

BE501 – Old Testament Studies I
SHEPHERDS THEOLOGICAL SEMINARY
Cary, NC

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SYLLABUS
Fall, 2024 (One-Year MTS)

I. COURSE DESCRIPTION:

The first half of a comprehensive introduction to the Old Testament (Genesis to Kings). Combines the two disciplines of OT introduction and OT theology. Introduces the importance of and problems involved with studying the OT in traditional and contemporary scholarship. Explores issues relevant to authorship, literary structure, purpose and content of each book covered.

II. STUDENT LEARNING OUTCOMES:

This course partially fulfills a number of the degree program Student Learning Outcomes:

SLO #	MTS	MACM	MABS	MA(BLL)	MDiv	ThM
1	X	X	X	X	X	
2	X	X	X	X	X	
3						
4						
5	X	X	X	X	X	
6	X	X	X	X	X	

III. SPECIFIC COURSE OBJECTIVES TO MEET STUDENT LEARNING OUTCOMES

Students who successfully complete this course should be able to:

1. Articulate the purpose and major emphasis of each Bible book and show its relationship to other parts of the Scripture.
2. Understand the unique contribution of ancient Near Eastern background to understanding the world of the Old Testament.

3. Understand the big picture narrative of Scripture, and how the Old Testament forms the foundation for the New Testament.
4. Articulate and evaluate the various views on key interpretive issues in the Old Testament.
5. Understanding the literary genres in the Old Testament and how those affect interpretation.

IV. COURSE REQUIREMENTS

Learning outcomes will be assessed by various means, often with more than one assessment task.

A. Textbook reading

You may choose to read the appropriate sections for this course from one the following two textbooks:

(a) Merrill, Eugene H., Mark F. Rooker, Michael A. Grisanti, *The World and the Word: An Introduction to the Old Testament*. Nashville: B&H Publishing, 2011.

(b) DeRouchie, Jason S. *What the Old Testament Authors Really Cared About: A Survey of Jesus' Bible*. Grand Rapids: Kregel Academic, 2013.

Note: You will have to read pages 1–93, 163–329 in (a) OR pages 26–237, 326–335 in (b). Also, in OT II you are **required** to read part of Merrill, Rooker, and Grisanti.

You must also read the following:

Sandy, D. Brent, and Ronald L. Giese, Jr., eds. *Cracking Old Testament Codes*. Nashville: Broadman and Holman, 1995. **Pages 1–138.**

B. Bible Book Summaries

- Completely read through each book of the Bible listed.
- Describe the theme of the book in 1–3 sentences.
- Briefly (1–3 sentences) summarize the contents of each chapter of the book and, if helpful, how it relates to the main theme of the book.
- **NOTE:** A book outline is not required for these book summaries.
- See example posted on Canvas.

C. Worksheets

- Concisely and completely answer the questions on the worksheets provided in the course files.
- Use bullet point answers to summarize arguments and main points.

- Do not write in free-flowing paragraphs!!!
- Cite any sources you use by using parentheses [e.g., (Wenham, 26)].
- Sources should be reputable and academic (no blogs, etc.).
- Examples of reputable sources: Academic commentaries, journal articles, monographs, etc.
- You **SHOULD** use 2-3 sources per worksheet, minimum!
- See example worksheet on Canvas.

D. Two Interpretive Issue Position Papers:

- These two papers must be **at least 4 pages double spaced**.
- There are **no citations required** for these papers, but the student is expected to write in his or her own words and not to use extended quotes. If the student needs to refer to a source, he or she should reference it in parentheses in an informal way.
- The student is expected to consult sources as necessary to help address each issue. NOTE that these are position papers, meaning that the student should argue for a position rather than merely stating the available interpretive options. The presupposition is that the student has undertaken the necessary reading and research to come to what he or she believes is the correct conclusion on the question being addressed.
- The goal of these papers is to provide ready answers for interpretive issues that a friend or church member may ask about. As such, they are a bit more informal in style, but the content must thoroughly address each issue.

These papers should be turned in by the date on the course schedule. Suggested topics include (but are not limited to):

- The Different Interpretations of Genesis 1–2
- Creation vs. Evolution (Biblical & Scientific Evidence)
- What it Means to be Made in God's Image (Gen 1:26–28)
- The Importance of the Genealogies in Genesis
- The Role of Genesis 3:15 in the Biblical Storyline
- The Curse (Gen 3:14–19); The Woman's Desire (Gen 3:16; 4:7)
- The Sons of God and the Daughters of Men (Gen 6:1–4)
- The Importance of the Noahic Covenant (Gen 8:20–22)
- The Curse of Canaan (Gen 9:18–27)
- The Importance of the Abrahamic Covenant to the Biblical Storyline (Gen 12, etc.)
- The Significance of the Plagues and Their Role in God's Deliverance
- The Role and Use of the Law in the Life of the NT Believer
- Importance of the Ten Commandments
- Were Israelites Saved by Grace through Faith in the OT?
- What was the Role of Sacrifice in the OT?
- Structure and ANE Context of Deuteronomy
- Prophecies in the Pentateuch about the Messiah

- Does Josh 21:45 Fulfill the Abrahamic Land Covenant?
- Examination of Select Judges
- Hannah's Prayer (1 Sam 2)
- The Importance and Centrality of the Davidic Covenant (2 Sam 7, etc.)
- Solomon and the Kings as Reflections of the Law of the King (Deut 17)
- The Purpose and Theme of the Book of Kings
- The Role of Elijah and Elisha in the Book of Kings

V. TEXTBOOKS

A. Required (**either [a] or [b]**, not both).

- Merrill, Eugene H., Mark F. Roeker, Michael A. Grisanti. *The World and the Word: An Introduction to the Old Testament*. Nashville: B&H Publishing, 2011.
- DeRouchie, Jason S. ed. *What the Old Testament Authors Really Cared About: A Survey of Jesus' Bible*. Grand Rapids: Kregal Academic, 2013.
- Sandy, D. Brent, and Ronald L. Giese, Jr., eds. *Cracking Old Testament Codes*. Nashville: Broadman and Holman, 1995.

B. Recommended (Not required):

- Hill, Andrew E. and John H. Walton. *A Survey of the Old Testament*. 4th ed. Grand Rapids: Zondervan Academic, 2024.
- Zuck, Roy B., ed. *A Biblical Theology of the Old Testament*. Chicago: Moody Press, 1991.

VI. GRADING STANDARDS AND SCALE

Grade Distribution	
Bible Book Summaries and Reading	20%
Textbook Reading	20%
Worksheets (4)	25%
Position Papers (2)	35%

VII. GRADING SCALE:

STS Grading Scale														
96-100	A	4.0		88-91	B	3.0		80-83	C	2.0		72-75	D	1.0
94-95	A-	3.7		86-87	B-	2.7		78-79	C-	1.7		70-71	D-	0.7
92-93	B+	3.3		84-85	C+	2.3		76-77	D+	1.3		69...	F	0

VIII. COURSE SCHEDULE

Fall (One Year) 2024

Date	Topic	Assignment(s) Due by 11:59 p.m.
Sept 16, 2024	Introduction to Class; Genesis	
Sept 17, 2024	Genesis, Exodus	
Sept 18, 2024	Leviticus, Numbers, Deuteronomy	
Sept 19, 2024	Joshua, Judges, Ruth, 1–2 Samuel	
Sept 20, 2024	1–2 Samuel, 1–2 Kings	
Assignments Due		
October 6, 2024	Bible Book Chapter Summaries Summarize each chapter of the books we study this semester.	See example summary provided.
October 6, 2024	Study Worksheets Complete the <u>four assigned worksheets</u> .	See example provided and follow that format and thoroughness.
October 6, 2024	Textbook Reading Complete the quiz on Canvas indicating percentage of reading you have completed.	
October 6, 2024	Position Papers Complete two position papers (see list of examples for the types of papers you can write on).	

IX. CREDIT HOUR CALCULATION

STS follows the Carnegie Method for Credit Hour calculations. This means that for every credit hour, there should be 15 hours of instruction and 30 hours of work outside the classroom. Therefore, a 3-credit course requires 135 hours of workload, while a 2-credit course requires 90 hours. This course meets these requirements in the following way:

ASSIGNMENT	HOUR LOAD
Lecture	45
Textbook Reading	40
Bible Book Summaries and Reading	34
Worksheets	8
Position Papers	8
EXPECTED HOURS: 135	TOTAL HOURS: <u>135</u>

X. ATTENDANCE POLICY

Attendance is expected at all class sessions, except in cases of emergency. Students should contact the professor prior to the class or as soon after as possible. During the course of a regular semester class, a student may miss up to 3 meetings of the class. If a student misses more than three classes, he/she will receive a grade of F for the course. For classes that do not meet the normal 14 weeks during the semester (such as modules), a student who misses more than 20% of the class will receive a grade of F.

XI. LATE COURSEWORK POLICY

Late work will be accepted with a penalty of 10% per day up to a maximum of 50%. After the final exam or class period, all unfinished work will be recorded with a 0%.

XII. ACADEMIC DISHONESTY

A. Academic Dishonesty Guidelines

1. Seminary education is designed to aid the student in growth in knowledge and godliness. Cheating in its various forms is ungodly, being inconsistent with the character of God.
2. The following definitions will aid the student in understanding expectations. However, where there is doubt concerning the right action, professors are available to help clarify expectations.

B. Severe Violations and Consequences

VIOLATION	STANDARD CONSEQUENCE
• Copying answers from another student • Someone else writing your exam or paper • Unauthorized use of AI (see below)	F for the assignment and probable F for the course
Unauthorized access to faculty files (electronic and or paper)	F for the course and probable expulsion
Unauthorized discussion of exam content	F for the course for both parties
Usage of purchased or preexisting term paper	F for the assignment, probable F for the course, and possible expulsion

C. Other Academic Violations

- a. The following violations are also considered breaches of academic integrity. The penalty for such offenses varies based on the severity of the offense.
- b. Examples
 - i. Continued writing after the conclusion of an exam.
 - ii. Multiple submissions of the same assignment or paper in different classes.

- iii. Usage of a source without documentation or citation credit
- iv. Artificial additions and inflation of bibliographic sources.
- v. Deliberate alteration of time and date on late assignments.
- vi. Exaggerated computer problems or technical problems due to procrastination.

XIII.ARTIFICIAL INTELLIGENCE (AI)

Artificial Intelligence (AI) can be used ethically or unethically. In this course, we allow students to use AI with restrictions: 1) it cannot be used as source material; 2) it cannot be used to create content for submission; 3) it cannot be used to rewrite student work; 4) it can be used as a logical or grammar check as long as the student is learning in the revision process. The overall goal is to ensure that AI is used to support learning, not to replace it.

For more clarity on these principles and why we have embraced them see the student handbook. Any more specific questions on the policy should be directed to your professor.

XIV.ACADEMIC SUCCESS AND ADA POLICY

Shepherds Theological Seminary desires every student to succeed meeting our high standards of academic excellence. When difficulty arises, we encourage the student to meet with their academic advisor to determine an appropriate plan to address the student's needs.

Where there are learning disabilities, Shepherds is in full compliance with the Americans with Disabilities Act (ADA). To receive accommodation, students must supply formal documentation from a qualified professional to the Academic Dean (TMiller@shepherds.edu). Please note that such accommodations are not retroactive.