



OTEN5300: Exploring the Old Testament

Spring 2019

Tuesday/Thursday: 8-9:20am

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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 department. The core value focus for this academic year is Doctrinal Integrity.

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.

The curriculum competency addressed in this course is biblical exposition.

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.

Course Texts

Arnold, Bill T., and Brent A. Strawn. *The World Around the Old Testament: The People and Places of the Ancient Near East*. Grand Rapids: Baker Academic, 2016.

Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker Academic, 2016.

Provan, Iain W., V. Philips Long, and Tremper Longman, III. *A Biblical History of Israel*. Louisville, KY: Westminster John Knox, 2003.

Walton, John H. *Chronological and Background Charts of the Old Testament*. Zondervan Publishing, 1994. (CBCOT)

Any modern English translation of the Bible

Student Learning Outcomes

Students should

1. The student will understand the canonical development and arrangement of the OT.
2. The student will identify significant OT themes, characters, nations, and historical events (and their relationship to the NT whenever appropriate).

3. The student will demonstrate the value of the background, setting, literary structure, and message of the OT books (Authorship, Date, Content, Analysis, etc.).
4. The student will work with selected methods currently employed in the study of the OT & explain the resultant implications of the various theories.

Course Teaching Methodology & Requirements

1. Students are responsible for reading the assigned material for each class meeting.
2. Students should complete reading through the Old Testament by following the weekly assignments. Any *modern English translation* will suffice.
3. In lieu of weekly quizzes, students are now responsible for submitting ***weekly reading reports***. These reports should demonstrate how you are critically thinking through the reading, picking up on the big ideas (and reflecting on how such thoughts might impact the ministry of the local church). Though scholarly interaction is welcome (and when cited must be accompanied by footnotes per formal research standards), it is not required. On the other hand, the rules of English grammar must be observed, if excellence is desired. *Reports should be no longer than one page, single-spaced. They are due on Tuesday at the beginning of class.*
4. Students will demonstrate mastery of the canonical text by submitting three worksheets during the semester. The worksheets will consist of questions requiring research. Each worksheet must be written well with proper formatting (footnotes, headings, etc), a minimum of 8 pages, single-spaced (plus a selected bibliography) but not longer than 11 pages!

Course Grading System

Attendance	9%
& Participation	5%
Reading & Weekly Reports	32%
Three Worksheets	54%

Course Policy

Attendance: See current Graduate catalog.

Make-Up & Extra Credit: Failure to submit any major assignment (worksheets) will result in failure of the course. Even if late work is allowed, there could be as much as a letter grade drop per day. Notifying the professor and grader of accidents, illness, or church/family-related- unavoidable delays can lessen this penalty or allow us to grant some measure of grace.

Citizenship/Conduct: Class participation (or lack thereof) directly affects the final grade for this course. Thus, proper behavior and attire are expected at all times in the classroom. Open food and drinks are not permitted, though bottled drinks are (so long as capped).

Should the professor be delayed, students are requested to wait fifteen minutes before leaving. Class is then dismissed unless otherwise directed. For questions concerning these policies, please visit me at HSC 210.

Library: Students should be conscientious of other classmates when researching for the worksheets.

Cell Phones: Conversations & texting are not allowed during class time. My policy is for phones to be on vibrate (but not answered) or off. Playing, surfing, answering calls, or texting can result in expulsion (with absence) from that class day. Repeated offenses can lead to permanent expulsion from class. Please

be conscientious of others and turn off all cell phones. This behavior impacts attendance and participation grades.

Computers: The use of computers in the classroom is a privilege. Computers should be used to take notes or gain access to pertinent material for lectures. When caught using technology for surfing Social Media, news, games, email, etc. may result in reprimand, expulsion for the day (thus counted as an absence), loss of privilege for using technology for the remainder of the semester, or even dismissal from the class (for belligerent, repeated offenders).

Plagiarism: Students are given the task of writing reports & answering worksheet questions in order to help them learn how to think critically about the ideas of others and to present the result of their analysis in a readable form. Plagiarism defeats these purposes by cheating the student out of an opportunity to grow. Plagiarism is a failure to distinguish between the work of the student and the work of others, either intentionally or unintentionally. Students that plagiarize will be reported to the Dean of Students & a grade of “F” will be assigned.

Course Schedule

Wk	Date	Topic	Reading	Assignment
1	1/22	Syllabus Overview; 4-fold Overview	<ul style="list-style-type: none"> • Hess (pp 1-21) • Provan (pp 3-50) • CBOT (12) 	
	1/24	ANE Overview; Critical Methods	<ul style="list-style-type: none"> • Hess (pp 23-24) • Provan (pp 51-104) • CBOT (60-61, 76-79, 90-93, 96) 	
2	1/29	Genesis	<ul style="list-style-type: none"> • Gen 1-25 • Hess (pp 25-54) • Provan (pp 107-125) • Arnold (pp 1-30) 	Reading Report 1
	1/31		<ul style="list-style-type: none"> • Gen 25-50 • Provan (pp 55-124) • Arnold (pp 31-106) • CBOT (13-18, 80-82, 97-98, 100-101) 	
3	2/5	Exodus	<ul style="list-style-type: none"> • Ex 1-19 • Hess (pp 55-78) • Arnold (pp 169-196) • CBOT (21, 62-65, 71-73, 109, 112) 	Reading Report 2
	2/7		<ul style="list-style-type: none"> • Ex 20-40 • Provan (pp 125-137) • Arnold (pp 107-168) • CBOT (84-85, 99, 102-109, 110, 113) 	
4	2/12	Leviticus	<ul style="list-style-type: none"> • Leviticus • Hess (pp 79-101) • Arnold (pp 197-228) • CBOT (19-23, 37) 	Reading Report 3
	2/14	Numbers	<ul style="list-style-type: none"> • Numbers • Hess (pp 102-122) • Arnold (pp 266) 	
5	2/19	Deuteronomy	<ul style="list-style-type: none"> • Deut 1-17 • Hess (pp 123-153) • Arnold (267-308) • CBOT (24-25, 38, 71-73, 79, 83-84, 86-87) 	Reading Report 4
	2/21		<ul style="list-style-type: none"> • Deut 18-34 • Provan (pp 138-192) • Arnold (pp 309-352) 	

6	2/26	Joshua	<ul style="list-style-type: none"> • Joshua • Hess (pp 161-193) • Arnold (pp 353-378) • CBOT (37-38, 83) 	Reading Report 5
	2/28	Judges	<ul style="list-style-type: none"> • Judges • Hess (pp 194-219) • CBOT (26, 39, 104, 111) 	Worksheet 1
7	3/5	<i>Mardi Gras - No Class</i>		
	3/7	Ruth; 1 Samuel	<ul style="list-style-type: none"> • Ruth; 1 Sam • Hess (pp 220-274) • Provan (pp 193-238) 	Reading Report 6
9	3/12	2 Samuel; 1 Kings	<ul style="list-style-type: none"> • 2 Sam • Hess (pp 275-316) • CBOT (40-46) 	Reading Report 7
	3/14	2 Kings	<ul style="list-style-type: none"> • 1 Kings; 2 Kings • Provan (pp 239-277) • Arnold (pp 379-416) • CBOT (27-34) 	
10	3/19	<i>Spring Break - No Class</i>		
	3/31			
11	3/26	Wisdom Lit & Poetry	<ul style="list-style-type: none"> • Psalms • Hess (pp 417-451) • CBOT (47-51) 	Reading Report 8
	3/28	Job	<ul style="list-style-type: none"> • Job • Hess (pp 393-416) 	
12	4/2	Proverbs; Ecclesiastes, Songs	<ul style="list-style-type: none"> • Prov; Ecel; Songs • Hess (pp 452-493) 	Reading Report 9
	4/4	Ruth; Lamentations	<ul style="list-style-type: none"> • Lamentations • Hess (pp 561-567) 	
13	4/9	8th Century Prophets	<ul style="list-style-type: none"> • Hosea; Amos; Jonah • Hess (pp 599-610, 618-630, 637-646) • Arnold (pp 417-466) • CBOT (46, 52-56, 67, 74) 	Reading Report 10
	4/11		<ul style="list-style-type: none"> • Isaiah; Micah • Hess (pp 513-539, 647-655) • CBOT (58, 65-66) 	

14	4/16	7th Century Prophets	<ul style="list-style-type: none"> ● Nahum; Habakuk; Zephaniah ● Hess (pp 656-682) ● CBOT (68-69) 	Reading Report 11
	4/18		<ul style="list-style-type: none"> ● Jeremiah ● Hess (pp 540-560) ● Provan (pp 278-304) ● CBOT (69) 	
15	4/23	6th Century Prophets	<ul style="list-style-type: none"> ● Ezekiel; Obadiah; Joel ● Hess (pp 568-584, 631-636, 611-617) 	Reading Report 12
	4/25	5th Century Prophets	<ul style="list-style-type: none"> ● Haggai; Zechariah; Malachi ● Hess (pp 683-710) ● CBOT (58-70) 	
16	4/30	Post-Exilic Writings	<ul style="list-style-type: none"> ● Esther ● Hess (pp 370-391) ● CBOT (27, 35-36, 75, 107-118) 	Worksheet 2 Reading Report 13
	5/2	Ezra/Nehemiah	<ul style="list-style-type: none"> ● Ezra/Nehemiah ● Hess (pp 348-369) 	
17	5/7	Chronicles	<ul style="list-style-type: none"> ● Chronicles ● Hess (pp 317-347) 	Reading Report 14
	5/9	Millennial Studies, Daniel	<ul style="list-style-type: none"> ● Daniel ● Hess (pp 585-598) ● Arnold (467-500) ● CBOT (57, 75, 105-106) 	
18	5/14	<i>Final Exam Week</i>		Reading Report 15
	5/16			Worksheet 3

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