



# On-Campus Course Syllabus

## OTS 201 L1

### Old Testament Survey II: Job - Malachi

#### Fall 2023

#### Class Information

**Day and Time:** MW 9:30 – 10:45

**Room Number:** E211

#### Contact Information

**Instructor Name:** David Brooks

**Instructor Email:** [dbrooks@criswell.edu](mailto:dbrooks@criswell.edu)

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

**Instructor Office Hours:** [MTWTh 12:30 – 2:30](#)

#### Course Description and Prerequisites

The study of the books of Job through Malachi, focusing on the nature and formation of the poetic and wisdom literature of ancient Israel as well as the oracles of the Hebrew prophets, their message and contribution to Israel's history and faith.

#### Course Objectives

*Upon completion of the course, you should be able to do the following:*

- A. Locate on a timeline these OT books and the related major OT events and characters;
- B. Explain how each book fits into the historical context of the OT narrative and its theological context in the history of redemption;
- C. Describe the occasion (purpose), message (theme), and structure (general outline) of each book;
- D. Identify the basic literary genres present and explain how they help our interpretation;
- E. Outline each book to show its overall progress of thought;
- F. Identify basic interpretative and critical issues, particularly composition and date; and
- G. Present research on a topic from this section of Scripture

#### Required Textbooks

- A. The Holy Bible. Yes, bring a Bible to class. I will use the NKJV and ESV.
- B. Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*. 3d ed. Grand Rapids: Zondervan, 2009. (ISBN 9780310280958)
- C. Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament: Video Lectures*. Grand Rapids: Zondervan Academic, 2016. (ASIN: 0310525373) [Note: the library has these videos if you cannot purchase them; demand for these increases toward the end of the semester, so it would be good to start them early.]

## Course Requirements and Assignments

- A. 4 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 11:59 p.m. at the end of the due date. Late assignments lose 5 points per day, including weekends, and after 7 days late will be awarded a grade of zero. You are permitted 60 minutes for each one. They are not open-book exams:
1. History, poetry, and Job through Proverbs
  2. Ecclesiastes through Hosea (Eccl, SS, prophets, Jon, Amos, Hos)
  3. Isaiah through Obadiah (Isa, Mic, Nah, Zeph, Hab, Jer, Lam, Obad)
  4. Ezekiel through Malachi (Ezek, Dan, Hag, Joel, Zech, Mal)
- B. Quizzes.** There are ten 12-minute quizzes with ten or eleven multiple-choice and true-false questions, based on the reading from the textbook by Hill and Walton. Although the reading assignment below includes all chapters relating to the course, the quizzes are on only some of the chapters. 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 11:59 p.m. on the scheduled date. See the Course Outline for due dates and which textbook chapters are on each quiz. You may have your textbook open for these quizzes, but if you don't know an answer, you need to know quickly where to look in the book, since the quiz will close on you. The textbook is the only source you may use. Late assignments lose 5 points per day, including weekends, and after 7 days late will be awarded a grade of zero.
- C. Bible Reading.** Read or listen to Job through Malachi in a version of your choice and report the reading on the Bible Reading Report available on Canvas. You may use a language other than English. If undistracted the reading takes approximately 25-30 hours. Approximately five chapters make one percent of the assignment. Late assignments lose 5 points per day. See the due date on the class schedule near the end of the syllabus.
- D. Reading Hill and Walton.** Read this textbook, pp. 375-750, and report the pages read on the Textbook Reading Report on Canvas. We do not cover the chapters in canonical order, but chronological. The quizzes above will not be on all the chapters of Hill and Walton, but you are to read all the chapters for this assignment. Late assignments lose 5 points per day, including weekends, and after 7 days late will be awarded a grade of zero. See the due date on the class schedule near the end of the syllabus.
- E. Study sheets.** Answer the questions on study sheets for each book in the course. Some will be distributed in class, others are available on Canvas. All will be discussed in class, either in groups or by the entire class together. This is part of the participation grade listed in the Weighted Grading for the course.
- F.** Write a double-spaced, **five- to seven-page research paper** on one of the OT topics on Canvas, following Turabian style guide. Use the Turabian footnote/bibliography reference method, not APA, MLA, or any other parenthetical reference/works cited method. See the due dates on the

class schedule near the end of the syllabus. Late assignments lose 5 points per day, including weekends, and after 7 days late will be awarded a grade of zero.

The assignment has three stages:

1. **Topic**—see the list of options; you may suggest a different one subject to the teacher’s approval. See the due date on the class schedule near the end of the syllabus.
2. **Bibliography**—list at least six scholarly sources that include at least one journal article (a book article does not qualify) and one Bible dictionary or encyclopedia, all in proper Turabian format. See the file on Canvas describing the difference between scholarly and popular sources. See the due date on the class schedule near the end of the syllabus.
3. **Introduction.** The introduction for a research paper must include these three elements:
  1. The thesis you want to prove (so you are giving an argument for some conclusion) or the question you want to answer. This should be expressed in a single sentence and then remain the focus of your writing, thus keeping your writing organized and avoiding unnecessary tangents. To do this well, you will need to read some of the bibliographic sources to see if the proof or answer can be accomplished.
  2. The reason the topic is interesting or important to you and to your audience. This may be because the topic is controversial, important for understanding other interesting or important matters, has significant implications for current issues, etc. Your bibliographic sources can help you discover this.
  3. The structure or procedure of the body of the paper. In one sentence state what topics you will write about and the order you will write about them as you seek to answer the question or prove your thesis. After considering your bibliographic sources, you should have a good idea of how to plan the structure of your paper. See the due date on the class schedule near the end of the syllabus.

**Very important note:** After reading your sources, you may conclude you can better prove a different thesis or answer a different question better than your original thoughts on the subject. Therefore, the introduction in the paper may differ from your original intention in this assignment.
4. **Research paper**— See the due date on the class schedule near the end of the syllabus.

- G. Listening to and summarizing Hill and Walton.** Watch 12 of the last 28 lectures (from lecture 20 through 47) in the video series *A Survey of the Old Testament: Video Lectures* and write one paragraph about what you learned from 6 of the 12 lectures—this is not a summary of all the speaker says. The paragraph must be at least 100 words. The videos are on reserve in the library; of course, you may purchase your own. Students who have waited until the end of the semester have had trouble scheduling the videos because other students also waited. To plan your time, you can find the length of each lecture on Amazon (you can watch the videos on Amazon, but it may cost you more than if you purchase them): when you locate the video, click

on the picture and scroll down the page. Late assignments lose 5 points per day. See the due date on the class schedule near the end of the syllabus.

### **Class Attendance**

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## 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
<b>Weighted Grading:</b> <i>The following are the proportions of grades for each type of assignment</i> <ul style="list-style-type: none"> <li>• Tests 45%</li> <li>• Quizzes 15%</li> <li>• Bible Reading 6%</li> <li>• Hill &amp; Walton Reading 6%</li> <li>• Research paper 14%</li> <li style="padding-left: 40px;">Topic (1%)</li> <li style="padding-left: 40px;">Biblio (2%)</li> </ul>		

	Introduction (1%)	
	Paper (10%)	
•	Videos	4%
•	Class participation	10% (includes the study sheets)
	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.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **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). 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](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

*Should campus close, classes will be by Zoom.*

Session	Date	Subject	Assignment Due
1	Aug 21	Syllabus, introduction	HW (= Hill and Walton, 3 <sup>rd</sup> ed.) quiz
2	Aug 23	Poetry	
3	Aug 28	Job	HW quiz: Job
4	Aug 30	Job	
5	Sept 6	Psalms	HW quiz: Psalms
6	Sept 11	Psalms	
7	Sept 13	Proverbs	HW quiz: Proverbs; <b>research topic due</b>
8	Sept 18	Proverbs	
9	Sept 20	Ecclesiastes	HW quiz: Ecclesiastes;
10	Sept 25	Song of Songs	<b>Test 1 (poetry, Job, Psalms, Proverbs) due</b>
11	Sept 27	Prophets and prophecy	HW quiz: Prophets
12	Oct 2	Jonah	
13	Oct 4	Amos	HW quiz: Amos
14	Oct 9	Hosea	
15	Oct 11	Isaiah	<b>Test 2 (Eccl, SS, prophets, Jon, Amos, Hos) and bibliography due</b>
<b>16-17</b>	<b>Oct 16 – 20</b>	<b>Student Development Week—No classes meet</b>	
18	Oct 23	Isaiah	
19	Oct 25	Micah	HW quiz: Micah
20	Oct 30	Nahum, Zephaniah	
21	Nov 1	Habakkuk	Tentative introduction due
22	Nov 6	Jeremiah	HW quiz: Jeremiah
23	Nov 8	Jeremiah	
24	Nov 13	Lamentations, Obadiah	
25	Nov 15	Ezekiel	HW quiz: Ezekiel
<b>Week of Nov 20 and 22: Reading week and Thanksgiving—no classes meet</b>			
26	Nov 27	Ezekiel	<b>Test 3 (Isa, Mic, Nah, Zeph, Hab, Jer, Lam, Obad) due</b>
27	Nov 29	Daniel	
28	Dec 4	Haggai, Joel	<b>Research paper due</b>



Session	Date	Subject	Assignment Due
29	Dec 6	Zechariah	HW quiz: Zechariah
30	Dec 11	Malachi	Hill & Walton reading due
	Dec 13	Online final exam	<b>Final exam (Ezek, Dan, Hag, Joel, Zech, Mal) due;</b> Bible reading report and video summaries due

## Selected Bibliography

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

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Beitzel, Barry. *The New Moody Atlas of the Bible*. 2d ed. Chicago: Moody, 2009.

Bullock, C. Hassell. *An Introduction to the Old Testament Poetic Books*. Chicago: Moody, 1979.

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

Freeman, Hobart E. *An Introduction to the Old Testament Prophets*. Chicago: Moody, 1968.

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

Hindson, Ed, and Gary Yates, eds. *The Essence of the Old Testament: A Survey*. Nashville, TN: B&H Academic, 2012.

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.

Kaiser, Walter C., Jr., and Paul D. Wegner. *A History of Israel: From the Bronze Age through the Jewish Wars*. Rev. ed. Nashville, TN: B&H Academic, 2017.

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Longman, Tremper, III, and Raymond B. Dillard. *An Introduction to the Old Testament*. 2d ed. Grand Rapids: Zondervan, 2006.

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Young, Edward J. *An Introduction to the Old Testament*. 2d ed. Grand Rapids: Eerdmans, 1964.