1-1-2001

OT 520 Foundations for Old Testament Study

Brian D. Russell

Follow this and additional works at: http://place.asburyseminary.edu/syllabi

Recommended Citation
http://place.asburyseminary.edu/syllabi/628
I. GENERAL COURSE DESCRIPTION
An introduction to the historical and critical issues in Old Testament studies. Primarily utilizes the Pentateuch to explain and illustrate these.

II. LEARNING OBJECTIVES
Upon successful completion of this course with a grade of C or better, the student will be able to:

A. Describe the history and geography of the Ancient Near East as it relates to the Old Testament;
B. Narrate the history of the interpretation of the Old Testament;
C. Understand and apply critical methods of Biblical interpretation;
D. Describe and critique the major questions of OT scholarship and study (authorship, historicity, etc.);
E. Narrate the essential elements of Israelite history and religion;
F. Use the Old Testament more effectively in ministry.

III. TEXTS
F. F. Bruce, *Israel and the Nations: The History of Israel from the Exodus to the Fall of the Second Temple*, Revised by David F. Payne (Downers Grove: IVP, 1997). **Bruce**


First Class Account
It is imperative that you open a First Class Account at the Seminary. A folder for this class to which only you as members of OT501 have access is open for your use. A discussion/message board will be available for use throughout the semester in order to facilitate greater dialogue between students and between you and me. Questions, comments, and hints are always welcome on this site.

Additionally, the folder marked "Intranet" contains another folder dubbed "Students." In the Student folder, you can find all of the Powerpoint slides as well as class hand-outs and worksheets.

III. EVALUATION

Grade Scale
Means of Evaluation:
1) Reading, Attendance, and Weekly Participation in class  25%
   We will spend time each week discussing the course texts and any issues raised in your reading or
   from the previous week's lecture. The assigned readings are to be completed by their assigned date.
   Each week, you will turn into me a 1 page "Lessons and Puzzles" reading report that succinctly
   describes 1. what you learned/discovered in the reading and 2. what questions do you have that
   were not dealt with in the text or were raised in it?
   Our texts support the general flow of the lectures, but are not mere repetitions of my words.
   The texts are meant to raise additional perspectives and viewpoints to expand your knowledge of
   the topic.

2) Mid-Term and Final Examinations (25% each)  50%

3) Research paper  25%
   During the term, each student will write a brief 10 page (12 font, New Times Roman, 1" margin on
   all sides) research paper on a topic of your choice related to OT studies. A list will be posted on-
   line and distributed in class no later than 2/15. The paper will be due May 4.

Alternative grading. Students may substitute additional papers for one or both exams. If this option
is taken, the additional paper is due on the test day and the student must alert me to this choice at
least two weeks prior to the date of the exam.

Student Feedback
My desire is to facilitate learning so that each of us can acquire knowledge and skills essential for
ministry and reach our full potential in Jesus Christ as we grow in grace together. Toward this end,
during the last 5-10 minutes of selected class period, I will ask each of you to fill out a “Critical
Incident Questionnaire.” The CIQ will allow you to give me valuable feedback that will strengthen
the course. Over the course of the semester, it will also allow you to track yourself as a learner.
The CIQ’s will be anonymous, but you will be able to get your sheet back the following week. I
will open each class with a discussion of themes/issues raised that may be beneficial to the class as
a whole. This exercise will enable all of us to take ownership of the learning process.

The CIQ will ask five questions:
1. At what moment in the class this week did you feel most engaged with what was
   happening?
2. At what moment in the class this week did you feel most distanced from what was
   happening?
3. What action that anyone (teacher or student) took in class this week did you find most
   affirming and helpful?
4. What action that anyone (teacher or student) took in class this week did you find most
   puzzling or confusing?
5. What about the class this week surprised you the most? (This could be something about
   your own reactions to what went on, or something that someone did, or anything else
   that occurs to you.)
Other comments:

SCHEDULE (A full schedule will be available next week)

2/8 Course Introduction; Why study the Old Testament? The Need for Critical Interpretation?
Read: Ps 1, 19, 119, 2 Tim 3:14-17; Deut. 6; IBI 1-78; IOT 17-36

2/15 The Canon of the OT; Textual Criticism; Geography
Read: Gen 1-2; IBI 81-213

2/22 Creation; Archaeology and the OT
Read: IBI 214-322, 377-426