



# On-Campus Course Syllabus

## OTS 310 L1

### OT Intensive: Obadiah – Zephaniah

#### Fall 2020

#### Class Information

**Day and Time:** Tuesday 4:45-7:15 pm

**Room Number:** E209

#### 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

An intensive study of selected books in the English Bible. This course may be repeated for credit when the book differs. This course will emphasize the background, structure, and content of the books of Obadiah through Micah. (Prerequisite: OTS101; Prerequisite may be taken concurrently: OTS201)

#### Course Objectives

At the end of this course, the student should demonstrate the following:

1. Know the background, structure, and arguments of the books of Obadiah through Zephaniah;
2. Read and examine the texts of Obadiah through Zephaniah to develop major questions raised by the texts and to formulate tentative answers to those questions based on your study and research;
3. Evaluate various interpretations of the books of Obadiah through Zephaniah with the purpose of developing your own thinking and interpretation of the book; and
4. Identify and apply principles from the biblical texts of Obadiah through Zephaniah in a contemporary setting.

#### Required Textbooks

1. Baker, David W., T. Desmond Alexander, and Bruce Waltke. *Obadiah, Jonah, Micah*. Vol. 26, Tyndale Old Testament Commentaries. Downers Grove, IL: IVP Academic, 2009. (978-0830842261)
2. Baker, David W. *Nahum, Habakkuk, Zephaniah*. Vol. 27, Tyndale Old Testament Commentaries. Downers Grove, IL: IVP Academic, 2009. (978-0830842278)

#### Course Requirements and Assignments

1. Bible Reading (10%): You are responsible to read the books of Obadiah through Micah twice. It is suggested that you read the books through the first time in conjunction with your commentary reading.

The second reading should be done at the end of the course after you have thought through the text in more detail. You will report the percentage of completion of the Bible reading at the end of the semester.

2. Commentary and Supplemental Reading (20%): You are responsible to read the commentaries (Alexander and Baker) by the end of the semester. It is best to do your first Bible reading in conjunction with your commentary reading. Supplemental readings will be required periodically and the material will be provided on Canvas at least one week before the reading is due. These readings are not included on the course outline/calendar even though they will be part of your required reading. You will report the reading in your study journal and it will be graded in conjunction with the grading of the journal.
3. Study Journal (40%): You will keep a study journal for the books of Obadiah through Micah containing observations, questions, and interactions derived from the reading of the biblical text and commentaries. The journal will be submitted digitally through Canvas. Each journal entry needs to be identified as the date due for the required work. The study journal must include the following sections for each journal entry:
  - (1) identification of the required Bible reading
  - (2) a summary of the biblical text
  - (3) observations and questions related to the interpretation of the biblical text
  - (4) identification and percentage completed of the required commentary and supplemental readings
  - (5) observations related to the commentary and supplemental readings
  - (6) a brief discussion of answers to the questions raised in the Bible reading with special attention to the contributions of the commentary and supplemental readings
  - (7) at least two specific and contemporary applications from the biblical text

The journal will be turned in periodically throughout the semester (see course outline/calendar) and a grade will be issued each time. A preliminary turn-in will occur on the fifth class period (September 15) after we complete Jonah but it will not be included as one of the grades. Its purpose is to evaluate and provide feedback on the journal entries to that point so that you can make the appropriate adjustments before you receive a grade on it.

4. Contemporary Application Paper (30%): You are to research and write a contemporary application paper relating the biblical texts from the books we are studying to some issue in contemporary society. The paper must include the following parts:
  - (1) A clear identification of the specific issue and its significance
  - (2) Research from social media regarding the issue (some quotations are acceptable but be discretionary regarding the language and intent of the material)
  - (3) A summary of conversations with two different people in which you ask them questions about their understanding and opinions regarding the issue
  - (4) Identification of specific texts from the books that we are studying regarding the issue
  - (5) Discussion of the meaning of the texts you chose in (4) along with principles derived from those texts
  - (6) A rational, biblically-based approach to the issue in light of your research

- (7) At least one specific application that can be applied right now either by you or the Christian community based on your approach in (6)

The paper is to be 8-10 double-spaced pages in length. It does not need to include a bibliography unless you use any external sources other than the social media and conversations. It is important that the paper demonstrate your ability to rationally rather than emotionally engage with the issue. Your grade will also be based on your ability to derive relevant principles from the biblical text and to apply them specifically.

## 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Class	Date	In-Class Topic	Assignment Due
1	August 18	Introduction to Course, Syllabus	
2	August 25	Introduction to the Prophets	
3	September 1	Obadiah	
4	September 8	Jonah 1–2	
5	September 15	Jonah 3–4	Journal through Jonah 4
6	September 22	Micah 1–2	
7	September 29	Micah 3–4	Journal through Micah 4
8	October 6	Micah 5–6	
9	October 13	Micah 7	Journal through Micah 7
10	October 20	Nahum 1	
11	October 27	Nahum 2–3	Journal through Nahum 3

12	November 3	Habakkuk 1	Application Paper
13	November 10	Habakkuk 2–3	Journal through Habakkuk 3
14	November 17	Zephaniah 1	
	November 23-27	FALL BREAK – NO CLASS	
15	December 1	Zephaniah 2–3	Journal through Zephaniah 3
	December 7-11	NO CLASS DURING FINAL EXAM WEEK	

## Selected Bibliography

- Allen, Leslie C. *The Books of Joel, Obadiah, Jonah, and Micah*. New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1976.
- Anderson, Francis I. *Habakkuk: A New Translation with Introduction and Commentary*. Vol. 25, The Anchor Yale Bible. New York: Doubleday, 2001.
- Anderson, Francis I, and David Noel Freedman. *Micah: A New Translation with Introduction and Commentary*. Vol. 24E, The Anchor Yale Bible. New York: Doubleday, 2000.
- Baker, David W. *Joel, Obadiah, Malachi*. The NIV Application Commentary. Grand Rapids: Zondervan, 2009.
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- Baker, David W., T. Desmond Alexander, and Bruce Waltke. *Obadiah, Jonah, Micah: An Introduction and Commentary*. Vol. 26, Tyndale Old Testament Commentaries. Downers Grove, IL: IVP, 2009.
- Barker, Kenneth L., and Waylon Bailey. *Micah, Nahum, Habakkuk, Zephaniah*. Vol. 20, New American Commentary. Nashville: B & H, 1999.
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- Bruckner, James. *Jonah, Nahum, Habakkuk, Zephaniah*. The NIV Application Commentary. Grand Rapids: Zondervan, 2004.
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- Patterson, Richard D. *Nahum, Habakkuk, Zephaniah: An Exegetical Commentary*. 1991. Reprint, Biblical Studies Press, 2003.
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## **On-Campus Course Syllabus Addendum for OTS 310 L1 OT Intensive: Obadiah – Zephaniah 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, calendar, 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 study journal and the application paper. All of these assignments will be 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 Tuesdays). 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.