

LIDLAW COLLEGE

Te Wananga Amorangi

120.415 Old Testament Introduction Course Assessment and Delivery Outline

Campus: Manukau
Lecturer: Naylor Owen

Semester 1, 2015
NQF Level: 4, 15 credits

COURSE OVERVIEW

- a. Overview of the Old Testament, the historical geography of Ancient Israel, and sources and approaches used in studying the Old Testament
- b. Creation and the Primeval Prologue (Gen 1-11)
- c. The Patriarchal Narratives (Gen 12-50)
- d. The Exodus and the Sinai Covenant (Exodus)
- e. Israelite religion and wilderness wanderings (Leviticus – Deuteronomy)
- f. Conquest and Settlement (Joshua, Judges, Ruth)
- g. The monarchy from Saul to Solomon (1&2 Samuel)
- h. The divided kingdoms of Israel and Judah (1&2 Kings)
- i. The eighth century prophets (Isaiah, Hosea, Amos, Micah)
- j. The exile and its impact on Israel's faith (Jeremiah, Lamentations)
- k. Exilic and post-exilic prophecy (Ezekiel, Daniel)
- l. Restoration and reconstruction (Ezra, Nehemiah)
- m. Poetry and Wisdom literature (Job, Psalms, Proverbs, Ecclesiastes, Song of Songs)

Students will be required to read selected passages from the Bible and from the course materials BEFORE coming to class each week (except for week 1). Students will be required to confirm at the beginning of each class session that they have completed their reading.

ASSESSMENT TASKS AND DUE DATES

Assessment tasks involve the following:

i. Participation in online discussion

<i>Learning outcomes:</i>	a, b, d, e
<i>Due dates:</i>	Midnight Sunday of Weeks 2, 3, 6, 8, 11 and 12
<i>Percentage weighting:</i>	20%

The online discussion requires you to engage with various themes and topics. Typically these tasks will require you to prepare an initial post of no more than 200 words, followed by a response to at least one other student's post of at least 50 words. The second and subsequent posts must be made within one week of your initial post. Specific instructions will accompany each online discussion task.

Students are expected to complete all online discussions in a timely manner. Please note that you will be graded on the best three (3) out of the six online discussions.

ii. Content Tests

<i>Learning outcomes:</i>	a, b.
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<i>Due dates:</i>	Content test A is due by Midnight Sunday 15.03.2015 Content test B is due by Midnight Sunday 29.03.2015
<i>Percentage weighting:</i>	20% (10 % for each test)

The student will complete **two** content tests, each worth 10% of the final grade. Each content test is comprised of 20 multi-choice questions. You will have 20 minutes from the time you start the test to complete it. If you are not happy with your result, you may have up to 2 additional attempts at the test over a period of one week, i.e. a total of 3 attempts for each content test. This will enable you to improve your grade and to go back and revise aspects of the course you are uncertain of. N.B. the questions are selected randomly from a pool of over 100 questions. This means that no test will be identical. Your highest grade of the three attempts will be the one that is recorded.

Content Test A

The first content test will test the student's learning of weeks 1-2, and selected portions of the Old Testament from Gen 1-11.

Content Test B

The second content test will test the student's learning of weeks 3-4, and selected portions of the Old Testament from Gen 12-50 and Exodus.

iii. Survey

<i>Learning outcomes:</i>	a, b, c
<i>Due date:</i>	24.05.015
<i>Percentage Weighting:</i>	20%
<i>Length:</i>	400 words maximum for steps 1-7.

The student will complete a survey of 1 Samuel Chapters 1-20.

The survey requires the student to examine the content, structure and key themes of the chosen passage. The instructions below outline the steps for working through this assignment.

1. *Read through or listen to the passage in one sitting.* Then record your first impressions of the passage. Every writer has specific purposes in mind for writing. These determine the material the writer chooses to include and what he/she chooses to leave out. What do you think is the main purpose of the passage, and what are its major themes?
2. *Structure.* The writer's purpose also influences the way material is arranged. Read through the passage again, and divide it up into smaller structural units. Don't be limited by the chapter divisions or headings. These are not part of the inspired text. But you will need to show which verses are included in each of your sections. Think about how each section relates to another. Look for key structural markers.
3. *Read through each section again and summarise the content of each section into a one sentence statement that captures the essence of that section.*
4. *Identify the key text(s) for the section.* This could be a text that sums up the section, gives structure to it, or creates a pivot on which the whole passage turns.
5. *Create a title that sums up the whole passage.*
6. *Now consider what contribution this passage makes to the whole of the Old Testament.*
7. *Finally, in one sentence, jot down what you think God might be saying to you through this passage.*

8. Present your findings in a chart that communicates what the passage is about and what you discovered in steps 1-8.

iv. Essay

Learning outcomes:	c, d, e
Due date:	Midnight Sunday 21.06.2015
Percentage Weighting	40%
Length:	1000 words
Expected Sources:	Minimum 5, taken from Indicative Bibliography

The student will complete a 1000 word essay on the following topic:

Describe the function of ‘the prophet’ in Israel from the time of the monarchy through to the post-exilic period. To what extent do you think Christians should have a prophetic role today, and why?

As you plan your essay, be sure to include comments on:

- the nature and purpose of Old Testament prophecy
- what the Old Testament prophets actually did and who their audience were
- how one might tell a true prophet from a false prophet
- the prophet in relation to the covenant
- the prophet in relation to the king

Limit your comments about the extent you think Christians should have a prophetic role today to about 200 words.

Indicative Bibliography

Begin by consulting the following works from the Anchor Bible Dictionary. You will find these on your CD-Rom.

Schmitt, John J. “Pre-exilic Hebrew Prophecy”, and & J. Barton. “Post-Exilic Hebrew Prophecy”, in *Anchor Bible Dictionary*. Vol 5, pp. 482-502.

You are strongly advised to also consult:

Grudem, W.A. ‘Why Christians Can Still Prophecy’, *Christianity Today*. Sept 16, 1988, 29-35.

Herzog, William R II. *Prophet and Teacher: An Introduction to the Historical Jesus*. Louisville: Westminster, 2005. 109-124.

Petersen, David L. ‘False Prophecy’ and ‘Prophet, Prophecy’ in *The New Interpreter’s Dictionary of the Bible*, Vol. 4. Eds. Sakenfeld, K.D., et al. Nashville: Abingdon Press, 2009, 620-21, 622-25, 628-36.

Other works you may wish to consult:

Hill, C. *Prophecy Past and Present*. Crowborough: Highland Books, 1989.

Houston, G. *Prophecy Now*. Leicester: IVP, 1989.

CRITERIA FOR ASSESSMENT

Participation in online discussion

The grading criteria are shown in the table below, together with expected grade outcomes for the quality of responses:

	A	B	C	D
Engagement with material	Posting shows understanding of the topic. Reasoning and connections are clearly articulated. Sources used are cited.	Posting is on topic and considered. Reasoning and connections are explained. Sources used are cited.	Posting is on topic and considered.	Posting is off topic or does not sufficiently engage with the complex aspects.
Constructive Engagement with others	Significant overall contribution to the online community shown by consideration of issues raised by others, personal responses given, or open ended questions asked, as appropriate.	Responses show good evidence of having considered other students' work. Reasoning is given to back up responses.	Responses show inconsistent evidence of having considered other students' work. Reasoning is sometimes given to back up responses.	Responses are generally only simple statements of support or disagreement with no reasoning.
Structure and Presentation	Clear, well-formed structure. Accurate spelling and grammar. Concise writing making the most of the length guidelines.	Normally clear structure. Few errors in spelling and grammar. Writing follows length guidelines.	Generally understandable structure. Spelling and grammar generally correct. Writing follows length guidelines.	Obscure structure. Or spelling and grammar often incorrect. Or writing does not follow length guidelines.
Timeliness	Always on time, both initial posts and responses as required.	Generally on time.	Often late.	Consistently late

Survey

- Depth of observation
- Accuracy and clarity of presentation
- Identification of major themes
- Appropriateness of structure
- Identification of key texts
- Ability to summarise the book and smaller sections

Essay

- Breadth of understanding
- Depth of treatment
- Skill and appropriateness of application
- Cohesion, logic and flow of the argument
- Presentation, style, grammar and spelling

LEARNING HOURS

120.415 is a 15 credit course consisting of 150 learning hours. The assignment tasks and learning hours are as follows.

Task	Weight	Hours
Reading and Class attendance		50 hours
Online discussion	20%	20 hours
Content Tests (x2)	20%	20 hours
Survey	20%	20 hours
Essay	40%	40 hours
	100%	150 hours

Although this guideline regarding learning hours is not intended to be applied rigidly, it should help ensure a balanced workload.

TEXTBOOK

The recommended textbook for this course is:

La Sor, W. and D.A. Hubbard, et al. *Old Testament Survey*, 2nd ed. Grand Rapids, MI.: Eerdmans, 1996.

BIBLIOGRAPHY

Other Highly Recommended Texts

Longman, Tremper, III & Raymond, B. Dillard. *An Introduction to the Old Testament*, 2nd ed. Grand Rapids, MI.: Zondervan, 2006.

Matthews, Victor H. *Studying the Ancient Israelites: A Guide to Sources and Methods*. Grand Rapids, MI.: Baker Books, 2007.

Surveys and Introductions

Arnold, B.T. & B. Beyer. *Encountering the Old Testament*, 2nd ed. Grand Rapids, MI.: Baker Books, 2008.

Craigie, P.C. *The Old Testament*. Nashville, Tenn.: Abingdon, 1986.

Drane, John. *Introducing the Old Testament*. Oxford: Lion Publishing, 2000.

Matthews, Victor H. & James C. Moyer. *The Old Testament: Text and Context*. Peabody, MA.: Hendrickson, 1997.

Walton, John H. & Andrew E. Hill. *Old Testament Today*. Grand Rapids, MI.: Zondervan, 2004.

Histories of Ancient Israel

Provan, I., V.P. Long & T. Longman III. *A Biblical History of Israel*. Louisville: Westminster John Knox Press, 2003.

Shanks, H., ed. *Ancient Israel. From Abraham to the Roman Destruction of the Temple*. Rev. ed. Biblical Archaeology Society, 1999.

Archaeology of Ancient Israel

Mazar, A. *Archaeology of the Land of the Bible, 10,000-586 BCE*. New York: Doubleday, 1990.

Thompson, J. *The Bible and Archaeology*. Grand Rapids, MI.: Eerdmans, 1982.

Society, customs and culture of Ancient Israel

King, P.J. and L.E. Stager. *Life in Biblical Israel*. Library of Ancient Israel. Louisville: Westminster John Knox, 2001.

The Ancient Near East

Arnold, B.T. & B.E. Beyer. *Readings from the Ancient Near East*. Grand Rapids, MI.: Baker Books, 2002.

Hallo, W. & K.L. Younger Jr, eds. *The Context of Scripture*, 3 vols. Leiden: Brill, 1997-2002.

Vol 1, *Canonical Compositions from the Biblical World*, 1997,

Vol 2, *Monumental Inscriptions from the Biblical World*, 2000,

Vol 3, *Archival Documents from the Biblical World*, 2002.

Matthews, V.H., & D.C. Benjamin, *Old Testament Parallels: Laws and Stories from the Ancient Near East*. New York: Paulist Press, 1991.

Pritchard, J.B., ed. *Ancient Near Eastern Texts Relating to the Old Testament (ANET)*. Pritchard; Princeton: Princeton University Press, 1969.

_____. *The Ancient Near East*, 2 vols. Princeton: Princeton University Press, 1959, 1976.

Walton, J. H. *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Hebrew Bible*. Grand Rapids, MI.: Baker Books, 2006.

Walton, J.H. *Ancient Israelite Literature in Its Cultural Context: A Survey of Parallels Between Biblical and Ancient Near Eastern Texts*. Grand Rapids, MI.: Zondervan, 1989.

Reference Works

Arnold, B.T. and H.G.M. Williamson, eds. *Dictionary of the Old Testament: Historical Books*. Downers Grove: IVP, 2005.

Bromiley, G. *The International Standard Bible Encyclopedia*, 4 vols. Grand Rapids, Eerdmans.

Baker, David W. and T.D. Alexander., eds. *Dictionary of the Old Testament: Pentateuch*. Downers Grove: IVP, 2003.

Douglas, J.D. ed. *The Illustrated Bible Dictionary*, 3 vols. Leicester: IVP, 1980.

This work is also available with other resources in *The Essential IVP Reference Collection on CD-ROM*. Version 1.1, 2001. Logos Library System 2.0, 2000. Leicester, UK: IVP, 2000.

Freedman, D.N. et al, eds. *The Anchor Bible Dictionary*, Vols. 1-6 New York: Doubleday, 1992.

Longman III, Tremper, and Peter Enns, eds. *Dictionary of the Old Testament: Wisdom, Poetry & Writings*. Downers Grove: IVP, 2008.

The New Interpreter's Dictionary of the Bible, Vols 1-3. Nashville: Abingdon Press, 2006.
(Volumes 4+ are still to come)

Atlases

Aharoni, Y., Avi-Yonah, M., Rainey, A.F., and Z. Safrai, eds. *The Carta Bible Atlas*. 4th ed. New York: Macmillan Press, 2002.

Beitzel, B. *The Moody Bible Atlas of Bible Lands*. Chicago: Moody Press, 1985.

Dowley, Tim. ed. *The Atlas of the Bible and the History of Christianity*. London: Angus Hudson, 1997.

Commentaries

The following are in order from easiest to hardest:

Tyndale Old Testament commentary series

The NIV Application Commentary

The Expositors Bible Commentary series

New International Commentary on the Old Testament (NICOT) series

Word Biblical Commentary series