

*“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>Course</b>	<b>GENESIS</b> OLDT 0615 1P
<b>Date and Time</b>	JANUARY 17 – APRIL 11, 2025 FRIDAYS 11:15 AM – 2:05 PM IN-PERSON ONLY
<b>Instructor</b>	<b>PETER CHU, MD, MA, ThM</b> Email: <a href="mailto:pchu@tyndale.ca">pchu@tyndale.ca</a>
<b>Class Information</b>	Classes will be <b>in person</b> only on Fridays from <b>11:15 AM – 2:05 PM</b> . Reading week: February 18-21, 2025 The last class for this course will be on April 11, 2025. Office Hours: By appointment.
<b>Course Material</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

A study of the Book of Genesis with special emphasis on the narrative of Hebrew literature, the unfolding of the divine promise of redemption, as well as a chapter-by-chapter examination of the text and its key exegetical issues. Attention will be given to the theological emphases of the book and its relevance in the contemporary world. Knowledge of Biblical Hebrew is beneficial but not essential.

*Prerequisites: BIBL 0501; Recommended: OLDT 0511*

## II. LEARNING OUTCOMES

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

- A. describe the structure of the book of Genesis and identify key characters, places, and events

- B. identify God’s promises and covenants and trace them through the book.
- C. describe the major theological themes and arguments
- D. recognize the literary features and stylistic techniques of Hebrew narrative and their implications for Biblical exegesis
- E. understand the content, structure, and literary features of Genesis in the context of Ancient Near Eastern thought concerning the cosmos, creation and origins, and the nature and place of humanity in creation

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Arnold, Bill T. *Genesis*. NCBC. Cambridge: Cambridge University Press, 2009.

Longman, Tremper III. [\*How to Read Genesis\*](#). Downers Grove, IL: IVP Academic, 2005.

Walton, John H. [\*The Lost World of Genesis One\*](#). Downers Grove, IL: IVP Academic, 2009.

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. 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](http://classes.tyndale.ca).

#### D. ASSIGNMENTS AND GRADING

##### Assignment #1: Reading of Genesis and Arnold Commentary with Reflections (10%)

1. Students will complete three readings of Genesis. The first two readings of Genesis will be due on **Friday, January 31, 2025**.
2. The third reading of Genesis will be completed during the course following a reading schedule corresponding to each week’s class.

3. A Weekly Class Schedule will be posted on the class [Moodle](#) webpage listing the text of Genesis and the corresponding section in Arnold that will be discussed each week.
4. After completing the weekly reading of Genesis and the Arnold commentary, write a reflection interacting with the Genesis text **and** the Arnold commentary.
5. Interactive reflections can include but are not limited to
  - 5.1 points of agreement with reasons
  - 5.2 points of disagreement with reasons
  - 5.3 points of new learning and why they were significant
  - 5.4 questions or topics you would like to research
6. Instructions for submission of interactive reflections
  - 6.1 **maximum length** = 1 page, double spaced, 12 point font, 1 inch margins
  - 6.2 reflections can be in point form or essay form, no citations required
  - 6.3 reflections are due at the beginning of each class
  - 6.4 **students are required to submit five (5) interactive reflections for the semester**
  - 6.6 submit all reflections electronically as a WORD document (not PDF)
7. With the approval of the professor, students may read another commentary in the place of Arnold.
8. Related to outcomes A-E.

### **Assignment #2: Synthetic Outline (15% - Due Friday, February 14, 2025)**

1. Construct a synthetic outline of Genesis with three levels of analysis: large sections (see 2.2), sub-sections (see 2.3), and paragraphs (see 2.4).
2. Guidelines:
  - 2.1. Ignore the chapter divisions and section headings in your Bible.
  - 2.2. **Large Sections:** Make an initial division of Genesis into several large sections. Each of these large sections will include several chapters. Assign a title to each section along with the chapter and verse references demarcating the section. Indicate in a footnote attached to your titles the reason(s) why you have divided where you have. You must support your choice of the large section divisions with literary elements from the Biblical text.
  - 2.3. **Sub-Sections:** Divide each large section into smaller sub-sections. Assign a title to each sub-section along with the chapter and verse references demarcating the sub-section. Indicate in a footnote attached to your titles the reason(s) why you have divided where you have. Support your choice of the sub-section divisions with literary elements from the Biblical text.
  - 2.4. **Paragraph Sections:** Divide each of your sub-sections into smaller paragraph sections that are 10-15 verses in length. To keep this assignment manageable, **DO NOT FURTHER SUB-DIVIDE YOUR PARAGRAPH SECTIONS.** Assign a title to each paragraph section. Indicate in a footnote attached to your titles the reason(s) why you have

divided where you have. Support your choice of paragraph divisions with literary elements from the Biblical text.

- 2.5. Be creative with your titles and make them memorable.
  - 2.6. Your supporting footnotes are NOT an explanation or commentary on the text.
  - 2.7. You may but are not required to consult commentaries and different Bible translations. If you revise your outline as a result of consulting secondary sources, be sure to indicate that in a footnote. Cite the secondary sources in a bibliography.
  - 2.8. The outline will be single spaced in 12 point font. Footnotes will be in 10 point font.
  - 2.9. **Maximum** length of completed assignment (outline + footnotes) = **8 pages**
  - 2.10. Synthetic outlines are discussed on pages 351-360 and 505-509 of Klein, William W., Craig L. Blomberg and Robert L. Hubbard, Jr. [\*Introduction to Biblical Interpretation\*](#). Third Edition. Nashville, TN: Thomas Nelson, 2017. Sample outlines will be posted on the class webpage.
  - 2.11. The outline will be graded on your choice of section divisions (25%), the creativity of your titles (25%), and textual support of your outline in your footnotes (50%).
3. **Due: Friday, February 14, 2025.**
  4. Related to outcomes A-D.

### **Assignment #3: Scripture Memorization (5% - Due: Friday, February 28, 2025)**

1. Memorize a passage of Scripture or a collection of passages in Genesis that is at least 15 verses long, which you have not previously memorized.
2. You will recite the passage to someone. Your recitation must be word perfect with the allowance of 1 prompt and 1 error.
3. You may use any language and any Bible translation.
4. **Due: Friday, February 28, 2025.** On that day, please submit on an index card (available next to library computers) the passage(s) of Scripture memorized, the date you recited it, and the name of the individual to whom it was recited. The individual who heard your recitation does not need to sign the card.
5. Between **February 28 – April 11, 2025**, members of the class will be randomly called upon to recite the passage of Scripture they memorized.
6. Related to outcomes A-D.

### **Assignment #4: Response to Walton (15% - Due Friday, March 21, 2025)**

1. After reading Walton (*The Lost World of Genesis One*), submit a response to Walton. Your response should include the following:
  - 1.1 Begin by summarizing Walton's central thesis.
  - 1.2 What evidence does Walton present to support his thesis?

- 1.3 What is your assessment of Walton's central thesis? Explain your position and provide support for it.
  - 1.4 What is your assessment of the validity and strength of his supporting evidence? Provide support for your assessment.
  - 1.5 Which elements of Walton's book were new, helpful, puzzling, or troublesome to you? Why?
  - 1.6 After reading Walton, how has your understanding and teaching strategy of Genesis 1 changed?
2. **NOTE:** Your response is NOT a re-statement or summary of Walton's book.
  3. **Maximum length of 5 pages** (excluding title page, bibliography), double spaced, 12 point font, 1 inch margins
  4. **Due: Friday, March 21, 2025**
  5. Related to outcomes A, C, and E.

#### **Assignment #5: Research or Exegetical Paper (35% - Due Friday, March 7, 2025)**

1. General guidelines:
  - 1.1. The paper will be a **maximum of 15 pages** in length (excluding title page and bibliography). **Papers must not exceed 15 pages.** An exception may be made for papers with extensive content footnotes.
  - 1.2. Doubled spaced, 12 point font, 1 inch margins
  - 1.3. Minimum of 10 bibliographic citations
  - 1.4. Paper must be written according to SBL format or Chicago Manual of Style.
  - 1.5. Students may form research or exegetical study groups. **HOWEVER**, the paper must be written individually.
2. Options:
  - 2.1. Research topic: Abrahamic Covenant
    - 2.1.1. The Abrahamic Covenant describes a complex development of the ideas of promise and covenant in the Abraham narrative. Students will examine the promises and covenant given to Abraham. This study will initially focus on the content and characteristics of each relevant text and then compare the texts and examine the relationship of the texts to each other.
    - 2.1.2. Identify the texts in which promises are given by God to Abraham and the season of life Abraham is in when they are received.
    - 2.1.3. For each text, note what is promised or given in covenant, to whom it is given, any conditions or requirements attached to the promise or covenant, if conditions are present, who undertakes them or has them imposed upon, and whether the promises or covenant are breakable or unbreakable.
    - 2.1.4. Compare your findings for each promise or covenant text and explain how these various texts are related to each other.

- 2.1.5. How does the Abraham narrative contribute to the development of Promise Theology in the Hebrew Bible?
- 2.1.6. What is the theological significance of your study for the contemporary Christian community?
- 2.1.7. In addition to the careful reading of these texts, students are expected to consult secondary sources (commentaries, Bible dictionaries, journal articles)
- 2.2. Exegetical study texts
  - 2.2.1. Genesis 4:1-16
  - 2.2.2. Genesis 6:5-22
  - 2.2.3. Genesis 16:1-16
  - 2.2.4. Genesis 18:16-33
  - 2.2.5. Text selected by student – to be approved by professor
  - 2.2.6. Interaction with the Hebrew text is not required for this assignment. However, for students who have studied Hebrew, this option is an opportunity for them to apply and develop their Hebrew skills.
  - 2.2.7. Exegetical papers must follow the format described in the Department of Biblical Studies “Guidelines for Exegetical Papers.” which will be posted on the class webpage.
- 3. **Due: Friday, March 7, 2025**
- 4. Related to outcomes A-D.

### **Assignment #6: Creative Synthetic Project (20% - Due Friday, April 4, 2025)**

- 1. Goal
  - 1.1. An opportunity to synthesize what you have learned during our time of study together.
  - 1.2. To encourage the exercise and development of your creative and communication gifts
  - 1.3. Assignment: *Answer a 13-year-old student’s question: “What is Genesis about?”.***
- 2. Some options for completing this assignment:
  - 2.1. narrative/story
  - 2.2. poem
  - 2.3. song
  - 2.4. spoken word, rap, slam poetry
  - 2.5. art – painting, sculpture, ceramic, collage, craft, drawing, printmaking
  - 2.6. video or photography
  - 2.7. oral presentation: story, analogy, illustration,
  - 2.8. theatre, drama, script or screenplay, mime
  - 2.9. dance
  - 2.10. board game
  - 2.11. other --- please discuss with me prior to developing your idea
- 3. Guidelines:

- 3.1. You will be graded on the **comprehensiveness, clarity, and creativity** of your answer to the student's question.
- 3.2. For the narrative or story
  - 3.2.1. **Maximum** length of **10 pages** (excluding the title page and bibliography), double spaced, 12 point font, 1 inch margins
  - 3.2.2. Students are encouraged to take advantage of the utility of footnotes.
- 3.3. For the song (hymn, praise & worship, rap), poem, video, spoken word, drama, or dance
  - 3.3.1. Submit a copy of the lyrics/screenplay/script and audio/video of a performance along with a written explanation of the lyrics
  - 3.3.2. The written explanation may be in the form of a paper/essay or the submitted copy of the lyrics/poem/screenplay/script can be annotated through the use of footnotes to explain the structure and content of the song, cite sources, and cite supporting scriptural references
  - 3.3.3. There is no limit on the number or extent of footnotes
- 3.4. Art
  - 3.4.1. Provide a written explanation of how your art answers the student's question. Include in your explanation your choice of title, choice of medium, and the creative process.
  - 3.4.2. The written explanation will have a **maximum** length of **8 pages**, double spaced, 12 point font, 1 inch margins, excluding the title page and bibliography
  - 3.4.3. No limit on the number or extent of footnotes
  - 3.4.4. Remember to cite sources and supporting scriptural references in footnotes
  - 3.4.5. Submit a JPEG photo of your art or a video along with the explanation
- 3.5. For all assignment options:
  - 3.5.1. Use footnotes, not endnotes
  - 3.5.2. Insert as many footnotes as you want to expand an idea, discuss a point, cite scriptural references, acknowledge sources, etc.
  - 3.5.3. You **MUST** provide scriptural references to support your arguments, assertions, claims, or position
4. **Due Date: Friday, April 4, 2025**
5. Students will have the opportunity to present their project to the class on **Friday, April 11, 2025**.
6. Related to outcomes A-E.

## E. 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.

## F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Genesis & Arnold Reading and Reflections	10%
Response to Walton	15%
Synthetic Outline	15%
Scripture Memorization	5%
Research Paper or Exegetical Study	35%
Creative Project	20%
<b>Total Grade</b>	<b>100 %</b>

## G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Written work must follow either the SBL stylistic model described in [\*The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies\*](#), 2<sup>nd</sup> ed. (Atlanta, GA: SBL Press, 2014) or the Chicago Manual of Style described in the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, "How to Cite Sources in Theology"](#). Please familiarize yourself with these resources as they provide instructions for not only footnotes and bibliographic formats but also stylistic elements such as acceptable abbreviations, etc.
2. If the work of others is utilized or incorporated into your own academic work, you must acknowledge them and give them proper credit and recognition by citing them in a footnote and/or bibliography. For a helpful online tutorial on academic integrity and citation, go to <http://classes.tyndale.ca> and click on the "Student Resources" tab at the top menu bar of your home page and select "Academic Integrity for Seminary Students" on the dropdown menu.
3. Please proof-read your work for spelling, punctuation, grammar, organization, coherent thought, and logical flow of arguments. It is often helpful to ask someone else to review your writing and comment on the above criteria.
4. All assignments are to be handed in at the **beginning** of class on the respective due dates. The penalty for a late assignment will be 5% (half a letter grade) for **any part** of each week it is late.
5. Title page --- please include a title page for all written work which includes the title of the paper, the name of the course, the name of the professor, and your name.
6. Checklist:
  - a. Did you answer the question that was asked?



- b. Did you follow the instructions?
  - c. Clarity and organization
  - d. Critical analysis --- your paper should answer more “how?” and “why?” type questions than “what?” type questions?
  - e. Spelling, grammar, punctuation, sentence structure, inclusive language
  - f. Appropriate format for footnote citations and bibliography
7. Practical Tips for Essay Writing
- a. Pray. Pray that your essay would transform your life and church community.
  - b. Begin early and work on it each week. Capture ideas that come to mind.
  - c. Start your research by reading an overview of your subject area in a major Bible dictionary or encyclopedia such as the *Anchor Bible Dictionary*, *The New Interpreters Dictionary of the Bible*, *the Eerdmans Bible Dictionary*, *the New International Standard Bible Encyclopaedia*, *Encyclopaedia Judaica*, or *the New Catholic Encyclopaedia*.
  - d. References (encyclopaedias, dictionaries, commentaries) and periodical collections in the library are invaluable. Become familiar with their contents.
  - e. Take advantage of the [library's e-Resources](#) which provide access to [scholarly periodicals and journals](#) via the EBSCOHost, ATLA, and JSTOR databases.
  - f. Utilize the staff and expertise of the [Tyndale Centre for Academic Excellence](#). You will receive excellent help in documentation, style, grammar, punctuation, concise writing, focusing your research question, and much more.
  - g. Make sure your essay is properly formatted including page numbers, title page, footnotes, and bibliography.
  - h. Have someone proofread your essay prior to submission.

## H. GRADING FOR ASSIGNMENTS

Excellence or deficiencies in the following areas will be used to evaluate assignments.

1. Number and quality of primary and secondary sources cited
2. Content
3. Form and presentation --- correct SBL or Chicago footnote and bibliographic format
4. Depth, thoughtfulness and thoroughness of analysis and discussion
  - 4.1. Asking and answering “how” and “why” questions versus “what” questions
  - 4.2. Breadth and depth of historical, grammatical, syntactical, exegetical, and theological research
  - 4.3. Extent of interaction with the Biblical text, relevant scholarly articles, major commentaries
5. Clarity, consistency and development of argument and reasoning
6. Quality and clarity of writing --- spelling, grammar, punctuation, sentence structure

## **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.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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.

## **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.

## **I. 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.

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

A schedule will be posted on the [class webpage](#) containing the following information for each class:

- Devotional
- Genesis text and reading of Arnold for each class
- Due dates for course requirements

January 17	Introduction to Genesis
January 24	Creation I
January 31	Creation II
February 7	Genesis 3-5
February 14	Genesis 6-9, 10-11
February 21	Reading Week – No Class
February 28	Abraham I
March 7	Abraham II
March 14	Isaac, Jacob I
March 21	Jacob II
March 28	Joseph I
April 4	Joseph II
April 11	Review and Class Debrief Presentation of Creative Projects

#### 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](#).)

Albrektson, Bertil. *History and the Gods*. Coniectanea Biblica: Old Testament Series 1. Lund: C.

W. K. Glerup, 1967.

Albright, William F. *Yahweh and the Gods of Canaan: A Historical Analysis of Two Contrasting Faiths*. Winona Lake: Eisenbrauns, 1994. Reprint of *Yahweh and the Gods of Canaan: A Historical Analysis of Two Contrasting Faiths*. School of Oriental and African Studies, University of London, 1968.

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- Carr, David M. "Genesis in Relation to the Moses Story: Diachronic and Synchronic Perspectives." Pages 273-296 in *Studies in the Book of Genesis: Literature, Redaction and History*. Edited by Andre Wenin. Leuven: Leuven University Press, 2001.
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