



Class Information

Day and Time: Tuesday 8:00am—10:30am

Room Number: E208

Contact Information

Instructor Name: Joel Reemtsma

Instructor Email: jreemtsma@criswell.edu

Instructor Phone: 907.690.1423

Instructor Office Hours: n/a

Course Description and Prerequisites

A study of the books of Job through Malachi, focusing on the nature and formation of the poetic and wisdom literature of ancient Israel, as well as the oracles of the Hebrew prophets and their message and contribution to Israel's history and faith. (Prerequisite recommended: OTS 101)

Course Objectives

Upon completion of the course you should be able to:

1. Know the background and significance of Hebrew poetry, wisdom, and prophecy and their roles in Israel's history and theology;
2. Know the occasion, theme and structure of each book;
3. Describe the literary genres present and explain their significance;
4. Explain biblical theological themes that constitute each book and how they contribute to the theology of the Old Testament as a whole; and
5. Apply scriptural truths from these books to contemporary situations.

Required Textbooks

The Holy Bible. Use any version as long as it is a translation, not a paraphrase.

Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*, third edition. Grand Rapids: Zondervan, 2009 (978-0310280958)

Course Requirements and Assignments

A. Bible Reading (20%)

You are responsible to read Job through Malachi in a Bible version of your choice. If you minister in another language, you may read the text in that language (e.g., Spanish, Korean, Russian). 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.). All Bible readings are due on the day they are listed for discussion in the course schedule, unless otherwise noted by the professor. Students must complete reading quizzes to receive credit for their Bible reading.

B. Quizzes (30%)

There will be 13 quizzes over the reading from Hill and Walton (HW), and each is due on the morning it is listed in the course schedule. The reading and quizzes will help prepare students for class discussion. All quizzes will be available on CANVAS and are to be taken at home. All quiz questions are multiple choice. Students may use both a Bible and their textbook to complete the quiz, but note that the quizzes are time-limited. Hence, students are encouraged to read the assigned chapter carefully before taking the quiz. The lowest three quiz grades will be dropped from the student's overall grade.

C. Exams (30%)

There will be two exams: a Mid-Term and a Final. They will be based primarily on the class lectures and discussion rather than the textbook, though quiz questions may reappear on the exams. Note that the Final Exam is not cumulative—it only covers material presented/discussed after the Mid-Term exam. Study guides for both will be provided on Canvas. The dates of the exams are as follows:

Mid-Term Exam	Mar 10
Final Exam	May 12

D. Integration Project (20%)

This course presents a great deal of material, and the integration project is designed to help students consolidate their knowledge. Students must choose ONE of the following projects and should expect to spend 7–12 hours on their effort. It is highly recommended that they choose a project early so they can work on it as class discussion progresses. **Due Thursday, April 28.**

1. Prophets in History Chart

Create a timeline chart which includes the following information: (1) The major events in Israel's history, beginning with the united monarchy and ending with the Greek conquest, (2) The major events of the ANE world as they relate to Egypt, Assyria, Babylon, and Persia, and (3) The date-ranges of the ministries of the classical prophets from Isaiah—Malachi. This chart should make clear the historical/chronological relationships between all of these events. It should include several graphics (illustrations), and it should **briefly characterize the message** of each of the prophets. (Where dates and events are uncertain, this should be noted.) Charts should be displayed on poster-board (one cannot fit all of this on normal paper), and a high-resolution photograph should be uploaded to CANVAS for grading purposes. Students are free to consult

(but NOT copy in form or content) published charts of this kind, but they must cite them clearly. Charts should be neat and aesthetically appealing: artful enough to be put on display.

2. Old Testament Slide Presentation

Create a slide presentation which lists the important facts about each biblical book studied in this course (Job–Malachi) as well as a brief characterization of its message. The presentation should average at least two slides per book (some, such as Obadiah, may require only one). Animations are encouraged but not necessary, but at least one graphic should accompany the presentation of each book. Students who wish to use some other computer program besides Powerpoint to create slides must get the approval of the professor. Presentations should be uploaded to CANVAS for grading purposes.

3. OT and NT Essay

Discuss at least **eight** passages from the Old Testament books of Job, Psalms, Isaiah, Hosea, and Habakkuk which are the subject of quotations or conscious allusions in the New Testament. Each book should be the subject of at least one example—try to select the most significant ones—and each example should take up about one double-spaced page. For each passage, describe the rhetorical situations of both the OT and the NT contexts. Then, explain how the NT author modifies or adapts the OT quote for his own purposes. How exactly does it prove his point? What is interesting or noteworthy about the connection? How does a Church context change the application of the quote from an Israelite one? Note that little or no outside research should be necessary for this project, since such quotations and allusions will be the subject of class discussion. Students do not necessarily need to agree with the professor at all points, but they should explain their reasoning where they do disagree. Essays should be no less than eight and no more than ten double-spaced pages, and must be submitted in CANVAS for grading purposes.

Course/Classroom Policies and Information

Do not expect detailed notes to be given in class—students are responsible to process class discussion and write down important information. In some cases, the professor will hand out skeleton notes to help guide students in this effort. Late work may be rejected outright or subjected to a penalty of 2 percentage points per day, at the professor's discretion. Assignments turned in more than two weeks late will not be accepted, except under special circumstances and by special permission.

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

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

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

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

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 SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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, at deanofstudents@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

Date	Topic/Event	HW Chapter(s)
Jan 21	Intro. to the Course, Syllabus, Poetic and Wisdom Lit	
Jan 28	Proverbs, Job I	20, 23
Feb 4	Job II	21
Feb 11	Ecclesiastes, Song of Songs	24–25
Feb 18	Psalms	22
Feb 25	OT Formation, Intro to Prophetic Literature	26–27
Mar 3	Isaiah	28
Mar 10	Mid-Term Exam	
MARCH 16-20, SPRING BREAK - NO CLASS		
Mar 24	Jeremiah, Lamentations	29–30
Mar 31	Ezekiel, Daniel	31–32
Apr 7	Hosea, Joel	33–34
Apr 14	Amos, Obadiah, Jonah	35–37
Apr 21	Micah, Nahum	38–49
Apr 28	Habakkuk, Zephaniah	40–41
May 5	Haggai, Zechariah, Malachi	42–44
May 12	Final Exam (All Course Reading Due)	

**Note that this course schedule is a plan, not a prophecy! It may be changed if circumstances require it. However, no assignments, readings, or quizzes will be due earlier than they appear on this schedule.*

Selected Bibliography

- Alter, Robert. *The Art of Biblical Poetry*. New York: Basic Books, 1985.
- Archer, Gleason L., Jr. *A Survey of Old Testament Introduction*. New edition. Chicago: Moody Press, 2007.
- Arnold, Bill T. *Encountering the Old Testament: A Christian Survey*. Grand Rapids: Baker Academic, 2015.
- Bellinger, W. H. Jr. *The Testimony of Poets and Sages: The Psalms and Wisdom Literature*. Macon, GA: Smyth & Helwys, 1998.
- Benware, Paul N. *Survey of the Old Testament*. Chicago: Moody Press, 2004.
- Bullock, C. Hassell. *An Introduction to the Old Testament Poetic Books: the Wisdom and Songs of Israel*. Chicago: Moody Press, 1979.
- _____. *An Introduction to the Old Testament Prophetic Books*. Chicago: Moody Press, 1986.
- Caird, G. B. *The Language and Imagery of the Bible*. Philadelphia: Westminster Press, 1980.
- Chisholm, Robert B. Jr. *Handbook on the Prophets*. Grand Rapids: Baker Academic, 2002.
- Clifford, Richard J. *The Wisdom Literature*. Interpreting Biblical Texts, ed. Gene M. Tucker. Nashville: Abingdon Press, 1998.
- Craigie, Peter C. *The Old Testament: Its Background, Growth and Content*. Nashville: Abingdon, 1986.
- Crenshaw, James L. *Studies in Ancient Israelite Wisdom*. The Library of Biblical Studies, ed. Harry M. Orlinsky. New York: KTAV Publishing, 1976.
- Dillard, Raymond B., and Tremper Longman, III. *An Introduction to the Old Testament*. Grand Rapids: Zondervan, 1994.

- Estes, Daniel J. *Handbook on the Wisdom Books and Psalms*. Grand Rapids: Baker Academic, 2010.
- Fokkelman, J. P. *Reading Biblical Poetry: An Introductory Guide*. Louisville, KY: Westminster John Knox Press, 2001.
- Gammie, John G. and Leo Perdue, eds. *The Sage in Israel and the Ancient Near East*. Winona Lake, IN: Eisenbrauns, 1990.
- Gower, Ralph. *The New Manners and Customs of Bible Times*. Chicago: Moody, 1987.
- Harrison, Roland K. *Introduction to the Old Testament*. Grand Rapids: Eerdmans, 1969.
- Helyer, Larry. *Yesterday, Today, and Forever*. Salem, WI: Sheffield, 1996.
- Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker Academic, 2016.
- Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*. Grand Rapids: Zondervan, 1991.
- Hoerth, Alfred J., Gerald L. Mattingly, and Edwin M. Yamauchi, eds. *Peoples of the Old Testament World*. Grand Rapids, MI: Baker, 1999.
- House, Paul R. *Old Testament Survey*. Nashville: B & H Academic, 2007.
- Kaiser, Walter C. *A History of Israel: From the Bronze Age through the Jewish Wars*. Rev. ed. Nashville: B & H Academic, 2017.
- LaSor, William Sanford, David Allan Hubbard, and Frederic William Bush. *Old Testament Survey*. 2nd edition. Grand Rapids: Eerdmans, 1996.
- Merrill, Eugene H. *An Historical Survey of the Old Testament*. 2nd edition. Grand Rapids: Baker, 1991.
- Merrill, Eugene H. *Kingdom of Priests*. Grand Rapids: Baker, 1987.
- Petersen, David L. and Kent Harold Richards. *Interpreting Biblical Poetry*. Guides to Biblical Scholarship, Old Testament Series, ed. Gene M. Tucker. Minneapolis: Fortress Press, 1992.
- Richter, Sandra L. *The Epic of Eden: A Christian Entry into the Old Testament*. Downers Grove, IL: IVP Academic, 2008.
- Sandy, D. Brent. *Plowshares and Pruning Hooks: Rethinking the Language of biblical Prophecy and Apocalyptic*. Downers Grove, IL: IVP Academic, 2002.
- Sawyer, John F. A. *Prophecy and the Biblical Prophets*. Oxford and New York: Oxford University Press, 1993.
- Schultz, Samuel J. *The Old Testament Speaks*. 4th edition. New York: Harper and Row, 1990.
- Wood, Leon. *A Survey of Israel's History*. 2nd edition. Grand Rapids: Zondervan, 1986.
- VanGemeren, William A. *Interpreting the Prophetic Word*. Grand Rapids: Academie Books, 1990.
- Ward, James M. *Thus Says the Lord: The Message of the Prophets*. Nashville: Abingdon Press, 1991.
- Westermann, Claus. *Basic Forms of Prophetic Speech*. Philadelphia: Westminster Press, 1967. Reprint, Philadelphia: Westminster/John Knox Press, 1991.