



OTEN5300 Exploring the Old Testament, Internet
New Orleans Baptist Theological Seminary
Biblical Studies
Fall 2017, 1/23-5/11

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is **Characteristic Excellence**.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

Course Description

This course is an introduction to the literary, historical, and theological contents and contexts of the Old Testament. Significant interpretive issues are noted, major theological themes covered, and their relevance for Christian living addressed.

Student Learning Outcomes

At the conclusion of the semester, the student will:

1. The student will read and comprehend the Old Testament noting the structure and content of the various books contained within.
2. The student will apply principles of interpretation (Biblical Hermeneutics) to the text of the Bible in order to glean its meaning and importance for the Christian community of faith in the 21st century.
3. The student will explore materials related to cultural and religious practices among the ancient Israelites and other ethnic cultures of the Ancient Near East.

Course Teaching Methodology

This course is primarily a reading course which involves three major activities:

First - is the reading the Old Testament in its entirety following the three-fold organization of the Hebrew Bible: Torah (Pentateuch) Former and Latter Prophets (Joshua-Kings and Isaiah-Malachi), and the Writings (Psalms, Wisdom, Megilloth, Chronicles-Ezra/Nehemiah). The exception is reading Daniel which is found in the Writings, along with the reading of the Book of Ezekiel). The reading assignments are outlined in the "Course Syllabus" according to a date schedule which has corresponding "Discussion Board" postings and quizzes in the "Test" section.

Second - additional notes and helps in interpretation are posted in the "Course Documents" section which includes such items as outlines of the Biblical books, Biblical Backgrounds information, and articles for reading for which you are responsible (materials maybe on exams).

Third - you will need to enter the "Discussion Board" (DB) section in which ten different sections are posted. Each of the ten sections has a question (or questions) under the subject area for which you will enter your contribution to the discussion. During the prescribed time frame, you will also need to make two responses to those contributions made by fellow classmates or additions I may make to the discussion. One can make more contributions, but two are required. Note the two lowest quizzes are dropped.

Fourth - you will take the given quizzes (about one per week) by the date posted in the syllabus. They are given in Course Documents on Blackboard (you can take them early, hence once you complete one the next will open automatically). Quizzes are based upon reading of both the biblical text and class textbook, so read well, outline the book, noted key dates, geographical movement, key celebrations and events, who did what, etc. notes only can be used but the quizzes are timed (hence must be completed w/in the time allotted). A 2pt per-day point reduction for lateness unless for medical, death in the family or military deployment reasons. Midterm and Final Exams are also posted in the Test section and are to be taken by the given dates per class schedule.

Textbooks

Contemporary English Bible (a good translation such as the revised NASB, NKJV, HCBS, NRSV)

W. LaSor, D.A. Hubbard, F.W. Bush, and L.C. Allen. *Old Testament Survey: The Message, Form and Background of the Old Testament*, 2nd edition, (Eerdmans, 1996). (*OTS*)

Recommended reading:

[*Bill T. Arnold, Bryan E. Beyer., Readings from the Ancient Near East Primary Sources for Old Testament Study. \(Baker, 2002\)*](#)

[*Philip J. King, Lawrence E. Stager. Life in Biblical Israel, \(Westminster John Knox Press, 2001\)*](#)

A good History of Israel – this will help many who are new to understanding the OT, see 1bibliography for suggestions

Course Grading

1. Weekly Quizzes (15) 30% (300 points, 20 pts each, 2 pts off for each day late)
2. Mid-Term Examination 20% (200 points) – Closed book
3. Final Exam 20% (200 points) – Closed book, by May 11 midnight
4. Discussion Participation 10% (100 points) – March 8 by midnight
5. Research Paper 20% (200 points) – May 1 by midnight

Note the dates for the Midterm, Quizzes, and Assignments.

Exceptions must be approved by the professor prior to due date

Quizzes - 2 Points off for each day late, after 4 days a Zero will be given

• ***NOTE: Discussion Boards*******

- **Each student must post their own discussion thread on each of the 10 areas.**
- **Each student must also comment on at least two other student's posts for each area.**
- **A reduction in percentage for each day late, after 4 days no credit given.**

Additional Course Information

Research Paper

1. A 10 - page paper, double spaced, one inch margins, (Note title page and bibliography do not count, 5 point off for each page short), following Turabian format.
2. Research paper must either: 1) address an issue in Old Testament Studies (e.g. Date of the Exodus), 2) discuss a theological concept (e.g. sacrifice), see suggested topics under Information on BB.
3. Research paper is due: Monday May 1, by midnight, 5-point reduction per day for late work, after two weeks it will not be accepted.
4. Grading rubric:

<u>Possible Points</u>	Research Paper Rubric
<u>From</u> = 5%	Mechanics/Turabian
<u>Grammar and Style</u> = 5%	Spelling Punctuation Sentence Structure; clarity
<u>Research and bibliography-</u> (this includes good footnoting) = 5%	Minimum 10 sources, but 30% of bibliography should consist of sources from scholarly journals, a minimum of 8 sources; use first hand sources when possible, textbooks are secondary, demonstrated good interaction with books and articles, hence by a good bibliography one is showing me that you did your homework!
<u>Content and argument</u> = 85%	<ol style="list-style-type: none">1. A well-organized paper (develop a table of contents if needed),2. A well stated premise (note intro should only be a paragraph at best with such a short paper),3. A logical flow of ideas,4. Good interaction with the sources,5. Work based upon sound exegesis of biblical passages were applicable,6. Key sub-points substantiate your premise, sound reasoning,7. And just plain reads well☺

Suggested Research Topics – other topics on BB in Information

1. Genesis Creation in the Context of ANE Mythology
2. The Concept of Faith in the Life of Abraham and Later Israelite Leaders
3. The Location of Mount Sinai
4. The Law of Moses and the Law Codes of Ancient Mesopotamia
5. The Mosaic Covenant in Light of ANE Covenant Making
6. The Number of Israelites in the Exodus from Egypt and Wilderness Wanderings
7. The Israelite Pilgrimage Festivals and Their Function in the Nation's History and Worship
8. Principles of Leadership from the Book of Joshua
9. The Conquest of the Promised Land in Joshua and Judges
10. Israelite Kingship: The Rise of David and the Decline of Saul

11. The Rise and Fall of the Solomonic Kingdom
12. Elijah and the Prophets of Baal and Asherah: Prophetic vs. Popular Religion
13. Jeremiah Versus The False Prophets
14. Justice and Righteousness in the Teaching of the Israelite Prophets
15. Prophetic Vision and the Emergence of Messianic Hope Among Israelite Prophets
16. Worship in the Teaching of the Israelite Prophets
17. The Role of the Psalms in Ancient Israel's Worship
18. Biblical Wisdom and Wisdom in the ANE: Comparison and Contrast

Course Outline & Schedule

UNIT I: THE PENTATEUCH

January 23 – February 12

1. Introductions (by Jan 23) – (see Discussion Board = DB), introduce yourself, if you have a picture post it, like to see a face!
2. Reading Assignments: Genesis – Deuteronomy
3. For sections/quizzes, #2-3, also read article in *Zondervan Pictorial Encyclopedia of the Bible* on “Sacrifices and Offerings”, (it is posted on Blackboard in this section of notes)

Quizzes and Discussion Lists:

Discussion Board:

- | | |
|--|--------|
| 1. Contribute a discussion to Introduction | Jan 27 |
| 2. Contribute a comment to Genesis - Creationism | Jan 29 |
| 3. Contribute a comment to Exodus – Deuteronomy | Feb 5 |

Quizzes:

- | | |
|---|--------|
| #1 Genesis, <i>OTS</i> : Background section – 46-48 & Chs. 1-3, (quizzed over) | Jan 30 |
| #2 Exodus & Leviticus, <i>OTS</i> : and Chs. 4-6, | Feb 6 |
| #3 Numbers & Deuteronomy, <i>OTS</i> : and Chs. 7-8, | Feb 12 |

UNIT II: THE FORMER PROPHETS

February 13 – March 4

Quizzes, Exam, and Discussion Areas:

Discussion Board:

- | | |
|---|--------|
| 4. Contribute a discussion to Joshua – Judges | Feb 18 |
| 5. Contribute a discussion to Samuel – Kings | Feb 25 |

Quizzes:

- | | |
|---|--------|
| #4 Joshua- Judges, <i>OTS</i> : Chs. 9-11 | Feb 19 |
| #5 1-2 Samuel, <i>OTS</i> : Chs. 12-13 | Feb 26 |
| #6 1-2 Kings; <i>OTS</i> : Chs. 14-15 | Mar 4 |

MIDTERM: Must take the Mid-Term Exam by March 8, by midnight
UNIT III: THE LATTER PROPHETS
March 5 – April 10

Quizzes, Exams, and Discussion Lists:

Discussion Board:

- | | |
|---|--------|
| 6. Contribute a comment to the 8 th century BC | Mar 11 |
| 7. Contribute a comment to the 7- 6 th century BC prophets | Mar 29 |
| 8. Contribute a comment to the Post-Exilic prophets | Apr 5 |

Quizzes:

- | | |
|--|--------|
| #7 Prophets I: Amos & Hosea OTS: Chs. 16, 18-19, | Mar 12 |
| #8 Prophets II: Micah, Isaiah OTS: Chs. 20-22, | Mar 18 |
| #9 Prophets III: Zephaniah, Nahum, Habakkuk, Jeremiah, OTS: Chs. 23-24 | Mar 30 |
| #10 Prophets IV: Ezekiel, Obadiah, Daniel, OTS: Chs. 25-27, 43, | Apr 6 |
| #11 Prophets V: Haggai, Zechariah, Malachi, OTS: Chs. 28-30, | Apr 10 |

UNIT IV: THE WRITINGS
April 11 – May 11

Quizzes, Exams, and Discussion Lists:

Discussion Board:

- | | |
|--|--------|
| 9. Contribute a comment to the Poetry Section | Apr 16 |
| 10. Contribute a comment to the Wisdom Section | Apr 24 |

Quizzes:

- | | |
|--|--------|
| #12 Writings - Poetry & Psalms, OTS: Chs. 17, 31-32, | Apr 15 |
| #13 Wisdom & Proverbs, OTS: Chs 33-34, | Apr 23 |
| #14 Job & Ecclesiastes, OTS: Chs 35-36, | Apr 30 |
| #15 S of S's, Ruth, Lamentations, Chronicles, Ezra, Nehemiah; OTS: Chs 37-42 | May10 |

RESEARCH PAPER due Monday May 1

FINAL EXAM MUST BE COMPLETED BY MAY 11TH

Online courses will no longer be available for student access after May 11 ^{midnight}

*****Note*****

If you are anticipating graduation in May 2016 - You must take the Final Exam by May 9

Any late submissions, testing, or otherwise must be submitted through the Registrar's Office

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(Note a fuller bibliography is being updated regularly in BB under Information)

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Competency Assessment Rubric for BBBW5300 Exploring the Old Testament

Cognitive/Understanding Assessment

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1. The Student	<input type="checkbox"/> demonstrated a comprehensive understanding of the resources for Biblical Backgrounds research <input type="checkbox"/> reflected an awareness of the resources for Biblical Backgrounds research but did not utilize those resources adequately <input type="checkbox"/> reflected an awareness of some of the resources for Biblical Backgrounds research but did not utilize many of the resources <input type="checkbox"/> was unable to identify or explain the resources for Biblical Backgrounds research
2. The Student	<input type="checkbox"/> demonstrated a comprehensive understanding of the physical world of the Bible <input type="checkbox"/> reflected an awareness of the process of the physical world of the Bible but did not adequately relate it to Biblical interpretation <input type="checkbox"/> reflected an awareness of some of the issues related to the Biblical geography but did not utilize them fully in Biblical interpretation <input type="checkbox"/> was unable to identify or explain the geography of the Bible

Application Assessment

1. The Student	<input type="checkbox"/> demonstrated a comprehensive understanding of the principles of applying Biblical Backgrounds to interpreting the Bible <input type="checkbox"/> reflected an awareness of the principles of applying Biblical Backgrounds to interpreting the Bible but did not explain them adequately <input type="checkbox"/> reflected an awareness of some of the principles of applying Biblical Backgrounds to interpreting the Bible but did not address them fully <input type="checkbox"/> was unable to identify or explain the principles of applying Biblical Backgrounds to the process of interpreting the Bible
2. The Student	<input type="checkbox"/> demonstrated a valuing of the necessity of bridging the temporal and cultural gaps between contemporary society and the Biblical world <input type="checkbox"/> reflected a general appreciation of the necessity of bridging the temporal and cultural gaps between contemporary society and the Biblical world <input type="checkbox"/> reflected a lack of appreciation for the need of bridging the temporal and cultural gaps between contemporary society and the Biblical world <input type="checkbox"/> rejected the need for bridging the temporal and cultural gaps between contemporary society and the Biblical world

Communicative Assessment

1. The Student	<input type="checkbox"/> fully interpreted and communicated the Bible teaching utilizing Biblical background materials <input type="checkbox"/> interpreted and communicated the Bible teaching utilizing some Biblical background materials but did not relate the meaning fully <input type="checkbox"/> inadequately interpreted and communicated the Bible teaching utilizing Biblical background materials <input type="checkbox"/> was unable to interpret and communicate the Bible teaching utilizing Biblical background materials
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