

Syllabus for
BIB 222—Old Testament Introduction
3.0 Credit Hours
Fall 2016

I. COURSE DESCRIPTION

A general introduction to the various books of the Old Testament dealing with the problems of canon, authorship, composition, date of writing, and providing some background in the cultural, historical, geographical, and archaeological setting in which the Bible events occurred.

Prerequisite: None

II. COURSE GOALS

This course is designed to acquaint the student with the data currently included in an introduction to the Old Testament and the basic critical problems involved in serious Old Testament study. The purpose of this course is to enable the student to do the following:

- A. Learn how the geographical setting affected the people and events of the Old Testament.
- B. Understand the critical problems dealing with canon, text, authority, and composition.
- C. Suggest a scholarly methodology and the means for applying such to Old Testament study.
- D. Become aware of some of the more prominent scholars engaged in critical Old Testament study.
- E. Discover some of the problems confronting the believing critic and his faith, together with some possible solutions.

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.
- B. Place a given period, i.e., Patriarchal, Monarchial, Exilic, etc., within the overall frame of reference of the Near East.
- C. Give evidence, orally or in writing, of familiarity with the literature of the Old Testament in relation to the literature of contemporary Near Eastern cultures.
- D. Interpret, orally or in writing, the formative role of political, cultural, economic, and religious factors in Israel's development.
- E. Demonstrate by means of maps a knowledge of the geography of Palestine, and indicate how geography affected the events of the Old Testament economically, militarily, demographically, religiously, etc.
- F. Interpret the Old Testament view of Revelation and Inspiration.
- G. Define the concept of God as Creator and its implications for a biblical concept of humankind.
- H. Define and trace the development of the ideas of covenant and community in Israel's history.

- I. Trace the theme of salvation and redemption as holy history in relation to sin and atonement, sin and redemption, sacrifice and cult, and eschatology.
- J. Describe and relate the attributes of God—Holiness, Righteousness, Faithfulness, Love, and Judgment—to the prophetic ethical norms.
- K. Discuss orally or in writing, by literary analysis, the structure and composition of the Pentateuch.
- L. Demonstrate through classroom discussion a familiarity with methods of biblical criticism, techniques of literary analysis, and form criticism.
- M. Demonstrate a basic knowledge of the history of the text and canon of the Hebrew Bible through classroom discussion.
- N. Relate the data concerning authorship, date, and purpose of the individual books to the unfolding of the history and faith of the Hebrew people.
- O. Discuss the super intention of God's Spirit over the canonical process, and relate how this process has direct ramifications for our principles of interpreting the message of the Old Testament.

IV. TEXTBOOKS

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

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

Recommended texts

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

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

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 (Topic announced in class)	20%
Essay 2 (ePortfolio)	20%
Midterm	20%
Final	<u>20%</u>
	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 One: Introduction and **Pretest** (on D2L)

Week One (cont.): Introduction

T: Introduction to Study of the OT; Hill and Walton (hereafter HW) 11–54

R: Introducing the OT: People and Land; HW 180–203

Week Two: Creation; Primeval History

T: Genesis 1:1–3:24; HW 56–75

R: Genesis 4–11; HW 76–98

Week Three: Patriarchal Narratives; Exodus

T: Genesis 12–50; HW 85–99

R: Exodus 1–20; 32–34; HW 100–23¹

Week Four: The Covenant; Law; Joshua; Conquest

T: Leviticus–Numbers (*skim*); HW 124–61

R: Deuteronomy 1–6; 27–28; HW 162–78

Week Five: Judges; Samuel

T: Joshua 1–7; 23–24; Judges 1; 4; 13–16; 19–21; HW 204–47

R: 1 Samuel 1–3; 8–18; 28; 31; HW 256–68; **Essay #1 due**

Week Six: Samuel; Saul; David; Solomon

T: 2 Samuel 1–2:4; 5–8; 11–18; 19; 23–24; HW 269–76

R: 1 Kings 1–3; 5; 8–11; HW 278–88

Week Seven: Division of the Kingdom; Early Prophecy

T: 1 Kings 12–22; HW 289–94

R: 2 Kings 1–2; 5–7; 9–10; 17; HW 295–306

Week Eight: Early Prophecy (cont.); the Fall of Israel and Judah

T: 2 Kings 18–25

R: **Mid-term exam**

Fall Break!!!

Week Nine: Prophecy in the 8th Century

T: Introduction to the Classical Prophets; HW 502–517

R: Amos; HW 604–16

Week Ten: Prophecy in the 8th Century (cont.)

T: Hosea; HW 580–93

R: Isaiah 1–2; 6; 9; 30–31; 40; 44–45; 56; 65:17–25; HW 518–31

¹ “100–23” = 100–123; this follows the Society of Biblical Literature (SBL) page citations format.

Week Eleven: Prophecy Before and During the Exile

T: Jeremiah 1–2; 7; 20–21; 26; 27–29; 31:27–34; 39; HW 532–41

R: Ezekiel 1–4; 16; 18; 22; 37; HW 552–65

Week Twelve: The Return

T: Ezra 1; 3–7; 9–10; Nehemiah 1–6; 8–11; 13; HW 328–45

R: Haggai; Zechariah 1–8; HW 676–99

Week Thirteen: Psalms and Wisdom Literature

T: Psalms 2; 10; 23; 74; 137; 150; HW 374–99; 418–38

R: Proverbs 1; 8–9; 25; 31; HW 440–52; **Essay #2 due**

Week Fourteen: Wisdom Literature (cont.)

T: Job 1–4; 8; 11; 13; 21; 38–42; HW 400–17

R: **No class: Thanksgiving!**

Week Fifteen: Wisdom (cont.); Daniel

T: Ecclesiastes 1–4; 9; 12; HW 454–65

R: Daniel 1–7; 10; 12; HW 566–79

Course Inventory for ORU's Student Learning Outcomes
BIB 222 — Old Testament Introduction
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.

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	Information 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	