



Online Course Syllabus

OTS 502 L1

Old Testament Introduction II: Job - Malachi

Fall 2023

Contact Information

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Instructor Office Hours: Office: MTWTh 12:30- 2:30; email requests for virtual meetings using Zoom

Course Description and Prerequisites

An advanced study of the books of Job through Malachi, emphasizing their historical context, literary features, purpose, unity, interpretative problems, and the contribution of these books to biblical theology and godly living.

Course Objectives

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

- A. Describe the historical background, purpose, theme, and overall structure of each book;
- B. Identify the major historical, critical, and hermeneutical issues in the books;
- C. Analyze the major literary genres and features of the books and demonstrate their contribution to understanding their messages;
- D. Explain the major elements of biblical theology (including their relationship to Christ) in the selected books;
- E. Conduct research on an introductory issue relevant to these books; and
- F. Show the contemporary relevance of the messages of these books.

Required Textbooks

- A. Merrill, Eugene H., Mark F. Rooker, and Michael A. Grisanti. *The World and the Word: An Introduction to the Old Testament*. Nashville, TN: B&H Academic, 2011. (ISBN: 978-0805440317)
- B. Brooks, David. "The Old Testament Story." Available on Canvas.
- C. Wright, Christopher J. H. *Knowing Jesus Through the Old Testament*. 2nd ed. Downers Grove, IL: IVP Academic, 2014. (9780830823598)

Course Requirements and Assignments

All assignments, except for original threads on discussions, are due on Sunday nights at midnight, Central Time. Original threads of the discussions are due Thursday nights. Replies in discussions are due by Sunday night. See below on the discussions.

- A. Video recordings: Watch the weekly video recordings.
- B. Video meetings: Join the video meetings with your classmates and professor. These are graded as a participation grade.
- C. Four essay exams on material from Merrill, Rooker, and Grisanti's textbook and from the professor's written lectures and video presentations are given. Most students in the class are preparing for ministry but not to be OT scholars or specialists. Therefore, exams are not intended to see if you are experts in everything, but they focus on your ability to understand, prepare, and present biblical issues clearly, not only for your own edification but also for those whom you serve. In your ministry you may deal with different OT issues than are on the exam, but you will have had a variety of experiences in handling such matters. Therefore, read the following carefully, as it is not the usual way to do an exam.

During the course of the term, you are examined on each book of the Bible from Job through Malachi and the sections on poetry and prophets/prophecy. Each section of a test has three to five questions about that book (or poetry and prophets/prophecy). When the exam opens on Canvas, view the questions, choose only one from each book (and poetry and prophets/prophecy). Prepare essays answering the questions you select. The lengths of the essays are prescribed in each exam. These are essays, not short (or long) research papers. Direct quotations other than from the Bible are not allowed. If and when you refer to an author, give the information in your own words and give parenthetical citations to author and page, rather than formal footnotes. **Note the timeframe:** The exam becomes available Monday morning at 8:00 CST or CDT, whichever applies and must be completed by the following Sunday at 11:59 p.m. CST/CDT. The time allowance of seven days is not because the work should take this long, but because you have other responsibilities as well. Nevertheless, graduate-level work is expected.

- D. Six class discussions over issues about theology and critical issues. Discussions are on the "Discussions" (aka Class Discussion) section of Canvas. You will be expected to respond to one or more prompts for each class discussion. Your post must focus on the questions and emphasize content, substance, and facts, not exhortation or emotion. Adhere to the specified minimum and maximum word limits given in the instructions; these vary for each initial post. Your initial post is due by 11:59 p.m. each Thursday of the week that a class Discussion is assigned. Your responses to classmates' initial posts must be completed by the following Sunday at 11:59 p.m. The minimum word requirement for each response is 200 words. The complete descriptions and rubrics are available on Canvas.
- E. Reading:
 1. "OT Story" sections are available on Canvas for each module/week.
 2. Pages 361-562 in *The World and the Word*. Note that the course does not follow canonical order for the prophetic books.
 3. Wright, *Knowing Jesus Through the Old Testament*.

You will report your completion of this on Canvas the last week of class.

- F. Research paper on a critical issue in the Poetic or Prophetic Books. This is divided into two parts: (1) the topic and bibliography, and (2) the full paper itself. The topic and bibliography must be submitted on Canvas in a MS Word document containing the name of your topic and the bibliographic information for at least six modern scholarly sources you are using. Proper bibliography format must be used. The paper is to be 10-12 pages in Turabian format. At least six scholarly, not popular, sources must be used. The rubrics, tests for scholarly resources, and a full description of requirements for writing are available on Canvas.
- G. Topic and bibliography for the research paper. This is referred to above and its submission is preliminary to the research paper above. The instructions and rubric are on Canvas.

<u>Library resources</u>	Distance education students can access information about Criswell College's Wallace Library at http://www.criswell.edu/current_students/library/ . The Wallace Library manual is available at http://www.criswell.edu/current_students/library/library_handbook/ .
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Online Course Information

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college's Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch asynchronously
 - Online content modules in which instructor provides feedback to student work
 - Tests/quizzes on which instructor provides feedback
 - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

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.

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.

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

The relative weight of assignment toward the final grade:

1. Video meetings	10%
2. Video recordings	8%
3. Exams	40%
4. Discussions	18%
5. Topic and Bibliography	2%
6. Research Paper	14%
7. Reading Report	8%
Total points:	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 Support

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 can be found 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 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

Notice that the sequence for the content follows chronological order, not canonical. Pay special attention to the reading schedule.

Week	Dates	Content	Reading Assignments	Written Assignments
1	Aug 21-27	Poetry, Job	MRGs: Intro to Poetic Books and Job OTS: Job	Video introductions
2	Aug 28 – Sept 3	Psalms	MRG: Psalms OTS: Psalms	Class Discussion 1: Job confronts horrifying possibilities
3	Sept 4 – 10	Proverbs	MRG: Proverbs OTS: Proverbs	
4	Sept 11-17	Ecclesiastes, Song of Songs	MRG: Ecclesiastes, Song of Songs OTS: Ecclesiastes and Song of Songs	Exam 1 (Job, Pss, Prov, Eccl, Song)

Week	Dates	Content	Reading Assignments	Written Assignments
5	Sept 18-24	Prophets, Jonah	MRG: Intro to Prophetic Books and Jonah OTS: Jonah	Class Discussion 2: Jonah and God's Plan
6	Sept 25 – Oct 1	Amos, Hosea	MRG: Amos and Hosea OTS: Amos and Hosea	Class Discussion 3: Theology and Hosea
7	Oct 2 – 8	Isaiah	MRG: Isaiah OTS: Isaiah	Class Discussion 4: Authorship of Isaiah; video meeting
8	Oct 9 – 15	Micah, Nahum	MRG: Micah and Nahum OTS: Micah and Nahum	Exam 2 (Prophets, Jonah, Amos, Hosea, Isaiah, Micah)
9	Oct 16 – 22	Student Development Week—No classes meet		
10	Oct 23 – 29	Zephaniah Habakkuk	MRG: Zephaniah and Habakkuk OTS: Zephaniah and Habakkuk	Paper topic and bibliography
11	Oct 30 – Nov 5	Jeremiah	MRG: Jeremiah OTS: Jeremiah	Class Discussion 5: Encouraging Jeremiah
12	Nov 6 – 12	Lamentations, Obadiah	MRG: Lamentations and Obadiah OTS: Lamentations and Obadiah	Exam 3 (Nahum, Zephaniah, Habakkuk, Jeremiah, Lamentations, Obadiah)
13	Nov 13 – 19	Ezekiel	MRG: Ezekiel OTS: Ezekiel	Class Discussion 6: Ezekiel's Temple; video meeting
Nov 20 – 26		Reading Week and Thanksgiving; no assignments due		
14	Nov 27 – Dec 3	Daniel, Haggai	MRG: Daniel and Haggai OTS: Daniel and Haggai	Research paper
15	Dec 4 – 10	Zechariah, Joel, Malachi	MRG: Zechariah, Joel, and Malachi OTS: Zechariah, Joel, Malachi	Reading report
16	Dec 11 – 15	Final exam		Final exam (Ezekiel, Daniel, Haggai, Zechariah, Joel, Malachi)

Selected Bibliography

Before listing the bibliography, here is a list of recommended scholarly commentary series. Volumes in these series should be helpful.

Apollos OT Commentary (IVP Academic)

Baker Commentary on the OT Wisdom and Psalms (Baker Academic)

Cornerstone Biblical Commentary (Tyndale)

Kregel Exegetical Library (Kregel Academic and Professional)

New American Commentary (B&H academic)

New International Commentary on the OT (Eerdmans)

NIV Application Commentary (Zondervan)

Tyndale OT Commentaries (IVP Academic)

Allis, Oswald T. *The Unity of Isaiah*. Presbyterian and Reformed, 1980.

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

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

Bullock, C. Hassell. *An Introduction to the Old Testament Poetic Books*. 3d edition. Chicago: Moody, 2007.

Bullock, C. Hassell. *An Introduction to the Old Testament Prophetic Books*. 2d edition. Chicago: Moody, 2007.

Childs, Brevard S. *Introduction to the Old Testament as Scripture*. Philadelphia: Fortress, 1979.

Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York: Oxford University Press, 2006.

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

Gaebelein, Frank E., ed. *The Expositor's Bible Commentary*. Vols. 5-7. Grand Rapids: Zondervan, 1985-91.

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

Harrison, Roland K. *Introduction to the Old Testament*. 2d ed. Peabody, MA: Hendrickson, 2004.

- Hill, Andrew E., and John H. Walton. *A Survey of the Old Testament*. 3d ed. Grand Rapids: Zondervan, 2009.
- 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. *A History of Israel: From the Bronze Age through the Jewish Wars*. Nashville: Broadman & Holman, 1998.
- Kaiser, Walter C., Jr. *Toward an Old Testament Theology*. Grand Rapids: Zondervan, 1978.
- Kidner, Derek. *The Wisdom of Proverbs, Job and Ecclesiastes*. Downers Grove, IL: InterVarsity, 1985.
- Kitchen, Kenneth A. *On the Reliability of the Old Testament*. Grand Rapids, MI: Eerdmans, 2003.
- LaSor, William Sanford, David Allan Hubbard, and Frederic William Bush. *Old Testament Survey*. 2d edition. Grand Rapids: Eerdmans, 1996.
- Longman, Tremper, III, and Raymond B. Dillard. *An Introduction to the Old Testament*. 2d edition. Grand Rapids: Zondervan, 2006.
- Matthews, Victor H. *The Hebrew Prophets and Their Social World: An Introduction*. 2d ed. Grand Rapids, MI: Baker Academic, 2012. (978-0-8010-4861-6)
- Matthews, Victor H., and James C. Moyer. *The Old Testament: Text and Context*. 2d edition. Peabody, MA: Hendrickson, 2005.
- Merrill, Eugene H. *An Historical Survey of the Old Testament*. 2d edition. Grand Rapids: Baker, 1991.
- Merrill, Eugene H. *Kingdom of Priests*. 2d edition. Grand Rapids: Baker Academic, 2008.
- Oppenheim, A. Leo. *Ancient Mesopotamia: Portrait of a Dead Civilization*, rev. ed. Edited by Erica Reiner. Chicago: University of Chicago, 1977.
- Pritchard, James B., ed. *Ancient Near Eastern Texts Relating to the Old Testament*, 3d ed. Princeton: University, 1969.
- Saggs, H. W. F. *The Greatness That Was Babylon*. N. Y.: Hawthorn, 1962.
- Schultz, Samuel J. *The Old Testament Speaks*. 5d edition. New York: HarperOne, 1999.
- VanGemeren, Willem. *Interpreting the Prophetic Word*. Grand Rapids: Zondervan, 1990.
- von Soden, Wolfram. *The Ancient Orient: An Introduction to the Study of the Ancient Near East*. Translated by Donald G. Schley. Grand Rapids, MI: Eerdmans, 1994.

Walton, John H. *Ancient Israelite Literature in Its Cultural Context*. Grand Rapids: Zondervan, 1986.

Wood, Leon. *A Survey of Israel's History*. 2d edition. Grand Rapids: Zondervan, 1986.

Yamauchi, Edwin M. *Persia and the Bible*. Grand Rapids: Baker Academic, 1990.

Young, Edward J. *The Book of Isaiah*. 3 volumes. International Critical Commentary. Grand Rapids: Eerdmans, 1965-72.

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