



## Online Course Syllabus

OTS 501 L1

OT Introduction I: Genesis – Esther

Fall 2020

### Contact Information

**Instructor Name:** David Brooks

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**Instructor Phone:** 214-818-1324

**Instructor Office Hours:** N/A

### Course Description and Prerequisites

An advanced study of the books of Genesis through Esther, emphasizing the historical framework of the Old Testament, problems of interpretation, and the contribution of these books to biblical theology and godly living.

### Course Objectives

- A. Construct a timeline of the major OT events and characters in these seventeen books;
- B. Describe the general content and major theological emphases of the Pentateuch and Historical Books;
- C. Discuss the issues relating to the historical background, purpose, structure, and message of each book;
- D. Evaluate and articulate in a clear and scholarly manner the critical issues of the Pentateuch and Historical Books, such as origination, composition, and unity of the books;
- E. Identify the major theological principles from these OT books and apply them to biblical (especially how they prepare for the advent of Christ) and systematic theology and integrate them into your worldview; and
- F. Apply biblical principles from the OT to contemporary situations.

### Required Textbooks

- A. Merrill, Eugene H., Mark F. Rooker, and Michael A. Grisanti. *The World and the Word: An Introduction to the Old Testament*. Nashville, TN: B&H Academic, 2011. (ISBN: 9780805440317)

B. Wright, Christopher J. H. *Knowing Jesus Through the Old Testament*. Downers Grove, IL: IVP Academic, 2014. (ISBN: 978-0830823598)

C. Canvas written presentations by the professor.

## Course Requirements and Assignments

Note: all **due dates are Sunday nights** at midnight (so the class ends Oct 11, not Oct 9), except original threads of discussions—see below.

A. **Tests** on material from the professor's written presentations and Merrill, Rooker, and Grisanti's textbook (MRG).

B. **Discussions** over three issues about theology and critical issues. The complete descriptions and rubric are available on Canvas.

C. **Book review** of Christopher J. H. Wright's *Knowing Jesus Through the Old Testament*. The complete description and rubric are available on Canvas.

D. **Research paper** on a critical issue in the Pentateuch or Historical Books. The list of suggested topics, rubric, and a full description of requirements for writing are available on Canvas.

E. **Topic and Bibliography** for the research paper. This is preliminary to the research paper above. The instructions and rubric are on Canvas. The instructions include suggested paper topics.

<b><u>Library resources</u></b>	Distance education students can access information about Criswell College's Wallace Library at <a href="http://www.criswell.edu/current_students/library/">http://www.criswell.edu/current_students/library/</a> . The Wallace Library manual is available at <a href="http://www.criswell.edu/current_students/library/library_handbook/">http://www.criswell.edu/current_students/library/library_handbook/</a>
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F. **Timeline** on PowerPoint of the major OT characters and events. The complete description and rubric are available on Canvas.

G. **Reading report** how much of the textbooks and lectures have been read.

## Course/Classroom Policies and Information

Weighted grading of assignments proportional to course grade:

1. Tests 20%
2. Discussions 30%
3. Book review 10%
4. Research paper 17%
5. Topic and Bibliography 3%
6. Timeline 10%
7. Reading report 10%

Total 100%

### Attendance

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, 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 participation affects students' ability to meet course learning objectives and whether participation affects course grades.

### Grading Scale

(Assigning grade definitions [i.e., above average, average, below average] is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.)

			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.

## **Identity Verification**

Students enrolled in Distance Education courses are required to present a photo ID to verify their participation in each course at the beginning of the term. Confirmation will occur through live-streamed meetings, video assignments, scheduled video conference calls, and/or another online video medium the instructor assigns.

## **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 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](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.

## Distance Education

Students participating in courses through Distance Education, with or without live interaction, must complete the academic requirements for those courses with the integrity and commitment necessary to participate in and benefit from all of the exercises provided by the instructor for learning the subject matter of the course. Therefore, credit for Distance Education courses is the same as credit for courses taken on campus.

## Course Outline/Calendar

Session	Content	Reading Assignments	Written Assignments	Due Dates
Session 1 August 17 – 23	Prolegomena, Intro to the Pentateuch	MRG: pp. 1-121 (through chap 7) Brooks: Prolegomena		August 23
Session 2 August 24 – 30	Genesis 1 – 11	MRG: pp. 123-89 (though chap 10) Brooks: Genesis 1 – 11	Discussion 1	August 27 and 30
Session 3 August 31 – September 6	Genesis 12 – 50; Exodus	MRG: pp. 190-216 (chap 11) Brooks: Genesis 12 – 50, Exodus	Discussion 2	September 3 and 6
Session 4 September 7 – 13	Leviticus – Deuteronomy	MRG: pp. 217-69 (chaps 12 - 14) Brooks: Leviticus, Numbers, Deuteronomy	Midterm exam: through Deuteronomy; Topic and Bibliography	September 13
Session 5 September 14 – 20	Joshua – Ruth	MRG: pp. 271-306 (Part 5 through chap 17) Brooks: Joshua, Judges, Ruth	Book review	September 20
Session 6 September 21 – 27	1 – 2 Samuel	MRG: 307-18 (chap 18) Brooks: Samuel	Discussion 3	September 24 and 27
Session 7	1 – 2 Kings	MRG: pp. 319-29 (chap 19)	Research paper	October 4

Session	Content	Reading Assignments	Written Assignments	Due Dates
September 28 – October 4		Brooks: Kings		
Session 8 October 5 – 11	1 Chronicles – Esther	MRG: 330-60 (chaps 20 - 22) Brooks: Chronicles, Ezra-Nehemiah, Esther	Timeline, final exam, reading report	October 11

## Selected Bibliography

Archer, Gleason L., Jr. *A Survey of Old Testament Introduction*. 4d edition. Chicago: Moody, 2007.

Beitzel, Barry. *The New Moody Atlas of the Bible*. Chicago: Moody, 2009.

Childs, Brevard S. *Introduction to the Old Testament as Scripture*. Philadelphia: Fortress, 1979.

Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York: Oxford University Press, 2006.

Copan, Paul. *Is God a Moral Monster: Making Sense of the Old Testament God*. Grand Rapids, MI: Baker, 2011.

Craigie, Peter C. *The Old Testament: Its Background, Growth and Content*. Nashville: Abingdon, 1986.

Fretheim, Terence E. *The Pentateuch*. Interpreting Biblical Texts, ed. Gene M. Tucker and Charles B. Cousar. Nashville: Abingdon, 1996.

Gaebelein, Frank E., ed. *The Expositor's Bible Commentary*. Vols. 1-4. Grand Rapids: Zondervan, 1979-88.

Gower, Ralph. *The New Manners and Customs of Bible Times*. 2d ed. Chicago: Moody, 2005.

Hamilton, Victor. *Handbook on the Pentateuch*. 2d ed. Grand Rapids: Baker Academic, 2005.

Harrison, Roland K. *Introduction to the Old Testament*. 2d ed. Peabody, MA: Hendrickson, 2004.

- Hoerth, Alfred J., Gerald L. Mattingly, and Edwin M. Yamauchi, eds. *Peoples of the Old Testament World*. Grand Rapids, MI: Baker, 1999.
- Howard, David. *An Introduction to the Old Testament Historical Books*. Chicago: Moody, 1993.
- Kaiser, Walter C. *A History of Israel: From the Bronze Age through the Jewish Wars*. Nashville: Broadman & Holman, 1998.
- LaSor, William Sanford, David Allan Hubbard, and Frederic William Bush. *Old Testament Survey*. 2d edition. Grand Rapids: Eerdmans, 1996.
- Livingston, G. Herbert. *The Pentateuch in Its Cultural Environment*. 2d edition. Grand Rapids: Baker, 1987.
- Longman, Tremper, III, and Raymond B. Dillard. *An Introduction to the Old Testament*. 2d edition. Grand Rapids: Zondervan, 2006.
- Matthews, Victor H., and James C. Moyer. *The Old Testament: Text and Context*. 2d edition. Peabody, MA: Hendrickson, 2005.
- Merrill, Eugene H. *An Historical Survey of the Old Testament*. 2d edition. Grand Rapids: Baker, 1991.
- Merrill, Eugene H. *Kingdom of Priests*. 2d edition. Grand Rapids: Baker Academic, 2008.
- Schultz, Samuel J. *The Old Testament Speaks*. 5d edition. New York: HarperOne, 1999.
- Wegner, Paul D. *The Journey from Texts to Translations: The Origin and Development of the Bible*. Grand Rapids, MI: Baker Academic, 1999.
- Wood, Leon. *A Survey of Israel's History*. 2d edition. Grand Rapids: Zondervan, 1986.
- Yamauchi, Edwin M. *Persia and the Bible*. Grand Rapids: Baker Academic, 1990.
- Young, Edward J. *An Introduction to the Old Testament*. 2d edition. Grand Rapids: Eerdmans, 1964.