Class Information
Day and Time: Thursday 7:00-9:30 pm
Room Number: E207

Contact Information
Instructor Name: Kevin R. Warstler, Ph.D.
Instructor Email: kwarstler@criswell.edu
Instructor Phone: 214-818-1331
Instructor Office Hours: M 1:00-4:00 pm, T 10:30-11:00 am and 4:00-6:00 pm, Th 1:00-4:00 pm

Course Description and Prerequisites
A study of the books of Genesis through Esther with an emphasis on the interpretive problems of the Pentateuch and the tracing of God’s providential dealings with Israel from the time of the patriarchs to Israel’s return after the Babylonian exile.

Course Objectives
Upon completion of the course you should be able to:
  A. Identify the basic chronology of events and characters in OT history found in these 17 books;
  B. Locate the major regions, countries, cities, and bodies of water, on maps of Israel and the ancient Near East and indicate generally how they relate to the Old Testament;
  C. Identify the occasion, theme, and structure of each book;
  D. Identify significant characters and events within these books and describe how they relate to the message of those books;
  E. Identify and describe critical issues in the books, particularly issues of authorship, date, and historical setting;
  F. Explain major elements in these books and how they relate to biblical theological issues in these books; and
  G. Develop theological principles from these books and apply them to contemporary situations.

Required Textbooks

A. The Holy Bible. Use any version, although preferably not paraphrases.

Course Requirements and Assignments

A. Bible Reading (15%)

You are responsible to read Genesis through Esther in a Bible version of your choice, although preferably not paraphrases. If you minister in another language, you may read the text in that language (e.g., Spanish, Korean, Russian). You will report the percentage of reading you have completed on the final exam. It is also acceptable to listen to an audio recording of the Bible, but you must do this while you are able to pay attention (not sleeping, watching TV, playing video games, reading/studying something else, etc.). You will need to develop a rather tight schedule for this since it is due by the end of the course, which is Friday, December 15.

B. Class Notes Reading (10%)

Class are posted as pdf files on Canvas. You are responsible to read the notes and you will report the percentage of completion on the final exam. These notes will form the basis of the content for the exams, so it is essential that you familiarize yourself with them as much as possible. It is not necessary to memorize the content of the notes; the study guides will narrow the content to the essential points for the exams.

C. Quizzes (30%)

There will be 13 quizzes over the reading from Hill and Walton (HW). The reading and quiz will help prepare you for class discussion. The format of the quizzes will be a combination of multiple choice and short answer. There will be 12 questions on each quiz (6 in each format) and they will be worth 10 points each. Two of the questions are considered extra credit; however, 100 points will be the maximum allowable score for each quiz. The lowest three quiz grades will not be included in your average. Please refer to the course schedule for the assigned chapters of Hill and Walton (HW) in order to prepare for the quizzes.

D. Exams (30%)

There will be two exams: a Mid-Term and a Final. They will be based primarily on the class notes and discussion rather than the textbook. A study guide will be provided for each exam one week before it is taken. The dates and content of the exams are as follows:

- Mid-Term Exam Oct 19 Intro. to OT Survey–Deuteronomy
- Final Exam Dec 14 Intro. to Hist. Books–Esther

E. Life Application Paper (15%)}

The New Testament says that the experience of Israel serves as an example to believers today (1 Corinthians 10:1-13). Therefore, it is important to draw key principles for life from the Old Testament text. For this assignment, select one of the following topics for an application paper of 5-7 double-spaced pages. Your grade will be determined on the basis of the following points: 1) Identification of key biblical texts for the topic, 2) Explanation of the timeless principles one can draw from those texts (giving good hermeneutical reasons for drawing these particular principles from specific texts), and 3) Relating the principles to life experiences either in your own life or in those of other believers. You need not include any sources other than the biblical text itself. However, you need to do more than
include biblical references. In other words, quality is more important than quantity when it comes to citing biblical texts. I am more interested in discussing a few relevant texts rather than citing a large number of them without any explanation. Due Thursday, November 30.

1. The Patriarchs and the Life of Faith

   Use Genesis 12–50 to compare and contrast the lives of Abraham, Isaac, Jacob, and Joseph in terms of their faith in the Lord. Identify specific instances in their lives that demonstrates both positively and negatively how faith plays a key role in one’s relationship to the Lord. How do their lives and experiences teach us about faith in the Lord?

2. Leadership Principles in the Life of Moses

   Identify and explain several major leadership qualities and/or principles that are evident in the life and work of Moses. Be sure to include both positive and negative examples. Draw from any portion of these books, but give special attention to Exodus 1–4, 13–18; Numbers 11–20. How do those qualities and principles apply to your own leadership opportunities and/or to Christian work today?

3. Worship and Holiness in Israel

   Use the book of Leviticus to examine the relationship between worship and holiness in the nation of Israel. Pay special attention to the requirements for approaching the Lord in worship. Note how one’s life and behavior affects not only that person’s worship experience but also worship in the entire community. What principles can we find in this often neglected book to improve our own worship of the Lord?

4. Sin and Its Consequences

   Using Leviticus 26 and Deuteronomy 28, compare the predicted consequences of disobedience to the covenant with the actual history of Israel in Joshua, Judges, 1–2 Samuel, and 1–2 Kings. Discuss some specific instances where the consequences stated in the Torah took place in these historical books. What does this teach us about the consequences of sin, even in cases where forgiveness is applied?

5. Restoration and Renewal

   Following the exile, God appointed specific individuals to lead Israel toward spiritual renewal and the restoration of God’s people. Examine Ezra and Nehemiah in order to develop principles of restoration following sin and judgment. As Christians, we too go through periods of discipline as a result of our own sins; however, God does not leave us in that state but seeks to restore us in our relationship with Him. How do the principles of restoration and renewal in Israel relate to our own experiences? What do they teach us about the importance of the community of believers in this process?
6. Divine Providence Behind-the-Scenes

Although there are a number of places in the scriptures where God communicates directly to His people in order to let them know what He is doing, the more common experience in life is that God works behind-the-scenes. In the books of Ruth and Esther, God is either a minor character (Ruth) or entirely absent from the text (Esther). Identify specific cases in the books where God is clearly at work and yet not mentioned specifically. What are some principles we can apply in our own lives to strengthen our faith even at times when it seems that God is absent?

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grade Points per Semester Hour</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>4.0 grade points per semester hour</td>
</tr>
<tr>
<td>A-</td>
<td>93-96</td>
<td>3.7 grade points per semester hour</td>
</tr>
<tr>
<td>B+</td>
<td>91-92</td>
<td>3.3 grade points per semester hour</td>
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<tr>
<td>B</td>
<td>88-90</td>
<td>3.0 grade points per semester hour</td>
</tr>
<tr>
<td>B-</td>
<td>86-87</td>
<td>2.7 grade points per semester hour</td>
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<tr>
<td>C+</td>
<td>83-85</td>
<td>2.3 grade points per semester hour</td>
</tr>
<tr>
<td>C</td>
<td>80-82</td>
<td>2.0 grade points per semester hour</td>
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<tr>
<td>C-</td>
<td>78-79</td>
<td>1.7 grade points per semester hour</td>
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<tr>
<td>D+</td>
<td>75-77</td>
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<tr>
<td>D</td>
<td>72-74</td>
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<tr>
<td>D-</td>
<td>70-71</td>
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<tr>
<td>F</td>
<td>0-69</td>
<td>0.0 grade points per semester hour</td>
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Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”
Academic Honesty
Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:
- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy
All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities
In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test-taking needs) is strongly encouraged to contact the instructor at the beginning of the course, or if a student has a learning disability, please inform the professor so assistance can be provided.

Intellectual Property Rights
Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support
Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.
Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students Jeff Campbell, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Event</th>
<th>HW Chapter(s)</th>
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<tbody>
<tr>
<td>Aug 24</td>
<td>Introduction to the Course, Syllabus</td>
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<tr>
<td>Aug 31</td>
<td>Introduction to OT Survey, Geography of Israel</td>
<td>1–2</td>
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<td>Sep 7</td>
<td>Introduction to the Pentateuch, Genesis, Part 1</td>
<td>3</td>
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<tr>
<td>Sep 14</td>
<td>Genesis, Part 2</td>
<td>4</td>
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<td>Sep 21</td>
<td>Exodus</td>
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<td>Sep 28</td>
<td>Leviticus</td>
<td>6</td>
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<td>Oct 5</td>
<td>Numbers</td>
<td>7</td>
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<td>Oct 12</td>
<td>Deuteronomy</td>
<td>8</td>
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<td>Oct 19</td>
<td><strong>Mid-Term Exam</strong></td>
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<td>Oct 26</td>
<td>Introduction to the Historical Books, Joshua</td>
<td>10–11 (omit 9)</td>
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<td>Nov 2</td>
<td>Judges, Ruth</td>
<td>12–13</td>
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<td>Nov 9</td>
<td>1–2 Samuel</td>
<td>14</td>
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<td>Nov 16</td>
<td>1–2 Kings</td>
<td>15</td>
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<td>FALL BREAK &amp; THANKSGIVING HOLIDAY</td>
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<td>Nov 30</td>
<td>1–2 Chronicles</td>
<td>16</td>
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<td><strong>Application Paper Due</strong></td>
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<tr>
<td>Dec 7</td>
<td>Ezra–Nehemiah, Esther</td>
<td>17–18</td>
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<tr>
<td>Dec 14</td>
<td>Final Exam</td>
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Selected Bibliography


