



**OTEN5300 Exploring the Old Testament, Internet**  
New Orleans Baptist Theological Seminary  
Biblical Studies  
Spring 2018, 1/22-5/17

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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 **Servant Leadership**.

### **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 21<sup>st</sup> 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.

**Note**- 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).

**Second** - 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.

**Third** - 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.

### **Embedded Assignment: See below**

#### **Textbooks**

1. Contemporary English Bible (a good translation such as the revised NASB, NKJV, HCBS, NRSV)
2. W. LaSor, D.A. Hubbard, F.W. Bush, and L.C. Allen. *Old Testament Survey: The Message, Form and Background of the Old Testament*, 2<sup>nd</sup> edition, (Eerdmans, 1996). (**OTS**)

#### **Recommended reading:**

1. [Bill T. Arnold](#), [Bryan E. Beyer.](#), *Readings from the Ancient Near East Primary Sources for Old Testament Study*. (Baker, 2002)
2. [Philip J. King](#), [Lawrence E. Stager](#). *Life in Biblical Israel*, (Westminster John Knox Press, 2001)
3. A good History of Israel – this will help many who are new to understanding the OT, see bibliography for suggestions

#### **Course Requirements**

1. **Embedded Summative Assignment:** Write a two-page paper (New Roman Times 12 pt. font, single-spaced) summarizing the value to the church of **one** of the following books: Genesis, Exodus, Joshua, Psalms, or Isaiah. Indicate the historical context, genre, major theologies, and interpretive concerns of the book. The paper should indicate research using appropriate resources and tools. The paper should indicate good form and documentation using footnotes as needed. Communicate how the book impacts the faith and life of the contemporary church. You may use any of the following presentation forms
2. **Discussion Boards (DB):** Each person is to post their own discussion thread on each of the 10 areas. Then each student is to comment on at least two other person's posting during each given section.

**NOTE: Discussion Boards** -- A 2-point reduction for each day late will be assessed, with no credit being offered after 4 days late.

3. **Quizzes** (usually one per week) which are based upon reading of both the biblical text and class textbook, so read well. Best to outline the class textbook, note key dates, geographical movement, key celebrations and events, who did what, when and where, etc. notes only can be used but the quizzes are timed.
4. **Midterm and Final Exam:** Students will complete a midterm and a final exam.

All late work will be assessed a deduction of 2pt. per day of the assignment's point value. Late work may not be penalized at the instructor's discretion in the event of a military deployment, medical emergency, death in the family, or other extenuating circumstances.

### **Evaluation of Grade**

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 17 midnight
4. Discussion Participation 10% (100 points) –
5. Embedded Assignment 20% (200 points) – May 11 by midnight

### **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCsupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

### **Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

**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 5 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 5 days no credit given.**

**COMPETENCY ASSESSMENT RUBRIC – EMBEDDED SUMMATIVE ASSIGNMENT  
OTEN5300 EXPLORING THE OLD TESTAMENT**

**Student Learning Outcomes:**

In order to interpret and communicate the Bible accurately, the student, by the end of the course should:

1. Be able to apply his/her knowledge and comprehension of the literary, historical, and theological contents and contexts of the Old Testament to the practice of interpreting and communicating the Bible accurately to the community of faith.
2. Value the following concepts as needful in interpreting and communicating the Bible accurately:
  - a. The authority of the Old Testament in all matters of faith and practice for Christian living and Church growth.
  - b. Old Testament interpretive issues and major theological themes for Christian living.
3. Be able, with the help of resources, to interpret and communicate the Old Testament accurately.
4. Develop practical skill in studying the Old Testament through standard resources.

**Summative Assignment:**

Write a two-page paper (New Roman Times 12 pt. font, single-spaced) summarizing the value to the church of **one** of the following books: Genesis, Exodus, Joshua, Psalms, or Isaiah. Indicate the historical context, genre, major theologies, and interpretive concerns of the book. The paper should indicate research using appropriate resources and tools. The paper should indicate good form and documentation using footnotes as needed. Communicate how the book impacts the faith and life of the contemporary church.

**Understanding**

The Student	<input type="checkbox"/> demonstrated and articulated a comprehension of the literary, historical, and theological contents and contexts of the Old Testament. <input type="checkbox"/> reflected an awareness of the literary, historical, and theological contents and contexts of the Old Testament but did not explain them fully. <input type="checkbox"/> reflected an awareness of some of the literary, historical, and theological contents and contexts of the Old Testament but did not address all of the principles. <input type="checkbox"/> was unable to identify or explain the literary, historical, and theological contents and contexts of the Old Testament.
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**Application**

The Student	<input type="checkbox"/> demonstrated a valuing and embracing of the authority of the Old Testament and its theological themes for Christian faith and living. <input type="checkbox"/> reflected an appreciation for the authority of the Old Testament and its theological themes for Christian faith and living but did not fully embrace the need to study these concepts. <input type="checkbox"/> reflected a lack of appreciation the authority of the Old Testament and its theological themes for Christian faith and living. <input type="checkbox"/> rejected the authority of the Old Testament and its theological themes for Christian faith and living and saw no value in it.
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## Communication

The Student	<input type="checkbox"/> demonstrated a high level of practical skill in interpreting and communicating concepts from the Old Testament. <input type="checkbox"/> demonstrated some practical skill in interpreting and communicating concepts from the Old Testament but did not relate the meaning fully. <input type="checkbox"/> demonstrated only a rudimentary practical skill in interpreting and communicating concepts from the Old Testament. <input type="checkbox"/> demonstrated no skill in interpreting and communicating concepts from the Old Testament.
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### GRADING MATRIX FOR SUMMATIVE ASSIGNMENT

<u>Grammar = 15% +15</u> Spelling 10__y_ Grammar 50__y Sentence Structure, Clarity 20__y Verb Tenses 10__y Misplaced/Dangling Phrases 5__y Split Infinitives 5__y	<u>Content = 60%</u> Appropriateness of Discussion (75%) + 73 Addressed historical issues 15__y Addressed genre issues 15__n Addressed theological issues 30__y Accuracy of information 25__y Reasoning 15__10 Utilization of Resources (25%) Interaction w/ resources 50__y Quality of resources and tools 50__y
<u>General Composition = 15% + 13</u> Paragraph flow 25 = 23 Style (readability) 25 = 25 Focus 25 = 25 Depth of Analysis 25 = 23	<u>Documentation = 10% + 10</u> Footnote Form 50__y Bibliography 50__y
<u>Timeliness</u> - The Summative Assignment is due <b>December 6, 2017</b> . Twenty percent (20%) of the total grade for the assignment will be deducted each day the assignment is late (this includes weekends). The Summative Assignment will not be accepted after five days late.	

### 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 22 – February 11*

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 26 |
| 2. Contribute a comment to Genesis - Creationism | Jan 28 |
| 3. Contribute a comment to Exodus – Deuteronomy  | Feb 4  |

##### **Quizzes:**

- |   |        |
|---|--------|
| #1 Genesis, <i>OTS</i> : Background section – 46-48 & Chs. 1-3, (quizzed over ) | Jan 29 |
| #2 Exodus & Leviticus, <i>OTS</i> : and Chs. 4-6,                               | Feb 5  |
| #3 Numbers & Deuteronomy, <i>OTS</i> : and Chs. 7-8,                            | Feb 11 |

### **UNIT II: THE FORMER PROPHETS**

*February 12 – March 11*

#### **Quizzes, Exam, and Discussion Areas:**

##### **Discussion Board:**

- |   |        |
|---|--------|
| 4. Contribute a discussion to Joshua – Judges | Feb 19 |
| 5. Contribute a discussion to Samuel – Kings  | Feb 26 |

##### **Quizzes:**

- |   |        |
|---|--------|
| #4 Joshua- Judges, <i>OTS</i> : Chs. 9-11 | Feb 21 |
| #5 1-2 Samuel, <i>OTS</i> : Chs. 12-13    | Feb 28 |
| #6 1-2 Kings; <i>OTS</i> : Chs. 14-15     | Mar 10 |

**MIDTERM: Must take the Mid-Term Exam by March 11, by midnight**

### UNIT III: THE LATTER PROPHETS

*March 12 – April 9*

Note there is no assignment during spring break March 19-23

#### Quizzes, Exams, and Discussion Lists:

##### **Discussion Board:**

- |   |        |
|---|--------|
| 6. Contribute a comment to the 8 <sup>th</sup> century BC             | Mar 17 |
| 7. Contribute a comment to the 7- 6 <sup>th</sup> century BC prophets | Mar 31 |
| 8. Contribute a comment to the Post-Exilic prophets                   | Apr 14 |

##### **Quizzes:**

- |  |        |
|--|--------|
| #7 Prophets I: Amos & Hosea OTS: Chs. 16, 18-19,                       | Mar 18 |
| #8 Prophets II: Micah, Isaiah OTS: Chs. 20-22,                         | Mar 25 |
| #9 Prophets III: Zephaniah, Nahum, Habakkuk, Jeremiah, OTS: Chs. 23-24 | Apr 1  |
| #10 Prophets IV: Ezekiel, Obadiah, Daniel, OTS: Chs. 25-27, 43,        | Apr 8  |
| #11 Prophets V: Haggai, Zechariah, Malachi, OTS: Chs. 28-30,           | Apr 15 |

### UNIT IV: THE WRITINGS

*April 16 – May 17*

#### Quizzes, Exams, and Discussion Lists:

##### **Discussion Board:**

- |  |        |
|--|--------|
| 9. Contribute a comment to the Poetry Section  | Apr 22 |
| 10. Contribute a comment to the Wisdom Section | May 7  |

##### **Quizzes:**

- |  |        |
|--|--------|
| #12 Writings - Poetry & Psalms, OTS: Chs. 17, 31-32,                         | Apr 23 |
| #13 Wisdom & Proverbs, OTS: Chs 33-34,                                       | Apr 30 |
| #14 Job & Ecclesiastes, OTS: Chs 35-36,                                      | May 8  |
| #15 S of S's, Ruth, Lamentations, Chronicles, Ezra, Nehemiah; OTS: Chs 37-42 | May16  |

**Imbedded Assignment due May 11**

**FINAL EXAM MUST BE COMPLETED BY MAY 17TH**

Online courses will no longer be available for student access after May 17<sup>midnight</sup>

**\*\*\*Note\*\*\***

**If you are anticipating graduation in May 2018 - You must take the Final Exam by May 16**

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

## Bibliography: General References

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

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- Smith, *Palestinian Parties and Politics That Shaped the Old Testament* (Second ed.; London: SCM, 1987) Vermes, *The Dead Sea Scrolls in English* (4th ed.; New York: Penguin, 1995)
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**Competency Assessment Rubric for BBBW5300 Exploring the Old Testament**

Cognitive/Understanding Assessment

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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