



# On-Campus Course Syllabus

## OTS 380

### Theology of the Old Testament

#### Fall 2023

### Class Information

**Day and Time:** Tuesday/Thursday 9:30-10:45 am

**Room Number:** E209

### Contact Information

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

**Instructor Email:** kwarstler@criswell.edu

**Instructor Phone:** 214.818.1331

**Instructor Office Hours:** Tuesday 2-4 pm; Thursday 2-4 pm

### Course Description and Prerequisites

A presentation of the message of the Old Testament using a biblical-theological approach and showing how each book contributes to the message of the Old Testament as a whole. (Prerequisites: OTS 101, OTS 201)

### Course Objectives

Upon completion of the course you should be able to:

1. Identify major persons, events, and concepts in the historical development of Old Testament theology;
2. Define and describe different approaches to Old Testament theology;
3. Explain the major features of a narrative approach to Old Testament theology;
4. Analyze Old Testament texts for their theological content and explain how that content is related to broader concepts in Old Testament theology; and
5. Discuss major Old Testament theological topics and how they relate to the theology of the Old Testament as a whole.

### Required Textbooks

1. Dyrness, William. *Themes in Old Testament Theology*. Downers Grove, IL: IVP Academic, 1980. (978-0877947267)
2. Youngblood, Ronald. *The Heart of the Old Testament: A Survey of Key Theological Themes*. 2<sup>nd</sup> ed. Grand Rapids: Baker Academic, 1998. (978-0801021723)

### Course Requirements and Assignments

1. Reading

You are responsible to read Dyrness and Youngblood according to the schedule that will be provided on the course schedule. You are also responsible to read assigned biblical texts as well as any other

supplemental material that is assigned throughout the semester in order to facilitate the class lectures and discussions. Since the quizzes and exams include the reading component, reading is not part of the calculation of the final grade.

2. Quizzes (30%)

There will be twelve quizzes based on the reading of Dyrness and Youngblood. Each quiz will consist of twelve questions coming directly from your reading. Six of them will be multiple choice and six will be short answer. Each will be worth 10 points so there are 20 bonus points available on each quiz; however, the maximum allowable score is 100. The quizzes will be provided on Canvas and will be taken outside of class before the beginning of the class period when the assigned reading is due. They will be timed at 15 minutes so that gives you a little more than one minute per 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 or missing three quiz grades will be dropped from the final grade.

3. Exam (20%)

There will be one exam given in the middle of the semester. This will be provided on Canvas and will be open book essay in its format. The exam will be based on our class discussions supplemented by the readings. Since your answers will be essays, it is not as important to focus on details of information (i.e., knowledge only) as much as on how well you are able to articulate your answers.

4. Biblical-Theological Projects (50%)

You will complete 5 biblical-theological projects over the course of the semester based on the schedule included on this syllabus. These will be available on Canvas within the first few weeks of the semester. They will each consist of multiple parts that will focus on a topic related to biblical theology. The topics will be: Covenant, Creation, Exodus, Exile, and Kingdom. You will primarily use your Bible for the research and preparation of the answers; however, there could be some parts requiring other resources but these will be provided on Canvas.

### **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](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

Class	Date	In-Class Topic	Text Reading	Assignment Due
1	Aug 22, 24	Syllabus, Introduction to the Course		
2	Aug 29, 31	The Definition of Biblical Theology		Read Gabler's Address
3	Sep 5, 7	The History of OT Theology as a Discipline	Youngblood, Ch. 1–2	Quiz 1
4	Sep 12, 14	Approaches to OT Theology, Part 1 Dogmatic and Christological	Youngblood, Ch. 3–4	Quiz 2
5	Sep 19, 21	Approaches to OT Theology, Part 2 Cross-Sectional and Historical	Youngblood, Ch. 5–6	Quiz 3
6	Sep 26, 28	Approaches to OT Theology, Part 3 Canonical Discuss Project One	Youngblood, Ch. 7–8	Quiz 4, Project One
7	Oct 3, 5	Approaches to OT Theology, Part 4 TIS and Narrative	Youngblood, Chapters 9–10	Quiz 5
8	Oct 10, 12	Discuss Project Two	Dyrness, Ch. 1–2	Quiz 6, Project Two
9	Oct 16–20	Student Development Week – NO CLASS		
10	Oct 24, 26	Discuss Project Three	Dyrness, Ch. 3–4	Quiz 7, Project Three

11	Oct 31, Nov 2	Theology of the Law	Dyrness, Ch. 5–6	Quiz 8, Exam Due on Friday, Nov 3
12	Nov 7, 9	Discuss Project Four	Dyrness, Ch. 7–8	Quiz 9, Project Four
13	Nov 14, 16	Theology of Narrative	Dyrness, Ch. 9–10	Quiz 10
	Nov 20–24	FALL/THANKSGIVING BREAK – NO CLASS		
14	Nov 28, 30	Discuss Project Five	Dyrness, Ch. 11–12	Quiz 11, Project Five
15	Dec 5, 7	Theology of Poetry and Wisdom	Dyrness, Ch. 13–14	Quiz 12
	Dec 11–15	NO CLASS DURING FINAL EXAM WEEK		

## Selected Bibliography

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