

“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.”

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| Course | OLD TESTAMENT THEOLOGY AND HISTORY OLDT 0511 1A |
| Date, Time, and Delivery Format | JANUARY 9 – APRIL 10, 2023 ASYNCHRONOUS ONLINE |
| Instructor | GORDON OESTE, PhD. Email: goeste@tyndale.ca |
| Class Information | This course is designed to be <i>asynchronous</i> . Lectures are posted online so students can learn based on their own schedule; the same flexibility is built into the weekly forum discussions. The professor plays an active role in moderating discussion, guiding research, and introducing topics and resources. Office Hours: by appointment via email |
| Course Material | 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

This course is designed to provide the student with a general introduction to the historical, sociological and religious world in which the Old Testament was produced, as well as the discipline of Old Testament Theology and the major theological emphases of the Old Testament.

A study of the pivotal methods and interpretive principles involved in discerning the meaning of the biblical text. Topics covered include essential steps in interpreting the Bible, the variety of methods and approaches available to the contemporary student of Scripture, historical and theological issues arising out of the interpretive task, the relationship between the testaments, word studies and literary genre. Students learn to use the standard tools of advanced biblical research.

Recommended Prerequisite: BIBL 0501

II. LEARNING OUTCOMES

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

- 1) Describe major theological emphases within the Old Testament books;
- 2) Evaluate topics related to Old Testament theology and present their relevance for the life of the church;
- 3) Evaluate key approaches to the discipline of Old Testament theology;
- 4) Demonstrate the ability to research a specific area of historical or theological interest relevant to the OT and present a coherent essay reflecting that research;
- 5) Practice the discipline of applying the OT to their own life and ministry situation.

III. COURSE REQUIREMENTS

A. REQUIRED READING

A modern translation of the Bible (e.g. NIV, NRSV, NLT, NASB, ESV)

Wright, Christopher J. H. *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: InterVarsity, 2013.

Dempster, Stephen G. *Dominion and Dynasty: A Theology of the Hebrew Bible*. NSBT. Downers Grove, IL: InterVarsity, 2006.

(Note that you can also access these textbooks in the Tyndale Library by clicking on the hyperlinked titles)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends 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.

D. ASSIGNMENTS AND GRADING

“Attendance” Policy

While there are no formal class times for this internet-based class, attendance in the form of logging on to the class website and fully participating in the class is essential. Just as class attendance for on-campus classes is essential to pass a class, so too full participation in an online class is also critical. Consistent failure to log on or to listen to the lectures may result in a student’s failure of the course. Students must listen to at least 8 of the 12 lectures and participate in 8 of 12 discussions for the semester in order to be considered “attending” the class.

1. Online Discussion Groups (30%)

This assignment addresses Outcomes # 2, 3, 5

Each week of the class, students will have the opportunity to participate in an on-line threaded discussion. The discussion will centre on a key point related to the lecture or a question based upon that week’s readings. Your thoughtful participation in these threaded discussions will also indicate your interaction with the assigned readings from C.J.H. Wright, *The Mission of God* and the lecture, and you will be evaluated based on the depth and perceptiveness of your interaction.

Online courses require your active participation in online threaded discussions. Plan to participate in the discussion at least 8 of the 12 weeks of the course (for a week to qualify, you must post at least twice). In the 1st post (by Tuesday), you will answer the initial discussion question (*200-300 words maximum*). In the 2nd post (by Thursday), you will respond to other students’ submissions, either with regard to your initial post or another student’s ideas. Your success will be based upon both the quality and quantity of your participation.

Due: Weekly for 8 of the 12 weeks of the course (you choose which 8 weeks)

The following is a general outline of how your participation in the threaded discussions will be graded:

| Weekly Discussion Group Grading Rubric | | | | | |
|--|---|--|---|--|-------|
| Category | 1 | 2 | 3 | 4 | Score |
| Completeness of post | Addresses none of the questions presented; far too short; nearly all are incomplete | Does not address all of the given questions; shorter in length; several answers are incomplete | Addresses all parts of the questions; respectable length; somewhat complete | Completely addresses all parts of the questions; respectable length; complete response | |
| Promptness and Initiative | Consistently fails to meet given deadlines; does | Often fails to meet given deadlines; responds to most | Sometimes fails to meet the given deadlines; responds | Meets the given deadlines; consistently | |

| | | | | | |
|---|---|--|--|---|-------|
| | not respond to most postings; rarely participates freely; | postings several days after initial discussion; limited initiative | to most postings within a timely manner; requires occasional prompting to post | responds to postings in a timely manner; demonstrates good self-initiative | |
| Delivery of Post | Utilizes poor spelling and grammar in most posts; posts appear “hasty” | Errors in spelling and grammar in several posts | Few grammatical or spelling errors are noted in posts | Consistently uses grammatically correct posts with rare misspellings | |
| Relevance of Post | Posts topics which do not relate to the discussion content; makes short or irrelevant remarks | Occasionally posts off topic; most posts are short in length and offer no further insight into the topic | Frequently posts topics that are related to discussion content; posts prompt further discussion of topic | Consistently posts topics related to discussion topic; cites additional references, posts prompt further discussion | |
| Expression within the Post | Does not express opinions or ideas clearly; no connection to the topic | Unclear connection to the topic evidenced in minimal expression or ideas; mostly unsubstantiated opinions | Opinions and ideas are occasionally substantiated; stated clearly with occasional lack of connection to the topic | Expresses substantiated opinions and ideas in a clear and concise manner with obvious connection to the topic | |
| Contribution to the Learning Community | Does not make effort to participate in learning community as it develops; seems indifferent | Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group | Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts frequently | Aware of needs of the community; frequently attempts to motivate group discussion; presents creative approaches to topic | |
| Insight and Depth of Reflection on the Topic | Posts do not deal with or answer the posted question; very superficial reflection on the discussion topic | Posts minimally answers the posted question; gives answers that merely reflect the lecture’s or books perspective on the topic | Posts answer the question and add new insights to the discussion; relates the discussion to other areas of life & ministry & biblical theology | Posts answer the question and add new insights to the discussion; relates the discussion to other areas of life & ministry & biblical theology in creative and appropriate ways | |
| | | | | | Total |

2. Bible Reading (15%)

This assignment addresses Outcomes # 1, 5

As noted in the course schedule (see p. 15 of this syllabus), students are expected to read the assigned Bible readings in a modern translation (Not the KJV or a paraphrase like the Living Bible). Students must indicate the date of completion and the thoroughness of each reading. Please indicate the following for *each week’s* reading:

- 1) The date of completion,
- 2) The percentage of assigned Bible reading completed,
- 3) Whether the text was read (choose one):
 - a. very carefully and thoughtfully,
 - b. carefully,
 - c. focusing on the main ideas,
 - d. skimming the text or
 - e. the pages turning in the fan (really not at all)
- 4) A brief (75-word max) reflection on how one key theme found in the week's reading relates to another part of the Old Testament OR life in the 21st century church.

The easiest way to do this is by opening a word processor file (like Microsoft Word or Pages), recording all of the relevant information for each individual week, and saving it. Then at the end of the semester, send the entire, completed file via e-mail to the professor on (or before)

Monday, April 10, 2023.

Bible Reading Rubric

| Potential Grade | A | B | C | D | E |
|-------------------------------|--|---|--|--|--|
| % of Reading Completed | 100 | 99-90 | 89-80 | 79-70 | Less than 70 |
| Level of Reading Thoroughness | Very carefully and thoughtfully | Carefully | Focusing on the main ideas | Skimming | The pages turning in the fan |
| Reflection | Accurately relates the observed theme to rest of the OT or the church; creatively and incisively reflects upon the observed theme; makes effective application of the theme to the 21 st century church | Somewhat accurately relates the observed theme to rest of the OT or the church; some creativity in reflection upon the observed theme; makes marginal application of the theme to the 21 st century church | Does not accurately relate the observed theme to rest of the OT or the church; some creativity in reflection upon observed theme; makes marginal application of the theme to the 21 st century church | Does not accurately relate the observed theme to rest of the OT or the church; no creativity in reflection upon observed theme; makes poor application of the theme to the 21 st century church | Does not accurately relate the observed theme to rest of the OT or the church; no creativity in reflection upon observed theme; makes no application of the theme to the 21 st century church |

3. Book Review: (20%)

This assignment addresses Outcome # 3

Students will write a 1000-word review of Stephen Dempster's book *Dominion and Dynasty: A Theology of the Hebrew Scriptures*, where half of the review outlines the major arguments found in the book, while the other half evaluates the author's key ideas. Where do you agree or disagree with the author? Why? (1000 words, typed, double spaced). See the class handout for more information on writing reviews

Due: **Friday, February 17, 2023**

| | A | B | C | D |
|---|--|---|---|--|
| Book Summary | Concisely and clearly summarizes the book; explains the main ideas of the book with a high degree of accuracy and comprehensiveness; | Clearly summarizes the book; explains the main ideas of the book accurately | Concisely summarizes the book; explains some of the main ideas of the book | Fails to demonstrate an understanding of the book's main ideas; fails to summarize accurately or concisely the book's main ideas |
| Writing Quality | Ability to write clearly and cogently using proper style (SBL Format/Turabian). Provides support for positions from the biblical text; writing is well organized and builds to a definite conclusion; exhibits excellent spelling, grammar and syntax. | Ability to write clearly and cogently using proper style (SBL Format/Turabian). Provides some support for positions from the biblical text; writing is generally organized and builds to a definite conclusion; exhibits good spelling, grammar and syntax with a few errors. | Ability to write coherently using proper style (some use of SBL Format/Turabian). Provides some support for positions from the biblical text; writing not well organized but has a definite conclusion; exhibits adequate spelling, grammar and syntax. | An inability to write clearly. Does not provide support for positions from the biblical text; writing not well organized and has no definite conclusion; exhibits poor spelling, grammar and syntax. |
| Deductive reasoning/ evaluation of sources | Shows clear evidence of deductive reasoning; uses a high creativity to present the student's ideas; is able to accurately and clearly understand the implications of the book's ideas and gives examples to illustrate his/her points | Shows evidence of deductive reasoning; uses some creativity to present the student's ideas; is able to understand the implications of the book's ideas and gives some examples to illustrate his/her points | Shows some evidence of deductive reasoning; does not use much creativity to present the student's ideas; does not fully understand the implications of the book's ideas and rarely examples to illustrate his/her points | Shows no real evidence of deductive reasoning; does not use creativity to present the student's ideas; does not understand the implications of the book's ideas and uses no examples to illustrate his/her points |
| Evaluation of the book | Evaluates book's ideas carefully, giving clear rationale for pros/cons and strengths and weakness of various positions; gives fair, balanced evaluation of options; exhibits a keen insight into the implications that grow from the book's ideas | Evaluates book's ideas carefully, giving some rationale for pros/cons and strengths and weakness of various positions; gives fair, balanced evaluation of options; exhibits insight into the implications that grow from the book's ideas | Fails to evaluate the book's ideas carefully, giving no clear rationale for pros/cons and strengths and weakness of various positions; gives fair evaluation of options; exhibits insight into the implications that grow from the book's ideas | Fails to evaluate the book's ideas carefully, or give a clear rationale for pros/cons and strengths and weakness of various positions; does not give a, balanced evaluation of options; fails to present evidence of insight into the implications that grow from the book's ideas |

4. Research Paper or Guided Essay: (35%)

This assignment addresses Outcome # 4

These papers must be prepared in good research form with footnotes and a bibliography. The paper should be about 12 pages long, double-spaced, in 12-point font (either Times Roman or Arial) with 1-inch margins. Students doing research papers should plan to use a minimum of 10 sources.

Note: See G.4 (“Matters of Style”) below; all sources used must be cited. Plagiarism will be dealt with according to the Tyndale [Academic Calendar](#), “Academic Policies.”

Students are strongly encouraged to:

1. Use a local theological library for the preparation of this assignment, especially the reference collection. *Any one of the suggested topics can be completed at a B+/A- level using only materials that NEVER leave the library.* Such materials include periodicals, encyclopaedias, Bible Dictionaries, and reference copies of commentaries.
2. While some students may not have immediate access to a theological library near them, there is a massive amount of material available on-line in downloadable PDF files via the library’s [online resources](#) (especially EBSCO/ATLA and JSTOR). *There is a gigantic difference in the quality of the resources available through the library’s e-resources and the internet in general. Remember—only quote qualified experts in the subject you are studying (and not popular authors).* See also the Tyndale Modular online [Reading Room for Old Testament](#), as well as the following websites: [GoogleBooks](#), [www.archive.org](#).
3. Begin early. The student will choose *either* (a) the Research Paper, or (b) the Guided Essay.

(a) Research Paper

The student will choose one of the following topics:

- i. Gen 1:1-2:4. Discuss the structure and key theological ideas of this text. How is this text similar to and different from other Ancient Near Eastern creation accounts? Your essay should address the following questions:
 - a. What accounts for the similarities between these texts?
 - b. What theological values lie behind the areas in which the biblical text differs from the ANE texts?
 - c. What can we learn about how to interpret the Bible from a comparison like this?
- ii. A Discussion of the relationship between the laws of Hammurabi’s Code and the laws in Exodus 20-22. Your essay should address the following questions:
 - a. What accounts for the similarities between these texts?
 - b. What theological values lie behind the areas in which the biblical text differs from the ANE texts?

- c. What can we learn about how to interpret the Bible from a comparison like this?
- iii. Sacrifice in the book of Leviticus and the Ancient Near East:
 - a. List and describe various theories of sacrifice as proposed by anthropologists. Evaluate these theories considering how they might inform a better understanding of the sacrifices mentioned in Leviticus.
 - b. Which OT sacrifices in the book of Leviticus have parallels in the ANE? How are the OT sacrifices similar and how are they different from their function in the ANE?
 - c. Offer theological reflections on the relevance of OT sacrifices to the Christian community.
- iv. Discuss the relationship between the Garden of Eden, the Tabernacle, and the Temple.
 - a. What is the theological relationship between the Garden, the Tabernacle, and the Temple?
 - b. What do we learn about the presence of God through the OT descriptions of the Garden, the Tabernacle, and the Temple?
 - c. How is this theme developed in the NT?
- v. The Messiah in the OT
 - a. Trace the origins of the idea of the Messiah – what shape did the idea of a messiah take in the historical books of the OT (especially in Samuel and Kings – make sure to give examples)
 - b. How do the texts written in the exile and after the exile develop and expand upon the idea of a messiah and messianic expectations?
 - c. What factors should be weighed when determining if a given passage is messianic (or not)?
- vi. Job and the Theology of Suffering
 - a. What are the conclusions of the book of Job on suffering? How do these conclusions relate to the rationale for suffering found elsewhere in OT wisdom books, particularly Ecclesiastes and Proverbs?
- vii. Holy War in the OT
 - a. Survey the OT teachings on holy war in Deut, Josh, and Judges. Should the OT holy war texts be read literally or figuratively? How does the practice of holy war develop in the OT prophets? How should Christians read these texts in light of both the OT and NT emphases on love and grace?
- viii. The Day of Atonement.
 - a. Discuss the various aspects of the ritual for the Day of Atonement in Leviticus 16, including the details of the purification of the community and the “scapegoat”.
 - b. How were sins forgiven on this day?
 - c. How does an understanding of the OT Day of Atonement better inform a Christian understanding of the work of Christ? (this should be about 2 pages of the paper).
- ix. Covenant Curses and God’s Wrath.

- a. Discuss how some of the covenant curses listed in Lev 26 and Deut 28 relate to the prophetic critiques of Israel
- b. What is the role of a curse in an ancient covenant?
- c. How is God's wrath related to the life of the church?

Other essay topics may be undertaken only with the instructor's permission.

The critical areas to focus on for this assignment are:

1. Careful study of the Primary Sources: (a) studying the relevant biblical texts (b) other primary sources (ANE texts and archaeological studies) should also be consulted where relevant.
2. Depth of thought and reflection.
3. Finding and reading good quality secondary sources and presenting a reflected interpretation and evaluation of them.
4. Logic and clarity in presentation.
5. Good form and presentation (including spelling, grammar, and syntax). *Check your paper carefully before handing it in. Don't think that your spell-checker will get it all!*

Your paper must reflect your personal reading and analysis of the issues involved in the topic, based on the primary sources (the Bible and relevant ANT texts) and the secondary literature related to it (commentaries, articles in Bible Dictionaries, articles in scholarly journals and edited volumes).

Due: Friday, March 24, 2023

(b) Guided Essay

Guided essays assignments are assignments in which the structure is already provided for the student. These assignments are eligible for a maximum mark of B+, since the structure and bibliography have been provided. Students writing their first paper in Humanities/Biblical Studies are strongly urged to consider this option. The paper should be about 10-12 pages long, double spaced, in 12-point font (either Times Roman or Arial) with 1-inch margins.

The call of Abram in Genesis 12:1-7 is pivotal passage for the theology of the OT. Your paper will trace the development of this important theological theme and contain the following sections:

- 1) In the first section, discuss Genesis 12:1-7 and outline the Lord's promises to Abram.
- 2) In the second section discuss how each promise from Genesis 12:1-7 is both prefigured/anticipated in Genesis 1-11 *and* how they are developed in Genesis 12:8-50:26.
- 3) In the third section, discuss how each promise from Genesis 12:1-7 is further developed and expanded in Exodus-Deuteronomy.

- 4) In the fourth section, discuss how each promise from Genesis 12:1-7 is further developed in Joshua-2 Kings.
- 5) In the fifth section, discuss how each promise from Genesis 12:1-7 is further developed in the books of Ezra, Nehemiah, Esther, Haggai, Zechariah, or Malachi.
- 6) In the sixth section, discuss how each promise from Genesis 12:1-7 relates to the NT
- 7) In a concluding section, explain why an understanding of the promises of Genesis 12:1-7 are important for understanding the theology of the OT. Make sure to also discuss how they are important to the life of a Christian in the 21st century.
- 8) For #'s 2-6 above, make sure to give an example of how each promise from Genesis 12:1-7 is exhibited in that section of biblical books (i.e., you do not have to show how each promise is developed in each book, but rather how each promise is developed in that section or cluster of books).

This paper follows the theological development of an OT theme. Thus, for each of the sections above, make sure to show how the promises of Genesis 12:1-7 are developed. The development of the promises may be seen by answering questions like:

- Are the promises applied in the same way in every section of the bible?
- Are the promises reinterpreted or reapplied to new contexts not foreseen in the original passage?
- What sorts of changes may be seen in how these promises are applied in subsequent biblical passages?

The primary purpose of this guided essay is for you to independently synthesize and trace the development of this theme throughout the OT corpus. You may use your course textbooks as resources, but make sure to footnote all of the instances when you either quote from or use ideas that come from these books. Make sure to give concrete examples from the various biblical books you refer to in order to illustrate your point.

Due: Friday, March 24, 2023

Rubric for the Final Paper

| | A | B | C | D |
|--|--|---|---|--|
| Identifies Issues/ Problems (if applicable) | Demonstrates a clear and deep understanding of the exegetical issues related to the topic; clearly outlines the theological difficulty or tensions inherent in the topic | Demonstrates a good understanding of the exegetical issues related to the topic; outlines the theological difficulty or tensions inherent in the topic with clarity | Demonstrates some understanding of the exegetical issues related to the topic; presents an outline of some of the theological difficulties related to the topic | Fails to demonstrate an understanding of the exegetical issues related to the topic; fails to discuss the theological difficulty or tensions inherent in the topic |
| Writing Quality | Ability to write clearly and cogently using | Ability to write clearly and cogently using | Ability to write coherently using | An inability to write clearly. Does not |

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|--|--|---|---|---|
| | proper style (SBL Format/Turabian). Provides support for positions from the biblical text; writing is well organized and builds to a definite conclusion; exhibits excellent spelling, grammar and syntax. | proper style (SBL Format/Turabian). Provides some support for positions from the biblical text; writing is generally organized and builds to a definite conclusion; exhibits good spelling, grammar and syntax with a few errors. | proper style (some use of SBL Format/Turabian). Provides some support for positions from the biblical text; writing not well organized but has a definite conclusion; exhibits adequate spelling, grammar and syntax. | provides support for positions from the biblical text; writing not well organized and has no definite conclusion; exhibits poor spelling, grammar and syntax. |
| Bibliography & Footnotes | Uses more than the minimum number of sources; uses excellent quality of scholarly sources; correctly footnotes source materials using correct SBL/Turabian form; accurately constructs bibliography | Uses slightly more than the minimum number of sources; uses excellent quality of scholarly sources; generally correct footnoting of source materials using SBL/Turabian form; bibliography has some mistakes | Uses the minimum number of sources; uses some good quality scholarly sources; spotty correct footnoting of source materials using SBL/Turabian form; bibliography has some mistakes | Uses less than the minimum number of sources; does not use quality scholarly sources; incorrect footnoting of source materials; does not use proper SBL/Turabian form; bibliography has some mistakes |
| Identification of and presentation of the topic | The student correctly identifies the theological issues; effectively traces the development of the topic in the OT; presents the topic in a clear, concise and logically organized manner | The student identifies the theological issues at stake in the passage; traces the development of the topic through some OT passages; presents the topic clearly | The student misidentifies some of the theological issues; partial presentation of the development of the topic in the OT; presents the topic in a haphazard and poorly organized fashion | The student has not identified the theological issues; a failure to discuss the development of the topic; presents the topic in an unorganized manner |
| Deductive reasoning/ evaluation of sources | Shows clear evidence of deductive reasoning; definition of problem and response clearly grounded in the biblical text (and other ANE materials – where applicable); | Shows evidence of deductive reasoning; definition of problem and response linked to the biblical text (and other ANE materials – where applicable); evaluates sources, usually giving rationale for pros/cons | Shows some evidence of deductive reasoning; some link between definition of problem and response grounded in the biblical text. Reverts to inductive thinking unrelated to the topic on occasion; rarely evaluates sources; makes value judgments without supplying rationale | Shows little evidence of deductive reasoning; indicates incoherent link with the biblical text; resorts mostly to inductive thinking unrelated to the topic; does not evaluate sources; makes value judgments without supplying rationale |
| Evaluation of Sources (for essay) | Evaluates sources carefully, giving clear rationale for pros/cons and strengths and | Evaluates sources, giving some rationale for pros/cons and strengths and | Rarely evaluates sources, giving no clear rationale for exegetical choices or strengths | Does not evaluate sources; fails to give a rationale for pros/cons and strengths and |

| | | | | |
|--|---|---|--|--|
| | weakness of various positions; gives fair, balanced evaluation of options | weakness of various positions; usually gives fair, balanced evaluation of options | and weakness of various positions; fails to give a balanced evaluation of options | weakness of various positions; does not give a fair, balanced evaluation of options |
| Accuracy and Thoroughness (for guided study assignment) | | Accurately identifies the promises of Genesis 12; gives appropriate examples of the theological development of these promises; gives appropriate examples of the development of the promises for each biblical area | Accurately identifies the promises of Genesis 12; gives inadequate examples of the theological development of these promises; fails to provide appropriate examples of the promises for each biblical area | Fails to accurately identify the promises of Genesis 12; does not give examples of the theological development of these promises; fails to trace the development of the promises in each biblical area |

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:

| | |
|-----------------------------|--------------|
| Online Discussions | 30 % |
| Bible Reading | 15 % |
| Book Review | 20 % |
| Research Paper/Guided Essay | 35 % |
| Total | 100 % |

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

1. General Characteristics

In general, your work should exhibit the following characteristics:

Clarity – your work should be well organized and should make sense

Accuracy – your work should follow the instructions given and accurately represent the works consulted

Thoughtfulness – your work should reflect the mature fruit of your critical reflection upon the assigned topics/issues

Thoroughness – your work should reflect proper grammar, spelling and style

Conciseness – your work should be presented in a clear and succinct manner, following the guidelines given for the length of the assignment

2. E-Mail Submissions and Late Policy

Papers should be e-mailed to the professor (see e-mail address on p.1) no later than 11:59 PM on the due date. Paper should be submitted as a **doc (or docx) file** (please do not submit your paper as a PDF file).

The assumption is, of course, that all written work will be submitted on or before the corresponding due dates. An assignment will be considered late if it has not been received by the professor by 11:59 PM on the due date. Should this fail to occur, the following policy will govern the evaluation of your work:

For each day late (or part thereof), the assignment grade will be reduced by 2 %.

Extensions are not readily available. Requests must be submitted and arranged beforehand with the instructor (at least **72 hours in advance**). Please note that extensions will only be granted for situations out of the student's control and which could not knowingly be planned for in advance. As a result, extensions will NOT be granted for things like: church ministry responsibilities, mission trips, heavy workload, computer or server problems. Extensions will only be granted for exceptional circumstances (e.g. a family death, hospitalization, etc.). Thus, it is best to have your work completed and ready to submit 24 hours before it is due.

3. Marking Standards: General Principles

Marking standards follow the stated Tyndale academic policies. Generally speaking, assignments which satisfactorily meet the professor's expectations will receive a B/75% (i.e. a B is a good grade – students have completed the assigned work well).

Excellence or deficiency in the following areas will increase or decrease the mark assigned:

- 1) Form and Presentation – thus, correct bibliographic form must be used
- 2) Number and quality of primary and secondary sources cited. A good general rule for a research paper is that the number of sources should at least equal the number of assigned pages for the paper (unless otherwise stated).
- 3) Thoroughness of historical, grammatical, syntactical, exegetical, and theological investigation. This could include, though not be limited to things like: doing your own word studies, research into background materials, examination of archaeological data, synthesizing your own research on a theological theme, etc.
- 4) Logical and methodological accuracy and consistency.

- 5) Use of foundational tools like: ANE texts and inscriptions; Hebrew grammar and syntax; specialized studies in ANE history, archaeology, culture, and sociology; specialized scholarly articles and monographs; interaction with major commentaries.
- 6) Quality and Clarity of written English.
- 7) Ability to carefully follow the assignment instructions.

4. Matters of Style

You should submit written work in a style consistent with the model set out by Turabian and [Chicago Manual of Style Online](#). For proper citation style, consult 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"](#). Written work ought to be free of spelling mistakes, punctuated correctly, and adhere to the basic rules of grammar. It is expected that written work will be submitted in a clear, straight-forward style of academic prose, and should be clearly organized, argued, and presented.

5. 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. 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 (aau@tyndale.ca) before proceeding.

H. 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

| Session | Topic | Bible Reading | Wright | Assignments |
|----------------|--|---|-----------------|-------------------------------|
| Jan 9 – 15 | Introduction & History of OT Theology | Genesis 1-11, 12, 22, 32 | | |
| Jan 16 – 22 | History of OT Theology | Exodus 1-14, 32-34 | Wright, 29-69 | |
| Jan 23 –29 | Theology of Genesis | Leviticus 1-10, 16 | Wright, 71-135 | |
| Jan 30 – Feb 5 | Theology of Exodus, Leviticus & Numbers | Numbers 10-14, 21-25 | | |
| Feb 6 – 12 | Theology of Deuteronomy, Joshua & Ruth | Deuteronomy 5-6, 12, 28; Joshua 1-8, 24; Judges 1-2, 3-4, 17-21 | Wright, 189-264 | |
| Feb 13 –19 | Theology of Judges, Samuel & Kings | 1 Sam 15-17, 24-26; 2 Sam 7; I Kings 6-10 2 Kings 17, 25 | Wright, 265-288 | Book Review Dempster (Feb 17) |
| Feb 20 – 26 | Reading Week Break | | | |
| Feb 27 – Mar 5 | Theology of Wisdom Literature | Job 1-2, 38-42, Song of Songs | | |
| Mar 6 – 12 | Theology of the Psalms | Psalms 1-8, 22-23, 93-99, 136-139 | | |
| Mar 13 – 19 | 8 th century Prophets (Isaiah, Hosea, Amos, Jonah, Micah) | Isaiah 6-11, 40-42, 52-53, 66 Hosea 1-2, Amos | | |
| Mar 20 – 26 | Pre-exilic Prophets (Nahum, Habakkuk, | Jeremiah 1-7, 28-34; | Wright, 393-420 | Research Paper/ |

| | | | | |
|---------------------|--|---|--------------------|------------------------------------|
| | Zephaniah, Joel, Jeremiah) | Habakkuk, Joel | | Guided Essay (March 24) |
| Mar 27 - April 2 | Exilic Prophets (Ezekiel, Obadiah, Daniel, Lamentations) | Ezekiel 1-8, 33-39; Daniel 7-12; Lamentations | Wright, 421-453 | |
| April 3 – 10 | Post-Exilic Theology | Ezra 1-6, Nehemiah 1-6, 8-9, 13, Esther | | Bible Reading (April 10) |

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Helpful OT Websites

Make sure to check out the resources that can be accessed through the Tyndale website, in particular through the EBSCO and J-STOR sites.

[Online Periodical Database](#)
[Old Testament Reading Room](#)

General Theological Websites

[Old Testament Theology](#)
[Theology on the Web](#)
[Yale Biblical Studies Guide](#)

Biblical Archaeology

[Research at the Oriental Institute](#)
[Biblical Archaeological Society](#)
[Biblical Archaeology – Useful Links](#)
[Archaeology and the Bible](#)

Ancient Near Eastern Resources

[Mesopotamian Texts Archive](#)

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