



SYLLABUS

**RELB 111 Introduction to the
Old Testament**

202341

RELB 111 Introduction to the Old Testament

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

The primary aim of this course is to help students gain an understanding and appreciation of the Old Testament, including relevant history, genres, themes, and overview of individual books. In addition, this course aims to develop a proper appreciation for the spiritual significance of these books and the authors and personages involved.

Required Text/Material

Rasmussen, Carl. Zondervan Essential Atlas of the Bible. Grand Rapids: Zondervan, 2013.
ISBN: 9780310318576

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This course has 16 modules with 15 lessons, 15 blogs, 10 quizzes, 4 biblical chapter summaries, a biblical narrative paper, a map, an exegetical sermon/paper and 3 exams. Each module represents a week of a typical semester course. It is recommended that you budget 9 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Institutional Outcomes

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Student Learning Outcomes

Program Outcome Objective (BA in Theology)		RELB 111 Intro to the OT
Goal No.	<i>At the end of the program the graduate should</i>	
1	Document foundational knowledge in the areas of Bible, history, and theology, from an SDA perspective	The class builds basic knowledge of Bible history from an SDA perspective
2	Possess skills in the major biblical languages of Hebrew & Greek	
3	Effectively communicate mission: In the context of present society, history, and theology, be able to articulate the Seventh-day Adventist view of life both orally and in writing	Class discussions, journals, exams, and papers will train students in understanding biblical texts/history and affirming biblical trustworthiness
4	Exhibit growth in Christian life skills	Various difficult texts/topics examined in class will foster trust in God and His word, and greater ability to interpret it rightly
5	Document service experience & skills in personal ministry and evangelism on the level of local church and community and in a cross-cultural context	The papers, along with class discussions, will provide a chance to apply OT history and texts to every-day life situations

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, reading quizzes, thought questions and discussions, Zoom conferences with the instructor, film evaluation, self-analysis, newspaper article, and final infographic. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

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 <mailto: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.

Your Schedule

In LearningHub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within LearningHub AND discipline yourself to make regular progress.

Assessment Descriptions

Quizzes

There will be 10 quizzes (each worth about 10 points). These short quizzes will provide a way to evaluate the student's reading of specific assigned materials as well as the student's understanding of materials presented in class the previous day (fulfills SLO 2, 3, 4; PO 1, 3, 4).

Exegetical Sermon/Paper

Each student will be asked to turn in an exegetically based sermon or paper, covering a passage from the course that was impacted by learning more about the archaeology or genre or history. These sermons/papers will entail a showing a detailed exegetical analysis of the chosen passage, an assessment of how this passage contributes to the biblical doctrine/s it addresses, and interaction with other related passages. Grading will be based upon involvement with the text, consultation of at least 3 scholarly peer-reviewed articles or commentaries on the passage, as well as thoughtful and original reflection. Sermons/papers should be no less than 4 and no more than 5 pages long, contain no spelling/grammatical errors, and follow all guidelines for papers in the AU Bulletin. The student will first pick a passage and outline the passage as directed in class before consulting other sources such as dictionaries and commentaries. As much as possible, the student should seek to write from their analysis of the text, incorporating other views only in footnotes. Further guidelines and possible topics for the paper will be discussed in class (fulfills SLO 3, 4, 5; PO 3, 5). Read each other's and critique. For further instruction, please see Appendix A in this syllabus.

Chapter Summaries

Each student will skim the whole OT, and write brief (5-10 word) summaries of each chapter (or a group of 2-3 chapters, if dealing with a continued story that can be justified in the text). These are due in four segments through the course: Torah, Historical Books, Prophets, Writings (fulfills SLO 1, 2; PO 1, 4).

Biblical Narrative Paper

Each student will write a 4-5 double-spaced page paper that re-tells an OT biblical story from the perspective of one of the characters in the story.

The story must be narrative in form (not oracle, poem, psalm, law, genealogy etc.), but can be a short passage or part of a larger story.

A good paper will skillfully incorporate several of the narratological techniques discussed in class.

At the end of the narrative account, students should identify the narratological features they have incorporated in their paper (this listing should comprise less than a page).

The techniques of "economy of detail" and "omniscient narrator" must be included and explained, and students should utilize at least three others in addition to these.

Creativity is encouraged as long as the re-telling does not conflict with the original biblical story. (fulfills SLO 1, 6; PO 3, 5).

Techniques

1. **Economy of Detail—sparse, unless important to the story (so you should not have lots of physical descriptions of characters...just as we don't know what Rebecca looked like except that she was beautiful...)
2. **Omniscient narrator—reliable narrator, but only shares partial information and intermittently...knows everything, but lets the story progress, not telling everything they know at the outset...(like the story of David and Bathsheba, we don't know at the outset why she was bathing, but the narrator tells us later)
3. Dialogue—telling the story through concentrated, stylized dialogues or even monologues...this is often where it becomes clear what characters are really like, their inner thoughts/motivations, and the contrasts between various people in their reactions to things... (an example of this would be Ruth 2, where you wouldn't have much of a story without words spoken by the characters)
4. Repetition—of key words, places, things, motifs, themes, sequences, etc., etc. Unlike English narratives, biblical narratives thrive on repetition, but with slight differences that make clear various theological points (like the story of Balaam in Numbers 22)
5. Flashback—this would be done to add pertinent information that is parenthetical to the main story line. Sometimes, it can become the main story line (as in Nebuchadnezzar's speech in Daniel 4)
6. Pace/speed of the narrative—when a story slows down and gives details, this is a form of emphasis on what is important (Gen 22 slows way down when describing the actual process of preparing to sacrifice Isaac)
7. Type scene—the same scene is presented more than once, but there are subtle differences that give theological points (all of the betrothals at wells in the OT)
8. Character development—sometimes characters are flat and do not change through the story (king Xerxes in the book Esther), but others change over time and are not predictable (Esther and Mordecai in the book of Esther)
9. Internal perspectives—illuminates a character's inner thoughts, shows the concerns of the narrator (for instance, in the book of Esther, we are told Haman's thoughts, but not those of anyone else)

You can do this in multiple ways:

1. Pick a theological point that in advance, and develop it through a plot (background info, crisis, resolution)
2. Retell a biblical story in a series of moves that leads to a big idea at the end
3. Pick one scene in a story and develop dialogue to flesh out the action
4. Tell a biblical narrative from one of the following different perspectives:
 - a. Different character
 - b. Different setting
 - c. Different audience
 - d. Different theme focused on
 - e. Different events/cause focused on

Map

Draw a broad map of the Ancient Middle East. Position the following areas/countries: Mesopotamia, Babylonia, Sumer, Assyria, Persia / Elam, Hittites, Aram, Judah, Land of Philistines, Sinai/Horeb, Egypt/Goshen, Negev

Position the following rivers or bodies of water: Persian Gulf, Euphrates, Tigris, Jordan, Nile, Mediterranean Sea

Position the following cities: Babylon, Ur, Mari, Haran, Heliopolis / On, Memphis, Thebes, Damascus, Jericho, Jerusalem, Tyre, Joppa, Dan (Laish), Beersheba, Mt. Carmel, Shechem, Find and show Distances: Ur to Haran, Beersheba to Jerusalem (Mt. Moriah), Shechem to Goshen, Mt. Carmel to Mt. Sinai

Blogs

There are 15 blogs, one for each lesson that requires the student to reflect on what they have learned as part of that lesson. The successful student is expected to respond with a well thought out response to the question with a minimum of 500 words. The student is expected to make connections to the readings, cite the sources, but also connect the information to personal experience. (SLO 1, 2, 3; PO 1, 2, 5)

Rubrics

Blog

Points Per Category	5 points	4.25 points	3.75 points	2 points	0 point
Engaging in the Reading and Lectures	The entire initial post shows engagement in the reading and lecture	Most of the initial post shows engagement in the reading and lecture	Part of the initial post shows engagement in the reading and lecture	The initial post shows little engagement in the reading and lecture	Task not attempted
Asking Questions	The initial post has at least one question, and it is thoughtful, insightful, analytical that closely related to the reading and lecture that extends the discussion.	The initial post has at least one question, which is reasonable but partially related to the reading and lecture that may extends the discussion.	The initial post has at least one question, and it is reasonable but not related to the reading and lecture that may extends the discussion.	The initial post has at least one question, and but not related to reading and lecture. The post does not extend discussion.	Task not attempted
Personal Reflection and Application	The initial post shows a thoughtful and deep personal reflection and application	The initial post shows a fair personal reflection and application	The initial post shows either only personal reflection or application.	The initial post shows no relevant connection to the personal life or application.	Task not attempted
Total Points (out of possible 15)					

Chapter Summaries:

Criteria	Excellent	Satisfactory	Emerging	Unsatisfactory
Chapter Summaries done	40 points Sufficient words for each chapter	30 points Insufficient words for some chapters Combined more chapters together than allowed	20 points Incomplete books	0 points No attempt was submitted.
Use of own words	10 points Use of own words; no Bible headings	8 points Up to 20 chapters use Bible headings	2 points More than 20 chapters do not use own words	0 points No attempt submitted.

Narrative Paper:

Criteria	Excellent	Satisfactory	Emerging	Developing	Unsatisfactory
Telling the narrative	65 points Tells the narrative without contradicting Scripture. Uses the two basic techniques and three other techniques	55 points Tells the narrative without contradicting Scripture Uses the two basic techniques and less than 3 other techniques.	45 points Tells the narrative without contradicting Scripture. Unclear which techniques are used	30 points Tells the narrative, but contradicts Scripture Unclear which techniques are used.	0 points No attempt was submitted.
Description of how techniques are seen in the story	35 points Description of how the techniques were used in the story with examples.	30 points Description of how the techniques were used in the story without examples.	20 points Partial or incomplete description of how the techniques were used in the story.	15 points Unclear and incomplete descriptions of how the techniques were used in the story.	0 points No attempt submitted.

Exegetical Sermon - Final Draft

Criteria	Excellent	Satisfactory	Emerging	Developing	Unsatisfactory
Sermon development	50 points Your thesis is succinct, insightful, sophisticated, even exciting. It demonstrates independent insight and reading/research of the topic. All ideas in the sermon flow logically; your argument is identifiable, reasonable, and sound. You have excellent transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.	40 points Your thesis is clear, insightful and demonstrates reading and research of the topic. All ideas in the sermon flow logically. Your argument is identifiable, reasonable, and sound. You have very good transitions. Your paragraphs have solid topics and each sentence clearly relates to that topic.	30 points Your thesis is unclear at times, your references to scholarly literature is limited or, are irrelevant. Not all ideas in the sermon flow logically, some are unsound. Your argument is difficult to identify at times. Your transitions require improvement. Your paragraphs have topics but often deviate from them.	20 points Your thesis is unclear, your references to scholarly literature is nonexistent or is irrelevant. Ideas in the sermon flow illogically. Your argument cannot be identified. Your transitions require significant improvement. Paragraphs do not stay on topic.	0 points No attempt was submitted.
Communication and Language	25 points Is very interesting, thought provoking and exciting to read. Uses language appropriately and articulately. No more than one spelling, grammatical or style mistake per page.	20 points Is interesting and holds the reader's attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page.	15 point Sermon is generally well written, but sometimes lacks purpose or relevance to the topic. Has up to four spelling, grammatical and style mistakes on every page.	10 points Sermon is generally well written, but often lacks purpose or relevance to the topic. Reader is easily distracted. Has up to 10 spelling, grammatical and style mistakes on every page.	0 points No attempt submitted.
Conclusion	15 points Your conclusion/appeal is succinct and very persuasive. It is strongly evidence based, and your inference very sound.	12 points Your conclusion/appeal is persuasive. It is evidence based and your inference is sound.	10 points Your conclusion/appeal may have some merit but some of your evidence is weak or inference is questionable.	8 points Your conclusion/appeal is not very persuasive. Your evidence is very weak and your inference very questionable.	0 points No attempt submitted
Referencing	10 points Perfectly adheres to style selected (SBL, Turabian Style, APA, MLA, or <i>Andrews University Standards for Written Work</i>). No mistakes are permitted. Three scholarly sources are used	8 points Adheres to selected style (SBL, Turabian, MLA, APA, or <i>Andrews University Standards for Written Work</i>). No more than three mistakes permitted. Three scholarly sources are used	6 points Often adheres to selected style. No more than 7 mistakes permitted. Less than three scholarly sources used.	2 points Seldom adheres to SBL or Turabian Style (or <i>Andrews University Standards for Written Work</i>). No more than 10 mistakes permitted. No scholarly sources used.	0 points No referencing submitted.

Exams

There will be three exams over material covered in class and read in the textbooks, as well as some questions on the passages analyzed. Any additional reading requirements will also be included in the exams. There are no make-up exams. The final exam will have some elements that are comprehensive (fulfills SLO 2, 3, 4; PO 1, 3, 4).

The first exam covers material from Lessons 1-5, is made up of short answer questions and is worth 100 points. It will be a take-home exam. This exam is worth 10% of your grade. The second exam covers material from Lessons 6-9, is made up of short answer questions and is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 10% of your grade. The third exam covers material from Lessons 10-15 and one comprehensive question, is made up of short answer questions and is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 10% of your grade. The last two exams must be taken under supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Suggested schedule for completion in 8 weeks:

Modules	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1 - Why the Old Testament?	Examples of chapter summaries	Blog 1 Zoom meeting	SLO 1,2,3,4
	Lesson 2 - Big OT issues/ OT case studies	Selected article in LH: Article on Scripture Interpretation	Blog 2	SLO 1,2,3,4
2	Lesson 3 - Big OT issues/ OT case studies (Cont.)	Hoffmeier pp 1-32 (on LearningHub)	Blog 3 Exegetical project: Chosen Passage Quiz 1 (over notes/reading from lesson 1 and 2)	
	Lesson 4 - Big OT issues/ OT case studies (Cont.)	Hoffmeier pp 33-63 (on LearningHub)	Chapter summaries Torah due Blog 4 Exegetical project (Step 1-2) Quiz 2 (over notes/reading from lesson 3)	
3	Lesson 5- Archeology/ Geography/History	Atlas pp 1-27	Blog 5 Quiz 3 (over notes/reading from lesson 4)	SLO 1,2,3,4,5
	Lesson 6- Archeology/ Geography/History (Cont.)	Atlas pp 30-63	Exam 1 (over lesson 1-5) Blog 6 Exegetical project (Step 3-4)	
4	Lesson 7- Archeology/ Geography/History (Cont.)	Atlas 64-95, 140-150	Map Assignment Blog 7 Quiz 4 (over notes/reading from lesson 6)	
	Lesson 8 - Genres	Hoffmeier pp 65-98 (on LearningHub)	Chapter summaries Historical Books Due Blog 8 Exegetical project (Step 5-6) Quiz 5 (over notes/reading from lesson 7)	SLO 1,2,3,4,5,6
5	Lesson 9 – Genres (Cont.)	Hoffmeier pp 99-123 (on LearningHub)	Blog 9 Quiz 6 (over notes/reading from lesson 8)	
	Lesson 10 - Biblical connections: Torah/history; Prophets; Wisdom literature		Exam 2 (over lesson 6-9) Blog 10	SLO 1,2,3,4,5
6	Lesson 11 - Biblical connections: Torah/history; Prophets; Wisdom literature (Cont.)		Narrative Paper Due Blog 11 Quiz 7 (over notes/reading from lesson 10)	
	Lesson 12 - Biblical connections: Torah/history; Prophets; Wisdom literature (Cont.)		Chapter summaries Wisdom Books Due Blog 12 Exegetical project (Rough Draft) Quiz 8 (over notes/reading from lesson 11)	

Modules	Lessons	Readings	Assignments	Outcomes Met
7	Lesson 13 - Themes/theology		Exegetical project (Final Draft) Blog 13	SLO 1,2,3,4,5,6
	Lesson 14 - Themes/theology (Cont.)		Blog 14 Quiz 9 (over notes/reading from lesson 12-13)	
8	Lesson 15 - Themes/theology (Cont.)	Optional videos; choose 5 to watch	Chapter summaries Prophets Due Blog 15 Quiz 10 (over notes/reading from lesson 14)	
	PROCTORED FINAL EXAM (over lessons 10-15, with one comprehensive question)			SLO 1,2,3,4,5,6

Suggested schedule for completion in 16 weeks:

Modules	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1 - Why the Old Testament?	Examples of chapter summaries	Blog 1 Zoom meeting	SLO 1,2,3,4
2	Lesson 2 - Big OT issues/ OT case studies	Selected article in LH: Article on Scripture Interpretation	Blog 2	SLO 1,2,3,4
3	Lesson 3 - Big OT issues/ OT case studies (Cont.)	Hoffmeier pp 1-32 (on LearningHub)	Blog 3 Exegetical project: Chosen Passage Quiz 1 (over notes/reading from lesson 1 and 2)	
4	Lesson 4 - Big OT issues/ OT case studies (Cont.)	Hoffmeier pp 33-63 (on LearningHub)	Chapter summaries Torah due Blog 4 Exegetical project (Step 1-2) Quiz 2 (over notes/reading from lesson 3)	
5	Lesson 5- Archeology/ Geography/History	Atlas pp 1-27	Blog 5 Quiz 3 (over notes/reading from lesson 4)	
6	Lesson 6- Archeology/ Geography/History (Cont.)	Atlas pp 30-63	Exam 1 (over lesson 1-5) Blog 6 Exegetical project (Step 3-4)	SLO 1,2,3,4,5
7	Lesson 7- Archeology/ Geography/History (Cont.)	Atlas 64-95, 140-150	Map Assignment Blog 7 Quiz 4 (over notes/reading from lesson 6)	
8	Lesson 8 - Genres	Hoffmeier pp 65-98 (on LearningHub)	Chapter summaries Historical Books Due Blog 8 Exegetical project (Step 5-6) Quiz 5 (over notes/reading from lesson 7)	

Modules	Lessons	Readings	Assignments	Outcomes Met
9	Lesson 9 – Genres (Cont.)	Hoffmeier pp 99-123 (on LearningHub)	Blog 9 Quiz 6 (over notes/reading from lesson 8)	
10	Lesson 10 - Biblical connections: Torah/history; Prophets; Wisdom literature		Exam 2 (over lesson 6-9) Blog 10	SLO 1,2,3,4,5
11	Lesson 11 - Biblical connections: Torah/history; Prophets; Wisdom literature (Cont.)		Narrative Paper Due Blog 11 Quiz 7 (over notes/reading from lesson 10)	
12	Lesson 12 - Biblical connections: Torah/history; Prophets; Wisdom literature (Cont.)		Chapter summaries Wisdom Books Due Blog 12 Exegetical project (Rough Draft) Quiz 8 (over notes/reading from lesson 11)	
13	Lesson 13 - Themes/theology		Exegetical project (Final Draft) Blog 13	
14	Lesson 14 - Themes/theology (Cont.)		Blog 14 Quiz 9 (over notes/reading from lesson 12-13)	SLO 1,2,3,4,5,6
15	Lesson 15 - Themes/theology (Cont.)	Optional videos; choose 5 to watch	Chapter summaries Prophets Due Blog 15 Quiz 10 (over notes/reading from lesson 14)	
16	PROCTORED FINAL EXAM (over lessons 10-15, with one comprehensive question)			SLO 1,2,3,4,5,6

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
30	Exams (three exams; 10% each)
20	Chapter summaries for the OT (Total of 4 submission)
10	Blogs (Total of 15)
15	Exegetical Project
10	Quizzes (Total of 10 quizzes)
5	Map
10	Narrative Paper
100	Total Percent Possible

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

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>. The incomplete policy is found online at <http://www.andrews.edu/web/llmsc/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/>
2. Download and fill in the disability form at <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 the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment 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. 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.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes

plagiarism and is a violation of the Andrews University academic integrity standards for students.

Appendix A

EXEGETICAL PROJECT/SERMON STEPS

Each student will be asked to turn in an exegetically based sermon or paper, covering a passage from the course that was impacted by learning more about the archaeology or genre or history. These sermons/papers will entail a showing a detailed exegetical analysis of the chosen passage, an assessment of how this passage contributes to the biblical doctrine/s it addresses, and interaction with other related passages. Grading will be based upon involvement with the text, consultation of at least 3 scholarly peer-reviewed articles or commentaries on the passage, as well as thoughtful and original reflection. Sermons/papers should be no less than 4 and no more than 5 pages long, contain no spelling/grammatical errors, and follow all guidelines for papers in the AU Bulletin. The student will first pick a passage and outline the passage as directed in class before consulting other sources such as dictionaries and commentaries. As much as possible, the student should seek to write from their analysis of the text, incorporating other views only in footnotes. Further guidelines and possible topics for the paper will be discussed in class. For further instruction, see the attached file in the learninghub.

EXEGETICAL PROJECT/SERMON STEPS

Your passage should be at least 8 and no more than 12 verses. It must be taken from the OT, and it must be a passage that connects with some historical background/context.

Jacques Doukhan defines Exegesis as “The process by which one comes to understand a text.” He recommends that a student undertaking exegesis should follow six steps as preparation research for his or her exegetical paper/sermon. I have modified and expanded on these six steps and have outlined them below. This process has been designed to assist you in understanding a text by identifying the key considerations that will play a significant role in adequately contextualizing your passage.

Step 1: Passage Familiarization

- a. Read your chosen passage in English (in 5 different versions) and in Hebrew (or an interlinear Bible) repeatedly. This will help you identify the structure, key words and phrases of the passage.
- b. Make a list of your preconceived ideas and what you have been previously told about the text, so that you can consciously test them when you make your interpretation.
- c. Make a list of the key words and phrases.

Step 2: Historical Context

- a. Note the immediate and the general background of the text, and give estimated dates for any event(s) or person(s) in the passage (at this point, this is taken only from the biblical text, and any cross references, NOT commentaries!!!)
- b. Note words, ideas, events that allude or refer to that historical background.
- c. Note the social, geographical and archaeological setting of the text.
- d. note the author and audience

Step 3: Literary Context and Features

- a. a--Situate your text within the literary structure of the book and identify the literary genre of the text (narrative, oracle, genealogy, prayer, dream, etc.).
- b. b--Note the patterns (repetition of words, ideas, sounds) and the poetic devices (play on words, parallelism, rhythm, inclusio).
- c. c--Outline the passage and establish its delimitations (particularly, where the passage logically begins and ends). Be prepared to defend your passage delimitation.

Step 4: Biblical Context (Intertextuality)

- a. a--Search in the Bible (Old Testament and New Testament) for texts that refer or allude to your text.
- b. Justify your connection: note any parallels or echoes (a good cross reference Bible or software program is helpful here)
- c. b--Analyze briefly how your text is interpreted by the other texts.

Step 5: Theology

- a. a--Locate the theology of the passage within the general trend of Biblical theology (God, covenant, salvation, church, sanctuary, Christian lifestyle, inspiration of Scripture, Trinity, Holy Spirit, nature of humanity, Great Controversy, baptism, Lord's supper, Sabbath, law, prophecy, marriage and family, stewardship, death, heaven, etc.).
- b. b--Identify the main themes/ideas and issues raised and solved by the text.

Step 6: Application and Relevance

- a. a--Identify your personal (original) contribution and your findings in the text.
- b. b--Note in which areas this text is relevant to you, your reader, academic audience, or congregation

ROUGH DRAFT:

This is where you look at what others have said about your passage. Grading will be based upon involvement with the text, consultation of at least 3 scholarly sources on the passage, as well as thoughtful and original reflection. Papers should be no less than 4 and no more than 5 pages long, contain no spelling/grammatical errors, and follow all guidelines for papers in the AU Bulletin

Be sure to include the following types of sources, at least 3 scholarly sources on your passage

1. Good other sources: dictionaries, atlases (to clarify theological, historical, and geographical issues in your passage)

Some examples of dictionaries/atlasses:

- Anchor Bible Dictionary. 6 vols. New York: Doubleday, 1992. (Sem. Ref. BS440 .A54 1992)
- Dictionary of the Old Testament: Wisdom, Poetry, and Writings. Downers Grove, Ill: InterVarsity Press, 2008. (Sem. Ref. BS440 .D53 2008)
- Eerdmans Dictionary of the Bible. Grand Rapids: Eerdmans, 2000. (Sem. Ref. BS440 .E44 2000)
- HarperCollins Bible Dictionary. San Francisco: HarperSanFrancisco, 1996. (Sem. Ref. BS440 .H235 1996)
- Hayes, John H., ed. Dictionary of Biblical Interpretation. 2 vols. Nashville: Abingdon, 1999. (Sem. Ref. BS500 .D5 1999)
- The Interpreter's Dictionary of the Bible. 4 vols. plus supplement volume. Nashville: Abingdon, 1962. (Sem. Ref. BS440 .I63)
- New Interpreter's Dictionary of the Bible. 4 vols. Nashville: Abingdon, 2006- . (Sem. Ref. BS440 .N445 2006)
- Seventh-day Adventist Bible Dictionary. Washington, D.C.: Review and Herald, 1979. (Sem. Ref. BS 440 .H67 1979)
- Aharoni, Yohanan, and Michael Avi-Yonah. The Macmillan Bible Atlas. 3rd ed. Jerusalem: Carta, 1993. (Sem. Ref. G2230 .A2 1993)
- Dowley, Tim. Atlas of the Bible and Christianity. Grand Rapids: Baker, 1997. (Sem. Ref. G2230 .D68 1997)

- Curtis, Adrian. Oxford Bible Atlas. 4th ed. NY: Oxford University Press, 2009. (Sem. Ref. BS630 .O96 2009)
- Pritchard, James B. The Harper Atlas of the Bible. New York: Harper and Row, 1987. (Sem. Ref. G2230 .H47 1987)
- Rainey, Anson F., and R. Steven Notley. The Sacred Bridge: Carta's Atlas of the Biblical World. Jerusalem: Carta, 2006. (Sem. Ref. BS630 .R356 2006)

1. Journal Articles and/or commentaries

Journal articles on your topic or scripture passage are found by using online library indexes or databases. If you cannot find a full-text version on the database, check to see if the library has a subscription to the journal.

ATLA Religion Database. --linked on the library's home page, and the primary database to use.

SDA Periodical Index Database. Find articles published in Seventh-day Adventist periodicals <<http://www.andrews.edu/library>> click Articles/Databases then Seventh-day Adventist Periodical Index.

Good journals to look in:

- Journal of the Adventist Theological Society
- Journal of the Evangelical Theological Society
- Bulletin of Biblical Research
- Tyndale Bulletin
- Journal for the Study of the Old Testament
- Vetus Testamentum
- Westminster Theological Journal
- Calvin Theological Journal

Good commentaries

Some are stand alone publications while others are a part of a multi-volume series. Keep in mind that some multi-volume series sit together on the shelf while others may be classified separately by the biblical book.

- Anchor Bible (Sem. Ref. BS192.2.A1 1964 .G3)
- Expositor's Bible Commentary (Sem. Ref. BS491.2 .E96)
- Hermeneia (Sem. Ref. BS491.2 .H47)
- International Critical Commentary (Sem. Ref. BS491 .I5)
- Interpretation (Sem. Ref. BS491.2 .I68)
- JPS Torah Commentary (Sem. Ref. BS1225.3 .J78 1989)
- New International Commentary on the Old Testament (Sem. Ref. BS1151.2 .N48)
- Old Testament Library (Sem. Ref. BS1151.2 .O42)
- Seventh-day Adventist Bible Commentary (Sem. Ref. BS440 .H67 1979)
- Word Biblical Commentary (Sem. Ref. BS491.2 W67 1982)
- Zondervan Illustrated Bible Background Commentary (Sem. Ref. BS1151.52 .Z66 2009)

Finally, modify your paper based on what you have read, and cite the proper source only in the footnotes (avoid quotes if at all possible).

FINAL DRAFT:

--Your goal is to take the sections of your rough draft and make it into a paper/sermon that flows out of the text, but still includes all the relevant information from the sections.

--In addition, you will format your paper into its final shape, in the following overall sections.

1. Introduction

Your introduction should be no more than 2 paragraphs, and should somehow include the following:

- Purpose of the Sermon-- Perhaps no one has dealt with this verse before, or you are unhappy with the way other scholars have approached this verse, or you have seen a problem with this verse and you want to spend some time really unraveling it (or you just really love the passage and want to dig deeper!

- Delimitation of the Passage - Some texts have many aspects or issues that need to be investigated. In a doctoral dissertation or full-length exegesis paper you may have room to deal with them all, but here you will only have room to address one, or maybe two, of these issues. Define what specific issue or aspect of the text you will be investigating in your paper.

2. Main Body

--This section should be approximately 3-4 pages of your paper. You should include something from all elements of the preparation research you undertook previously. Everything you include in this section of the paper should directly address your problem statement. If it doesn't, don't put it in your paper. You are not required to put everything you uncovered in your preparation research into your paper - only information that helps the reader see how you arrived at your conclusions regarding the text.

--This could be structured in several ways:

a--verse by verse

b--outline form

c--topical (one specific aspect of the text)

d—in relationship to a crucial inter-textual reference

e—message/theme

3. Summary and Conclusion

Provide a summary of the points of your passage and give clear answers to the purpose of your sermon in less than a page (any unique contribution may be mentioned).

4. Bibliography

Provide data relating to all the books and articles used in your research. Be very careful to use your selected style accurately (Religion and Theology majors must use Turabian or SBL, others must use the style guidelines of their department).