OT 5000  INTRODUCTION TO THE OLD TESTAMENT
TRINITY EVANGELICAL DIVINITY SCHOOL
INDIANAPOLIS EXTENSION
SPRING SEMESTER 2016: 1/15-16; 2/12-13; 3/18-19; 4/8-9; 5/6-7
F 6:00-9:00 P.M.; S 9:00 A.M.-5:00 P.M.
DR. DENNIS R. MAGARY

COURSE SYLLABUS

COURSE DESCRIPTION

An introduction to the literature, content, and history of the Old Testament from the beginning to the final days of the united monarchy (Genesis through I Kings 11, Job, Psalms, Proverbs, Ecclesiastes, Song of Songs) and from the division of the kingdom to the return from exile and into the post-exilic period (I Kings 12-II Kings 25, Chronicles, Ezra, Nehemiah, Esther, Latter Prophets). Attention will be given to the world of the Old Testament--the religious, political, social, and cultural developments in and around early Israel--and the literature dealing with this period, focusing on form and content of the individual books, the distinctive meaning and message of each, and the development of major biblical themes. Special emphasis will be given to a consideration of the relationship of the books to one another and the place and contribution of each book in the progress of revelation and development of the canon.

COURSE GOALS AND OBJECTIVES

GOAL 1: The student will acquire a working knowledge of Hebrew history from its beginning to the days following the return from exile.

OBJECTIVE: By reading the primary literature of Hebrew history, viz., the biblical record itself, as assigned.

OBJECTIVE: By paying particular attention to the individuals and peoples who were a part of Hebrew history.

OBJECTIVE: By carefully reading and assimilating the material presented in Andrew E. Hill and John H. Walton’s A Survey of the Old Testament, 3rd ed.

OBJECTIVE: By noting the distinctive eras of Hebrew history and the featured characteristics of each era.

OBJECTIVE: By making full use of the charts, tables, and compilations of both biblical and extra-biblical historico-literary data in John H. Walton’s Chronological and Background Charts of the Old Testament.

GOAL 2: The student will gain knowledge of the literature of the Old Testament and its variety of genres.
GOAL 3: The student will observe the historical relationship of the various Old Testament books to one another, i.e., to examine their canonical significance and special place in the history of canonical development and the progress of revelation.

OBJECTIVE: By approaching the books of the Old Testament contextually, i.e., by considering them against the background of their respective historical and canonical settings.

OBJECTIVE: By carefully reading and assimilating the assigned portions of the biblical text.

OBJECTIVE: By applying the principle of the progress of revelation and canonical development in our study of the biblical literature.

OBJECTIVE: By noting the Old Testament writers’ use of the Old Testament, i.e., observing in the text the many literary and historical citations and allusions made by subsequent biblical writers to previous or antecedent Scripture.

GOAL 4: The student will develop an appreciation for the contribution that ancient Near Eastern studies makes towards the gaining of a true and proper perspective on the Old Testament, its people, and its world.

OBJECTIVE: By recognizing the purpose, function, and value of archaeological study of the ancient Near East and the biblical world.

OBJECTIVE: By noting the illuminating effect that serious consideration of the cultural and historical milieu of any Old Testament book can have on one’s understanding of Old Testament history and literature.

OBJECTIVE: By paying particular attention to specific references made by the instructor to relevant literary and non-literary remains of the ancient Near East.

OBJECTIVE: By reading in translation selected ancient Near Eastern texts relating to the history and literature of the Old Testament.

GOAL 5: The student will become familiar with the geography of the ancient Near Eastern world with a view to discerning its dynamic influence and effect on the making of Hebrew history.

OBJECTIVE: By consulting the designated maps and readings assigned in Barry J. Beitzel’s *The Moody Atlas of Bible Lands.*
OBJECTIVE: By noting the significant locations, land features, and geo-political movements highlighted by the instructor by means of illustrated lectures and distributed class materials.

GOAL 6: The student will identify some of the key historical, theological, and moral difficulties relating to the Old Testament with a view to evaluating some of the more significant approaches taken toward their solution.

OBJECTIVE: By making note of some of the problems and enigmatic portions encountered in reading the biblical text.

OBJECTIVE: By interacting with the positions and presuppositions of your instructor and textbooks.

OBJECTIVE: By noting the relative strengths and weaknesses of opposing positions and the significant difficulties precipitated by the “easy” answers.

GOAL 7: The student will understand the historical, cultural, and theological relationship of the Old Testament to the New Testament.

OBJECTIVE: By noting the similarities and distinctives of each corpus.

OBJECTIVE: By paying particular attention to elements of continuity and discontinuity between the testaments.


OBJECTIVE: By tracing the development and application of key theological ideas and religious institutions.

GOAL 8: The student will become acquainted with the various kinds of critical methods used in Old Testament studies today.

OBJECTIVE: By consulting the material presented in John Barton’s Reading the Old Testament: Method in Biblical Study.

OBJECTIVE: By discussing the application of critical methodologies to the study of the Old Testament with a view to understanding the contribution and limitations of each method.

GOAL 9: The student will gain a working knowledge of the theological content of the Old Testament.

OBJECTIVE: By carefully reading and assimilating the material presented in William Dyrness’s Themes in Old Testament Theology.
GOAL 10: The student will be encouraged to sustain faithful study of the Old Testament Scriptures as a vital and integral part of God’s word to us.

GOAL 11: The student will cultivate a commitment to the authority of the Old Testament as Christian Scripture.

COURSE TEXTBOOKS AND MATERIALS

REQUIRED


RECOMMENDED


COURSE REQUIREMENTS

1. ASSIGNED READINGS 30%

The required readings for the course will be:

a) Books of the Old Testament: *Genesis* through *Malachi*. 


The following readings are **recommended**, but **not required**:


e) Reading, study, and review of the charts, tables, and data found in John H. Walton’s *Chronological and Background Charts of the Old Testament*, revised and expanded ed. (Grand Rapids: Zondervan Publishing House, 1994). READ/STUDY pp. 9, 11-118.


At the end of the semester the student will submit a reading report. The instructor will provide a form on which the student will indicate those readings which have been read in their entirety, or in part, or not at all. The percentage of readings completed will determine the amount of credit to be received for fulfillment or partial fulfillment of this course requirement. The Report of Assigned Readings form is available on the class Moodle page. The form is downloadable and will be submitted electronically.

N.B. The assigned readings report is due no later than 4:00 P.M. on Thursday, May 12. A reading report submitted after 4:00 P.M. on Thursday, May 12 will not be accepted without approval of the Dean of Students.

2. E-QUIZZES 20%
Quizzes will be posted online from time to time using Moodle, the online TIU Course Management System. Each quiz will be comprised of questions drawn from the lectures and reading assignments, viz., Bible, Hill and Walton Survey, and Dyrness Themes.

**AVAILABILITY:** Quizzes will be available online for a specified duration (usually a two day period) the week after a weekend class session. The quizzes must be written at some point within the designated time frame. Within that time frame, the quizzes will be accessible at any time, day or night. However, you will have only one opportunity to access the quiz. There will be no “do-overs.” At whatever point you open the quiz, you must then write the quiz. If, for example, you open a quiz (even accidentally!), and you then decide you are not really ready for it, and immediately close the quiz, that access will constitute your quiz session. You will not be able to re-open the quiz, and that quiz score will be zero. So, be sure you do not open or access the quiz until you are actually ready to write it!

**TIME LIMIT:** The quizzes are timed exercises. You will be allowed a specified amount of time to complete each quiz. When that time has expired, the quiz will automatically close, and you will not be able to re-enter for the purpose of finishing the quiz. Whatever has been completed at the point you exit the quiz will be scored.

**QUIZ VALUE:** The number of objective questions comprising each quiz will vary from quiz to quiz (as will the time limits).

**COVERAGE:** Quizzes will not be cumulative. Each quiz will cover designated course material. Coverage will always be specified. Each quiz will cover all required readings, lectures, and handouts pertaining to the canonical corpus and historical period specified.

**QUESTIONS:** Questions will be a variety of multiple choice, fill-in-the-blank, true/false, and matching. There will be no essay question(s).

**GUIDELINES FOR WRITING THE QUIZ:**

I place no restriction on the use of course materials for any quiz. In other words, each quiz will be what some would call an “open-book” exercise. You may use your course textbooks, lecture notes, handouts, people and chapter sheets, or other resources. But bear in mind that each quiz will have a time limit (and the use of resources takes time!).

The one restriction I do place on each quiz is that you may not at any point before, during, or after writing a quiz discuss any question on the quiz with any other member or any non-member of the class. In other words, you may check Hill and Walton, but you may not “Phone-a-Friend.” The quiz may not be discussed at any point (before, during, or after) with anyone. If someone (anyone!) says, “So, have you taken your quiz yet?” or “So, how did the quiz go?” the appropriate, pre-approved answer is: “I can’t say.” If you are pressed for clarification, viz., “You can’t say?? Do you mean (a) you don’t know yet, or (b) you’re not allowed to talk about it??” respond simply, “I can’t say.” Very important!
GRADING: When you are finished with the quiz (again, be sure you are finished!), you will close (submit) the quiz for marking. At the point you submit your quiz, it will be graded, scored, and you will immediately know how you did.

The complete online quiz schedule for the semester is provided below. TIP: You will need to disable your web browser’s popup blocker, so that popups are allowed while taking the Moodle quiz.

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<tr>
<th>QUIZ</th>
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<tr>
<td>Practice Quiz</td>
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<td>Quiz 1</td>
<td>Introduction, Pentateuch</td>
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<td>Quiz 2</td>
<td>Historical Books</td>
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<td>Quiz 3</td>
<td>Poetic Books</td>
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<td>Quiz 4</td>
<td>Prophetic Books</td>
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N.B. Quizzes will be offered only online on the OT 5100 Moodle page. Designated quiz times will be the only times the quizzes will be offered. The quizzes will not be available at any other time. N.B. There will be no make-up quizzes! Each student will be responsible to be available and online to take the quiz when it is given. Again, there will be no make-up quizzes! Each student will be granted one “excused absence” for a quiz during the semester. If the excused absence is not used, the lowest quiz score will be dropped. Additional absences (missed quizzes) will be scored as zero.

3. INTERPRETIVE READING 10%

Each student will select and prepare a passage from the Prophets or the Psalms for an in-class interpretive reading. The passage must be a meaningful literary unit of 24-30 verses in length. By no later than Saturday, February 13, each student will submit for approval the choice of text for his/her interpretive reading. The student should submit a first, second, and third choice of text (1) to insure variety in the readings, and (2) to make it possible for each student to be able to read a Psalm of choice. N.B. All passages must have instructor approval before the student begins reading preparation.

Each reading will be done in front of the class. The student may read the passage from his/her own study version or from any other major translation with which the student is comfortable. Although no specific version is being designated for this assignment, the student is encouraged to avoid using paraphrases and dynamic equivalence versions such as Today’s English Version (Good New Bible), New Living Translation, The Message, et al. The student may read the passage directly from the Bible, or from an unmodified copy of the biblical text. “Unmodified” means the reading is being done from the text as published, i.e., the student has made no omissions, additions, changes, or updating of the wording of the version chosen. “Unmodified” does not mean an unmarked text. If one chooses to read
from a copy of the text (e.g., photocopy, cut-and-paste from Bible software, etc.), the student may enlarge the font, or arrange/structure the text, or highlight words and phrases—whatever will facilitate the interpretive reading. Eye contact will not be a criterion for evaluation for this assignment. It is far more important (to the professor!) that the student offer a well-rendered, meaningful, oral presentation of the text than maintain eye contact with the class. So, the text may be marked in a way that will best serve the reader; but the text one reads must be unmodified in wording from the published version.

Each student will provide the professor with an unmarked photocopy of the selected passage in the version being read. Since there will be at least some variety in the versions chosen for reading, please provide the professor with a clean copy of the text before reading. E.g., if one chooses to do the interpretive reading from NIV, a photocopy of the NIV text from any edition of NIV will suffice. The professor does not need a copy of the “marked” copy. Simply present the professor with a photocopy of the text in the version being read. The criteria for evaluation will be as follows: (1) adherence to printed text of version, (2) inflection, (3) interpretive quality.

A schedule of final reading selections will be posted on the class Moodle page, indicating the day on which each student will read. Readings will be presented in class on the final weekend, May 6-7.

4. CLASS PREPARATION AND PARTICIPATION 10%

5. FINAL EXAM 30%

The final exam will be cumulative and comprehensive for the course. Format and performance expectations for the final are available on the course Moodle page. The final exam will be written online during the TEDS final exam week. The exam will be available on the course Moodle page beginning Monday, December 11, 12:00 a.m. thru Wednesday, December 13, 11:59 p.m. The exam may not be written after that time.

STUDY GUIDES

To assist the student in weekly preparation and review of course material, and to place the needed parameters on the amount of material for which the student will be accountable, two formal study tools will be provided:

1) SOMEONE YOU SHOULD KNOW

This resource will designate for the student those individuals or peoples who have in some way affected the history of the Hebrew people or who figure prominently or interestingly in the biblical record. The completion of this study tool will not require the use of a Bible dictionary or encyclopedia, nor will it necessitate library time, for it has been designed to be used and completed in conjunction with the student’s reading of the biblical text. People for whom the student will be accountable on quizzes and the final exam will be limited to those names found in SOMEONE YOU
SHOULD KNOW. N.B. The completion of this study guide is not a course requirement. It will not be submitted to the instructor. It is being provided as a guide for the student to use in preparation for class quizzes and testing, and if utilized, will prove itself invaluable throughout the course.

2) VITAL CHAPTERS

This study tool will indicate for the student which chapters are of special significance in the canonical record for either historical or theological reasons. These chapters (and their general content and significance) will be the only ones for which the student will be specially accountable on quizzes and the final exam. N.B. Again, the completion of this study guide is not a course requirement. It will not be submitted to the instructor. It is being provided as a guide for the student to use in preparation for class and testing, and if utilized, will prove itself invaluable throughout the course.

SUMMARY OF COURSE REQUIREMENTS:

1. ASSIGNED READINGS 30%

2. E- QUIZZES 20%
   - Quiz 1 Introduction, Pentateuch 5%
   - Quiz 2 Historical Books 5%
   - Quiz 3 Poetic Books 5%
   - Quiz 4 Prophetic Books 5%

3. INTERPRETIVE READING 10%

4. CLASS PREPARATION AND PARTICIPATION 10%

5. FINAL EXAM 30%

COURSE GRADING:

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(TEDS 2015-2016 Online Catalog, pp. 77-78)
COURSE CALENDAR

The remainder of the Course Calendar will be provided on the first evening of class. The Course Calendar will contain (1) the complete lecture schedule for weekend class sessions, and (2) the complete schedule for all reading assignments and online quizzes.

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<tr>
<th>WK</th>
<th>DATE</th>
<th>LECTURE/SUBJECT</th>
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<tbody>
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<td>1</td>
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<td>INTRODUCTION TO COURSE--EXPLANATION OF COURSE PROCEDURES AND EXPECTATIONS</td>
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<td>WHY EVEN STUDY THE O-O-O-O-O-OLD TESTAMENT ?!</td>
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<td>GENERAL INTRODUCTION TO THE OLD TESTAMENT</td>
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<td>INTRODUCTION TO THE PENTATEUCH CRITICAL METHODS AND THE STUDY OF THE OLD TESTAMENT</td>
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<td>19 May</td>
<td>FINAL EXAM</td>
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**ASSIGNMENT:**

- WRITE Final Exam
- UPLOAD Report of Assigned Readings to OT 5000 Moodle Page

**OFFICE:**

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