



OTEN5316: Job (Eng)

Spring 2020

Wednesday 1-4 pm

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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 Spiritual Vitality.

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 competencies addressed in this course are biblical exposition and interpersonal skills.

Course Description

A thorough study of selected texts, through verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, along with consultation of comprehensive commentaries. The course

will emphasize proper methods for discovering the meaning of a text and applying it in teaching and preaching.

Course Texts

Hartley, John E. *Job*. New International Commentary on the Old Testament, Eerdmans: Grand Rapids, 1988.

Walton, John. *Job*. NIV Application Commentary. Zondervan: Grand Rapids, 2012.

Holy Bible (any modern English translation)

Student Learning Outcomes

Students taking this course will be introduced to the Book of Job and its major themes. The focus of the course will be on application of the text. At the end of the semester, students should:

- Be able to articulate the major themes from the Book of Job;
- Apply the major themes of Job to a ministry context or similar;
- Have a firm grasp of the Biblical and extra-biblical literature for the Book of Job.

Course Requirements

Students are expected to:

- Attend lectures and actively participate in those lectures;
- Read the Book of Job and other resources in preparation for lectures and assignments;
- Write journal entries prior to attending class lectures (see course schedule) in order to think critically through the text and prepare questions for lectures;
- Give 1 major presentation and respond to another student's major presentation;
- Prepare an annotated bibliography representing 1,500 pages of reading (not including the Book of Job and required textbooks).

Students will be expected to read through the Book of Job at least once (preferably multiple times). The textbooks should be read in conjunction with the Job reading.

Journals are due (typed or completely legible if hand-written) before the beginning of class each week starting on February 26 and ending on April. Eight journal entries are to be the student's own daily reflections and questions concerning the text of Job and other materials read in preparation for class. Journal entries should be at least three single-spaced pages, but no longer than five single-spaced pages (or six to ten pages double spaced). Any questions from the journals can be used to enrich class discussion. Journal entries should focus on answering these questions:

1. How does this text impact your life?
2. How might this text be relevant for people today?

3. What's the thought of the passage?
 - a. Agent,
 - b. Object,
 - c. Big Idea.
4. What concerns or problems does this text provide for a believer in a lost world?

Each student will give a major presentation on one of the major themes, ideas, or problems of Job. Presentations should be a culmination of material from class lectures & discussion, reading, and research. (10-12 single-spaced pages excluding front matter and bibliography). Students may also choose to present on two or three themes, ideas, or problems of Job instead of focusing on just one. The total page combined page numbers should still equal the 10-12 single-spaced pages. Prior approval from the professor is required. Focus should be on the application of the major themes, ideas, or problems. In addition, each student will provide one response to another student's presentation. Responses should be critical yet courteous and thorough.

Finally, the final exam is TBD.

Extra Credit will take the form of an annotated bibliography due by the final exam. Each student should read widely (50-100 pages per week) from various materials (i.e. dictionaries, commentaries, journal articles, etc) during the course of the semester. These materials should be placed into an annotated bibliography with an approximately ½ page to 1 page maximum word summary. The total number of pages read from each resource should be listed in the bibliographic entry. The total number of pages read should equal around 750 (anything over 750 becomes extra credit). The number of entries in the bibliography will vary by student. Students should utilize the resources from their major presentations and other readings in the bibliography. In the summary, students should answer these questions:

1. To what degree is the Bible essential to the resource?
2. Succinctly summarize the big idea (thesis).
3. Briefly identify why this resource is valuable for others.
4. Provide an assessment of the resource.
5. Is this resource essential, good for reference, or just junk?

The goal of the annotated bibliography is twofold: (1) to be able for you to talk intelligently about each source on your bibliography (don't include junk) and (2) to provide your classmates with summaries of resources they did not choose. The bibliography should be uploaded to a shared Google Drive folder, which will be provided.

Course Policies

Attendance

See the Graduate Catalog

Make-up Work

Make-up for a missed quiz/exam is not allowed unless the student has made provision prior to or immediately after the absence (such as, in the case of hospitalization, death of a family member, etc.) with the professor.

The student IS responsible for lecture, work assignment changes, or quiz/text announcements that occurred during the missed class. Late assignments may be submitted up to the last week of the semester; BUT WILL BE assessed a one-half-off late penalty (50% highest grade possible) IF SUBMITTED AFTER CLASS ON THE DATE DUE.

Citizenship/Conduct

Class participation (or the lack thereof) directly affects the final grade for this course. No gum, food, or drinks are permitted in the classroom. Likewise, all cell phones are to be turned off, along with social media or non-curricular use of technology. Exiting class to answer a cell phone call is not allowed, since your professor views this as a disruption. Failure to comply with this request may result in dismissal (with a WF) from the class. Inappropriate behavior or disrespect shown either to the professor or to other classmates may result in dismissal for the remainder of the class. Repeated offenses could result in permanent dismissal (with a WF) from the class.

Course Grading System

Assignment	Percentage
Participation & Attendance	10%
Journaling	20%
Major Presentation (Paper/Presentation)	25% (15% / 10%)
Critique/Response to Presentation	10%
Textbook Reading	10%
Reading (750 pp)	10%
Annotated Bibliography	15%

Course Schedule

Date	Topic	Assignment
1/22	Syllabus; Introduction to History, Background, and Text of Job	Begin reading Job and textbooks
1/29	Introduction to History, Background, and Text of Job cont'd	" SG: Overview of Major Themes
2/5	Exposition of Job	Journal due before class
2/12	Exposition of Job	Journal due before class
2/19	Exposition of Job	Journal due before class
2/26	Exposition of Job	Journal due before class
3/4	Exposition of Job	Journal due before class
3/11	Exposition of Job	Journal due before class
3/18	<i>Spring Break</i>	
3/25	Major Themes in Job	"
4/1	Major Themes in Job	"
4/8	Major Themes in Job	"
4/15	Major Presentations	Presenter: _____ Respondant: _____
4/22	Major Presentations	Presenter: _____ Respondant: _____
4/29	Major Presentations	Presenter: _____ Respondant: _____
5/6	Major Presentations	Presenter: _____ Respondant: _____
5/13	<i>Finals Week</i> - Annotated Bibliography Due	

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