



Emmanuel Bible College
In Alliance with Nazarene Bible College
BIB1013: Introduction to the Old Testament

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty
Address: Online Curriculum
Phone: Home
Office
Cell Provide by Faculty
Fax
Email: Provided by Faculty

COURSE DESCRIPTION:

A survey of the historical, literary, and cultural context of the Old Testament. *This course is a prerequisite for all other Old Testament classes.*

COURSE INTENDED LEARNING OUTCOMES:

The following are intended learning outcomes specific to this course:

1. Recognize the content of the Old Testament (main characters & events)
2. Comprehend the historical background reflected in the Old Testament
3. Understand the history of the composition of the texts in the Old Testament
4. Know the literary character and structure evident within the various divisions of the Old Testament
5. Become familiar with various approaches related to the study of the Old Testament
6. Identify the main themes and theological concepts revealed in the Old Testament
7. Appreciate the significance of Scripture for Ancient Israel and its application in the Christian Church

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

1. Ability to identify the literary structure, the theological concepts and the main story line of the Old Testament (CN-1).
2. Ability to describe the historical and cultural contexts of the major sections of the Old Testament (CN-2).
3. Ability to describe the development of the canon and the historical and theological influences resulting in contemporary translations (CN5).

COURSE TEXTBOOKS:

Holy Bible.

Holy Bible - Any of the following translations: NASB, NRSV, NIV, TNIV, RSV, KJV, NKJV, NAB, or ESV

Smith, Marsha A. Ellis. *Holman Book of Biblical Charts, Maps, and Reconstruction*. Broadman & Holman, 1993.

ISBN: 9781558193598

Lasor, William Sanford, David Allan Hubbard, and Frederick William Bush. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. 2nd ed, Eerdmans, 1996.

ISBN: 9780802875549

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible

COURSE RESOURCES:

BIBLIOGRAPHY

Anderson, Bernhard W. *Understanding the Old Testament*. 4th ed. Prentice-Hall, 1986.

Arnold, Bill T., and Bryan E. Beyer. *Encountering the Old Testament*. Baker Books, 1999.

Boadt, Lawrence. *Reading the Old Testament: An Introduction*. Paulist Press, 1984.

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

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

Gottwald, Norman K. *The Hebrew Bible: A Socio-Literary Introduction*. Fortress Press, 1985.

LaSor, William Sanford, David Allan Hubbard, and Frederic William Bush. *Old Testament Survey*. 2nd ed. Eerdmans, 1996.

Napier, Davie. *Song of the Vineyard: A Guide through the Old Testament*. Rev. ed. Fortress Press, 1981.

Rendtorff, Rolf. *The Old Testament: An Introduction*. Fortress Press, 1991.

Varughese, Alex, ed. *Discovering the Old Testament: Story and Faith*. Beacon Hill Press, 2003.

COURSE REQUIREMENTS:

Assignments:

1. Each session, students are expected to complete the assigned readings so that the readings may inform the student's contribution to the discussion. The student is encouraged to read ahead as necessary in order to be prepared for each discussion. "Scan" read when needed. This does two things for you: it gives you a passing acquaintance with the material overall, and it helps you to decide on which areas you need to focus for a more detailed study effort.
2. Certain sessions, comprehension questions will be assigned in order to check the student's understanding of the material being covered. Responses to the questions should, **at the least**, interact with the assigned reading.
3. Certain sessions, students will submit a "reaction paper" to the assigned reading in the textbook (LaSor, *Old Testament Survey*). Each reaction paper requires the student to pick at least two issues or concerns from the reading which struck the student as significant. It is important that the student

explain why the chosen issues or concerns are significant for the student. If the student agrees with a statement in the reading, then the student should explain why. If the student disagrees with something in the reading, then the student should present reasons for the disagreement.

4. Certain sessions, students will be assigned a passage from the Old Testament upon which to reflect. Three guiding questions will direct the student's thinking in regard to the assigned passage. Students will submit a report on their reflections in relation to the passage and the guiding questions.
5. A final exam will be administered at the end of the course.
6. Students will be required to submit a summation of the most significant aspects of each session.

COURSE EVALUATION:

Grading Points

Assignments:	Pts/each	Pts.	Final Grade %
Attendance	All	90	9%
Comprehension Questions	4 x 50 pts/each	200	20%
Reaction Paper	5 x 40 pts/each	200	20%
Passage Reflection	5 x 40 pts/each	200	20%
Session Reflection	6 x 10 pts/each	60	6%
Final Exam		250	25%
	Total	1000	100%

Point Criteria

Points awarded to written assignments:

Point values for each assignment will be determined by the instructor's judgment regarding the quality of the work submitted. Quality will be measured according to **how well** each submission fulfills the described requirement(s) for the particular assignment. Thus, simply meeting the requirements of an assignment does not earn **all** of the possible points for the assignment. Points are assigned according to the quality of the work, as judged by the instructor.

Grade Scale

Grade	Percentage	Points	Description
A Excellent	90 – 100%	A = 930-1000 A- = 900-929	Distinctively superior work; freedom from error; outstanding accomplishment in mastering the subject.
B Very Good	80 – 89%	B+ = 870-899 B = 830-869 B- = 800-829	Considerable understanding; better than average accomplishment in mastering the subject.
C Satisfactory	70 – 79%	C+ = 770-779 C = 730-769 C- = 700-729	Fulfills the basic requirements; acceptable progress toward mastering the subject.

D Inferior	60 – 69%	D+ = 670-699 D = 630-669 D- = 600-629	Work less than satisfactory. Meets only the minimum standards for obtaining credit in the subject.
F Failure	59% and below	F = 599 and below	Work that is unsatisfactory and falls below minimum standards of accomplishment. No credit is given.

COURSE SCHEDULE:

[Alliance Training Center faculty are to adapt the following assignments to fit their setting. A training center's syllabus should require 6300 minutes of engaged learning time. Completion and submission of Excel spreadsheet (provided) will confirm how well the syllabus meets the time requirement.]

Session One - Orientation to the Old Testament

- Reading Assignments
 - Read: *Old Testament Survey*: Chapters 44-51 (112 pages)
 - Bible Focus: Background issues
- Comprehension Questions – Your responses should interact with the related material in the assigned readings.
 - Describe how one should approach the Bible as "revelation" of God. Include a description of the inspiration of the Bible. Also, be sure to address the relationship between Divine and human involvement in the writing of the Scriptures.
 - What significant Biblical events are traditionally attached to the following dates, and why are they significant to Old Testament studies: 1280 B.C.; 722/721 B.C.; 587 B.C.?
 - Identify the following peoples and items related to the Old Testament: Philistines, Rosetta Stone, Siloam Inscription.
- Reaction paper – (in response to the assigned reading from the textbook, *Old Testament Survey*).
 - Submit a "reaction paper" to the assigned reading (in the textbook *Old Testament Survey*).
 - Pick at least two issues or concerns from the reading which strike you as significant. Each issue should be taken from a different chapter of the reading. Be sure to explain, and give reasons for, any agreements, disagreements, or inspirations you gain from these significant issues.
- Passage reflection – in relation to an assigned Old Testament passage.
 - An Old Testament passage and three (3) guiding questions will be submitted. Submit a "passage reflection" by reading the passage (and its surrounding context), and responding to the three questions in relation to the passage. Read and think about the meaning of the passage and the material around it, and respond to the guiding questions. Submit this assignment as assigned by the instructor.
 - This exercise should be done without using any commentaries or other secondary sources. For this exercise, you should only interact with the biblical text itself. This exercise is an opportunity for you to begin to practice reflection and analytical skills directly in relation to the biblical text. In subsequent Bible classes (beginning with *Biblical Interpretation*), you will have opportunity to further develop these skills in relation to additional sources which comment on the Bible.
 - This session's passage: Gen. 33:1-11
 - Guiding questions for passage reflection:

- What is the overall purpose of the passage?
- What message was intended for the original audience in ancient Israel?
- How might the original message apply to the community of the modern Church today?
- Session summation.
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience, and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?
 - How will I use this knowledge in my ministry or life?
 - What questions or insights were prompted for me?

Session Two - Introduction to the Pentateuch; Genesis

- Reading Assignments
 - Read: Old Testament Survey: Chapters 1-3 (51 pages)
 - Bible Focus: Genesis
- Comprehension Questions – Your responses should interact with the related material in the assigned readings.
 - Describe the difference between the pagan myths of the Ancient Near East and the "primeval history" of Ancient Israel.
 - Describe the difference between a diachronic approach and a synchronic approach to the material in the Pentateuch.
 - Summarize, and describe the difference between, the main message(s) of Genesis 1, and the main message(s) of Genesis 2.
- Reaction paper – in response to the assigned reading from the textbook, Old Testament Survey.
 - Submit a reaction paper to the assigned reading (in the textbook Old Testament Survey).
 - Pick at least two issues or concerns from the reading which strike you as significant. Each issue should be taken from a different chapter of the reading. Be sure to explain, and give reasons for, any agreements, disagreements, or inspirations you gain from these significant issues.
- Passage reflection – in relation to an assigned Old Testament passage.
 - Submit a passage reflection on an Old Testament passage and three (3) guiding questions. Read the passage (and its surrounding context) and respond to the three questions in relation to the passage. Read and think about the meaning of the passage and the material around it and respond to the guiding questions.
 - This exercise should be done without using any commentaries or other secondary sources. For this exercise, you should only interact with the biblical text itself. This exercise is an opportunity for you to begin to practice reflection and analytical skills directly in relation to the biblical text. In subsequent Bible classes (beginning with Biblical Interpretation), you will have opportunity to further develop these skills in relation to additional sources which comment on the Bible.
 - This session's passage: Josh. 24:14-28
 - Guiding questions for passage reflection:
 - What is the overall purpose of the passage?

- What message was intended for the original audience in ancient Israel?
- How might the original message apply to the community of the modern Church today?
- Session summation
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience, and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?
 - How will I use this knowledge in my ministry or life?
 - What questions or insights were prompted for me?

Session Three - Exodus through Conquest

- Reading Assignments (listed below)
 - Read: Old Testament Survey: Chapters 4-11 (113 pages)
 - Bible Focus: Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges
- Comprehension Questions – Your responses should interact with the related material in the assigned readings.
 - Explain the main purpose and message(s) related to the narrative of the plagues (besides to secure the freedom of the Hebrew slaves).
 - What is the significance of Israel becoming a "kingdom of Priests," and how does this relate to the fulfillment of the covenant with Abraham?
 - Describe the difference between the conquest of the promised land as recorded in the book of Joshua and as recorded in the book of Judges.
- Reaction paper
 - Submit a reaction paper to the assigned reading in the textbook Old Testament Survey.
 - Pick at least two issues or concerns from the reading which strike you as significant. Each issue should be taken from a different chapter of the reading. Be sure to explain, and give reasons for, any agreements, disagreements, or inspirations you gain from these significant issues.
- Passage reflection
 - Submit a passage reflection on an Old Testament passage and three (3) guiding questions. Read the passage (and its surrounding context) and respond to the three questions in relation to the passage. Read and think about the meaning of the passage and the material around it and respond to the guiding questions.
 - This exercise should be done without using any commentaries or other secondary sources. For this exercise, you should only interact with the biblical text itself. This exercise is an opportunity for you to begin to practice reflection and analytical skills directly in relation to the biblical text. In subsequent Bible classes (beginning with Biblical Interpretation), you will have opportunity to further develop these skills in relation to additional sources which comment on the Bible.
 - This session's passage: I Sam. 25:2-38
 - Guiding questions for passage reflection:
 - What is the overall purpose of the passage?
 - What message was intended for the original audience in ancient Israel?
 - How might the original message apply to the community of the modern Church today?

- Session summation
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered, and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?
 - How will I use this knowledge in my ministry or life?
 - What questions or insights were prompted for me?

Session Four - Period of the Monarchy

- Reading Assignments (listed below)
 - Read: Old Testament Survey: Chapters 12-16, 18-22 (136 pages)
 - Bible Focus: I & II Samuel, I & II Kings, Isaiah
- No Comprehension Questions.
- Reaction paper
 - Submit a reaction paper to the assigned reading (in the textbook Old Testament Survey).
 - Pick at least two issues or concerns from the reading which strike you as significant. Each issue should be taken from a different chapter of the reading. Be sure to explain, and give reasons for, any agreements, disagreements, or inspirations you gain from these significant issues.
- Passage reflection in relation to an assigned Old Testament passage.
 - Submit a passage reflection on an Old Testament passage and three (3) guiding questions. Read the passage (and its surrounding context) and respond to the three questions in relation to the passage. Read and think about the meaning of the passage and the material around it and respond to the guiding questions.
 - This exercise should be done without using any commentaries or other secondary sources. For this exercise, you should only interact with the biblical text itself. This exercise is an opportunity for you to begin to practice reflection and analytical skills directly in relation to the biblical text. In subsequent Bible classes (beginning with Biblical Interpretation), you will have opportunity to further develop these skills in relation to additional sources which comment on the Bible.
 - This session's passage: Isaiah 40:1-11
 - Guiding questions for passage reflection:
 - What is the overall purpose of the passage?
 - What message was intended for the original audience in ancient Israel?
 - How might the original message apply to the community of the modern Church today?
- Session summation
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?

- How will I use this knowledge in my ministry or life?
- What questions or insights were prompted for me?

Session Five - Exilic and Postexilic Periods

- Reading Assignments (listed below)
 - Read: Old Testament Survey: Chapters 23-30, 41-43 (151 pages)
 - Bible Focus: Ezra, Nehemiah, I & II Chronicles, Ezekiel
- Comprehension Questions – Your responses should interact with the related material in the assigned readings.
 - Identify and describe the types of people who were taken into exile to Babylon and those who were left behind in the land of Judah.
 - Isaiah, Jeremiah, and Ezekiel each contain prophetic responses to the period of the Exile. In addition to the negative themes of judgment and condemnation against idolatry, each prophetic book (Isaiah, Jeremiah, and Ezekiel) includes the same major positive theme. Identify that positive theme and describe the unique way in which each of these three prophetic works develops that theme.
 - Describe the change in emphasis which occurred in relation to prophetic preaching in the postexilic period.
- No reaction paper.
- Passage reflection in relation to an assigned Old Testament passage.
 - Submit a reflection on an Old Testament passage and the three (3) guiding questions. Read the passage (and its surrounding context) and respond to the three questions in relation to the passage. Read and think about the meaning of the passage and the material around it and respond to the guiding questions.
 - This exercise should be done without using any commentaries or other secondary sources. For this exercise, you should only interact with the biblical text itself. This exercise is an opportunity for you to begin to practice reflection and analytical skills directly in relation to the biblical text. In subsequent Bible classes (beginning with Biblical Interpretation), you will have opportunity to further develop these skills in relation to additional sources which comment on the Bible.
 - This session's passage: Psalm 1
 - Guiding questions for passage reflection:
 - What is the overall purpose of the passage?
 - What message was intended for the original audience in ancient Israel?
 - How might the original message apply to the community of the modern Church today?
- Session summation.
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?
 - How will I use this knowledge in my ministry or life?
 - What questions or insights were prompted for me?

Session Six - Poetic and Wisdom Literature

- Reading Assignments
 - Read: Old Testament Survey: Chapters 17, 31-40 (130 pages)
 - Bible Focus: Psalms, Proverbs, Job, Ecclesiastes
- Final exam
- No Comprehension Questions
- Reaction paper – in response to the assigned reading from the textbook, Old Testament Survey
 - Submit a reaction paper to the assigned reading in the textbook Old Testament Survey
 - Pick at least two issues or concerns from the reading which strike you as significant. Each issue should be taken from a different chapter of the reading. Be sure to explain and give reasons for any agreements, disagreements, or inspirations you gain from these significant issues.
- No passage reflection
- Session summation
 - Submit a summary of what you felt were the most important aspects of this session. Prepare and submit a reflection (minimum of 300 words) of what you felt were the key items covered and how they might apply to your future education, life, or ministry. This is a very important part of the learning experience and should contain significant reflection of what you have learned.
 - Address the following guiding questions as you compose the session summation:
 - What is the most significant thing I learned?
 - What did I learn that changed my understanding of the Bible?
 - How will I use this knowledge in my ministry or life?
 - What questions or insights were prompted for me?

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.