Part 1: Course Information

Course Description
An introduction to the Pentateuch (Genesis, Exodus, Leviticus, Numbers and Deuteronomy) and the Writings (historical books, Psalms, and Wisdom literature).

Course Learning Outcomes
The primary Learning objectives of this three credit class are:

P1: To provide students with the opportunity to study the Pentateuch and Writings from an academic perspective, ensuring they possess both an understanding and appreciation for critical scholarship (cognitive and affective);

P2: To introduce student to exegesis skills and aid the student through the process of writing an exegetical paper (psychomotor).

Secondary objectives include:

S1: Provide students with an overview of the Pentateuch and Writings in order to enable them to prepare informed and well researched biblical scholarship publications, and if training to be clergy, sermons and worship programs (cognitive and psychomotor);

S2: Develop critical thought competence in students and the ability to professionally evaluate and articulate their own responses to assigned reading (affective).
**Required Text/Material**

The Bible (any English translation is acceptable).


Please note, you will need access to a scanner for this class.

**Optional Text/Material**


**NOTE:** Purchase textbooks through any online bookstore, such as amazon.com, which can deliver within 2 days. If you need to use financial aid to purchase textbooks, email sdestudents@andrews.edu, cutting and pasting the textbook information from syllabi, including course title and section, your full name and student ID#.

**Credit Hour and Commitment**

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has a weekly Blog, 3 reflection papers based on your textbook with 1 optional bonus reflection paper, 10 Sermon/Worship Journal entries, 1 exegesis paper, and a final comprehensive exam. A suggested schedule to accomplish this work is included in this syllabus.

**Part 2: Course Methods and Delivery**

**Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, use of www.ExegesisPaper.com, and interactions with the instructor via blogs. Regular participation in the course is essential for good performance.

**Course/Technical Requirements**

- Internet connection (DSL, LAN, or cable connection desirable).

**LearningHub Access**

This course is delivered online through LearningHub at http://learninghub.andrews.edu

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.
Please do this online here: 
https://vault.andrews.edu/vault/pages/activation/information.jsp if you haven’t already. If you need assistance, call or email us: (296) 471-6016 or helpdesk@andrews.edu.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

**Important Note:** Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

**Assessment Descriptions**

1. **Pentateuch Reflection Paper** – Write a two page (500 words) reflection paper on the Pentateuch section of the textbook (pages 56-178). The paper should include:
   
i. What you **liked** and **did not like** about the Pentateuch chapters and **WHY**.
   
   ii. Some **new discoveries** you made and how these may have **changed your thinking**.

   Please note: This is **not** a book report nor is it a critique or summary of the textbook. Rather, it is your own personal reflection of the journey you took in studying the Pentateuch at an academic level. (Objectives P1 & S1.) **This paper is due at the end of Week 9.**

2. **Historical Books Reflection Paper** – Write a two page (500 words) reflection paper on the Historical Books section of the textbook (pages 204-355). The paper should include:
   
i. What you **liked** and **did not like** about the Historical Books chapters and **WHY**.
   
   ii. Some **new discoveries** you made and how these may have **changed your thinking**.

   Please note: This is **not** a book report nor is it a critique or summary of the textbook. Rather, it is your own personal reflection of the journey you took in studying the Historical Books at an academic level. (Objectives P1 & S1.) **This paper is due at the end of Week 12.**

3. **Poetic Books (Writings) Reflection Paper** – Write a two page (500 words) reflection paper on the Poetic Books (Writings) section of the textbook (pages 374-499). The paper should include:
   
i. What you **liked** and **did not like** about the Poetic Books (Writings) chapters and **WHY**.
   
   ii. Some **new discoveries** you made and how these may have **changed your thinking**.

   Please note: This is **not** a book report nor is it a critique or summary of the textbook. Rather, it is your own personal reflection of the journey you took in studying the
Poetic Books (Writings) at an academic level. (Objectives P1 & S1.) This paper is due at the end of Week 16.

4. Sermon/Worship Ideas Journal – Using the My Sermon Idea’s journal that you purchased as a textbook, complete 10 sermon/worship ideas based on topics covered in the course content – 5 from the Pentateuch and 5 from the Historical/Poetic Books. You will need to scan and submit each journal online. You will need access to a scanner to complete this assignment. Include at least one idea from your exegesis paper. (Objective S1.)

The due dates are provided in the Outline of Topics and Assignments table in this syllabus.

5. Blog Participation – Each week I will post questions relating to your exegesis paper. You may also post questions or start a topic discussion on this blog too. I will also post a few questions from time to time for you to discuss. You will be graded on the value and accuracy of what you post relating to your own answers and the critique you give of other’s posts. (Objective S2.)

Participation is required weekly.

6. Exegesis paper. Write a 2000 word exegesis paper (not a sermon) on a narrow topic/passage not covered in class. The paper needs to be strictly formatted following The Andrews University Standards for Written Work (Turabian). Your primary resource for this component is a website I have developed which can be found at www.ExegesisPaper.com. This website provides all the information you need to write a scholarly exegesis paper. Some of the necessary steps will be covered in your course material too. If you have any further questions about your paper, please do not hesitate to contact me. (Objectives P1 & P2.)

This paper is due at the end of Week 16.

The exegesis paper will be evaluated according to the following criteria (for grade evaluation, see the attachments: Criteria for Assessment Guidelines and Criteria for Assessment):

i. Is the exegetical methodology presented in class lectures and reading understood and carefully applied?

ii. Is the passage analyzed so that its linguistic and literary features as well as the main issues and theological themes were identified and addressed?

iii. Is the paper well structured (brief introduction, logical sequence, conclusion, bibliography, clarity in format, good writing quality)?

iv. Does the paper show acquaintance with the scholarly literature (books, commentaries, journal articles, unpublished dissertations) on the passage?

v. Does the paper follow the format of the Andrews University Standards for Written Work?

vi. Is the paper original and interesting?

vii. Are the findings convincing, logical, and biblically valuable?

7. Bonus: Class Experience Reflection Paper - Write a two page (500 words) reflection paper on

- the movie "Ushpizin" which is available in full for free on Youtube at http://www.youtube.com/watch?v=UgiCDDGdnv4 OR
- the movie "Expelled: No Intelligence Allowed" which is also available in full for free on Youtube at https://www.youtube.com/watch?v=V5EpmWp-g OR
- on the Friday night Kiddush ceremony that will be presented in this course.
The paper should include:

i. What you liked and did not like about the movie or the Kiddush ceremony and WHY.

ii. Some new discoveries you made and how these may have changed your thinking.

Please note: This is a bonus paper, and as such, cannot be substituted for any assessment mentioned above. This is not a movie or ceremony review, nor is it a summary of the movie or ceremony. Rather, it is your own personal reflection of the journey you took while watching one of these movies or the Kiddush ceremony. (Objectives P1, S1 & S2.)

This paper is due at the end of Week 16.

Rubrics
See grading rubric on the LearningHub for this course.

Exams
The final exam is worth 15% of your grade. You are allowed 180 minutes to complete this exam.

All exams in this course require proctoring. Students living outside of the United States must schedule their exams to be proctored online through the Testing Center. Students living in the United States may choose online or local proctoring. Appointments for proctoring in or online through the Testing Center are set up online at calendly.com/sde-exams/online.

For local proctoring, complete the exam request form linked in the course space to enter proctor information. Please do so two weeks before each exam deadline to allow adequate time for proctor approval. Approved local proctors include university, college or school faculty and teachers, student service workers, advisors, counselors and librarians, as well as educational, military, and workplace testing centers. Have the proctor's full name, position/title, employer name, phone and email available to fill in on the exam request form.

Note that an exam code is never released to the student, and cannot be sent to a proctor who has the same address as the student unless the address is known to be that of a school or mission facility. All students must present photo identification at the start of each exam session.

If you cannot take your exam by the deadline date, email specific reasons and your recovery plan to your instructor before the deadline. Your exam cannot be proctored after the exam deadline without email or phone approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). The Testing Center will then work with a local proctor if needed.

No exam is returned to the student. Instructor feedback on exams prior to the final exam will be provided to aid studying for future exams.

For more details on taking exams and how online proctoring works, please see www.andrews.edu/distance/students/exams.html
## Schedule with start, midterm, final and completion dates in **RED**.

<table>
<thead>
<tr>
<th>Modules/Dates</th>
<th>Lessons</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Introduction &amp; Orientation</td>
<td>Orientation Writing Expectations</td>
<td>Submit: Schedule Tell About Me Academic Honesty</td>
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<tr>
<td>May 13-19</td>
<td>Course orientation</td>
<td>A Survey of the Old Testament Chps. 1-3 Optional Ch. 9</td>
<td>Introducing yourself</td>
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<td></td>
<td>Introduction to Law and Writings</td>
<td>Class Materials: Introduction to Law &amp; Writings, Introductions to Pentateuch</td>
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<td></td>
<td>Introduction to the Pentateuch – Eschatological Literary structure – Purpose of Pentateuch</td>
<td>Holy Bible :Genesis Chps. 1-3</td>
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<td></td>
<td>The first Creation Story (Gen 1)</td>
<td>A Survey of the Old Testament Ch. 4</td>
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<td></td>
<td>The second Creation Story: The Eden Narrative (Gen 2-3)</td>
<td>Class Materials: The First Creation Story, The Second Creation Story</td>
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<td>3</td>
<td>Concluding remarks regarding the Creation Stories (one or two stories?) - God/Humankind/Sin; - Sexuality; - Sanctuary/Temple; - Typology</td>
<td>Class Materials : Concluding Remarks</td>
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<td></td>
<td>The Historical Critical Method - JEPD Authorship/Dating</td>
<td>Holy Bible: Genesis Chps.5-9</td>
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<td></td>
<td>The Flood Story (Gen 5-9) - Use of extra-biblical sources - Genealogy - Theology of Gen 1-11</td>
<td>Class Materials: The Flood Story, The Historical Method</td>
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<td>5</td>
<td>The Abraham Narrative (Gen 12-22)</td>
<td>Holy Bible: Genesis Chps. 12-22</td>
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<td>7</td>
<td>Mediterranean Culture The Book of Exodus Old Testament Laws/The Decalogue The “Chosen People” God’s Covenant Phases The Sanctuary/Eden (Exod 25-40) The Sabbath (Jewish Celebration)</td>
<td>A Survey of the Old Testament Ch. 5-8</td>
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<td></td>
<td>Class Materials: The Book of Exodus, The Sabbath</td>
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<td>8</td>
<td>Introduction to the Writings</td>
<td>A Survey of the Old Testament Ch. 10-12, 14-17. Optional Ch. 19</td>
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<td></td>
<td>Class Materials: Introductions to Writings</td>
<td>The Writing Discussion Forum</td>
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<td>9</td>
<td>The Book of Ruth</td>
<td>Holy Bible: The Book of Ruth A Survey of the Old Testament Ch. 13</td>
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<td>Class Materials: The Book of Ruth</td>
<td>My Sermon Ideas Journal 6 Ruth Discussion Forum</td>
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<td>10</td>
<td>The Book of Esther</td>
<td>Holy Bible: The Book of Esther A Survey of the Old Testament Ch. 18</td>
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<td>Class Materials: The Book Of Esther</td>
<td>My Sermon Ideas Journal 7 Esther Discussion Forum</td>
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<td>12</td>
<td>Reflection Paper on Historical Books due</td>
<td>My Sermon Ideas Journal 7 Esther Discussion Forum</td>
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<td>Modules/Dates</td>
<td>Lessons</td>
<td>Readings</td>
<td>Assignments</td>
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| 13           | The Book of Job | Holy Bible: Job Chps. 1-3  
A Survey of the Old Testament Ch. 20-21  
Class Materials: The Book of Job | The LXX Version Discussion Forum  
My Sermon Ideas Journal 8  
Job Discussion Forum |
| 14           | The Book of Proverbs and Song of Songs | Holy Bible: Proverbs, Songs Of Songs  
A Survey of the Old Testament Ch. 23-25  
Proverbs Discussion Forum  
Song of Songs Discussion Forum |
| 15           | The Books of Psalms | Holy Bible: Psalms Chps. 1-2, 34, 40, 54, 55, 85, 95, 135  
A Survey of the Old Testament Ch. 22, 26  
Class Materials: The Book of Psalms | My Sermon Ideas Journal 10  
Hebrew Parallelism Discussion Forum  
Psalms Discussion Forum |
| 16           | Concluding Remarks regarding Law and Writings | | Exegesis Paper due (2000 Words)  
Reflection Paper on the Poetic Books (Writings) due  
Optional Bonus Reflection Paper on Class Experience due |

**FINAL EXAM**
(needs to be completed by Thursday, August 1, 11:59 PM)

**Completing Assignments**
All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

**Part 4: Grading Policy**

**Graded Course Activities**

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<th>Percent %</th>
<th>Description</th>
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<tr>
<td>10</td>
<td>Pentateuch Reflection Paper</td>
</tr>
<tr>
<td>10</td>
<td>Historical Books Reflection Paper</td>
</tr>
<tr>
<td>10</td>
<td>Poetic Books (Writings) Reflection Paper</td>
</tr>
<tr>
<td>20</td>
<td>Sermon/Worship Ideas Journal</td>
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<tr>
<td>10</td>
<td>Blog participation</td>
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<tr>
<td>15</td>
<td>Final Examination</td>
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<tr>
<td>25</td>
<td>Exegesis Paper</td>
</tr>
<tr>
<td>10 (Bonus)</td>
<td>Bonus: Additional Reflection Paper</td>
</tr>
<tr>
<td>100</td>
<td>Total Percent Possible</td>
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**Viewing Grades in LearningHub**
- Click into the course.
- Click on the **Grades** link in the Settings Box to the left of the main course page.

**Letter Grade Assignment**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
</table>

**Part 5: Course Policies**

**Withdrawal and Incomplete Policies**
The current withdrawal policy can be found online at [https://www.andrews.edu/distance/students/gradplus/withdrawal.html](https://www.andrews.edu/distance/students/gradplus/withdrawal.html). The incomplete policy is found online at [http://www.andrews.edu/weblmsc/moodle/public/incompletes.html](http://www.andrews.edu/weblmsc/moodle/public/incompletes.html).

**Maintain Professional Conduct Both in the Classroom and Online**
The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

**Academic Accommodations**
Students who require accommodations may request an academic adjustment as follows:
1. Read the Andrews University Disability Accommodation information at [https://www.andrews.edu/services/sscenter/disability/](https://www.andrews.edu/services/sscenter/disability/)
2. Download and fill in the disability form at [http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf](http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf). Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

**Commitment to Integrity**
As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the classroom.
**Commit to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

**Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work.

Exams must be completed in the presence of an approved supervisor without the assistance of books, notes, devices or outside help unless otherwise specified in the exam directions. The student should have no access to the exam either before or after it is taken. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.