **Monday, January 2, 2023**, and please upload <https://learninghub.andrews.edu/>

Please note the following applicable penalties for late assignment submissions:

Description	Date	Impact on Grade for Late Submissions
First day of class	October 3, 2022	Not Applicable
All assignments are due 90 days after the first day of class	January 2, 2023	Final project is due today (January 02, 2023). By midnight, this day, students should post in the LearningHub
120 days after the first day of class	January 31, 2023	Late assignments receive no more than a B by midnight on this day.
150 days after the first day of class	March 2, 2023	Late assignments receive no more than a C by midnight on this day.
172 days from the first day of class	March 24, 2023	Students who have not completed all intensive requirements by March 1, 2021, will receive an F and will need to repeat the class.

LEARNINGHUB ACCESS

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

ABOUT YOUR INSTRUCTOR

Jiří Moskala is professor of Old Testament exegesis and theology and dean of the Seventh-day Adventist Theological Seminary on the campus of Andrews University, Berrien Springs, Michigan. He joined the faculty in 1999.

Born in Cesky Tesin, Czech Republic, Moskala received a master of theology in 1979 and a doctor of theology in 1990, all from the Comenius Faculty of Protestant Theology (now Protestant Theological Faculty of Charles University), Czech Republic. His dissertation was entitled: “The Book of Daniel and the Maccabean Thesis: The Problem of Authorship, Unity, Structure, and Seventy Weeks in the Book of Daniel (A Contribution to the Discussion on Canonical Apocalypics)” and was published in the Czech language.

In 1998, he completed his doctor of philosophy from Andrews University. His dissertation is entitled: “The Laws of Clean and Unclean Animals of Leviticus 11: Their Nature, Theology, and Rationale (An Intertextual Study)” and has been published under the same title.

Prior to coming to Andrews, Moskala served in various capacities (ordained pastor, administrator, and teacher) in the Czech Republic. At the end of 1989, after the Velvet Revolution when the Communist regime fell, he established the Theological Seminary for training pastors and became the first principal of the institution.

Dr. Moskala has served as a speaker in many important Bible conferences and Theological symposia in all thirteen divisions of the Seventh-day Adventist Church and has lectured in many leading SDA universities and colleges around the world.

He is a member of various theological societies (Adventist Society for Religious Studies, Adventist Theological Society, Chicago Society of Biblical Research, Society of Biblical Literature, and Society of Christian Ethics). Dr. Moskala has authored or edited a number of articles and books in the Czech and English languages. In addition, he has participated in several archaeological expeditions in Tell Jalul, Jordan.

Dr. Moskala enjoys listening to classical music, visiting art and archaeological museums, hiking, swimming in the world’s crystal-clear waters, and reading books on a variety of topics.

He is married to Eva Moskalova. They have five adult children and seven grandchildren.



OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html.

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail regularly.

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

APPENDIX 1: INTERPRETING LETTER GRADES

A	95–100	B+	85–89	B-	75–79	C	65–69	D	55–59
A-	90–94	B	80–84	C+	70–74	C-	60–64	F	0–54

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: GUIDELINES AND RUBRIC FOR READING REACTION REPORTS

Three written reading/reaction reports, each three to five pages in length and typed (double spaced; 12 pt. font).

Questions to Answer in Reading/Reaction Reports

- A. These reports will declare that all the materials related to the report have been read.
- B. Each report will present an evaluation of the reading. In this evaluation, the student will address questions such as:
 - 1. What is your overall impression of your reading—positive or negative?
 - 2. What insights did you gain?
 - 3. What areas did you find most helpful and why?
 - 4. Which were disappointing and why?
 - 5. What issues would you have liked to see the author(s) address?
 - 6. What questions or difficulties arose from your reading?

Reading/Reaction Report Rubric

	Grading Criteria	A Grade	B Grade	C Grade	D Grade	F Grade
Impression: What is your overall impression of your reading—positive or negative?	<i>Overall Impression</i> fully introduced and explored. Clear evidence of in-depth reflection.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
Insights: What insights did you gain?	<i>Insights</i> fully introduced and explored. Clear evidence of in-depth reflection.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
Helpful Areas: What areas did you find most helpful and why?	<i>Helpful Areas</i> fully introduced and explored. Clear evidence of in-depth reflection. Page numbers for areas cited noted.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
Disappointing Areas and Lacking Issues: Which were disappointing areas and why? What issues would you have liked to see the author(s) address?	<i>Disappointing areas and Lacking Issues</i> fully introduced and explored. Clear evidence of in-depth reflection. Page numbers for areas cited noted.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report
Questions Raised: What questions or difficulties arose from your reading?	<i>Questions or Difficulties</i> fully introduced and explored. Clear evidence of in-depth reflection.	Outstanding on All Levels	Meets Basic Standards	Lacking in Some Areas	Lacking in Many Areas	Does not Meet Minimum Standards for a Graduate Book Reaction Report

APPENDIX 3: RUBRIC FOR ASSESSING A SERMON

Criteria	A Grade	B Grade	C Grade	D Grade
Method: Were the exegetical method and the information given in the lectures and the textbooks understood and carefully applied?	The exegetical method and the information given in the lectures are well understood, well integrated in the sermon, and carefully applied.	The exegetical method given in the lectures are well understood; they are well integrated in the sermon; yet, they are not carefully applied.	The exegetical method given in the lectures are well understood; yet, they are not well integrated in the sermon, and not carefully applied.	The exegetical method given in the lectures are not understood, not well integrated in the sermon, and not carefully applied.
Title: Is the title of the sermon attractive, relevant, and does it reveal the content of the sermon?	The sermon's title is compact, attractive, relevant to Christian experience, and reveals what the sermon is about.	The title is long, but attractive, relevant to Christian experience, and clear about the contents of the sermon.	The title is long, relevant to Christian experience, but unattractive.	The title is long, unattractive, and unclear about the contents of the sermon.
Introduction: Is the introduction purposeful, creative, and does it prepare the audience? Is it in good proportion (approximately 10%) with the rest of the sermon?	Confined to approximately 10% of the sermon's duration. Is purposeful, friendly, personal, creative, and prepares the audience to receive the message. Clearly proposes what sermon is about.	Confined to approximately 10% of the sermon's duration. Is purposeful, personal, but lacks creativity.	Introduction is purposeful, personal, and takes steps to engage the audience, but it is too long or too short.	Introduction is abrupt, impersonal, and purposeless.
Structure: Is the sermon well structured?	Sermon's main idea is explained using key concepts from the text (e.g., verbs, adjectives, etc.). Ideas are exceptionally defined and transitions between key points are smooth.	Sermon's main ideas are headed using key concepts from the text. Ideas are well defined and transitions between key points are included.	Sermon's main ideas are explained by key concepts from the text. Ideas are fairly defined and transitions between some key points are included.	Sermon's main points are not drawn from the text. Uses ineffective transitions. Sermon ideas lack unity.
Content: Are the ideas of the sermon clear, insightful, original, interesting, and well supported by the selected text and exceptionally illustrated?	Subject well defined, insightful, biblically supported by the selected text, and exceptionally illustrated. Outstanding knowledge on the subject.	Subject is insightful, biblically supported by the selected text, well-illustrated, and shows proficient knowledge on the subject.	Subject is biblically supported by the selected text. Use of illustrations is satisfactory. Evidence of basic knowledge on the subject.	Subject is not supported by concepts from the selected text. Superficial knowledge of the subject.
Conclusion: Does the conclusion provide a good summary? Is it engaging? Does it foster faith and hope? Are the last sentences striking? Is the appeal convincing? Is it in good proportion (approximately 10%) with the rest of the sermon?	<i>Qualities:</i> (1) Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.	Misses 1 of the 7 qualities. Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.	Misses 2–3 of the 7 qualities. Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.	Misses 4 or more of the 7 qualities. Summarizes main sermon tenets; (2) exhorts listeners to live the message; (3) is positive and encouraging; (4) fosters faith and hope; (5) last sentences are well chosen and carefully worded; (6) makes a direct appeal; (7) confined to approximately 10% of the sermon's duration.

