

COLLEGE OF CHRISTIAN MINISTRIES AND RELIGION - BIOT 1133 01
OLD TESTAMENT SURVEY
MWF 12:00-12:50 B 225
Dr. Gerry White, Professor
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Office: Bolin 131- Office hours posted on office door

TEXTS:

Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*. Grand Rapids: Baker Books, 1999.

New International Version Bible. Grand Rapids: Zondervan, 1984.

UNIVERSITY MISSION STATEMENT:

Southeastern, a dynamic, Christ-centered university, fosters student success by integrating personal faith and higher learning. Within our loving Pentecostal community, we challenge students to a lifetime of good work and of preparing professionally so they can creatively serve their generation in the Spirit of Christ.

CATALOG DESCRIPTION:

A synthetic study of the books of the OT, giving students an appreciation of each book as a unit and of its contribution to God's plan of redemption as it develops in the Old Testament.
No Prerequisite Credit Hours: 3

I. INTENDED LEARNING OUTCOMES:

1. Understand the foundational aspect of the Old Testament and apply key principles to the life of the modern believer.
2. Comprehend the formation and development of the Old Testament.
3. Understand the method of redemption in the Old Testament and how it relates to the New Testament believer.
4. Recall general knowledge of the Old Testament by identifying key dates, events, and characters in the historical narrative.
5. Know key Old Testament words and concepts.
6. Comprehend the role of the Old Testament prophets to the plan of God.
7. Understand the relevance of Old Testament wisdom literature and poetry for the modern believer.

Behavioral Indicators:

1. Discuss the foundational aspect of the Old Testament and appreciate the place it plays in the Christian faith.
2. Describe the formation and development of the Old Testament.
3. Understand the method of redemption in the Old Testament and how it relates to the New Testament believer.
4. Demonstrate a general knowledge of the Old Testament by identifying key dates, events, and characters in the narrative.
5. Identify and define key Old Testament words and concepts.
6. Relate the role of the Old Testament prophets to the plan of God.
7. Discuss the relevance of Old Testament wisdom literature and poetry for the modern believer.

II. TOPICS TO BE COVERED

1. Formation of the Old Testament
2. The Patriarchs of Israel
3. Egyptian bondage
4. The Exodus event and the wilderness experience
5. The Law and Sacrificial system of Israel
6. Occupation of Canaan and the period of the Judges
7. The United Monarch –Saul, David, Solomon
8. Division of the Kingdom
9. The Northern Kingdom: Its religious nature and its fall
10. The Southern Kingdom: Its religious nature and its fall
11. The Babylonian captivity period
12. Restoration of Jerusalem
13. Major Prophets and their messages
14. Minor Prophets and their messages
15. Wisdom Literature
16. Poetical Literature

III. INSTRUCTIONAL PROCEDURES:

The primary method of instruction will be lecture. Class discussion will be encouraged. PowerPoint presentations will assist the student in completing the lecture study guide. The textbook CD-Rom provides additional study helps. Reading the textbook and prescribed sections of the O. T. is required and will be included in the testable material. **Late work for this class will be penalized at the rate of one letter grade drop per late class period.**

IV. RESPONSIBILITIES OF STUDENTS:

1. Attend class. Students are both expected and encouraged to attend classes regularly. Failure to attend class can affect a student's grade. For traditional fall and spring semesters, a student may miss a class without penalty equal to the number of times a class meets per week as follows:
 - If the class meets once a week a student may miss one class.
 - If the class meets two times a week a student may miss two classes.
 - If the class meets three times a week a student may miss three classes.

If a student's absences exceed the number of times a class meets per week, a professor may:

- Subject the student to a penalty of not more than one letter grade based on attendance alone.
- Recommend to the Vice President for Academic Affairs that a student with excessive absences be withdrawn from the course.

Program directors must provide lists of students participating in authorized university activities or field trips to the Office of the Vice President for Academic Affairs. Once approved, program directors must provide copies of the lists to the participating students for submission to the students' instructors. Faculty must take this information into account as they log attendance and not consider it an absence. **Special Note: When you turn in this form to me, circle your name and write the name of the class and the time the class meets beside your name. Forms are to be turned in one week before the event.**

For this class, you have three cuts without penalizing your grade. These are intended to cover illness and personal situations. The fourth cut (excluding cuts covered by authorized university activities) will result in a letter grade drop for the class. You are responsible to know how many cuts you have taken. Except for the statement below, the professor assumes there will be no exceptions. I will not file an appeal for you. **You may not cut class when an exam is scheduled. Anyone falsifying the sign-in sheet will face disciplinary procedures.**

Prolonged and/or unusual absences not covered by the policy may be appealed to the Vice President of Academic Affairs by (either the professor or) the student. Appeals must be submitted in writing.

Be on time. Habitual tardiness is not acceptable. Should you be late stand quietly just inside the door if Bible reading or prayer is in progress. Three tardies constitute one cut. A student who is tardy must see the professor at the end of the class for attendance to be recorded. An absence will only be changed to a tardy if it is reported at the end of the class session to the professor. No exceptions will be made at the end of the semester. **You are responsible to sign the attendance sheet every day you attend class.**

Early dismissal: Anyone who has a valid reason for leaving class early must ask permission before class begins and will sit close to the door so as not to disturb the class. This concession is for extreme needs only, not appointments that should be made for a different time.

2. **Before class, read the textbook and Bible** as assigned in the Course Outline. **Bring a NIV Bible to class daily. Cell phones are to be off during class.** The student is expected to read the entire textbook and all Bible reading as scheduled. The summaries and questions at the end of each chapter are important for being successful in this class. Students are expected to use these reviews to prepare for participate in class discussions and to prepare for exams and pop quizzes.
3. Maintain accurate class notes in a form useful for objective and/or essay test preparation. Exams will cover both the textbook and the information presented during lecture. A fill-in-the-blank lecture guide is available on Blackboard. The student is expected to print this guide and fill it out during the class lecture.

You will need certain skills in order to be successful in life. The purpose of class assignments is to help you develop these skills. The following skills or Learning Outcomes are the ones most likely to be beneficial for your future success.

The Eight Learning Outcomes—content standards, collaboration, critical thinking, oral communication, written communication, career preparation, practical ministry experience and ethics, and technology literacy—are embedded in projects, assessments, discussion sessions, and graded assignments. Projects and discussion sessions are designed to tackle complex problems requiring critical thinking. The strategy is simple:

To learn collaboration, work in teams.

To learn critical (i.e. analytical) thinking, take on complex problems.

To learn oral communication, present a paper, preach, teach.

To learn written communication, write.

To learn technology, use technology.

To develop ministry skills, think about and practice genuine practical ministry.

To learn about careers, observe successful ministers and ministries, do ministry practicums, complete an internship. (The last two points are beneficial even to non-ministry majors since all believers should be involved with practical ministry throughout their life.)

Critical Analysis is the ability to examine a viewpoint and assess or evaluate assumptions, problems, and implications of that viewpoint.

Critical Reasoning is the ability to research, construct, and articulate a well-reasoned and coherent viewpoint. This will also include the ability to avoid potential fallacies, define key terms and/or concepts related to the viewpoint, provide the logical conclusions and/or applications that result from the viewpoint, and anticipate potential counter-claims to the viewpoint.

4. The student will participate in three discussions on topics relative to the material of the class and life application. The discussion information can be found in Blackboard under "Course Materials" (Discussion #1, #2, and #3). The student will discuss the question with two classmates. Then the student will present his or her own discussion of the question. The completed papers should be attached to the proper assignment file by class time on the following dates: **Feb. 8, Mar. 16, and Apr. 13. Late work will not be accepted for this assignment. Purpose:** To help develop reasoning skills and the ability to apply the Old Testament to the life of the modern believer.
5. The student should be able to list the books of the O.T. in canonical order spelled correctly. **Due April 9. Purpose:** To ensure content standards for the course by promoting familiarity and easier use of Scripture.
6. Successfully complete three unit exams and a comprehensive final with a minimum of 60%. Students should be prepared for all exams at the time they are scheduled. **Tentative exam dates** are on the course outline. However, the professor may adjust these dates to ensure that the material has been covered before an exam is given. Exact exam dates will be announced one week in advance of the exam. **Make-up exams will only be administered to students with unavoidable emergencies and must be taken within five days** of returning to class. Make-up exams may be either essay or objective. The make-up exam policy does **not** extend to the final exam. There is no extra credit project in this class. **Purpose:** The exams in this class are intended to encourage retention of the story of salvation history. The content is standard material that promotes personal spiritual development, encourages the development of better lay teachers for the local church, and provides a foundation for further Biblical studies.
7. Students are **required to be in class and on time on the day the final exam is scheduled**. For this class that will be Wednesday **May 2 at 12:00 pm**. Please review the statement below from the Office of the Academic Dean in regard to final exams. **This is university policy and every student is expected to plan accordingly. The following information is a direct statement from the Office of the Academic Dean.**

Every professor is obligated to administer a final exam or hold an appropriate class during the regularly scheduled exam period. Every student is obligated to take the final exam or attend that appropriate class during the regularly scheduled exam period. Please plan accordingly and carefully for final exams. *You must not plan vacations, ministry appointments, weddings, airline flights, or any other similar activity or engagement that will conflict with the final exam schedule. Also, do not schedule any of these activities so close to your final exam that the commute to the activity conflicts with the final exam schedule.*

Final exams will be administered April 30 – May 3 in the room where the class normally meets. Students with **more** than 3 exams scheduled on one day can petition the instructor and department chair/college dean to take one of the exams another day.

V. EVALUATION:

1.	Three Unit Exams (20 % each)	60 %
2.	Comprehensive Final Exam	20 %
3.	Three Group Discussions (5 % each)	15 %
4.	O. T. Books Quiz	5 %

Grading Scale -	90 - 100 - A	80 - 89 - B	
	70 - 79 - C	60 - 69 - D	0 - 59 - F

Grades will be posted on Blackboard. Students are required to check grades after assignments and exams have been graded. Any irregularities should be brought to the professor's attention immediately. Make-up work for irregularities will not be accepted at the end of the semester.

Note: Cell phones must be turned off during class. You may not text during class. Students using digital Bibles and Computers must sit on the first two rows of the class. Any student using the tools for any purpose other than work for this class will not be allowed to bring the tools back to class.

Official Communication Statements:

Viewing Final Grades on Jenzabar

Note from the Registrar's Office: All academic, policy, and financial holds must be removed from your student account in order to view your final grades online.

Southeastern University requires all faculty, staff and students to use their Southeastern email address for official university communication. Students are required to check Southeastern email daily as they will be held accountable for all communications sent through this medium.

On campus, you can log in to check your email using Outlook. Off campus, you will need to go to <https://webmail.seu.edu>.

The last day to **officially withdraw** from this course is March 16, 2012. A Course Withdrawal form (available in the Office of the Registrar or on the University website under Academics/Registrar/Forms) must be submitted no later than 11:59 PM on March 16, 2012.

A "**Consent to Comply**" form is attached as the last page of the syllabus. Please sign and return it to the professor before leaving the class today.

Course Evaluations Statement:

In order to help us assess the effectiveness of our courses and instructors, if you receive a course evaluation for this course, you are required to complete it.

VI. STUDENTS WITH DISABILITIES:

Southeastern University is committed to the provision of reasonable accommodations for students with learning and or physical disabilities as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for these accommodations, notify your instructor. You will be directed to contact the Coordinator of Academic Services at 863-667-5157.

VII. **COURSE CALENDAR: Bible and Textbook should be read before class time.**

UNIT ONE

<u>DATE</u>	<u>BIBLE</u>	<u>TEXT</u>	<u>TOPIC</u>
Jan 11	-----	-----	Welcome and Class Requirements
Jan 13	Gen 1-11	pp 21- 33	OT Formation and Interpretation
Jan 16	MLK Holiday	-----	-----
Jan 18	Gen 12-17	pp 35- 59	Overview
Jan 20	Gen 21-24;27-30	pp 63 -87	Beginnings
Jan 23	Gen 37;39-41	pp 89 -101	Patriarchal Age
Jan 25	Gen 47-50	-----	(Continue)
Jan 27	Ex 3-12; 20	pp 103- 115	Emancipation of Israel
Jan 30	Ex. 36-39	pp 117- 126	Religion of Israel
Feb 01	-----	pp 117-126	Holy Living; Sanctuary;
Feb 03	Lev 1-7; 16; Num 3; 14	-----	Priesthood; Offerings ; Feasts
Feb 06	Num 22-25; 35	pp 127-139	Numbers and Deuteronomy
Feb 08	Deut 6	pp 141-154	Preparing for Nationhood
	Question #1 Due by class time	-----	-----
Feb 10	<u>UNIT ONE EXAM</u>	(PLEASE BRING A PENCIL TO CLASS)	

UNIT TWO

Feb 13	Josh 1-5	pp 157-179	Intro and Occupation of Canaan
Feb 15	Ju 2:6-23; 21:25	pp 181-193	Judges and Ruth
Feb 17	I Sam 1-8; 15	pp 195-207	Transition to a king
Feb 20	II Sam 7	pp 209-220	David
Feb 22	I Ki 3-11	pp 221-235	Solomon; the Divided Kingdom
Feb 24	I Ki 12	-----	-----
Feb 27	II Ki 17-19	pp 237-249	The End of National Israel
Feb 29	----- (Fire Fall)	-----	-----
Mar 02	-----	-----	-----
Mar 05-09	Spring Break – No classes		
Mar 12	-----	pp 251-261	First and Second Chronicles (Review)
Mar 14	Lamentations	pp 263-277	The Jews Among the Nations/Exile
Mar 16	Ezra 1; 3 - 10:17	pp 263-277	Restoration and Post-Exilic History
	Question #2 Due by class time ---	-----	-----
Mar 19	<u>UNIT II EXAM</u>	-----	-----

UNIT THREE

<u>DATE</u>	<u>BIBLE</u>	<u>TEXT</u>	<u>TOPIC</u>
Mar 21	Deut 18:9-22	pp 339-352	Introduction
Mar 23	Isa 1,6,40,53	pp 353-383	Isaiah
Mar 26	Jer 1,10,18,23,31	pp 383-405	Jeremiah
Mar 28	-----	-----	(Continue)
Mar 30	Ezek 1, 8	pp 407-425	Ezekiel
Apr 02	Daniel 1	pp 427-438	Daniel
Apr 04	Hosea 1-3	pp 439-449	Hosea
Apr 06	Good Friday Holiday	-----	-----
Apr 09	Joel 1-2	-----	Joel
	Amos 1-2	-----	Amos
	(Books Q.)	-----	-----
Apr 11	Jonah 1-4	pp 451-461	Obadiah, Jonah
	Micah 3, 6	-----	Micah, Nahum
Apr 13	Habbak 1-2:5; 3:17-19	-----	Habakkuk
	Zeph 2-3	-----	Micah, Zephaniah
	Question #3 Due by class time ---	-----	-----
Apr 16	Haggai 1	pp 463-473	Haggai, Zechariah
	Malachi 2	-----	Malachi
Apr 18	UNIT III EXAM	-----	-----

UNIT FOUR

Apr 20	Wisdom Lit/Poetry	pp 281-288	Introduction
Apr 23	Job 1-2	pp 289-301	Job and Suffering
Apr 25	Ecc 1-2	pp 313-330	Proverbs, Ecclesiastes
Apr 27	Psalms 1, 51	pp 303-312	Psalms
	Song of Solomon	pp 330-335	Song of Solomon
Apr 30-May 03	<u>FINAL EXAM WEEK</u>		

Note: The final exam for this class is scheduled for **Wednesday May 2 at 12:00 – 1:50 pm.**

This is the schedule implemented by the administration and only the administration can make alterations. All students are required to be present and on time for the exam. Your personal schedule and travel plans must conform to the final exam schedule.

VIII. BIBLIOGRAPHY:

Disclaimer - There may be newer material added to the library holdings which do not yet appear here. It may also be possible that some of the books listed here may be missing from the library holdings due to deterioration or loss.

Anderson, Bernhard W. *Understanding the Old Testament*. 4th ed. Englewood Cliffs, NJ: Prentice Hall, 1986. (BS 1197 .A63 1986)
Accepts documentary hypothesis, contains an updated bibliography.

Archer, Gleason. *A Survey of Old Testament Introduction*. Rev. ed. Chicago: Moody Press, 1974 (221.6 .A671s)
Among the finest examples of conservative, evangelical scholarship

Bright, John. *A History of Israel*. 3rd ed. Philadelphia: Westminster Press, 1981. DS 121 .B72)
A standard work in the field; outlines the international background of the Biblical narrative with illuminating references to archaeological evidence; places the Scripture in a historical context. 511 pages.

Bruce, F. F. *New Testament Development of Old Testament Themes*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1968. (BS2387.B78)
The author examines a few of the major themes, motifs or images which are used as vehicles of revelation in the OT and considers how the NT writers continue to use them to present the perfected revelation in Christ. 114 pages.

Bruce, F.F. *Israel and the Nations*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1963. (DS 118 .B76)
A good overview of the history of Israel to the fall of Jerusalem in AD 70. Bruce is a top conservative scholar. 225 pages.

Childs, Brevard, S. *Introduction to the Old Testament as Scripture*. Philadelphia: Fortress Press, 1979. (BS 1140.2 .C48)
A fresh and often provocative study; author emphasizes the canonical shape of the text; theologically quite mature; moderately liberal in orientation but often conversant with conservative scholarship. 688 pages.

Craige, Peter C. *The Old Testament: Its Background, Growth, and Content*. Nashville: Abingdon Press, 1986. (BS 1199 .W2)
The book provides good background material from a balanced scholarly approach. 351 pages.

Flanders, Henry Jackson, Robert Wilson Crapps, and David Anthony Smith. *People of the Covenant: An Introduction to the Old Testament*. New York: Oxford University Press, 1988. (BS1197.F47)
A historical and theological approach to OT studies. It provides numerous helpful articles on key issues and concepts from a moderate to liberal perspective. 498 pages.

Geisler, Norman, L. *A Popular Survey of the Old Testament*. Grand Rapids: Baker Book House, 1977. (BS 1140.2 .G38)
Conservative and evangelical; contains summary paragraphs covering content of each book; strongly Christocentric; argues for traditional authorship.

Gottwald, Norman K. *The Hebrew Bible: A Socio-Literary Introduction*. Philadelphia: Fortress Press, 1985. (BS 1140.2 .G59)
A liberal, sociological approach to the Old Testament. Its strengths include numerous maps, tables and charts, and extensive sixty-three page bibliography,

and thorough geographical/archaeological background material.

_____. gen. ed. *The New International Commentary on the Old Testament*. Grand Rapids: Wm. B. Eerdmans Publishing Co.
Expresses a careful balance between technical information and homiletical and devotional suggestions for present application. Many volumes still in preparation. Conservative.

_____. *Old Testament Times*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1970. (BS1197.H27)
Deals with the broad social and cultural context in the events in the OT occurred; conservative. 333 pages.

Jansen, Irving L. *Survey of the Old Testament*. Chicago: Moody Press, 1978. (BS1194.J46)
Avoids traditional matters of authorship and date; emphasizes the understanding of the text through numerous charts and diagrams; evangelical.

Kitchen, Kenneth A. *Ancient Orient and Old Testament*. Chicago: InterVarsity Press, 1966. (BS 1180 .K55)
A full documented book by a British Egyptologist. The book serves as a corrective to critical theories concerning the Old Testament.

LaSor, William S., David A. Hubbard, and Frederic W. Bush. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. Grand Rapids: Eerdmans, 1982. (BS 1140.2 .L25)
A comprehensive evangelical interpretation by OT professors at Fuller Seminary; A critical examination of the historical/cultural setting with judicious use of the JEDP theory; numerous charts, tables, maps, photographs, extensive bibliography; seminary level.

Purkiser, W.T. ed. *Exploring the Old Testament*. Kansas City: Beacon Hill Press, 1955. (BS 1140 .P8)
A standard approach to the Old Testament; authored by a team of scholars from the Church of the Nazarene.

Schultz, Samuel. *The Old Testament Speaks*. 3rd ed. San Francisco: Harper and Row, 1980. (BS1197 .S33)
A balanced evangelical approach to the Old Testament; Collegiate level.

Young, Edward J. *An Introduction to the Old Testament*. Grand Rapids: Eerdmans, 1949. (BS 1140 .Y711)
An older but invaluable work that treats the major critical issues from a scholarly conservative viewpoint.

The following resource(s) are recommended but are not in Southeastern's Library.

Unger, Merrill R. *Introductory Guide to the Old Testament*. Grand Rapids: Zondervan, 1951.
This has been a standard text in Old Testament for many years. Unger does a fine job dealing with the issues from a conservative stance.

Internet Sites for Old Testament:

<http://www.cresourcei.org/othistory.html>
http://www.bible-history.com/resource/bi_old.htm
<http://www.us-israel.org/jsource/History/timeline.html>

Periodicals:

<i>Bibliotheca Sacra</i>	<i>Evangelical Quarterly</i>
<i>Expository Times</i>	<i>Interpretation</i>
<i>Westminster Theological Journal</i>	<i>Journal for the Study of the Old Testament</i>
<i>Journal of Biblical Literature</i>	<i>Southwestern Journal of Theology</i>
<i>Journal of the Evangelical Theological</i>	<i>Biblical Archeological Review</i>
<i>Review and Expositor</i>	<i>Christianity Today</i>

Consent to Comply

I _____ have read, understand,
Student's Name (print)

and will keep in my possession the Course Syllabus for Old Testament Survey BIOT 1133 01, Southeastern University, 2011/2012. I understand that in compliance with the syllabus and the Student Handbook, for both instructional and evaluation purposes, I may be responsible for electronically submitting my written work to Turnitin. With the affixing of my signature below, I agree to comply to the terms therein.

My Signature

Date