



On-Campus Course Syllabus

OTS 310 L1

Old Testament Intensive: Proverbs

Fall 2022

Class Information

Day and Time: Th 7:30 – 10:00 p.m.

Room Number: E211

Contact Information

Instructor Name: David Brooks

Instructor Email: dbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: [M T W Th 2:00 – 3:30 p.m. and by appointment](#)

Course Description and Prerequisites

An intensive study of the Book of Proverbs in the English Bible, with special attention to significant terms, literary genres, cultural setting, interpretive issues, biblical theology, and organization of topics for teaching and preaching. Prerequisites: OTS 101 and OTS 201, but OTS 201 may be taken concurrently with OTS 310.

Course Objectives

Upon completion of the course, the student will be able to...

1. Explain the various prominent terms in Proverbs,
2. Explain the interpretive principles for Proverbs,
3. Describe and apply the genres and social/historical context of Proverbs,
4. Explain and evaluate the critical introductory issues of the book,
5. Integrate biblical didactic wisdom literature into your biblical theology, and
6. Organize, research, teach, and apply topics in the book.

Required Textbooks

These books may be purchased online, e.g., through Amazon:

Bland, Dave. *Proverbs and the Formation of Character*. Eugene, OR: Cascade, 2015. (978-1498221641)

Waltke, Bruce K., and De Silva, Ivan D. V. *Proverbs: A Shorter Commentary*. Grand Rapids, MI: Eerdmans, 2021 (978-0802875037) Also available on Kindle.

Recommended Reading

Kidner, Derek. *Proverbs*. Kidner Classic Commentaries. Downers Grove, IL: IVP Academic, 2018. (978-0830829392)

Longman, Tremper, III. *How to Read Proverbs*. Downers Grove, IL: IVP, 2002. (978-0877849421)

Ross, Allen. "Proverbs." In *The Expositor's Bible Commentary: Proverbs – Isaiah*. Tremper Longman III and David E. Garland, eds. Grand Rapids, MI: Zondervan, 2008. (978-0310234982)

Course Requirements and Assignments

Complete instructions for the assignments are in separate files on Canvas

- A. Read the book of Proverbs five times, in a different version each time.
- B. From the commentary by Waltke and De Silva read:
 - The complete Introduction section, pp. 1-62
 - The complete section titled "Collection I," pp. 65-173
 - At least 75 pages of "Collection II," pp. 174-323
 - At least 50 pages from the rest of the book, pp. 324-438
- C. Read Bland's book in its entirety, pp. 1-174
- D. Choose 4 of the following subjects and write 2- to 3-page papers on each of your choice; except, #1 is required. All discussions must be on what Proverbs says about these issues.
 1. Interpersonal conflict
 2. Work and/or business
 3. Money
 4. Sex
 5. Family
 6. Fear of God
 7. Leadership
 8. Being a wise man/woman
- E. Choose #1 below and one of the other two following issues and write a 3- to 5-page paper on each.
 1. Summarize the interpretive guidelines for Proverbs using Parson's article (Greg W. Parsons, "Guidelines for Understanding and Proclaiming the Book of Proverbs," *Bibliotheca Sacra* 150 (April – June 1993): 151-70).
 2. Compare and contrast the *Instruction of Amenemope* to Proverbs 22:17 – 24:22
 3. Discuss Proverbs and misogyny
- F. Organize the proverbs into three subjects that Proverbs discusses. Select topics from the list in D above or other topics in which you are interested. Find all the proverbs in the book that relate to each topic and organize each topic into aspects of the subject, with a heading for each aspect. You do not need to write a study on the topic; this is preparatory for future lessons you may want to study to teach or preach on the subject.
- G. Write out 40 complete-sentence applications from Proverbs 10 – 31. Assign a number to each one and give chapter-and-verse references.
- H. Research and write 2-page papers on two of the wisdom terms in Proverbs based on research in word study books and/or commentaries.

Instructions for how to format the papers:

1. Use MS Word.
2. Use one-inch margins (it is acceptable/traditional to make the left 1½ inches for hole-punching).
3. Include a title page (with title/subject, class, your name, professor's name, and date).
4. Use 12-point Times New Roman font.

5. Use “ragged right” instead of right-justified right margins.
6. Single-space between lines; double-space between paragraphs.
7. On papers shorter than 4 pages, do not use subheadings.
8. If a paper in section “D” goes over two pages, only the first two will be graded. The paper may not be less than one full page.
9. For papers in “D” above, no footnotes are expected.
10. For papers in “E,” footnotes may be used.
11. If in doubt about anything else, consult Turabian or the professor.

Course/Classroom Policies and Information

You are expected to be in class for each session. If you must miss for illness, family illness, work emergency or some other justifiable reason, contact the professor ahead of time. You will be responsible for acquiring the notes for the session from a classmate. See below for general attendance information.

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

| | | |
|----|--------|------------------------------------|
| 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 |

Weighted Grading: *The following are the proportions of your grade for each type of assignment*

| | |
|-----------------------------|------|
| Reading Proverbs five times | 10% |
| Reading from the textbooks | 10% |
| Papers in D | 40% |
| Papers in E | 25% |
| Organizing topics | 4% |
| Applications | 5% |
| Wisdom terms | 6% |
| Total | 100% |

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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

In the following the Activity column is tentative.

| Week | Date | Activity | Assignment due ¹ |
|----------|---|--|---|
| 1 | Aug 18 | Syllabus; introduction to poetry, wisdom genres and subgenres; prolegomena | |
| 2 | Aug 25 | Interpretive issues and guidelines; ANE wisdom; Proverbs 1 | Interpretive guidelines |
| 3 | Sept 1 | Proverbs 2 – 3 | Proverbs 1 st reading; Waltke intro; wisdom term 1 |
| 4 | Sept 8 | Proverb 4 – 5 | Reading of Bland |
| 5 | Sept 15 | Proverbs 6 | Fear of God |
| 6 | Sept 22 | Proverbs 7 | Proverbs 2 nd reading; wisdom term 2 |
| 7 | Sept 29 | Proverbs 8 – 9 | Sex; Waltke Collection 1 |
| 8 | Oct 6 | Selections from Proverbs 10 – 12 | Work |
| 9 | <i>Week of Oct 10-14: Student Development Week—no classes meet</i> | | |
| 10 | Oct 20 | Selections from Proverbs 13 – 16 | Proverbs 3 rd reading; family |
| 11 | Oct 27 | Selections from Proverbs 17 – 19 | Conflict; Waltke Collection II |
| 12 | Nov 3 | Selections from Proverbs 20 – 22 | Money; Amenemope |

¹ Some of these will be omitted at your discretion per the information the section on Course Requirements.

| Week | Date | Activity | Assignment due ¹ |
|---|--------|----------------------------------|--|
| 13 | Nov 10 | Selections from Proverbs 23 – 25 | Proverbs 4 th reading; leadership |
| 14 | Nov 17 | Selections from Proverbs 26 – 29 | Being wise |
| Week of Nov 21-25: Reading Week and Thanksgiving—no classes meet | | | |
| 15 | Dec 1 | Proverbs 30 – 31 | Applications; misogyny |
| 16 | Dec 8 | | Proverbs 5 th reading; Waltke final; organization of 3 topics in Proverbs |

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