

Syllabus for
BIB 421—Pentateuch
3.0 Credit Hours
Fall 2009

I. COURSE DESCRIPTION

A study of the first five books of the Bible, treating historical beginnings, content of the covenant, and worship. Introduces the student to the cultural, geographical, and historical milieu of the Pentateuch.

Prerequisites: BIB 222, BIB 306, and THE 217.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Investigate the cultural, geographical, and historical milieu of the Pentateuch.
- B. Study and examine the foundational theological concepts of the Pentateuch.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Identify the various peoples and events in Old Testament history. Compare (in essay form) the biblical narrative with other ancient literature, especially in the areas of the creation, fall, flood, life-span of humans, law, customs, worship, and the concept of deity.
- B. Identify by a short statement the major characters in the Pentateuch.
- C. Define and/or identify the major geographical regions and phenomena of Palestine and related areas. Be prepared to indicate this material on a map.
- D. State current interpretations of the creation account and be prepared to give supporting evidence for a least one view which the student deems to be most plausible.
- E. Give the various dates proposed for the Exodus and defend one date by biblical and extra-biblical evidence.
- F. Discuss (in essay form) major theories concerning the composition of the books of the Pentateuch.
- G. Discuss (in essay form) the development of Hebrew religion as it is presented in the Pentateuch.
- H. Discuss (in essay form) the subject of sacrifice as it relates to the Hebrews. Identify the various forms of sacrifice and their purpose.
- I. Discuss (in essay form) the tabernacle, its purpose, meaning, and typology. Include not only the immediate textual interpretation, but later biblical interpretation as well.

- J. Identify and discuss key theological concepts in the Pentateuch, sin, promise, covenant, law, sacrifice, and the concept of God and His will for humanity and the world.
- K. Identify the most important locations (in the text) for the key theological ideas and events recorded in the Pentateuch.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials Textbooks

A=Arnold, Bill T. and Bryan E. Beyer, eds. *Readings from the Ancient Near East: Primary Sources for Old Testament Study*. Grand Rapids, Michigan: Baker Academic, 2002. ISBN: 0801022924

D&L=Dillard, Raymond B., and Tremper Longman III. *An Introduction to the Old Testament*. Grand Rapids, Michigan: Zondervan Publishing House, 1994. ISBN: 0-310-43250-2.

L=Livingston, G. Herbert. *The Pentateuch in Its Cultural Environment*. 2nd ed. Grand Rapids: Baker Book House, 1987. ISBN 0-8010-5646-2.

TS=Schnittjer, Gary Edward. *The Torah Story: An Apprenticeship on the Pentateuch*. Grand Rapids: Zondervan, 2006. ISBN13: 9780310248613

Walton, John H. *Chronological and Background Charts of the Old Testament*. Revised and Expanded ed. Grand Rapids: Zondervan Publishing House, 1994. ISBN: 0-310-48161-9.

B. Optional Materials Textbooks

Kaiser, Walter C., Jr. *The Messiah in the Old Testament*. Studies in Old Testament Biblical Theology, ed. Willem VanGemeren and Tremper Longman III. Grand Rapids, Michigan: Zondervan Publishing House, 1995. ISBN: 0-310-20030-X.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final Exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the

- end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Note: Attendance policy is enforced. Excessive absences will affect your grade. See syllabus attendance policy.

1. Completion of a Course
 - a. All assignments are due on the dates established in the course calendar, which is published in the syllabus or assigned in class. **Any assignments turned in after the scheduled due date will be penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.**
 - b. **No work** is accepted after the final date of regular classes.
2. Incompletes
 - a. An incomplete is given only after the student establishes with the instructor and the department chair by written petition that his or her work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete will be excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
 - b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval at least one week prior to the end of normal classes. The submitting of a petition does not automatically ensure the granting of an incomplete. The petition must be approved by the appropriate academic committee of the Undergraduate Theology Department.
3. Examinations and Other Assignments
 - a. Early examinations **are not** allowed.
 - b. Late examinations are administered only when extenuating circumstances are present (such as a death in the family the week before exams, sudden and major illness the week of exams that is documented by a physician). In fairness to all students, some persons should not have more time to prepare for an examination than others. **The granting of a late examination request is rare.**
 - c. A Petition for Late Examination without penalty must be signed by the professor and the chair. Proper documentation must accompany the petition and must be submitted to the Undergraduate Theology Department. The student must schedule the makeup exam with the professor of the course. The exam must be taken no later than five (5) calendar days after the approval of the petition. **Grade penalties may be applied as indicated by the Academic Affairs Committee.**

- d. **All** exams will be given as scheduled. It is the student's responsibility when purchasing airline tickets, for example, to take this schedule into consideration. **Not being present for the final examination automatically results in failure of the course.**
 - e. These requirements apply to all quizzes, tests, and examinations administered by the Undergraduate Theology Department.
4. Attendance
- a. The Official Attendance Policy for the Undergraduate Theology Department is as follows for a three-semester hour class:
 - (1) If the class meets three times a week, the missing of 6 class sessions will result in a grade reduction of one letter grade. Missing 12 class sessions will automatically result in a grade of "F."
 - (2) If a class meets twice a week, the missing of 4 class sessions will result in a grade reduction of one letter grade. Missing 8 sessions will automatically result in a grade of "F."
 - (3) If the class meets once a week, then missing 2 class sessions will result in a grade reduction of one letter grade. Missing 4 class sessions will automatically result in a grade of "F."
 - b. **The absences allowed prior to grade reduction are designed to allow for emergencies and illnesses, and are not designed for indiscriminate use.** Many students incorrectly assume that they may use these allowable absences as unexcused "cuts" from class. Administrative excuses are granted only when a student is on official University business and has received approval in advance from the University administration.
 - c. Students are expected to be prompt for classes. **Two tardies will equal one absence.**

C. Course Policies and Procedures

1. Evaluation Procedures
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| a. Essay: Authorship of the Pentateuch | 10% |
| b. Essay: Date of the Exodus | 10% |
| c. Essay: Problem of the numbers of Numbers | 10% |
| d. Exams 1 & 2 (20% each) | 40% |
| e. Final Exam (comprehensive) | <u>30%</u> |
| Total: | 100% |
- Grading Scale: A= 100-90; B = 89-80; C = 79-70; D = 69-60; F = below 60
2. Whole Person Assessment requirements: none.

VI. COURSE CALENDAR

For each of the Biblical books in the Pentateuch the students are to read the Biblical book itself in the version of their choice and in the *Expositor's Bible Commentary* the introduction to the Biblical book in question, and any part of the commentary assigned in class. The student is also to read the introductions to each of these Biblical books in the Dillard & Longman text.

<u>Week</u>	<u>Topic</u>	<u>Reading Assignment</u>	
1	Backgrounds to Pentateuch	TS 9-41	L 1-83, 191-309
2	Genesis: Introduction	TS 45-54	

2	Genesis: Creation	TS 55–72;	L 87-103;	A 13–66
3	Genesis: Sin	TS 73–92;	L 139-152	
3	Genesis: Noah	TS 93–112;		A 67-71
4	Genesis: Abraham	TS 113–136		A 72–95
4	Genesis: Patriarchs	TS 137–157		
5	Genesis: Joseph	TS 157–194		
6	Exam One			
	Exodus: Introduction	TS 195–206;	L 152-188	
7	Exodus: Oppression of Israel	TS 207–220		
8	Exodus: Moses & the Exodus	TS 221–240		
9	Exodus: Laws & Tabernacle	TS 241–286		A 104–117
10	Leviticus: Introduction	TS 287–320;	L 105-137	
	Leviticus: The Laws	TS 321–368		A 118–133
11	Exam Two			
12	Numbers: Introduction	TS 369–398		
13	Numbers	TS 399–448		
14	Deuteronomy: Introduction	TS 449–494		A 104–117
15	Deuteronomy	TS 495–549		A 96–103

Final Exam

Written Assignments

Authorship of the Pentateuch Essay: Write an essay of sufficient length discussing the various theories concerning the authorship of the Pentateuch. Discuss the strengths and weaknesses of each theory and the principle scholars who advocate each theory and those who oppose. In particular, thoroughly discuss the traditional position of Mosaic authorship (including variations on it), demonstrating that you know the evidence in favor of and against Mosaic authorship. In addition, thoroughly discuss the Documentary Hypothesis (also known as the JEDP Theory or the Graf-Welhausen Hypothesis) including the documents (name, contents or characteristics, and date) and the principle scholars who advanced the theory and those who have opposed it. Part Three of the Livingston text and the introductions in the *Expositor's Bible Commentary* and in the Dillard & Longman text will be very helpful in writing this essay.

Dating of the Exodus Essay: Write an essay of sufficient length discussing the date of the Exodus event. The charts on pages 102–103 in *Chronological and Background Charts of the Old Testament* provide a good summary of the arguments for and against the two dates most often put forward for the event. In the essay, be sure to discuss every element of these two charts. Demonstrate in your essay that you understand each of these elements. There are also extended discussions in the *Expositor's Bible Commentary* that you will find useful.

Problem of the numbers of Numbers Essay: Write an essay of sufficient length discussing the problem with the numbers in the book of Numbers. The population figures given in the book strike some scholars as grossly inflated given the current state knowledge concerning the population of the Ancient Near East. You will find a discussion of this issue in the commentary. Be sure to address how this problem affect the doctrine of divine inspiration.

Final Exam Essay: Write an essay of sufficient length discussing the Messianic prophecies in the Pentateuch and how they are fulfilled in Jesus. You will find chapters I, II, and X in Walter C.

Kaiser, Jr., *The Messiah in the Old Testament*, very helpful. Include a reflection of how Jesus fulfills the sacrifices discussed in the book of Leviticus. Be as specific as possible.

Course Inventory for ORU's Student Learning Outcomes
BIB 421—Pentateuch
Fall 2009

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge	X			
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability	X			
1D	Ethical behavior			X	

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Informational literacy				X
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity		X		

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills			X	
4B	Interpersonal skills				X
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship			X	
4E	Leadership capacity			X	