



Class Information

Day and Time: Tu/Th 12:15 – 1:30 p.m.

Room Number: E208

Contact Information

Instructor Name: David Brooks

Instructor Email: dbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: M 2–3; Tu 10–11 a.m., 2–4 p.m.; Th 10–11 am., 3–4 p.m.; any of these can be via Zoom.

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 his people 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. Locate on a timeline the OT books and the major OT events and characters;
- B. Locate the major regions, topographical features, countries, bodies of water, and cities on maps of Israel and the ancient Near East;
- C. Identify and describe prominent biblical characters and events;
- D. Describe the occasion (background and purpose), theme, genres, and structure of each book;
- E. Explain how each book fits into the historical context of its location on the OT timeline and in the history of redemption (this class considers Luke 24:27, 44-45; John 5:39 fundamental to understanding the OT)
- F. Identify and describe the basic interpretative and critical issues, including composition and date, in the books;
- G. Apply biblical principles from the OT to contemporary situations.

Required Textbooks

- A. The Holy Bible. **Yes, bring a Bible to class!** Bring a version of your choice.
- B. Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*. 3d ed. Grand Rapids: Zondervan, 2009. (ISBN 9780310280958)

Required Viewing (some of this is required, but it is in the library, you need not purchase this)

Hill, Andrew E., and John H. Walton. *Survey of the Old Testament Video Lectures: A Complete Course for the Beginner*. Grand Rapids, MI: Zondervan, 2016. (ASIN: 310525373)

Course Requirements and Assignments

- A. **3 exams.** The exams come from the lectures and notes (not the textbook) and are in multiple-choice, true-false, and matching format. You have access to the tests on Canvas through your student portal. Tests are late after 12:00 midnight at the end of the due date. You are permitted 60 minutes for each one. They are ***not open-book exams***:
- | | |
|---------------------------------------|-------------------|
| 1. Canon, geography, history, Genesis | Due Feb 9 |
| 2. Exodus through Judges | Due Mar 30 |
| 3. Ruth through Esther | Due May 11 |
- B. **Quizzes.** There are eleven quizzes with ten or eleven multiple-choice and true-false questions, based on the reading from the textbook by Hill and Walton. The lowest quiz score will be dropped when calculating your average score. The quizzes will be taken on your student portal on Canvas, and are due by 12:00 midnight at the end of the scheduled date. See below and on the Tentative Schedule of Events for due dates and which textbook chapters are on each quiz.
- C. **Bible Reading.** Read Genesis through Esther in a version of your choice and report the reading on the Bible Reading Log Sheet distributed in class and available on Canvas. If undistracted this reading takes approximately 25 hours. Approximately four chapters make one percent of the assignment. You may read this in a language other than English. **Due date: May 11**
- D. **Reading Hill and Walton.** Read pages 21-369 and report the reading on the Textbook Reading Log Sheet distributed in class and available on Canvas. The **due date is May 6.**
- E. **Listening to Hill and Walton.** Watch 10 of the first 19 lectures in the video series *A Survey of the Old Testament: Video Lectures* and write one paragraph about what you learned from each of the 10. The paragraph must be at least 100 words. The **due date is May 6.**
- F. Write a double-spaced, five- to seven-page **research paper** on one of the OT topics on Canvas, following the guidelines in the *Criswell College Manual of Style* (2007), which is on Canvas and at [www.criswell.edu/academics/Wallace Library/research resources/Criswell College Manual of Style \(CCMS\)](http://www.criswell.edu/academics/Wallace Library/research resources/Criswell College Manual of Style (CCMS)). Use the Turabian footnote/bibliography reference method, not APA, MLA, or any other parenthetical reference/works cited method.

To help you prepare for the final paper and since this is a freshman-level class, the project takes four stages. Here are the stages and their due dates:

1. Feb 16 Topic
2. Mar 4 Bibliography
3. Apr 6 Introductory matters: (1) thesis statement or question, (2) reason for the importance or interesting nature of the topic, and (3) outline
4. Apr 27 Final paper

For the grading of the bibliography and paper, see the rubrics on Canvas. You can find more detailed instructions for the second, third, and final stages on Canvas.

Notice the following requirements:

1. Select a topic from the list of topics on Canvas and submit your choice on Canvas.
2. Prepare a bibliography to be submitted early in the semester. See on Canvas.
3. Sources must include at least:
 - a. Six sources;
 - b. One of the sources must be a Bible dictionary or Bible encyclopedia;
 - c. One journal article;
 - d. At least four of the sources must have a copyright or publishing date after 1970;
 - e. So, you may have from one or more journal articles and one or more books, and the total number of sources must be at least six..
4. Prepare the elements of your introduction to be submitted by its due date. See on Canvas.
5. Write the final research paper and submit on Canvas.
6. The paper must have no less than five pages of text in length, no more than seven pages of text.
7. Include both a title page and bibliography page, but neither one counts toward the five-page minimum.
8. Note that the introduction to the paper must be no more than one-half page and include:
 - a. a statement of the subject of the paper (about what you are writing);
 - b. a statement of why you are writing on this subject (why it is important/significant/interesting);
 - c. a brief statement of either the thesis you are seeking to prove or the question you are trying to answer—this may be the same as the statement of the subject above, and, if so, need not be repeated;
 - d. a brief statement of how you are going to cover the topic in the paper (i.e., a brief outline of the stages/sections of the paper; e.g., “After first presenting the different interpretations of the Angel of the Lord in the Old Testament and the evidence for each interpretation, this study evaluates the strengths and weaknesses of each interpretation and then shows which interpretation is most defensible”; or, “The study discusses topographical features of the land of Canaan from Galilee in the north to the Negev in the south”; or “The discussion to follow first recapitulates the critical arguments against the existence of David, then recounts the archaeological evidence for David, and finally shows how archaeology refutes the critical arguments.”).

9. Regarding the body of the paper:
- a. Most papers follow one of the following structures—and this relates to the proposed structure mentioned in the “how” section of the introduction above. You may find that one of these organizational methods is best for your paper:
 - (1) cause and effect (e.g. events, people, trends, customs; here is what happened A and here were the results B and this is how we know A really caused B, and here is what happened X and here were the results Y and this how we know X really caused Y);
 - (2) geographical sequence (e.g. territory, city, country, region A, then the adjacent territory/city/country/region B, then the adjacent...);
 - (3) chronological sequence (history and biography; A happened, then afterwards B happened, then C happened, etc.);
 - (4) comparison and contrast (this is A and see how it compares/contrasts to B, then this is C and see how it compares/contrast to D, then this is E...);
 - (5) exposition (biblical or other literary texts; the text says ABCDE, and A means this, and B means this, and C means...; or people used to do ABCDE, and here is what A was and why they did it, here is what B was and why they did it ...).
 - b. You must interact with the sources of information you use. Report what you learn from the sources, use the information, cite the sources in footnotes, draw conclusions from it, and if appropriate critique it. See the rubric.
10. The paper must have a conclusion section, which might be short as one paragraph. The conclusion must include at least a and b:
- a. a brief summary concisely stating the two or three major point you made in the body of the paper;
 - b. your conclusion (i.e., the statement of your thesis, how and how well you have proved it; or, the answer to your question and how fully it has been answered);
 - c. a practical, theological, or philosophical application of your study; and mention of areas of further study that surfaced in the research.

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

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

Weight of grading:

1. Tests 40%
2. Quizzes 20%
3. Bible Reading 5%
4. Hill & Walton reading 10%
5. Hill & Walton videos 5%
5. Research paper
 - a. Topic 1%
 - b. Bibliography 3%
 - c. Introduction elements 2%
 - d. Final paper 14%

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	Activity	Assignment Due
1	Jan 19	Syllabus, introduction, canon	HW = Hill and Walton
2	Jan 21	Canon, geography	
3	Jan 26	History	HW quiz: Intro to the Pentateuch
4	Jan 28	Genesis	
5	Feb 2	Genesis	HW quiz: Genesis
6	Feb 4	Genesis	
7	Feb 9	Exodus	Test 1 due
8	Feb 11	Exodus	HW quiz: Exodus
9	Feb 16	Exodus	Paper topic
10	Feb 18	Leviticus	HW quiz: Leviticus
11	Feb 23	Leviticus	
12	Feb 25	Numbers	<u>HW quiz: Numbers</u>
13	Mar 2	Numbers	
14	Mar 4	Deuteronomy	<u>Bibliography</u>
15	Mar 9	Joshua	<u>HW quiz: Joshua</u>
16	Mar 11	Joshua	
March 15-19: Spring Break—no classes meet			
17	Mar 23	Judges	<u>HW quiz: Judges</u>
18	Mar 25	Judges	
19	Mar 30	Ruth	Test 2 due
20	Apr 1	Samuel	<u>HW quiz: 1-2 Samuel</u>
21	Apr 6	Samuel	<u>Research paper introduction elements</u>

Class	Date	Activity	Assignment Due
22	Apr 8	Samuel	
23	Apr 13	Kings	HW quiz: 1-2 Kings
24	Apr 15	Kings	
25	Apr 20	Kings	
26	Apr 22	Chronicles	HW quiz: 1-2 Chronicles
27	Apr 27	Chronicles	Research paper
28	Apr 29	Ezra	HW quiz: Ezra-Nehemiah
29	May 4	Nehemiah	
30	May 6	Esther	Hill & Walton reading; video report
	May 11	Final exam	Final exam; Bible reading

Selected Bibliography

- Archer, Gleason L., Jr. *A Survey of Old Testament Introduction*. 4d edition. Chicago: Moody, 2007.
- Arnold, Bill T., and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*. 2d edition. Encountering Biblical Studies, edited by Eugene H. Merrill and Walter A. Elwell. Grand Rapids, MI: Baker, 2008.
- Beitzel, Barry. *The New Moody Atlas of the Bible*. Chicago: Moody, 2009.
- 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
- 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.
- McKenzie, Steven L., and John Kaltner. *The Old Testament: Its Background, Growth and Content*. Nashville: Abingdon, 2006.
- 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.



On-Campus Course Syllabus

ADDENDUM FOR SP-21

OTS 101 SP.L1

Old Testament Survey I: Genesis – Esther

In the event that Criswell College has to close the campus to on-campus classes during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are unchanged, except that attendance will be via Zoom.

Course Requirements and Assignments

There are no changes to the requirements. All assignments are available to download from Canvas and are to be submitted by uploading to Canvas.

Remote Class Sessions: Identity and Participation Verification

For remote class sessions students may they join by phone if necessary; however, laptop, computer, or tablet are preferred. Turn on your video at the beginning of the class session. However, you may keep your video blacked out, but are expected to respond when called upon.