

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Semester, Year</b>	Spring/Summer, 2025
<b>Course Title</b>	<b>THE BOOK OF JOB</b>
<b>Course Code</b>	<b>OLDT 0623 1S</b>
<b>Date</b>	From June 16, 2025 to June 20, 2025 <b>MONDAY TO FRIDAY (ONE WEEK)</b>
<b>Time</b>	From 9am to 4pm
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
<b>Class information</b>	The classes will be LIVESTREAMED on MONDAY TO FRIDAY from 9am to 4pm.
<b>Instructor</b>	<b>Edward Ho, Ph.D.</b>
<b>Contact Information</b>	Email: eho@tyndale.ca
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course is a study of the book of Job with a special focus on its literary features, theological message and contemporary relevance. Different reading strategies proposed to deal with the apparent tensions inherent in the work will be examined.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Describe the structure, content and literary features of the book of Job
2. Identify key interpretive issues and their corresponding options

3. Present the current state of research on the book
4. Evaluate scholarly monographs and articles
5. Articulate a coherent interpretation of the book of Job in its literary and canonical contexts
6. Reconstruct a theological framework for biblical interpretation

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Walton, John H and Tremper Longman III. [\*How to Read Job\*](#). Downers Grove: InterVarsity, 2015. ISBN #: 978-0-8308-4089-2.

Newsom, Carol A. [\*The Book of Job: A Contest of Moral Imaginations\*](#). Oxford: Oxford University Press, 2009. ISBN#: 978-0-19-539628-7.

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Wilson, Lindsay. [\*Job\*](#). The Two Horizons Old Testament Commentary. Grand Rapids: Eerdmans, 2015. ISBN#: 978-0802827081.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

#### C. ASSIGNMENTS AND GRADING

##### 1. Livestream Class Participation: 10 % of final grade

This assignment is related to all the Outcomes.

Students' participation will be evaluated on a scale from **A** to **D**:

- **D**: Present and not disruptive; responds when called on but offers minimal engagement; rare involvement in discussions.
- **C**: Provides straightforward information when prompted; demonstrates moderate engagement in discussions.
- **B**: Offers thoughtful interpretation and analysis; actively contributes to discussions in an ongoing manner.
- **A**: Demonstrates advanced analysis, synthesis, and evaluation of material; makes significant and meaningful contributions to discussions consistently.

**2. Friday Presentation: 10 % of final grade**

This assignment is related to all the Outcomes.

Students are required to deliver a 5-minute presentation on Friday afternoon, summarizing what they have learned or unlearned during the week. A typed script of the presentation must be submitted through email before the beginning of the afternoon session on the last day of the week.

**Grading Rubric:**

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D)
<b>Content</b>	Insightful, reflective, and demonstrates depth of learning or unlearning; well-structured with clear takeaways.	Clear and reflective; demonstrates learning or unlearning with minor gaps in depth or clarity.	Basic summary of learning; lacks depth or meaningful reflection.	Minimal effort or unclear presentation; little evidence of learning.
<b>Delivery</b>	Engaging, confident, and well-paced; clear voice and eye contact.	Clear and steady delivery; minor issues with pacing or engagement.	Uneven delivery; lacks confidence or clarity in some areas.	Poor delivery; hard to follow or disengaged.
<b>Script Submission</b>	Submitted on time; polished, well-written, and closely aligned with the presentation.	Submitted on time; aligns with presentation but may contain minor issues in clarity or polish.	Submitted on time; basic alignment with presentation but lacks detail or organization.	Not submitted on time or poorly written and disorganized.

Each criterion will be weighed equally, and the final grade will be an average of the scores across all categories.

**3. Textbook Comparison Paper: Due on July 18, 2025. 30 % of final grade**

This assignment is related to Outcomes #2, 4, 5.

Students are required to write a textbook comparison paper of 2,500–3,000 words. This assignment involves a careful and thorough comparison of the two textbooks’ interpretations of the book of Job. Students must analyze the strengths and weaknesses of each text and articulate which one they would recommend to a fellow schoolmate, providing clear and well-supported reasoning for their choice.

**Grading Rubric:**

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D)
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<b>Depth of Analysis</b>	Demonstrates exceptional depth in comparing interpretations; critical and nuanced insights into both textbooks.	Provides a clear and detailed comparison; demonstrates understanding but lacks deeper insights.	Basic comparison with limited critical analysis; mostly descriptive.	Superficial comparison; lacks critical engagement or depth.
<b>Argumentation</b>	Makes a compelling, well-supported case for the recommended textbook; uses evidence effectively.	Provides a clear recommendation with adequate support but minor gaps in reasoning.	Offers a recommendation with limited support or unclear reasoning.	Weak or missing recommendation; insufficient or irrelevant evidence.
<b>Organization and Clarity</b>	Paper is well-organized, logical, and easy to follow; transitions enhance readability.	Clear and organized structure but may have minor lapses in flow or coherence.	Basic organization; some sections lack clarity or coherence.	Poorly organized or difficult to follow; lacks logical structure.
<b>Mechanics and Formatting</b>	Polished writing with no errors in grammar, spelling, or formatting; adheres to word count.	Minor errors in grammar, spelling, or formatting; adheres to word count.	Noticeable errors in grammar, spelling, or formatting; may exceed or fall short of word count.	Frequent errors in grammar, spelling, or formatting; significantly off word count.

Each criterion will be weighed equally, and the final grade will reflect the overall quality of the paper based on the rubric.

#### **4. Term Paper: Due on July 25, 2025. 50 % of final grade**

This assignment is related to Outcomes #2, 3, 4.

Students are required to write a research paper of 4,000–5,000 words on one of the following topics:

- “The Characterization of Job and the Lord in Job 1–2”
- “Inner-Biblical Allusions in Job’s Lament”
- “The Arguments of Job’s Three Friends”

- “The Speaker of Job 28 and His Message”
- “The Function of the Elihu Speeches in the Book of Job”
- “The Function of the Divine Speeches in the Book of Job”

Papers should demonstrate critical engagement with primary and secondary sources, providing a clear thesis, in-depth analysis, and well-supported arguments.

**Grading Rubric:**

<b>Criteria</b>	<b>Excellent (A)</b>	<b>Good (B)</b>	<b>Satisfactory (C)</b>	<b>Needs Improvement (D)</b>
<b>Thesis and Argumentation</b>	Clear, original thesis with compelling, well-supported arguments; engages critically with sources.	Clear thesis with well-supported arguments; minor lapses in originality or depth.	Basic thesis; arguments are somewhat supported but lack depth or originality.	Unclear or missing thesis; weak or unsupported arguments.
<b>Engagement with Sources</b>	Demonstrates exceptional use of primary and secondary sources; integrates evidence seamlessly.	Engages with sources effectively but may lack depth or balance in usage.	Basic use of sources; limited integration or over-reliance on a few.	Insufficient or poor use of sources; minimal engagement with evidence.
<b>Depth of Analysis</b>	Offers insightful and nuanced analysis; demonstrates deep understanding of the topic.	Provides clear and detailed analysis; minor gaps in depth or nuance.	Basic analysis; primarily descriptive with limited critical engagement.	Superficial analysis; lacks critical depth or understanding of the topic.
<b>Organization and Clarity</b>	Well-organized, logical structure; ideas flow seamlessly with strong transitions.	Clear structure but minor lapses in flow or coherence.	Basic organization; some sections lack clarity or logical flow.	Disorganized or difficult to follow; lacks logical structure.
<b>Mechanics and Formatting</b>	Polished writing with no errors in grammar, spelling, or formatting; adheres to word count and citation standards.	Minor errors in grammar, spelling, or formatting; adheres to word count and citation standards.	Noticeable errors in grammar, spelling, or formatting; may slightly deviate from word count or citation standards.	Frequent errors in grammar, spelling, or formatting; significantly off word count or citation standards.

Each criterion will be weighed equally, and the final grade will reflect the overall quality of the paper based on the rubric.

#### D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Livestream Class Participation	10 %
Friday Presentation	10 %
Textbooks Comparison Paper	30 %
Term Paper	50 %
<b>Total Grade</b>	<b>100 %</b>

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Monday Morning	Orientation & Introduction
Monday Afternoon	The Prologue (chs. 1-2)
Tuesday Morning	Job's Opening Lament and Job's Speeches in the First Cycle (chs. 3, 6-7, 9-10, 12-14)
Tuesday Afternoon	The Arguments of Job's Three Friends in the First Cycle (chs. 4-5, 8, 11)
Wednesday Morning	The Second Cycle (chs. 15-21)
Wednesday Afternoon	The Third Cycle, the Wisdom Poem, and Job's Final Long Speech (chs. 22-31)
Thursday Morning	The Elihu Speeches (chs. 32-37)
Thursday Afternoon	The Divine Speeches (chs. 38-41)
Friday Morning	Job's Responses to the Lord (40:3-5; 42:1-6) and The Epilogue (42:7-17)
Friday Afternoon	Student Presentations and Final Reflection

#### V. SELECTED BIBLIOGRAPHY

[Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

Balentine, Samuel E. *Job*. Smyth & Helwys Bible Commentary 10. Macon, GA: Smyth & Helwys, 2006.

\_\_\_\_\_. *Have You Considered My Servant Job?: Understanding the Biblical Archetype of Patience*. Studies on Personalities of the Old Testament. Columbia: University of South Carolina Press, 2015.

Breitkopf, Alexander W. *Job: From Lament to Penitence*. Hebrew Bible Monographs 92. Sheffield: Sheffield Phoenix Press, 2020.

- Brenner, Athalya. "Job the Pious? The Characterization of Job in the Narrative Framework of the Book." *Journal for the Study of the Old Testament* 43 (1989): 37-52.
- Clines, David J. A. *Job 1-20*. Word Biblical Commentary 17. Dallas: Word, 1989.
- \_\_\_\_\_. *Job 21-37*. Word Biblical Commentary 18A. Nashville: Thomas Nelson, 2006.
- \_\_\_\_\_. *Job 38-42*. Word Biblical Commentary 18B. Nashville: Thomas Nelson, 2011.
- \_\_\_\_\_. "The False Naivety of the Prologue to Job." *Hebrew Annual Review* 9 (1985): 127-36.
- Dell, Katharine and Will Kynes, eds. *Reading Job Intertextually*. Library of Hebrew Bible/Old Testament Studies 574. New York: Bloomsbury T&T Clark, 2013.
- Erickson, Amy. "'Without My Flesh I Will See God': Job's Rhetoric of the Body." *Journal of Biblical Literature* 132 (2013): 295-313.
- Fishbane, Michael. "Jeremiah IV 23-26 and Job III 3-13: A Recovered Use of the Creation Pattern." *Vetus Testamentum* 21 (1971): 151-67.
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- Fokkelman, Jan P. *The Book of Job in Form: A Literary Translation with Commentary*. Studia Semitica Neerlandica 58. Leiden: Brill, 2012.
- Fox, Michael V. "The Meanings of the Book of Job." *Journal of Biblical Literature* 137 (2018): 7-18.
- Greenstein, Edward L. "Jeremiah as an Inspiration to the Poet of Job." Pages 98-110 in *Inspired Speech: Prophecy in the Ancient Near East: Essays in Honor of Herbert B. Huffmon*. Edited by John Kaltner and Louis Stulman. *Journal for the Study of the Old Testament: Supplement Series* 372. London: T&T Clark, 2004.
- \_\_\_\_\_. "'On My Skin and in My Flesh': Personal Experience as a Source of Knowledge in the Book of Job." Pages 63-77 in *Bringing the Hidden to Light: The Process of Interpretation: Essays in Honor of Stephen A. Geller*. Edited by Kathryn F. Kravitz and Diane M. Sharon. New York: Jewish Theological Seminary, 2007.
- \_\_\_\_\_. "Truth or Theodicy? Speaking Truth to Power in the Book of Job." *Princeton Seminary Bulletin* 27 (2006): 238-58.
- Habel, Norman C. *The Book of Job: A Commentary*. The Old Testament Library. Philadelphia: Westminster, 1985.

- Hawley, Lance R. *Metaphor Competition in the Book of Job*. *Journal of Ancient Judaism*. Supplements 26. Göttingen: Vandenhoeck & Ruprecht, 2018.
- \_\_\_\_\_. "The Rhetoric of Condemnation in the Book of Job." *Journal of Biblical Literature* 139 (2020): 459-78.
- Ho, Edward. "In the Eyes of the Beholder: Unmarked Attributed Quotations in Job." *Journal of Biblical Literature* 128 (2009): 703-15.
- \_\_\_\_\_. "Job's Wife." In *Dictionary of the Bible and Western Culture: A Handbook for Students*. Edited by Mary Ann Beavis and Michael Gilmour. Waco: Baylor University Press, 2012.
- \_\_\_\_\_. "Prayer in Job." Pages 129-145 in *Biblical Theology of Prayer in the Old Testament*. Edited by Albert J. Coetsee and Francois P. Viljoen. Reformed Theology in Africa Series 12. Cape Town: AOSIS, 2023.
- \_\_\_\_\_. Review of *The NIV Application Commentary: Job*, by John H. Walton. *Journal for the Evangelical Study of the Old Testament* 2.2 (2013): 246-50.
- \_\_\_\_\_. Review of *Power and Responsibility in Biblical Interpretation: Reading the Book of Job with Edward Said*, by Alissa Jones Nelson. *Journal of Hebrew Scriptures* 14 (2014).
- \_\_\_\_\_. Review of *Reading Job Intertextually*, by Katharine Dell and Will Kynes (eds.). *Journal of Hebrew Scriptures* 17 (2017).
- \_\_\_\_\_. "The Tension between Divine Righteousness and Human Protest: Ambiguities in Job 38-42." Pages 51-72 in *Biblical Theological Investigations into the Righteousness of God*. Edited by Albert J. Coetsee and Francois P. Viljoen. Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2024.
- Kynes, Will. *My Psalm Has Turned into Weeping: Job's Dialogue with the Psalms*. Beihefte zur Zeitschrift für die alttestamentliche Wissenschaft 437. Berlin: de Gruyter, 2012.
- Linafelt, Tod. "The Undecidability of בָּרָךְ in the Prologue to Job and beyond." *Biblical Interpretation* 4 (1996): 154-72.
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- \_\_\_\_\_. "The Book of Job." Pages 319-637 in vol. IV of *The New Interpreter's Bible*. 12 vols. Nashville: Abingdon, 1996.
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- Shveka A, and Van Hecke P. "The Metaphor of Criminal Charge as a Paradigm for the Conflict between Job and His Friends." *Ephemerides Theologicae Lovanienses* 90 (2014): 99-119.
- Steinmann, Andrew E. "The Structure and Message of the Book of Job." *Vetus Testamentum* 46 (1996): 85-100.
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- Viviers, Hendrik. "Elihu (Job 32-37), Garrulous but Poor Rhetor? Why is He Ignored?" Pages 137-53 in *The Rhetorical Analysis of Scripture: Essays from the 1995 London Conference*. Edited by S. E. Porter and T. H. Olbricht. Journal for the Study of the New Testament: Supplement Series 146. Sheffield: Sheffield Academic Press, 1997.
- Walton, John H. and Tremper Longman III. *How to Read Job*. Downers Grove, IL: IVP Academic, 2015.

Westermann, Claus. *The Structure of the Book of Job: A Form-Critical Analysis*. Translated by Charles A. Muenchow. Philadelphia: Fortress Press, 1981.

Williams, James G. "‘You Have Not Spoken Truth of Me’: Mystery and Irony in Job." *Zeitschrift für die alttestamentliche Wissenschaft* 83 (1971): 231-55.

Wilson, Gerald H. *Job*. New International Biblical Commentary on the Old Testament 10; Peabody: Hendrickson, 2007.

## VI. GENERAL REQUIREMENTS FOR ALL COURSES

### A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

### B. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

*\*exceptions with permission from professor*

### C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

#### **Grading Rubric**

Please consult the rubric provided for each individual assignment.

#### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism

(including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Turnitin Text-Matching Software**

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](#). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](#) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

### **Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or

prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

## **E. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

## **F. LIBRARY RESOURCES**

[Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

## **G. GRADING SYSTEM & SCALE**

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).