



On-Campus Course Syllabus

OTS 101 L2

Old Testament Survey I

Spring 2021

Class Information

Day and Time: Thursday 4:45-7:15 pm

Room Number: E208

Contact Information

Instructor Name: Kevin R. Warstler, Ph. D.

Instructor Email: kwarstler@criswell.edu

Instructor Phone: 214-818-1331

Instructor Office Hours: Tuesday 1:00-3:00 pm; Thursday 2:00-4:00 pm

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 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:

1. Identify the basic chronology of events and characters in OT history found in these 17 books;
2. Locate the major regions, countries, cities, and bodies of water, on maps of Israel and the ancient Near East and indicate generally how they relate to the Old Testament;
3. Identify the occasion, theme, and structure of each book;
4. Identify significant characters and events within these books and describe how they relate to the message of those books;
5. Identify and describe critical issues in the books, particularly issues of authorship, date, and historical setting;
6. Explain major elements in these books and how they relate to biblical theological issues in these books; and
7. Develop theological principles from these books and apply them 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 Genesis through Esther in a Bible version of your choice, although preferably not paraphrases. 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 (i.e., no distractions). You will need to develop a rather tight schedule for this since it is due by the end of the course and will be reported on the final exam.

2. Reading Class Notes (10%): Class notes 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. See the course schedule for the due date.

1. The Patriarchs and the Life of Faith

Use Genesis 12–50 to compare and contrast the lives of Abraham, Isaac, Jacob, and Joseph in terms of their faith in the Lord. Identify specific instances in their lives that demonstrates both

positively and negatively how faith plays a key role in one's relationship to the Lord. How do their lives and experiences teach us about faith in the Lord?

2. Leadership Principles in the Life of Moses

Identify and explain several major leadership qualities and/or principles that are evident in the life and work of Moses. Be sure to include both positive and negative examples. Draw from any portion of these books, but give special attention to Exodus 1–4, 13–18; Numbers 11–20. How do those qualities and principles apply to your own leadership opportunities and/or to Christian work today?

3. Worship and Holiness in Israel

Use the book of Leviticus to examine the relationship between worship and holiness in the nation of Israel. Pay special attention to the requirements for approaching the Lord in worship. Note how one's life and behavior affects not only that person's worship experience but also worship in the entire community. What principles can we find in this often neglected book to improve our own worship of the Lord?

4. Sin and Its Consequences

Using Leviticus 26 and Deuteronomy 28, compare the predicted consequences of disobedience to the covenant with the actual history of Israel in Joshua, Judges, 1–2 Samuel, and 1–2 Kings. Discuss some specific instances where the consequences stated in the Torah took place in these historical books. What does this teach us about the consequences of sin, even in cases where forgiveness is applied?

5. Restoration and Renewal

Following the exile, God appointed specific individuals to lead Israel toward spiritual renewal and the restoration of God's people. Examine Ezra and Nehemiah in order to develop principles of restoration following sin and judgment. As Christians, we too go through periods of discipline as a result of our own sins; however, God does not leave us in that state but seeks to restore us in our relationship with Him. How do the principles of restoration and renewal in Israel relate to our own experiences? What do they teach us about the importance of the community of believers in this process?

6. Divine Providence Behind-the-Scenes

Although there are a number of places in the scriptures where God communicates directly to His people in order to let them know what He is doing, the more common experience in life is that God works behind-the-scenes. In the books of Ruth and Esther, God is either a minor character (Ruth) or entirely absent from the text (Esther). Identify specific cases in the books where God is clearly at work and yet not mentioned specifically. What are some principles we can apply in our own lives to strengthen our faith even at times when it seems that God is absent?

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	January 21	Introduction to Course, Syllabus	
2	January 28	Introduction to OT Survey, Geography of Israel	1–2
3	February 4	Introduction to the Pentateuch, Genesis (Part 1)	3
4	February 11	Genesis (Part 2)	4
5	February 18	Exodus	5
6	February 25	Leviticus	6
7	March 4	Numbers	7
8	March 11	Deuteronomy	8
	March 15–19	SPRING BREAK – NO CLASS	
9	March 25	MID-TERM EXAM	
10	April 1	Introduction to the Historical Books, Joshua	10–11 (Omit 9)
11	April 8	Judges, Ruth	12–13
12	April 15	1–2 Samuel	14
13	April 22	1–2 Kings Application Paper Due	15
14	April 29	1–2 Chronicles	16
15	May 6	Ezra—Nehemiah, Esther	17–18
16	May 13	FINAL EXAM	

Selected Bibliography

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

Arnold, Bill T., and Bryan E. Byer. *Encountering the Old Testament: A Christian Survey*. Second edition. Grand Rapids: Baker Academic, 2008.

- Brisco, Thomas V. *Holman Bible Atlas: A Complete Guide to the Expansive Geography of Biblical History*. Nashville: Holman, 1999.
- Brueggemann, Walter. *An Introduction to the Old Testament: The Canon and Christian Imagination*. Louisville: Westminster John Knox, 2003.
- Currid, John D. *Ancient Egypt and the Old Testament*. Grand Rapids: Baker, 1997.
- Dillard, Raymond B., and Tremper Longman, III. *An Introduction to the Old Testament*. Second edition. Grand Rapids: Zondervan, 2006.
- Dumbrell, William J. *The Faith of Israel: A Theological Survey of the Old Testament*. Grand Rapids: Baker, 2002.
- Dyer, Charles H., and Eugene H. Merrill. *Nelson's Old Testament Survey*. Nashville: Thomas Nelson, 2001.
- Finegan, Jack. *Handbook of Biblical Chronology: Principles of Time Reckoning in the Ancient World and Problems of Chronology in the Bible*. Peabody, MA: Hendrickson, 1998.
- Geisler, Norman L. *A Popular Survey of the Old Testament*. Grand Rapids: Baker, 2007.
- Hallo, William W., and K. Lawson Younger. *The Context of Scripture*. 3 vols. Leiden: Brill, 2001-2003.
- Hamilton, Victor P. *Handbook on the Historical Books*. Grand Rapids: Baker, 2001.
- _____. *Handbook on the Pentateuch*. Second edition. Grand Rapids: Baker, 2005.
- Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*. Third edition. Grand Rapids: Zondervan, 2009.
- Hoerth, Alfred J., Gerald L. Mattingly, and Edwin M. Yamauchi, eds. *Peoples of the Old Testament World*. Grand Rapids, MI: Baker, 1994.
- Hoffmeier, James K. *Ancient Israel in Sinai: The Evidence for the Authenticity of the Wilderness Tradition*. Oxford: Oxford University Press, 2005.
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- Kaiser, Walter C. *A History of Israel: From the Bronze Age through the Jewish Wars*. Nashville: Broadman & Holman, 1998.
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- 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*. Second edition. Grand Rapids: Baker, 1992.
- _____. *Kingdom of Priests*. Second edition. Grand Rapids: Baker, 2008.
- Pritchard, James B., ed. *The Ancient Near East: An Anthology of Texts and Pictures*. Princeton, NJ: Princeton, 2011.
- Sailhammer, John H. *The Meaning of the Pentateuch: Revelation, Composition, and Interpretation*. Downers Grove, IL: IVP Academic, 2009.
- Vanhoozer, Kevin J., ed. *Theological Interpretation of the Old Testament Book-by-Book*. Grand Rapids: Baker, 2008.
- Walton, John H. *Zondervan Illustrated Bible Backgrounds Commentary: Old Testament*. 5 vols. Grand Rapids: Zondervan, 2011.
- Yamauchi, Edwin M. *Persia and the Bible*. Grand Rapids: Baker, 1990.
- Youngblood, Ronald. *The Heart of the Old Testament: A Survey of Key Theological Themes*. Second ed. Grand Rapids: Baker Academic, 1998.



On-Campus Course Syllabus Addendum for OTS 101 L2 Old Testament Survey II Spring 2021

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.