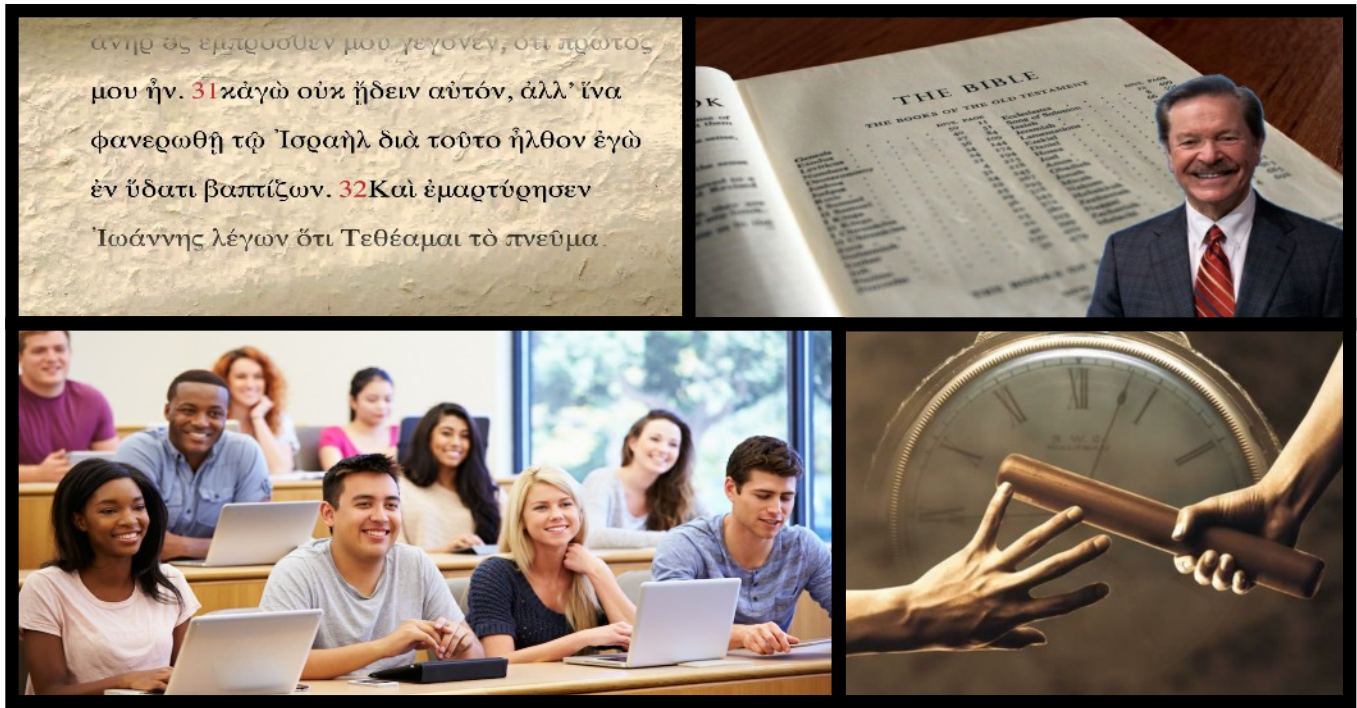


EMBASSY COLLEGE



SYLLABUS AND STUDY GUIDE

Song of Solomon 1

OT570

Dr. Ron Cottle

Song of Solomon: An Expository Study 1 “The Making of a Bride”

Dr. Ronald E. Cottle

Textbook for the Course:
Thy Hidden Ones
By Jessie Penn-Lewis

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Course Syllabus

Song of Solomon: An Expository Study I

Dr. Ronald E. Cottle, Instructor

I. COURSE DESCRIPTION

This is part one of a two-part study of the Bible book, Song of Solomon. The course is an exposition of the book on a verse-by-verse basis. It also includes an analysis and overview of several of the best known approaches to the book.

II. COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

- A. Outline the specific content of the Song of Solomon (Knowledge).
- B. State the historical context of the book and summarize its place in the Christian faith (Knowledge and Comprehension).
- C. Identify the purpose of the book and formulate its theme, and illustrate how this theme is worked out in the structure of the book (Analysis).
- D. Compare and contrast the Song of Solomon with other books in the Old Testament wisdom collection and identify similarities and dissimilarities (Comprehension, Analysis and Evaluation).
- E. Explain the Song's teaching on the spiritual unity with the Risen Christ and relate this to the believer's relationship with Jesus Christ today (Synthesis and Evaluation).
- F. Appraise the relevance of the Song of Solomon to his or her own Christian life and faith today and integrate it with his or her knowledge of the Word of God as a whole (Synthesis and Evaluation).

III. COURSE TEXTBOOK

- A. Penn-Lewis, Jessie. *Thy Hidden Ones*. London: Marshall Brothers, 1899. Reprint, Fort Washington, PA: CLC Publications, 2002.

- B. This syllabus is largely adapted from the textbook; consequently, all Scripture quotations are taken from the English Revised Version of 1881 as used in the textbook unless otherwise noted.

IV. COURSE METHODOLOGY

Primarily lecture, based upon readings assigned in Bible and major textbook. Time is provided for questions and answers.

V. COURSE REQUIREMENTS

- A. Attendance at all the lectures is required. If a lecture is missed for any reason, the director must be informed in advance and the student must listen to a CD of the lesson.
- B. Read the major textbook and Bible passages as assigned.
- C. Complete the final examination as assigned.

VI. GRADING PROCEDURE

- A. Attendance at all lectures—see Course Requirements above.
- B. Final examination grade

VII. COURSE BIBLIOGRAPHY

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INTRODUCTION

I. J. HUDSON TAYLOR

“The Song of Solomon is designed to lead the believer into the ‘green pastures’ of the Good Shepherd, thence to the ‘banqueting house’ (chambers of intimacy) of the King, and thence to the service of the vineyard (ministry)...” (J. Hudson Taylor, *Union and Communion*).

II. A. B. SIMPSON DIVIDES THE BOOK INTO SIX SECTIONS:

A. The Waiting Days (1:2–2:7)

- The Bride waits in the Palace in Jerusalem with her maidens while preparing for her marriage.

B. The Wooing Days (2:8–3:5)

- The Bride tells the story of her wooing to the maidens.
- She describes the first visit of her Beloved to her rustic home.
- Each scene closes with: “Daughters of Jerusalem, I charge you by the gazelles and the does of the field: Do not arouse or awaken love until it so desires” (3:5).

C. The Wedding Days (3:6–5:1)

- The marriage procession, the words of love from the Bridegroom to the bride, and the Wedding Feast and welcome guests

D. The Testing Days (5:2–8:1)

- The trials of separation due to her failure, self-indulgence, and slowness of response to the Bridegroom
- Bitter sorrow, indignity, repentance
- She reappears with a new beauty not before known.

E. Home Longings (8:2–4)

- She longs for Him alone in intimate fellowship without the separation.

F. Homecoming Days (8:5–14)

- The return to Galilee and unbroken fellowship with the Beloved

III. L. D. JOHNSON SAYS “ENJOY THE SONG AS A SERIES OF LOVE POEMS!”

- A. First—they are about “love” of one person for another; the Risen Lord’s great love for you.
- B. Second—they are poetry—and poetry is the language of the emotions rather than the reason. Poetry intends to elicit an emotional response and not just a rational one.