



On-Campus Course Syllabus

OTS 201 L2

Old Testament Survey II

Fall 2020

Class Information

Day and Time: Thursday 4:45-7:15 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: Tuesday 2:00-4:00 pm; Thursday 11:00 am-12:00 pm and 3:00-4:00 pm

Course Description and Prerequisites

A study of the books of Job through Malachi 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.

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

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

1. Bible Reading (15%): You are responsible to read Job through Malachi in a Bible version of your choice, although preferably not a paraphrase (such as *The Message*). 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 movies or shows,

reading/studying something else, etc.). You will need to develop a rather tight schedule for this since it is due by the final exam.

2. Reading Class Notes (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.
3. 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 multiple choice only. There will be 12 questions on each quiz 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 quizzes will be available in Canvas and will be posted one week before the due date (following our previous week's class time). Each quiz is timed at 10 minutes so you have slightly less than one minute to answer each question. You are strongly encouraged to know the content of the reading rather well before you take the quiz since you will have very little time to look up anything once the timer has begun. 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.
4. Exams (30%): There will be two exams: a Mid-Term and a Final. They will be based on the class notes and discussion rather than the textbook. A study guide will be provided on Canvas. Unlike the quizzes, exams will be taken in class unless we are required to move off site (see addendum). It is important that you are present on exam days even though we are not having any lectures or discussions. Please see the Course Outline/Calendar for the exam dates.
5. 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. It is more important to discuss a few relevant texts rather than cite a large number of them without any explanation. The following topics are options for the paper, although if you would like to propose another option, please contact the professor for approval.

1. Suffering in the Christian Life

How are Christians supposed to respond to suffering in their own lives? How should they respond to others who are going through times of suffering? Use the book of Job as your primary OT source to develop principles regarding suffering in the Christian life. You will also need to examine some NT texts (especially from Hebrews, James, and 1 Peter) in order to see how these concepts developed over the progress of God's revelation to us.

2. Praise and Prayer in the Christian Life

Develop principles from the book of Psalms for Christian worship and prayer. What is the relationship between praise and prayer in the life of a believer? How does human (i.e., our) response to God's character and acts contribute to our spiritual lives? You may select a few representative psalms for each of your principles. You might also include some NT texts that develop these principles.

3. Wisdom in the Christian Life

How does one live a godly life? What are the principles of practical godly living upon which one can base his/her life in order to please the Lord and to experience spiritual growth? Choose one practical area that is discussed in the books of Proverbs and Ecclesiastes. Some examples are money, speech, human sexuality, friendship, and justice. (There are others so you do not need to limit yourself to this list.) Use Proverbs and Ecclesiastes to develop some principles for wise living in the area you have chosen.

4. The Serious Nature of Sin

Do we as modern Christians take sin seriously enough? How has our surrounding culture desensitized us to the serious nature of sin? Have we put our value of tolerance ahead of our response to sin? Have we confused tolerance for Christian love? Use the OT prophetic books to develop the problem of sin among God's people. How serious is this issue from God's perspective? Are we responsible to communicate this unpopular message to other Christians or simply leave it to those who are specially "called" or "gifted" in this area? Develop some principles that we as Christians can apply to our own lives and in our churches in order to address this issue.

5. Social Justice as a Testimony to Godly Living

How do the commands in the OT prophets regarding social justice affect our own understanding and behavior? What message(s) should we be proclaiming regarding social justice within our church communities? How do we promote the changes of attitudes and behavior that we need to have in order to have a good Christian testimony in this area? Be careful in this topic that it does not devolve into emotional ranting (as is often the case in social media discussions). It is important to understand that for Christians this is a biblical and spiritual issue that transcends politics. The focus of the paper should be on developing biblical principles from specific texts into contemporary and specific applications.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

			Grade Definitions (optional)
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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

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 contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort

to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Class	Date	In-Class Topic/Item Due	HW Chapter(s)
1	August 20	Introduction to Course, Syllabus	
2	August 27	Introduction to the Poetic and Wisdom Literature	20
3	September 3	Job	21
4	September 10	Psalms	22
5	September 17	Proverbs	23
6	September 24	Ecclesiastes, Song of Songs	24–25
7	October 1	MID-TERM EXAM	
8	October 8	Introduction to Prophetic Literature, Isaiah (Part 1)	27 (omit 26)
9	October 15	Isaiah (Part 2)	28
10	October 22	Jeremiah, Lamentations	29–30
11	October 29	Ezekiel, Daniel	31–32
12	November 5	Hosea, Joel, Amos Application Paper Due	33–35
13	November 12	Obadiah, Jonah, Micah	36–38
14	November 19	Nahum, Habakkuk, Zephaniah	39–41
	November 23-27	FALL BREAK – NO CLASS	
15	December 3	Haggai, Zechariah, Malachi	42–44
	December 10	FINAL EXAM	

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, and Bryan E. Beyer. *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.

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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.
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- 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: Academic 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.



On-Campus Course Syllabus Addendum for OTS 201 L2 Old Testament Survey II Fall 2020

To students: In the event of a closure of the campus for on-campus classes, this addendum will be in effect from that point forward until the end of the semester. This addendum specifies how your instructor has adjusted the course in order to allow students to meet the course objectives.

The course requirements, assignments, and attendance requirements from the syllabus are pasted below.

Course Requirements and Assignments

All assignments for this course will remain as indicated on the original syllabus. This includes the reading, quizzes, and exams. Everything will be completed or turned in through Canvas.

Class Attendance

Since we are not meeting regularly in person, it is important that you participate in our online activities related to the class. The most important of these is to connect using the Zoom conference feature in Canvas during our normally scheduled class time (beginning at 4:45 pm on Thursdays). By class time, there will be a link provided on Canvas to connect. It will be identified with the date of class. We will plan to use this feature for the remainder of the closed campus situation so it is important that you make sure you have a device that can connect using this feature (wifi access, camera, and microphone). My request is that you utilize the camera and not just the audio feature so that it will facilitate better attention and class discussions.