OTST570

READINGS IN OLD TESTAMENT
(ENGLISH): ISAIAH

Fall Semester 2013 (November 10–14)
Jiří Moskala, Th.D., Ph.D.

InMinistry Center Intensive
MA in Pastoral Ministry
**GENERAL CLASS INFORMATION**

Class location: Southwestern Adventist University Library  
100 West Hillcrest  
Keene, TX 76059

Class time/day: Sunday, 6:00 pm–8:00 pm  
Monday–Wednesday, 8:00 am–12:00 pm and 1:30–4:30 pm  
Thursday, 8:00 am–12:00 pm

Credits offered: 3

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**INSTRUCTOR CONTACT**

Instructor: Jiří Moskala, Th.D., Ph.D.  
Telephone: 269.471.3205  
E-mail: moskala@andrews.edu  
Office Location: Seminary N228

Secretary: Dorothy Show  
Telephone: 269.471.3536  
E-mail: showd@andrews.edu

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**COURSE DESCRIPTION**

Covers selected books/passages of the Old Testament, based primarily on the English text with reference to the Hebrew/Aramaic original, normally offered off campus for the MA Min students and others who have not taken Hebrew. Not applicable for MDiv credit. Repeatable.

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**COURSE MATERIALS**

**Required Textbooks (Read at least 150 pages from each textbook.)**


OUTCOMES

MA in Pastoral Ministry (MAPMin) Program Learning Outcomes (PO)
1. Demonstrate proper biblical interpretation skills and application of biblical teachings.
2. Understand the historical-theological development of major SDA doctrines.
3. Prepare and deliver effective expository and prophetic sermons.

Student Learning Outcomes (SLO) The student should be able to:
4. Engage in biblical and theological reflection as a basis for ministry.
5. Present the faith with a Christocentric emphasis.
6. Identify and apply basic tools of Old Testament exegesis as a foundation for sermon preparation.
7. Outline of a section of the book of Isaiah.
8. Preach a sermon on a chosen passage from the book of Isaiah.

TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Nov 3</td>
<td>Introduction to the course and how to present a sermon.</td>
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<tr>
<td>Nov 5</td>
<td>Main theological themes in the book of Isaiah (Creation, Sabbath, Repentance, and Eschatology).</td>
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<td>Nov 6</td>
<td>Christological passages and exegesis of the “Servant of the Lord” texts.</td>
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<td>Sermon presentations.</td>
<td>Detailed Sermon Outline (SLO 4; PO 1–3)</td>
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<td>Sermon Presentation (SLO 1–5; PO 1–3)</td>
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<tr>
<td>Nov 7</td>
<td>Continuation of sermon presentations as needed and final examination.</td>
<td>Final Examination (SLO 1; PO 1–2)</td>
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<tr>
<td>Apr 10, 2014</td>
<td>Full-manuscript sermon due.</td>
<td>12–20 pp. Sermon (SLO 1–4; PO 1–3)</td>
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<tr>
<td>Apr 10, 2014</td>
<td>Three reading/reaction reports due.</td>
<td>3 Reading/Reaction Reports (SLO 1; PO 1)</td>
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Credit-Hour Definitions
A professional 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments. For this course, the instructor estimates that this total of 135 hours will be distributed in the following activities:

- Class Lectures during the Intensive: 30 hours
- Final Examination: 10 hours
- Sermon: 45 hours
- Reading/Reaction Reports (3): 50 hours

Assignment Submission
E-mail the full-manuscript sermon and the three reading/reaction reports (preferably in PDF format) to Dr. Moskala (mosksla@andrews.edu) and copy to his secretary Dorothy Show (showd@andrews.edu). Due date: February 28, 2014.

Late Submission
Assignments submitted between April 11–25, 2014: 5% Penalty
Assignments submitted between April 26–May 5, 2014: 10% Penalty
Assignments submitted from May 6, 2014, and onward: 20% Penalty

Weighting of Course Assessment Items
1. Sermon Presentation in Class: 10%
2. Final Examination: 30%
3. Sermon: 30%
4. 3 Reading/Reaction Reports: 30%
Total: 100%

Grading Scale
A 100–94%  B 86–82%  C 75–71%
A- 93–90%  B- 81–79%  C- 70–68%
B+ 89–87%  C+ 78–76%  D 67–60%

Other Guidelines
1. Attendance and Class Preparation
   • Regular attendance with preparation to discuss in class the different issues regarding preaching from the book of Isaiah.

2. Class Material
   • Study the material provided in the class.

3. Sermon Presentation
   • Each student will prepare in English a detailed outline of the sermon he/she will present in the class.
• This outline has to be given to the instructor and other class members before the actual preaching of the sermon.
• See sermon presentation rubric on p. 6.
• Presentation Dates: November 10 and 11, 2013.

4. Final Examination
• A final exam will be given covering class lectures.
• Date of the final exam: Thursday, November 14, 2013.

5. Full-Manuscript Sermon
• Submit the sermon preached in class which has been expanded to a full manuscript (12–20 pp.; double spaced).
• If in the sermon there are quotations from or thoughts dependent on articles, books, etc., footnotes giving the citations should be included in the full-manuscript sermon.
• See full-manuscript sermon rubric on p. 7
• Full-manuscript sermon is due by February 28, 2014.

6. Three Reading/Reaction Reports
• Three written reading/reaction reports, each three (3) pages in length and typed (double spaced) on each required textbook.
• These reports will declare that all the materials related to the report have been read.
• 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?
• See reading/reaction report rubric on p. 8
• The 3 reading/reaction reports are due by February 28, 2014.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional (5)</th>
<th>Proficient (3–4)</th>
<th>Satisfactory(2)</th>
<th>Unsatisfactory(1)</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Delivery</strong></td>
<td><strong>Qualities:</strong> (1) Speaks clearly; (2) shows confidence; (3) volume is suitable—variation; (4) tone of voice is soothing; (5) rate/speed is appropriate; (6) the use of pauses is outstanding. (7) effective use of eye contact; movement and use of hands is exceptional.</td>
<td>Misses 1 of the 7 qualities. <strong>Qualities:</strong> (1) Speaks clearly; (2) shows confidence; (3) volume is suitable—variation; (4) tone of voice is soothing; (5) rate/speed is appropriate; (6) the use of pauses is outstanding. (7) effective use of eye contact; movement and use of hands is exceptional.</td>
<td>Misses 2–3 of the 7 qualities. <strong>Qualities:</strong> (1) Speaks clearly; (2) shows confidence; (3) volume is suitable—variation; (4) tone of voice is soothing; (5) rate/speed is appropriate; (6) the use of pauses is outstanding. (7) effective use of eye contact; movement and use of hands is exceptional</td>
<td>Misses 4 or more of the 7 qualities. <strong>Qualities:</strong> (1) Speaks clearly; (2) shows confidence; (3) volume is suitable—variation; (4) tone of voice is soothing; (5) rate/speed is appropriate; (6) the use of pauses is outstanding. (7) effective use of eye contact; movement and use of hands is exceptional</td>
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<tr>
<td><strong>Language Use</strong></td>
<td><strong>Qualities:</strong> (1) Presence of rich and appropriate words; (2) uses synonyms to avoid repletion; (3) grammar is correct; (4) avoids parochialisms and regionalisms; (5) avoids captious words and arguments; (6) uses correct grammar; (7) language used is appropriate for the pulpit.</td>
<td>Misses 1 of the 7 qualities. <strong>Qualities:</strong> (1) Presence of rich and appropriate words; (2) uses synonyms to avoid repletion; (3) grammar is correct; (4) avoids parochialisms and regionalisms; (5) avoids captious words and arguments; (6) uses correct grammar; (7) language used is appropriate for the pulpit.</td>
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<td><strong>Total (2–10)</strong></td>
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<tr>
<td>Criteria</td>
<td>Exceptional (5)</td>
<td>Proficient (3–4)</td>
<td>Satisfactory (2)</td>
<td>Unsatisfactory (1)</td>
<td>Score</td>
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<td><strong>Method:</strong> Were the exegetical method and the information given in the lectures and the textbooks understood and carefully applied?</td>
<td>The exegetical method and the information given in the lectures are well understood, well integrated in the sermon, and carefully applied.</td>
<td>The exegetical method given in the lectures are well understood; they are well integrated in the sermon; yet, they are not carefully applied.</td>
<td>The exegetical method given in the lectures are not understood; yet, they are not well integrated in the sermon, and not carefully applied.</td>
<td>The exegetical method given in the lectures are not understood, not well integrated in the sermon, and not carefully applied.</td>
<td>5%</td>
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<tr>
<td><strong>Title:</strong> Is the title of the sermon attractive, relevant, and does it reveal the content of the sermon?</td>
<td>The sermon’s title is compact, attractive, relevant to Christian experience, and reveals what the sermon is about.</td>
<td>The title is long, but attractive, relevant to Christian experience, and clear about the contents of the sermon.</td>
<td>The title is long, relevant to Christian experience, but unattractive.</td>
<td>The title is long, unattractive, and unclear about the contents of the sermon.</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Introduction:</strong> Is the introduction purposeful, creative, and does it prepare the audience? Is it in good proportion (approximately 10%) with the rest of the sermon?</td>
<td>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 the sermon is about.</td>
<td>Confined to approximately 10% of the sermon’s duration. Is purposeful, personal, but lacks creativity.</td>
<td>Introduction is abrupt, impersonal, and purposeless.</td>
<td>Introduction is abrupt, impersonal, and purposeless.</td>
<td>10%</td>
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<tr>
<td><strong>Structure:</strong> Is the sermon well structured?</td>
<td>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.</td>
<td>Sermon’s main ideas are headed using key concepts from the text. Ideas are well defined and transitions between key points are included.</td>
<td>Sermon’s main ideas are explained by key concepts from the text. Ideas are fairly defined and transitions between some key points are included.</td>
<td>Sermon’s main points are not drawn from the text. Uses ineffective transitions. Sermon ideas lack unity.</td>
<td>15%</td>
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<tr>
<td><strong>Content:</strong> Are the ideas of the sermon clear, insightful, original, interesting, and well supported by the selected text and exceptionally illustrated?</td>
<td>Subject well defined, insightful, biblically supported by the selected text, and exceptionally illustrated. Outstanding knowledge on the subject.</td>
<td>Subject is insightful, biblically supported by the selected text, well illustrated, and shows proficient knowledge on the subject.</td>
<td>Subject is biblically supported by the selected text. Use of illustrations is satisfactory. Evidence of basic knowledge on the subject.</td>
<td>Subject is not supported by concepts from the selected text. Superficial knowledge of the subject.</td>
<td>50%</td>
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<tr>
<td><strong>Conclusion:</strong> 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?</td>
<td><strong>Qualities:</strong> (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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>15%</td>
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<td><strong>Total Points (6–30)</strong></td>
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<td>100%</td>
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## Rubric for Assessing Reading/Reaction Reports

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional (5)</th>
<th>Satisfactory (2–4)</th>
<th>Unsatisfactory (1)</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Impression:</strong></td>
<td>Overall Impression fully introduced and explored. Clear evidence of in-depth reflection.</td>
<td>Overall Impression adequately introduced and explored. Adequate evidence of in-depth reflection.</td>
<td>Little evidence given for Overall Impression and not adequately introduced and explored.</td>
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<tr>
<td>What is your overall impression of your reading—positive or negative?</td>
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<td>What insights did you gain?</td>
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<td><strong>Helpful Areas:</strong></td>
<td>Helpful Areas fully introduced and explored. Clear evidence of in-depth reflection. Page numbers for areas cited noted.</td>
<td>Helpful Areas adequately introduced and explored. Adequate evidence of in-depth reflection. Page numbers for areas cited noted.</td>
<td>Little evidence given for Helpful Areas and not adequately introduced and explored. Lacking page numbers for areas cited.</td>
<td></td>
</tr>
<tr>
<td>What areas did you find most helpful and why?</td>
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<tr>
<td><strong>Disappointing Areas:</strong></td>
<td>Disappointing areas fully introduced and explored. Clear evidence of in-depth reflection. Page numbers for areas cited noted.</td>
<td>Disappointing areas adequately introduced and explored. Adequate evidence of in-depth reflection. Page numbers for areas cited noted.</td>
<td>Little evidence given for Disappointing Areas and not adequately introduced and explored. Lacking page numbers for areas cited.</td>
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<tr>
<td>Which were disappointing areas and why?</td>
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<tr>
<td>What issues would you have liked to see the author(s) address?</td>
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<tr>
<td><strong>Questions Raised:</strong></td>
<td>Questions or Difficulties fully introduced and explored. Clear evidence of in-depth reflection.</td>
<td>Questions or Difficulties adequately introduced and explored. Adequate evidence of in-depth reflection.</td>
<td>Little evidence given for Questions or Difficulties and not adequately introduced and explored.</td>
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<tr>
<td>What questions or difficulties arose from your reading?</td>
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**Total Points (6–30)**

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**CLASS POLICIES**

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

**Classroom Policy**
No recording of the lectures will be allowed.

**Late Assignment Submission**
Assignments submitted between April 11–25, 2014: 5% Penalty
Assignments submitted between April 26–May 5, 2014: 10% Penalty
Assignments submitted May 6, 2014, and onward: 20% Penalty

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**Seventh-day Adventist Theological Seminary**

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Class Attendance
“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.”—AU Bulletin

Class Absences
“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give 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.
“Registered students are considered class members until they file a Change of Registration form in the Office of Academic records.”—AU Bulletin

Excused Absences
“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.”—AU Bulletin

Academic Integrity
“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

“Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically 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 (e.g., falsifying attendance records, providing unauthorized course materials).

“Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, 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.

“Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.”—AU Bulletin

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

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INSTRUCTOR PROFILE

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 Apocalyptics)” 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 grown children (Andrea, Marcela, Petra, Daniel, and David), three sons-in-law (Michael, Jonathan, and Grigoriy), one daughter-in-law (Katie), two granddaughters (Zasha and Luccia), and two grandsons (Grigoriy IV and Darius).

BIBLIOGRAPHY OF RELEVANT COMMENTARIES ON THE BOOK OF ISAIAH

Calvin, John. Isaiah.


