

Syllabus for  
**BLIT 110—Survey of Old Testament Literature**  
3.0 Credit Hours  
Fall 2016

I. COURSE DESCRIPTION

A historical-thematic survey of the Old Testament. Gives special attention to the content of the Old Testament, with emphasis on the cultural, historical, and geographical background to the text, and to the practical application of major Old Testament themes. Requires students to read through the Old Testament. (This course fulfills the general education requirement in Old Testament for non-theology majors. Honors sections are available for this course). Prerequisite: None

II. COURSE GOALS

To familiarize the student with the general content of the Old Testament, its major literary and theological themes, and its historical and cultural context in the Ancient Near East. To enable the student to trace the Gospel of Jesus Christ in the Old Testament.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course, the student will be able to do the following:

- A. Produce an outline of the content of the entire Old Testament on the chapter level.
- B. Prepare a basic chronological outline of the events of the Old Testament.
- C. Interpret certain Old Testament passages utilizing principles of Biblical interpretation.
- D. Describe the geographical setting of the Biblical writings.
- E. Discuss the relationship of the Old and New testaments.
- F. Show the relationship of God to the people of ancient Israel and with the Church today.
- G. Describe the work of the Holy Spirit throughout the history of ancient Israel and His activity in the lives of Christians today.
- H. Discuss God's guidance and principles for Christian living through a study of the Old Testament.

IV. TEXTBOOKS

A Bible (choose one of the following: NRSV; NIV; ESV; KJV; NKJV).

Hill, Andrew E., and John H Walton. *A Survey of the Old Testament*. 3<sup>rd</sup> ed. Grand Rapids: Zondervan, 2009. (ISBN: 9780310280958)

Recommended texts

Coogan, Michael D., ed. *The New Oxford Annotated Bible: New Revised Standard Edition with the Apocrypha*. 4<sup>th</sup> ed. Oxford: Oxford University Press, 2010. (ISBN: 978019528559)

Lamp, Jeffery S. *Writing Style Manual for the Theology Department*. (ORU Campus Store)

Walton, John H. *Chronological and Background Charts of the Old Testament*. Revised and Expanded ed. Grand Rapids: Zondervan, 1994. (ISBN: 9780310481614)

## V. POLICIES AND PROCEDURES

### A. University Policies and Procedures

- a. 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.
- b. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
- c. 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.
- d. 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.
- e. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
  - i. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
  - ii. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

### B. School and/or Department Policies and Procedures

- a. Completion of a Course
  - i. Late work will not be accepted. Assignments are due on or before the deadline given.
  - ii. Under rare circumstances, exceptions may be made in consultation with the faculty member for the course. However, except in extreme emergencies, students must contact faculty members before the assigned due date and request an exception to the policy.
- b. Incompletes
  - i. 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.
  - ii. 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.

### C. 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.

#### D. Attendance Policy

- a. The Official Attendance Policy for the Undergraduate Theology Department is as follows:
  - i. If class meets three times a week, 3 unexcused absences will result in 1 grade letter reduction; 6 unexcused absences will automatically result in an "F" for the course.
  - ii. If class meets two times a week, 2 unexcused absences will result in 1 grade letter reduction; 4 unexcused absences will automatically result in an "F" for the course.
  - iii. If class meets one time a week, 1 unexcused absence will result in 1 grade letter reduction; 2 unexcused absences will automatically result in an "F" for the course.
- b. **The absences allowed prior to grade reduction are designed to allow for emergencies and illnesses, only.** (Faculty may require documentation.) Administrative excuses are granted only when a student is on official University business and has received approval in advance from the University administration.
- c. The penalty for tardies is at the discretion of the instructor. Students are expected to be prompt for classes. Two tardies will equal one absence.

#### E. Course Policies and Procedures

##### a. Evaluation Procedures

- i. Final evaluation will consist of the following:

Quizzes	20%
Essay 1 ( <i>Epic of Eden</i> )	20%
Essay 2 (ePortfolio)	20%
Midterm	20%
Final	20%
	100%

- ii. Grading Scale: A= 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59–

##### b. Quizzes

The last class of the week will usually begin with a short quiz on the readings for that week. Quizzes cannot be "made-up" due to tardiness or absence.

##### c. Essays

Two required essays

- i. General essay preparation guidelines (for both essays):

1. Your essays should be 4–5 double-spaced pages (3.5 pages is not acceptable). Use 12 point, Arial font with one-inch margins on all sides. Include page numbers.
2. Part of the essay grades will include grammar, punctuation, spelling, etc. Do not use slang or colloquialisms. Proofread and spellcheck your essays carefully before submitting them.

3. *This is not a research paper.* Do not use secondary sources. The purpose of the essays is to offer you an opportunity to read and analyze a variety of literary material, construct an argument, and write clearly and persuasively by citing evidence and specific examples from the relevant primary text (the HB/OT).
  - a. On the top of page one include the following: your name; class name, number, and section number; your TA's name; and date.
  - b. Ensure that you submit your essay by the proper deadline!
- ii. Essay #1 (topics presented in class)
- iii. Essay #2: ePortfolio Essay (Whole Person Assessment)

From the earliest days of the church, Christians have debated whether they should read the Hebrew Bible/Old Testament (HB/OT). It is an engaging question that continues unabated today. In this assignment, you enter into the discussion.

*Prepare an essay about why you think Christians should read the Hebrew Bible/Old Testament.*

Use three or four passages drawn from the many literary genres in the HB/OT to support your position. The assignment is not to “win an argument,” rather, your essay should enter into the discussion that has engaged Christians for centuries. As you write, pay particular attention to the following:

Your ePortfolio essay will be evaluated according to the following criteria for the Whole Person Assessment:

1. Does the assignment show an understanding of biblical passages in accordance with historical and critical methods as taught class?
2. Does the assignment show proper critical thinking and use of hermeneutical methods to derive meaning from the Scriptures?
3. Does the student make proper application from the biblical text towards a Christian worldview and its relevance towards modern culture?

## VI. COURSE CALENDAR

Week	Lesson	Reading Assignments
1	Background of the OT	<ul style="list-style-type: none"> <li>• Hill and Walton (HW), <i>Approaching the OT</i> (&amp; Geography) 11–54</li> <li>• HW, <i>Formation of the OT Scriptures</i> 480–99<sup>1</sup></li> </ul>
2	Genesis	<b>Primeval and Ancestral Stories</b> <ul style="list-style-type: none"> <li>• HW, <i>Introduction to the Pentateuch</i> 56–75</li> <li>• Genesis 1–11 (<i>required biblical readings listed here and following</i>)</li> <li>• HW, 76–98</li> <li>• Read: <a href="#">Enuma Elish</a></li> </ul>
3	Genesis	<b>Ancestral Stories (cont.)</b> <ul style="list-style-type: none"> <li>• Genesis 12–50</li> <li>• HW, <i>Historical Overview of OT Times</i> 180–201</li> </ul>
4	Exodus & Leviticus	<b>Deliverance and Covenant and In the Wilderness</b> <ul style="list-style-type: none"> <li>• Exodus 1–20; 32–34; HW 100–23</li> <li>• Leviticus 1–5; 16; HW 124–41 (<i>skim</i>)</li> <li>• Numbers 2:1–34; 6:1–8, 22–27; HW 142–61 (<i>skim</i>)</li> <li>• Deuteronomy 1–6; 27–28; HW 162–78 (<i>skim</i>)</li> </ul>
5	Joshua & Judges	<b>The Promised Land and the Tribes of Israel</b> <ul style="list-style-type: none"> <li>• HW, <i>Introduction to the Historical Books</i> 204–14</li> <li>• Joshua 1–7; 23–24; HW 216–33</li> <li>• Judges 1; 4; 13–16; 19–21; HW 234–47</li> <li>• <b>Essay 1 Due</b></li> </ul>

<sup>1</sup> Pages 357–71 = 356–357. This numbering scheme for a range of pages follows the guidelines in *The SBL Handbook of Style* (the style guide for the Society of Biblical Literature; the oldest and largest biblical studies consortium in America).

Week	Lesson	Reading Assignments
6	1 & 2 Samuel	<b>Samuel and the Rise of the Monarchy</b> <ul style="list-style-type: none"> <li>• 1 Samuel 1–6; 15–17; 28; 31, HW, 256–76</li> <li>• 2 Samuel 1–8, 11–19, 23–24</li> </ul>
7	1 & 2 Kings	<b>Solomon, the Dissolution of the United Monarchy</b> <ul style="list-style-type: none"> <li>• 1 Kings 1–3; 5; 8–11; HW, 278–306</li> <li>• 1 Kings 17–2 Kings 13</li> </ul>
8	Review & Midterm	<b>The final Years of Israel</b> <ul style="list-style-type: none"> <li>• <i>Catch-up</i> and Review</li> <li>• <b>Midterm exam</b></li> </ul>

Oct. 12–Oct. 16	FALL BREAK!
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9	The Assyrian Crisis	<b>Prophecy in the 8<sup>th</sup> Century (900–800 BCE)</b> <ul style="list-style-type: none"> <li>• HW, <i>Introduction to the Classical Prophets</i> 502–17</li> <li>• Amos; HW 604–16</li> <li>• Hosea; HW 580–93</li> </ul>
10	The Babylonian Crisis	<b>Prophecy in the 8<sup>th</sup>–6<sup>th</sup> Centuries</b> <ul style="list-style-type: none"> <li>• Isaiah 1–2; 6; 9; 30–31; 40; 44–45; 56; 65:17–25; HW 518–31</li> <li>• Jeremiah 1–2; 7; 20–21; 26; 27–29; 31:27–34; 39; HW 532–41</li> </ul>
11	The Babylonian Crisis (cont.)	<b>The Fall of Jerusalem and The Return from Exile</b> <ul style="list-style-type: none"> <li>• Ezekiel 1–4; 16; 18; 22; 37; HW 552–65</li> <li>• Ezra 1; 3–7; 9–10; HW 328–45</li> <li>• Nehemiah 1–6; 8–11; 13</li> <li>• Haggai; Zechariah 1–8; HW 676–99</li> </ul>

Week	Lesson	Reading Assignments
12	Hebrew Poetry	<b>The Writings</b> <ul style="list-style-type: none"> <li>• <b>HW</b>, <i>Hebrew Poetic and Wisdom Literature</i> 374–99</li> <li>• <b>Psalms</b> 2; 10; 23; 74; 137; 150; <b>HW</b> 418–38</li> </ul>
13	Hebrew Poetry (cont.)	<b>The Writings (cont.)</b> <ul style="list-style-type: none"> <li>• <b>Proverbs</b> 1; 8–9; 25; 31; <b>HW</b> 440–52</li> <li>• <b>Job</b> 1–4; 8; 11; 13; 21; 38–42; <b>HW</b> 400–17</li> <li>• <b>Ecclesiastes</b> 1–4; 9; 12; <b>HW</b> 454–65</li> <li>• <b>Essay #2 Due</b></li> </ul>
14	Hebrew Poetry (cont.)	<b>Title</b> <ul style="list-style-type: none"> <li>• <b>Daniel</b> 1–7; 10; 12; <b>HW</b> 566–79</li> <li>• <b>Thanksgiving Break</b></li> </ul>
15	Daniel	<b>Apocalyptic Literature</b> <ul style="list-style-type: none"> <li>• <b>Daniel (cont.)</b> 1–7; 10; 12; <b>HW</b> 566–79</li> <li>• <i>Catch-up</i> and Review</li> </ul>

**Course Inventory for ORU's Student Learning Outcomes**  
**BLIT 110—Survey of Old Testament Literature**  
**Fall 2016**

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.

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

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

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

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