

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

OTST 520
INTRODUCTION TO OLD
TESTAMENT THEOLOGY
Fall 2017

Paul Z. Gregor



Andrews
University
Seek. Affirm. Change.

Andrews University

OTST 520 INTRODUCTION TO OLD TESTAMENT THEOLOGY FALL 2017

GENERAL CLASS INFORMATION

Class acronym: OTST 520
Class name: Introduction to Old testament Theology
Semester & year: Fall 2017
Class location: Florida
Class time/day: 7:00pm – 9:00pm Sunday
8:00am-12.0pm; 1:00pm – 5:00pm, Tuesday, Wednesday, Thursday
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Paul Z. Gregor, PhD
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Email: pgregor@andrews.edu
Office location: Seminary Building
Office hours:

BULLETIN CLASS DISCRIPTION

Introduction of Old Testament theology. Distinctive theological concepts of selected books and major theological themes of the whole Old Testament from the perspective of Christian faith.

CLASS OBJECTIVES

The primary objectives of this class are to:

- To survey the history of the OT theology
- To analyze the nature of OT Theology, with particular attention to crucial issues in recent discussion (Methodology, relationship to history, the center of the OT)
- To understand the development of procedures for doing OT theology
- To examine distinctive theological concepts of selected OT books
- To be able to trace at least three theological themes throughout the whole OT
- To write a theology of one book
- To integrate the contents of OT theology with personal experience and make a practical application of class materials and personal research to pastoral ministry

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:

1. The Holy Bible
2. Bruce K. Waltke, **An Old Testament Theology** (Grand Rapids: Zondervan, 2006)

Recommended:

1. Gerhard Hasel, **Old Testament Theology** (Grand Rapids: Eerdmans, 1975).
2. Ralph Smith, **Old Testament Theology; Its History, Method, and Message** (Nashville: Broadman @ Holman Publishers, 1993)
3. Paul House, **Old Testament Theology** (Dovners Grove: InterVarsity Press, 1998)

OUTCOMES

Program Learning Outcomes (PO)

MA in Pastoral Ministry (MAPMin) English & Spanish Program Outcomes

1. Demonstrate proper biblical interpretation skills and application of biblical teachings.

2. Apply ethical principles in the context of the Seventh-day Adventist ministry.
3. Understand the historical-theological development of major SDA doctrines.
4. Prepare and deliver effective expository and prophetic sermons.

Student Learning Outcomes (SLO) The student should be able to:

1. To survey the history of the OT theology
2. To analyze the nature of OT Theology, with particular attention to crucial issues in recent discussion (Methodology, relationship to history, the center of the OT)
3. To understand the development of procedures for doing OT theology
4. To examine distinctive theological concepts of selected OT books
5. To be able to trace at least three theological themes throughout the whole OT
6. To write a theology of one book
7. To integrate the contents of OT theology with personal experience and make a practical application of class materials and personal research to pastoral ministry.

TOPICS AND ASSIGNMENTS

Day	Date	Class Topic	Assignments Due
1		Brief History of Theology	PO (4); SLO (1)
2		Nature of theology	PO (2,3,4); SLO (2,)
3		Theology of Genesis, Exodus	PO (1,2,3,4); SLO (3-7)
4		Theology of Leviticus, Numbers, Deuteronomy	PO (1,2,3,4); SLO (3-7)

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

Criteria for Grades

1. Term Paper

Every student will be required to write a paper on one theologies of the book of your choosing. The paper may not be shorter than 10 and not longer than 15 pages. The paper will have to be properly formatted following the Turabian style of writing.

2. Book Report

Every student is required to write book report on Bruce K. Waltke, **An Old Testament Theology** (Grand Rapids: Zondervan, 2006), pages 29-511.

Passing Grades

Student cannot get passing grade without paper

Assessment Submission

Book report must be submitted before or on **Nov 30, 2017**.

Research paper must be submitted before or on **Nov 30, 2017**.

Late Submission

Late submission is not possible

Other Guidelines

List any other guidelines relevant to assessment you may wish to disclose to the student.

1. Paper	80%
2. <u>Book Report</u>	20%
Total	100%

Percentage Scored	Grade Assigned	Percentage Scored	Grade Assigned
94-100	A	75-79	C+
90-93	A-	65-74	C
87-89	B+	60-64	C-
83-86	B	50-59	D
80-82	B-	0-49	F

1. **Research paper**

Research paper will be assessed as follows

Introduction 20 points (statement of the problem-5 points; thesis-10 points; methodology-5 points).

Content 50 points

Conclusion 10 points

Bibliography 10 points (the paper must have at least ten sources which were used in paper. If there is 9 sources student will receive 8 points, if 8 then 6 points, if 7 then 4 points, if 6 then 2 points if 5 then 1 point, if less than 5 then 0 points)

Formatting 10 points

Earned points will be prorated into 30% as indicated.

CLASS POLICIES

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Late Submission of Assessment

No late submission of assignments

Other Policies

- Eating and drinking (except bottled water) is not allowed
- Cell phones must be disconnected during the class sessions
- Computers are acceptable only for class notes (no games, movies etc.)

Other Policies

Include additional statements about any other policies relevant to your class.

Examinations

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time.” (2011-2012 Andrews University Bulletin, page 29)

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.” (2011-2012 Andrews University Bulletin, page 29-30)

Incompletes

An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance.

An I may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The I is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time.

Ordinarily, an I shall be removed during the following semester. However, an I contracted in the spring semester may be extended to the autumn semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of I's on a student's record affects the student's class and workload. ." (2011–2012 Andrews University Bulletin, page 29)

Emergency Protocol

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Excused Absence

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.” (2011-2012 Andrews University Bulletin, page 30)

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.” (2011-2012 Andrews University Bulletin, page 30)

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the 2011-2012 Andrews University Bulletin, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.” (2011-2012 Andrews University Bulletin, page 30)

APPENDIX 1

EXAMPLE CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstratable competency has been observed.

EXTRA CURRICULAR ACTIVITIES

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

EXAMPLE CRITERIA FOR ASSESSMENT

Elements	A Range	B Range	C Range	D Range	F – Fail
Title and Paper Presentation	The title is creative, succinct, one that also hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of a high professional standard.	The title is succinct and hints at the scope, method and argument of the paper. The appearance and word-processing of the document is of professional standard.	Contains elements of the topic, scope and purpose of the paper. The appearance and word-processing of the document is adequately presented, but lacks a professional standard.	Describes little about the content. The appearance and word-processing in the document is poor.	Does not describe the content. The appearance of the word-processing in the document is very poor and demonstrates a lack of commitment to the professional standards required of Masters recipients.
Introduction and Thesis	Presents the topic and purpose of the paper very clearly and succinctly. It is objective and demonstrates a high level of critical scholarship.	Presents the topic and purpose of the paper clearly and succinctly. It is objective and demonstrates critical scholarship.	The topic and purpose lacks some clarity. It tends to be overly wordy. Critical scholarship is lacking in some places.	The topic and purpose has limited clarity. It is not easily apparent what this paper is about. Critical scholarship is lacking in some places.	The topic is not clearly described nor is the purpose of the paper expressed. Critical scholarship is nonexistent.
Development	Your thesis is succinct, insightful, sophisticated, even exciting. It demonstrates independent insight and comprehensive reading and research of the topic. All ideas in the paper 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.	Your thesis is clear, insightful and demonstrates extensive reading and research of the topic. All ideas in the paper 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.	Your thesis is unclear at times, your references to scholarly literature is limited or, are irrelevant. Not all ideas in the paper 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.	Your thesis is frequently unclear, your references to scholarly literature is very limited or, is irrelevant. Ideas in the paper flow illogically. Your argument is very difficult to identify at times. Your transitions require significant improvement. Paragraphs do not stay on topic.	Your thesis is unclear, your references to scholarly literature is nonexistent or is irrelevant. Ideas in the paper flow illogically. Your argument cannot be identified. Your transitions require significant improvement. Paragraphs do not stay on topic.

Analysis	Supports every point with examples from a wide range of academic literature. Quoted material is expertly integrated into the body of your work. Your analysis suggests new ways to perceive the material or identifies gaps or shortcomings in the literature.	Supports every point with examples from a wide range of academic literature. Quoted material is well integrated into the body of work.	Does not support every point with examples from academic literature. Uses only old or out of date sources. Quoted material is sometimes irrelevant or poorly integrated into the body of work.	Points are not supported by academic literature. Uses non-scholarly sources or old, out of date sources. Quoted material is often irrelevant or poorly integrated into the body of work.	Does not support any point with examples from academic literature. Uses only non-scholarly sources. Quoted material is often irrelevant or poorly integrated into the body of work.
Communication and Language	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.	Is interesting and holds the reader's attention. Uses language appropriately and articulately. No more than two spelling, grammatical or style mistakes per page.	Paper 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.	Paper 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.	Paper is poorly written, lacks purpose or relevance to the topic. Has multiple spelling, grammatical and style mistakes on every page.
Conclusion	Your conclusion is succinct and very persuasive. It is strongly evidence based, and your inference very sound.	Your conclusion is persuasive. It is evidence based and your inference is sound.	Your conclusion may have some merit but some of your evidence is weak or inference is questionable.	Your conclusion is not very persuasive. Your evidence is very weak and your inference very questionable.	Your conclusion is not persuasive at all. Your evidence is scant or non-existent. Your inference is highly questionable.
Referencing/ Bibliography	Perfectly adheres to SBL Style or Andrews University Standards for Written work. No mistakes are permitted	Adheres to SBL Style or Andrews University Standards for Written work. No more than three mistakes permitted.	Often adheres to SBL Style or Andrews University Standards for Written work. No more than 7 mistakes permitted.	Seldom adheres to SBL Style or Andrews University Standards for Written work. No more than 10 mistakes permitted.	Does not adhere to SBL Style or Andrews University Standards for Written work.

DOCUMENTS USED TO SOURCE CRITERIA:

- Derek Bok Centre for Learning for Teaching and Learning, Harvard University.
<http://isites.harvard.edu/fs/html/icb.topic58474/GradingPapers.html>
- Nancy Langston and Steve Kantowitz from the University of Wisconsin "Writing Across the Curriculum".
http://mendota.english.wisc.edu/~WAC/page.jsp?id=101&c_type=article&c_id=4
- Chris Mayda from the Eastern Michigan University, "Grading Criteria".
<http://www.emich.edu/public/geo/geography/Mayda/gradcriteria.htm>