

“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.”

Semester, Year	SPRING/SUMMER, 2026
Course Title	WISDOM LITERATURE
Course Code	OLDT 0513 1S
Date	From June 8, 2026 to June 12, 2026 MONDAY to FRIDAY, 5 days.
Time	From 09:00 to 16:00
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Monday to Friday from 9am to 4pm.
Instructor	EDWARD HO, Ph.D. Email: eho@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

A literary and theological study of the wisdom literature in the Old Testament (Proverbs, Job, Ecclesiastes) with special focus on the place of wisdom in Old Testament theology, Wisdom theology, reading and interpretive strategies, Wisdom genres and the theological message of each book. The overall objective is to appropriate the collective message of the wisdom books to contemporary social and ecclesiastical context.

Prerequisite: BIBL 0501. Recommended: OLDT 0511.

II. LEARNING OUTCOMES

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

1. Identify the scope of Old Testament wisdom literature
2. Describe the characteristics of Old Testament wisdom literature
3. Articulate the structure, content, and literary features of Proverbs, Ecclesiastes, and Job
4. Explain key interpretive issues of each book and evaluate the corresponding proposed solutions
5. Present the current state of research on Proverbs, Ecclesiastes, Job, and the wisdom corpus as a whole
6. Evaluate commentaries, monographs and articles written on Proverbs, Ecclesiastes, and Job

III. COURSE REQUIREMENTS

A. REQUIRED READING

David G. Firth and Lindsay Wilson, eds. [*Interpreting Old Testament Wisdom Literature*](#). Downers Grove, IL: IVP Academic, 2017. ISBN# 978-0830851782

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [STEPBible](#) – 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: 15% 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.

3. Critical Book Review: Due on July 19, 2026; 25% of final grade

This assignment is related to Outcomes #3, 4, 5, 6.

Provide a careful and thorough examination of the central issue(s) addressed in one of the books listed below (all available as e-books through the Library). Your task is to evaluate critically the strengths and weaknesses of the author's overall argument. **Do not simply summarize the content.** Instead, articulate the key issues the author engages, explain the structure and purpose of the argument, and offer a well-reasoned assessment of its effectiveness.

The review should be approximately **1,600–2,000 words**, using standard academic formatting (double-spaced, 12-pt font, 1-inch margins).

- Balentine, Samuel E. [*Have You Considered My Servant Job?: Understanding the Biblical Archetype of Patience*](#). Studies on Personalities of the Old Testament. Columbia, SC: University of South Carolina Press, 2015.
- Newsom, Carol A. [*The Book of Job: A Contest of Moral Imaginations*](#). New York: Oxford University Press, 2009.
- Verbin, N. [*Divinely Abused: A Philosophical Perspective on Job and His Kin*](#). London: Continuum, 2010.
- Vesely, Patricia. [*Friendship and Virtue Ethics in the Book of Job*](#). New York: Cambridge University Press, 2019.

4. Term Paper: Due on July 26, 2026; 50% of final grade

This assignment is related to Outcomes #3, 4, 5, 6.

Topic: "Wisdom: Proverbs and Ecclesiastes in Dialogue"

Length: 4,000–5,000 words (excluding bibliography)

Format: Standard academic style with proper citation (double-spaced, 12-pt font, 1-inch margins)

Description:

Each student is required to write a research paper exploring the theme of wisdom as presented in the books of Proverbs and Ecclesiastes. The paper should analyze how each book portrays wisdom, highlighting their distinct emphases, theological perspectives, and literary approaches.

Students must contrast the depiction of wisdom in the two books and examine how key shared motifs—such as the fear of the LORD, life and death, joy, wealth, human relationships, justice, and the orderliness or disorderliness of the world—function within each text.

The goal of the paper is not merely to list similarities and differences but to engage both books in a **meaningful dialogue**:

- How do their portrayals of wisdom complement or challenge one another?
- How do their shared themes illuminate the unique theological message of each book?
- What do these dialogues contribute to a broader biblical theology of wisdom?

Students should make extensive use of **scholarly sources**, employ clear argumentation, and demonstrate thoughtful, critical analysis of the biblical texts.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Livestream Class Participation	Various	15 %
2. Friday Presentation	June 12	10 %
3. Critical Book Review	July 19	25 %
4. Term Paper	July 26	50 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Monday Morning	Orientation Introduction to OT Wisdom Literature
Monday Afternoon	Introduction to Proverbs
Tuesday Morning	Proverbs 1-9
Tuesday Afternoon	Proverbs 10-31
Wednesday Morning	Introduction to Ecclesiastes
Wednesday Afternoon	Ecclesiastes 1:1-12:14
Thursday Morning	Introduction to Job Job 1-3
Thursday Afternoon	Job 4-31
Friday Morning	Job 32-42
Friday Afternoon	Student Presentations Reading Proverbs, Ecclesiastes and Job Together

V. SELECTED BIBLIOGRAPHY

Introductions and Handbooks

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- Bartholomew, Craig G, and Ryan P O'Dowd. *Old Testament Wisdom Literature: A Theological Introduction*. Downers Grove, IL: InterVarsity Press, 2014.
- Clifford, Richard J. *The Wisdom Literature*. Nashville: Abingdon, 1998.
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- Dell, Katharine J. *Get Wisdom, Get Insight: An Introduction to Israel's Wisdom Literature*. Macon, GA: Smyth & Helwys, 2000.
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- Weeks, Stuart. *An Introduction to the Study of Wisdom Literature*. T & T Clark Approaches to Biblical Studies. London: T&T Clark, 2010.

On Wisdom Tradition

- Belcher, Richard P. *Finding Favour in the Sight of God: A Theology of Wisdom Literature*. New Studies in Biblical Theology 46. London: Apollos, 2018.
- Boda, Mark J., Kevin Chau, and Beth LaNeel Tanner, eds. *Inner-Biblical Allusion in the Poetry of Wisdom and Psalms*. Library of Hebrew Bible/Old Testament Studies 659. London: T&T Clark, 2018.
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On Proverbs

- Ansberry, Christopher B. *Be Wise, My Son, and Make My Heart Glad: An Exploration of the Courtly Nature of the Book of Proverbs*. Beihefte Zur Zeitschrift Für Die Alttestamentliche Wissenschaft 422. Berlin: De Gruyter, 2011.
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On Ecclesiastes

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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. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

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 policies and expectations on Attendance and Classroom Expectations, 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 (seminaryoffice@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 courses 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](#).