



On-Campus Course Syllabus

OTS 502 L1

Old Testament Introduction II: Job – Malachi

Spring 2024

Class Information

Day and Time: Tuesdays 4:45 – 7:15 (changed to Wednesdays 2:00 – 4:40)

Room Number: E209 (changed to Zoom))

Contact Information

Instructor Name: David Brooks

Instructor Email: dbrooks@criswell.edu

Instructor Phone: 214-818-1324

Instructor Office Hours: M T W Th 12:30 – 2:00; video appointments can be made, contacting me by email is the easiest.

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 do the following:

- A. Describe the historical background, purpose, theme, genres, and overall structure of each book;
- B. Identify the major historical, critical, and hermeneutical issues in the books;
- C. Articulate the features of ancient Near Eastern thought and its relation to the OT;
- D. Analyze a psalm, acknowledging its specific genre;
- E. Present a comprehensive explanation of prophecy in the OT;
- F. Evaluate and articulate the arguments for and against multiple authorship of the book of Isaiah; and
- G. Show the contemporary relevance of the messages of these books.

Note: this is a course primarily on interpretive and introductory issues rather than biblical content. Prior knowledge of biblical content is assumed

Required Textbooks

- A. The Holy Bible.
- B. 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: 9780805440317)
- C. Hoffmeier, James K., *The Prophets of Israel: Walking the Ancient Paths*. Grand Rapids, MI: Kregel Academic, 2021. (978-0825445729)

Course Requirements and Assignments

- A. **4 exams.** The exams are on Canvas and are based on the class sessions and textbook readings in Merrill, Rooker, and Grisanti. The exams are essay exams. See the Class Calendar below for due dates.
- We study the prophets in **chronological sequence, not canonical**. Note the following sequence:
Exam 1: Poetry, wisdom, Job, Psalms, Proverbs, Ecclesiastes, Song of Songs
Exam 2: Prophecy, Jonah, Amos, Hosea, Isaiah, Micah
Exam 3: Nahum, Zephaniah, Habakkuk, Jeremiah, Lamentations, Obadiah
Exam 4: Ezekiel, Daniel, Haggai, Joel, Zechariah, Malachi
- B. **Literary Analyses: Psalms.** Write literary analyses of two psalms, using the principles of Hebrew poetry and psalms genres outlined in class. This must be your work and not the result of commentaries. You may consult commentaries and word-study books for an explanation of biblical words.
- C. **Isaiah paper.** In four to six (4 – 6) pages give the main reasons for dividing Isaiah among multiple authors), the major views of the authorship if there were more than one author, and the major defenses of the traditional view that there was just one human author. Discuss how multiple authorship affects your view of inspiration of the Scripture. Use scholarly sources, footnotes, and Turabian format. You may consult the *Criswell Manual of Style*. Highlighted volumes in the bibliography at the end of this syllabus are sources that are relevant. They are a mixture of conservative (traditional) and liberal (“critical”). Conservatives are often critical, in that they admit and research legitimate questions about difficulties in the biblical texts, but those who do not accept the Bible’s presentation of itself even after questioning and investigating the information have largely co-opted the term.
- D. **Prophecy paper.** In four to five (4 – 5) pages discuss the nature of prophecy (e.g., ecstatic or rational, foretelling, forth telling), its major features, proposed forms (e.g. form critical patterns and genre names), and its relevance for our contemporary age. Use scholarly sources, footnotes, and Turabian format. You may consult the *Criswell Manual of Style* for help.
- E. **Textbook reading.** Read pages 361-562 of Merrill, Rooker, and Grisanti, *The World and the Word*.
- F. **Paper choice.** Choose one of the following four topics and write your research and conclusions in a five- to six-page paper:
1. Purpose of Elihu’s speeches in Job 32 – 37
 2. Comparison of the Instruction of Amenemope to Prov 22:17—24:22
 3. Compare and contrast Ecclesiastes with “A Pessimistic Dialogue between Master and Servant”
 4. Compare the literal and figurative interpretations of Ezekiel’s temple in Ezekiel 40-48
- G. **Hoffmeier book summary.** For each chapter in the book, write in 100-150 what you learned from or what impressed you with the content of the chapter. Then write the **three main ideas** in the chapter you would teach **and why** if or when you teach about the OT prophets. Since any references are to the same book, footnotes are not appropriate. Avoid direct quotes from the book.

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

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

- Tests 50%
- Literary analysis 5%
- Isaiah paper 10%
- Prophecy paper 10%
- Textbook reading 5%
- Hoffmeier Book 10%

- Paper choice 10%
- Total* 100%

You are not penalized for late assignments due to technological failures/problems, but you must notify the instructor of the problem as early as possible. The assignment is still required.

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	Date	Subject/Content	Reading Assignments Due	Written Assignments Due
1	Jan 16	Syllabus, timeline, poetry, wisdom, Job		
2	Jan 23	Job	MRG, part 7 intro, chap 39	
3	Jan 30	Psalms	MRG, chap 40	
4	Feb 6	Proverbs	MRG, chap 41	Psalms analyses
5	Feb 13	Ecclesiastes	MRG, chap 42	
6	Feb 20	Song of Songs, prophecy, Jonah	MRG, chap 43, part 6 intro, to chap 31	
7	Feb 27	Amos, Hosea	MRG, chaps 27, 29	Exam 1: Poetry through Song of Songs
8	Mar 5	Isaiah	MRG, chap 23	Isaiah paper
Week of March 11 – 15: Spring Break—no classes meet				
9	Mar 19	Micah, Nahum	MRG, chaps 32, 33	
10	Mar 26	Zephaniah, Habakkuk	MRG, chaps 34, 35	Exam 2: Prophecy through Micah
11	Apr 2	Jeremiah	MRG, chaps 24	
12	Apr 9	Lamentations, Obadiah	MRG, chaps 30, 44	Prophecy paper
13	Apr 16	Ezekiel, Daniel	MRG, chaps 25, 26	Exam 3: Nahum through Obadiah
14	Apr 23	Daniel, Haggai, Joel	MRG, chap 28, 36	Paper choice
15	Apr 30	Zechariah, Malachi	MRG, chaps 37, 38	Hoffmeier book response
	May 7			Exam 4: Ezekiel through Malachi, textbook reading

Selected Bibliography

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