



On-Campus Course Syllabus

OTS 310 L1

OT Intensive: Deuteronomy

Fall 2023

Class Information

Day and Time: Thu 7:30–10:00

Room Number: E211

Contact Information

Instructor Name: James W. Knox

Instructor Email: jknox@Criswell.edu

Instructor Phone: NA

Instructor Office Hours: by appointment

Course Description and Prerequisites

An intensive study of selected books in the English Bible. Course may be repeated for credit when the Bible book differs. This course will examine the background, structure, and content of the book of Deuteronomy. It will emphasize its relationship to ancient Near Eastern literature (i.e., treaties and law codes) and the rest of the Bible and biblical theology.

Prerequisite: OTS 101; Prerequisite may be taken concurrently: OTS 201.

Course Objectives

- A. Know the background, structure, and argument of the book of Deuteronomy;
- B. Evaluate various interpretations of the book of Deuteronomy with the purpose of developing your own way of interpreting the book;
- C. Discuss the content of the book in relation to its ancient Near Eastern and biblical theological context; and
- D. Develop principles of application from the book of Deuteronomy that can be applied to a contemporary audience.

Required Textbooks

1. Craigie, Peter C. *The Book of Deuteronomy*. The New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1976.

Course Requirements and Assignments

- A. **Participation — (20%)** The classroom experience is an essential element of the learning process. This includes engaging with the instructor, class materials, and fellow students. As such, it is expected and

required that the student attends and participates. Failure to perform (e.g., through unexcused absences) will result in a reduction in the participation grade which amounts to 20% of the course grade.

- B. **Reading Sheets — (40%)** Beginning with Week 2, the student is expected to fill out a reading sheet for that class' assigned reading of Deuteronomy and Craigie. The reading sheet will include four sections that the student is expected to fill out: Summary, Questions, Observations, and Applications. The reading sheets include the class' reading requirement in addition to demonstrating the student's comprehension of the material. It counts for 40% of the course grade.
- C. **Topic Paper — (40%)** The student will be required to write a 7–10 doubled-spaced research paper on an issue related to study of Deuteronomy. The paper will be submitted in stages (the due date for each stage is marked on the Course Outline/Calendar).
- Paper Topic (5%) — The student will submit a research topic and receive approval by the instructor.
 - Thesis Statement (5%) — The student will submit a thesis statement and receive approval by the instructor.
 - Annotated Bibliography (5%) — The student will submit a working bibliography of 10 sources. This will include 3 journal articles and 7 scholarly works (e.g., books, monographs, and commentaries). **Bible translations, dictionaries, encyclopedias, lexica, and web sources will not count.** The bibliography will include brief annotations defending the selections.
 - Outline (5%) — The student will submit a working outline of the paper. The major sections and sub-sections will be labeled with a clear articulation of the paper's argument.
 - Final Paper (20%)

Course/Classroom Policies and Information

Submission of the Reading Sheets

The Reading Sheets allow for the student's reading progress to be evaluated and graded. Ideally, the student can rely on the reading sheet to help stimulate classroom discussion. In order to facilitate this, the student must upload the assigned reading sheet onto Canvas prior to the start of class for that respective due date.

Extra Credit Projects

The purpose of education is to foster an environment that promotes learning. This includes structured group learning through the classroom, but more important is the student's role in engaging, internalizing, and applying the information. This is required and enforced by the assignments and examinations. However, this can only achieve so much. Should the student desire to pursue his or her independent study in addition to the established course requirements, such endeavor ought to be supported and rewarded. So, this course allows (and encourages) extra credit projects.

An extra credit project is an intentional educational effort that demonstrates the acquisition and appreciation of knowledge so long as it is relevant for the course. **However, certain criteria must be met for the project to count.**

- 1) The student must receive approval by the instructor prior to beginning the project.
- 2) The project must be relevant to the educational scope of the course.

There is a fair amount of flexibility regarding what may constitute an extra credit project and students are encouraged to be creative and think outside the box. Examples of what would qualify as projects include:

- a) Reading an additional Deuteronomy commentary alongside Craigie. Should the student wish to do this, the additional reading must be logged in their reading sheets. At the end of the semester, the student will then submit a brief report (2–3 pages) discussing noted differences between Craigie and the 2nd commentary as well as a brief summary on how the 2nd commentary helped in understanding/appreciating Deuteronomy.
- b) Reading a book (related to the study of Deuteronomy) and writing a report on it.

This is not an exhaustive list of potential projects, but these are ones that will likely receive approval should the student volunteer to pursue one.

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

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.

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.

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. 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.

Course Outline/Calendar

Week		Class Topic	Deuteronomy	Craigie
1	Th–Aug 24	Intro (Syllabus), Structure of the book, begin talking about law codes and treaties		17–45
2	Th–Aug 31	Preamble – Begin Prologue	1:1–3:29	89–128
3	Th–Sep 7	Finish Prologue – Stipulations <i>Due: Paper Topic</i>	4:1–5:33	128–67
4	Th–Sep 14	Begin First Commandment Section	6:1–9:29	167–98
5	Th–Sep 21	Finish First and Second Commandment Sections <i>Due: Thesis Statement</i>	10:1–12:31	198–220
6	Th–Sep 28	Third Commandment Section	12:32–14:29	220–34
7	Th–Oct 5	Fourth and Fifth Commandment Sections	15:1–18:22	234–64
8	Th–Oct 12	Sixth Commandment Section <i>Due: Annotated Bibliography</i>	19:1–21:23	264–86
9	Th–Oct 19	Student Development Week		
10	Th–Oct 26	Seventh Commandment Section	22:1–23:14	286–300
11	Th–Nov 2	Eighth and Ninth Commandment Sections <i>Due: Paper Outline</i>	23:15–24:16	300–310
12	Th–Nov 9	Tenth Commandment Section	24:17–26:19	310–325
13	Th–Nov 16	Discuss the Blessings and Curses	27:1–29:1	326–353
14	Th–Nov 23	FALL BREAK and THANKSGIVING		
15	Th–Nov 30	Discuss the Oaths and Witnesses	29:2–31:29	354–73
16	Th–Dec 7	Discuss Moses’ Song, Blessing, and Death <i>Due: Final Paper</i>	31:30–34:12	373–407

Selected, Classified, and Annotated Bibliography

Commentaries

Application — Commentaries that focus on practical applications for preaching and teaching

Block, Daniel I. *Deuteronomy*. The NIV Application Commentary. Grand Rapids: Zondervan, 2012. — An application commentary that utilizes a biblical theological approach.

Bratcher, Robert G., and Howard A. Hatton. *A Handbook on Deuteronomy*. UBS Handbook Series. New York: United Bible Societies, 2000. — A commentary that walks through how different translations render words, phrases, clauses, and verses. It is helpful for pastors/teachers who lack training in the biblical languages.

Currid, John D. *A Study Commentary on Deuteronomy*. Evangelical Press Study Commentary. Darlington, UK: Evangelical Press, 2006. — An application commentary that focuses on the legal side of Deuteronomy. It also uses the decalogue as the basis for its outline.

Wright, Christopher J. H. *Deuteronomy*. Understanding of the Bible Commentary Series. Grand Rapids: Baker, 1996. — An application commentary that focuses on ancient Near Eastern world and culture as background.

Notable Exegetical — Commentaries that utilize language, background, and theological studies to aid in interpretation

Craigie, Peter C. *The Book of Deuteronomy*. The New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 1976. — Considered by many to be the best exegetical commentary currently available, an overall solid commentary.

McConville, J. Gordon. *Deuteronomy*. Apollos Old Testament Commentary 5. Downers Grove, IL: InterVarsity Press, 2002. — A popular exegetical commentary that utilizes a biblical canonical approach.

Merrill, Eugene H. *Deuteronomy*. The New American Commentary 4. Nashville: Broadman & Holman, 1994. — A popular evangelical commentary that engages ancient Near Eastern background.

Thompson, John A. *Deuteronomy: An Introduction and Commentary*. Tyndale Old Testament Commentaries 5. Downers Grove, IL: InterVarsity Press, 1974. — An exegetical commentary that occasionally engages with biblical archaeology.

Tigay, Jeffrey H. *Deuteronomy* דברים. The JPS Bible Commentary. Philadelphia: Jewish Publication Society, 1996. — An exegetical commentary by a Jewish scholar.

von Rad, Gerhard. *Deuteronomy: A Commentary*. Translated by Dorothea Barton. Old Testament Library. Philadelphia: Westminster, 1966. — A standard commentary famous for its form critical method.

Woods, Edward J. *Deuteronomy: An Introduction and Commentary*. Tyndale Old Testament Commentaries 5. Downers Grove, IL: InterVarsity Press, 2011. — An exegetical commentary that emphasizes ancient Near Eastern treaties as background.

Additional Exegetical

- Brueggemann, Walter. *Deuteronomy*. Abingdon Old Testament Commentaries. Nashville: Abingdon, 2001. — NA
- Mann, Thomas W. *Deuteronomy*. Westminster Bible Companion. Louisville: Westminster John Knox, 1995. — NA
- Mayes, Andrew D. H. *Deuteronomy*. New Century Bible Commentary. Grand Rapids: Eerdmans, 1979. — NA
- Nelson, Richard D. *Deuteronomy: A Commentary*. Old Testament Library. Louisville: Westminster John Knox, 2002. — NA
- Smith, George Adam. *The Book of Deuteronomy*. Cambridge Bible for Schools and Colleges. Cambridge: Cambridge University Press, 1918. — NA
- Wright, Christopher J. H. *Deuteronomy*. New International Biblical Commentary on the Old Testament 4. Peabody, MA: Hendrickson, 1996. — NA

Technical

- Christensen, Duane L. *Deuteronomy*. 2 vols. Rev. ed. (vol. 1). Word Biblical Commentary 6A-B. Nashville: Nelson, 2001–2002. — A technical commentary by an evangelical scholar. It argues that Deuteronomy contains a prosodic structure.
- Driver, Samuel R. *A Critical and Exegetical Commentary on Deuteronomy*. 3rd ed. The International Critical Commentary. Edinburgh: T&T Clark, 1902. — A technical, yet critical commentary from the early 20th century by a British scholar.
- Keil, Carl F. “The Fifth Book of Moses (Deuteronomy).” In *The Pentateuch*. Translated by James Martin. Commentary on the Old Testament, edited by Carl F. Keil and Franz Delitzsch, vol. 1. Edinburgh: T&T Clark, 1866–91. Reprint, Peabody, MA: Hendrickson, 1996. — A technical, yet traditional commentary from the 19th century by a German scholar. While dated, it is an invaluable window into the scholarship of that period.

Deuteronomic Studies

- Block, Daniel I. *How I Love Your Torah, O Lord! Studies in the Book of Deuteronomy*. Eugene, OR: Cascade, 2011. — A collection of (traditional) articles (all by Block) related to the study of Deuteronomy.
- Clements, Ronald. E. *Deuteronomy*. Old Testament Guides. Sheffield Academic: JSOT Press, 1989. — A scholarly, yet critical introduction to the study of Deuteronomy.
- DeRouchie, Jason S., Jason Gile, and Kenneth J. Turner, eds. *For Our Good Always: Studies on the Message and Influence of Deuteronomy in Honor of Daniel I. Block*. Winona Lake, IN: Eisenbrauns, 2013. — A varied and interesting collection of articles related to the study of Deuteronomy by an impressive group of (mostly traditionally minded) scholars.
- Kline, Meredith G. *Treaty of the Great King: The Covenant Structure of Deuteronomy: Studies and Commentary*. Grand Rapids: Eerdmans, 1963. — A now classic text in Deuteronomic studies. It argues that Deuteronomy was based on ancient Near Eastern treaties.

- McConville, J. G. *Law and Theology in Deuteronomy*. Journal for the Study of the Old Testament Supplement Series 33. Sheffield: JSOT Press, 1984. — A scholarly, yet more traditional introduction to the study of Deuteronomy. It focuses on how Deuteronomy brings law and theology together.
- McConville, J. G., and J. G. Millar. *Time and Place in Deuteronomy*. Journal for the Study of the Old Testament Supplement Series 179. Sheffield: Sheffield Academic, 1994. — An interesting tag team between McConville and Millar. The book attempts a theological study of Deuteronomy using a synchronic method.
- Millar, J. Gary. *Now Choose Life: Theology and Ethics in Deuteronomy*. New Studies in Biblical Theology 6. Leicester: Apollos, 1998. — A scholarly, yet more traditional introduction to the study of Deuteronomy. It focuses on how Deuteronomy brings ethics and theology together.
- Rofé, Alexander. *Deuteronomy: Issues and Interpretation*. Edinburgh: T&T Clark, 2002. — A collection of (critical) articles (all by Rofé) related to the study of Deuteronomy.
- Weinfeld, Moshe. *Deuteronomy and the Deuteronomistic School*. Oxford: Oxford University Press, 1972. Reprint, Winona Lake, IN: Eisenbrauns, 1992. — Another classic text in Deuteronomistic studies. It argues that over the course of Deuteronomy's development it encountered wisdom traditions.