



# On-Campus Course Syllabus

## OTS 201

### Old Testament Survey II

#### Fall 2021

### Class Information

**Day and Time:** Tuesday/Thursday 3:15-4:30  
**Room Number:** E208

### Contact Information

**Instructor Name:** Kevin Warstler  
**Instructor Email:** kwarstler@criswell.edu  
**Instructor Phone:** 214.818.1331  
**Instructor Office Hours:** Tuesday 2 to 3 pm; Thursday 10 to 11 am, 2 to 3 pm, 5 to 6 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; and
4. Explain biblical theological themes that constitute each book and how they contribute to the theology of the Old Testament as a whole.

### 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 (20%): You are responsible to read Job through Malachi in a Bible version of your choice, although preferably not a paraphrase. 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 (15%): 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 (35%): There will be 13 quizzes over the reading from Hill and Walton (HW). The reading and quiz will help prepare you for class discussion. Quizzes are **due before class on Tuesday during the week that we cover that section of Hill and Walton**. Please see the course outline/calendar for this information. 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 at least one week before the due date. 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.
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.

## 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.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of

the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## 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.

## **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/Item Due	HW Chapter(s)
1	Aug 17, 19	Introduction to the Course, Introduction to Poetic and Wisdom Literature, Pt 1	
2	Aug 24, 26	Introduction to the Poetic and Wisdom Literature, Pt 2	20
3	Aug 31, Sept 2	Job	21
4	Sept 7, 9	Psalms	22
5	Sept 14, 16	Proverbs	23
6	Sept 21, 23	Ecclesiastes, Song of Songs	24–25
7	Sept 28, 30	MID-TERM EXAM, Introduction to Prophetic Literature	
8	Oct 5, 7	Isaiah	27 (omit 26)
9	Oct 11-15	Student Development Week – NO CLASS	28
10	Oct 19, 21	Jeremiah, Lamentations	29–30
11	Oct 26, 28	Ezekiel, Daniel	31–32
12	Nov 2, 4	Hosea, Joel, Amos	33–35
13	Nov 9, 11	Obadiah, Jonah, Micah	36–38
14	Nov 16, 18	Nahum, Habakkuk, Zephaniah	39–41
	November 22-26	FALL BREAK – NO CLASS	
15	Nov 30, Dec 2	Haggai, Zechariah, Malachi	42–44

	Dec 7	FINAL EXAM	
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## 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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- Chisholm, Robert B. Jr. *Handbook on the Prophets*. Grand Rapids: Baker Academic, 2002.
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- Merrill, Eugene H. *An Historical Survey of the Old Testament*. 2nd edition. Grand Rapids: Baker, 1991.
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Sandy, D. Brent. *Plowshares and Pruning Hooks: Rethinking the Language of biblical Prophecy and Apocalyptic*. Downers Grove, IL: IVP Academic, 2002.

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