

# OTST 520-113 Introduction to Old Testament Theology

Fall 2019

*Paul Z. Gregor, PhD*

## SYNOPSIS OF THE COURSE

### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Ortner Center, Union College, Lincoln, NE
<b>Class meeting times:</b>	September 29 – October 3, 2019 <b>Sunday, 7:00 pm – 9:00 pm</b> Monday – Thursday, 8:00am-12:00pm; 1:00pm – 5:00pm
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	269-471-6344
<b>Instructor Email:</b>	<a href="mailto:pgregor@andrews.edu">pgregor@andrews.edu</a>
<b>Office location:</b>	Seminary Building
<b>Office hours:</b>	By Appointment

### BULLETIN DESCRIPTION OF COURSE

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. Normally offered off-campus for the MA Ministry students and others who have not taken Hebrew. Not applicable for MDiv credit.

## PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession.

### *MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes (Updated)*

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

### **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.

### **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

## COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

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)

## ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

## COURSE MATERIALS

### ***Required Course Materials***

1. The Holy Bible.
2. Bruce K. Waltke, **An Old Testament Theology** (Grand Rapids: Zondervan, 2006) (pages 29-511).

### ***Recommended Course Materials***

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).

For ISBN and price information, please see the listing at the Bookstore [www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

## PRE-INTENSIVE REQUIREMENTS

1. The Holy Bible.
2. Bruce K. Waltke, **An Old Testament Theology** (Grand Rapids: Zondervan, 2006) (pages 29-511).
3. Watching online Old Testament Theology lectures. Link to access to these lectures will be provided to each student early in Fall semester.

## POST-INTENSIVE REQUIREMENTS

1. Take home Exam  
Students will have one final take home exam. **Due before or on November 30, 2019.**
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. Book Report must be submitted before or on **November 30, 2019.**

## MORE ABOUT THE COURSE

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	34 hours
	<b>Other Instructor-Directed Activities</b>	11 hours
<b>Independent Learning Activities</b>	<b>Reading</b>	50 hours
	<b>Term Paper</b>	30 hours
	<b>Book Report</b>	10 hours
<b>Total Hours:</b>		<b>135 hours</b>

## GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
1. Take home exam	80%
2. Book Report	20%
<b>Total</b>	<b>100 %</b>

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

### Submission of Assignments

Book report must be submitted before or on **Nov 30, 2019**.

Take home Exam must be submitted before or on **Nov 30, 2019**.

### Late Submission

Late submission is not possible

### 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).

## ABOUT YOUR INSTRUCTOR

Paul and his wife Helena enjoy spending time with their married son Samuel and grandsons Luka and Nikola.



## OTHER COURSE-RELATED POLICIES

### **Academic Integrity**

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person’s ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual’s research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.

- Presenting another’s work as one’s own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

**Academic Accommodations**

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

**Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

**Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

**LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

**Emergency Protocol**

Andrews University takes the safety of its student 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.

***Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu) .***



## APPENDIX 1: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

*Insert the grade scale used for this course. For example:*

94-100%	A	83-86%	B	65-74%	C
90-93%	A-	80-82%	B-	60-64%	C-
87-89%	B+	75-79%	C+	50-59%	D

#### **THE B GRADE**

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

#### **THE A GRADE**

An A grade is given only when a student not only fulfills the criteria 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 by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

#### **THE D GRADE**

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's 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 center, the academic process can provide an opportunity for a student to significantly improve their performance.

#### **THE F GRADE**

A failing grade is given when very limited or no demonstrable competency has been observed.

## APPENDIX 2: ASSIGNMENT RUBRIC(S)

### 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 Kantrowitz 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](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>