



**WBU Online**  
**School of Religion and Philosophy**

**Wayland Baptist University Mission Statement:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**Course number and name:**

RLGN 5351: Old Testament Foundations II

**Term:**

Summer 2019

**Instructor:**

Dr. David W. Howle

**Contact information:**

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**Office hours:**

Contact times: Monday-Friday 8:00-11:00 AM Central Time

**Course time and location:**

May 26-August 10, 2019, online via Blackboard using printed lectures, video, discussion board, internet links

**Catalog Description:** This course surveys the Divided Kingdom through the Restoration of Israel including the contents of 1 Kings 12 (less 1 Chronicles) through Malachi with emphasis on pertinent historical issues, theological interpretation, and contemporary application.

**Prerequisite/ Co-requisites:**

None

**Required Texts:**

Hill, Andrew E., and Walton, John H. *A Survey of the Old Testament*. Grand Rapids, Mich.: Zondervan, 2009. ISBN 9780-3102-80958

Berlin, Adele, and Brettler, Marc, eds. *The Jewish Study Bible*, 2nd edition. Oxford University Press, 2014. ISBN 978-019-997-8465

**Additional Resources:**

*Theological Research and Writing Manual*. WBU School of Religion and Philosophy (available online)

**Course Outcome Competencies:** Students will

1. Demonstrate knowledge of the cultural, social, and historical background from Solomon to the Restoration.
2. Demonstrate knowledge of the characteristics of Hebrew Poetry, Wisdom Literature, and Prophetic literature.
3. Demonstrate knowledge of the content and significance of the books of 1 Kings 12 through Malachi (less 1 Chronicles).

**Attendance requirements:**

- As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus dean. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.
- Participation will be checked each week of class. No student missing more than 25% of the class meetings (including both excused and unexcused absences) can pass the course. Students who will be unable to participate in the class for more than a week must make every effort to contact the professor *in advance*.

**Statement on plagiarism and academic dishonesty:**

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**Course Requirements****Large Group Discussions (LGD) 30%**

Online discussions require the student to dialog with classmates and the instructor on subjects related to the learning materials for that week. Participation includes both initial posts as well as replies to posts by other participants and must comprise at least five posts per week for full credit. Active participation in an online forum is measured by posting messages which conform to the following guidelines: substantial (relates to the course material), concise (two or three paragraphs), provocative (encourages others to respond), analytical (expands concepts or connects ideas in new ways), timely (occurs when the topic is under discussion), logical (supports point of view with reasons and evidence), and grammatical (is well written). The topics discussed in the large group discussion forums will relate

to the posted lectures and supplementary readings. Postings are due the Tuesday following the week's discussion. For example, all comments for the Week 3 LGD must be posted by June 18.

### **Small Group Discussions (SGD) 30%**

Students in this class will be divided into small groups consisting of five or six members each. There will be ten weeks when each group will be expected to post a discussion regarding the assigned topic for that week. Topics will be drawn from the assigned textbook readings. In each small group, a preselected discussion leader will post questions for the other members of the group. Each person in the group will have the opportunity to lead the discussion two times during the semester (10% of final grade); all members of the group will be graded on participation in the ten SGDs (20% of final grade). A signup sheet will be provided for each group at the beginning of the semester; each student should select two topics (with dates) on which he or she will lead the discussion. **Within a week of the end of each discussion, leaders are expected to send to the professor a summary of the key points of the topic, including references to sources, as an attachment to email.** It is to your advantage to mark a calendar with the dates you have chosen so that you will be prepared to post questions for your small group. In fact, preparing questions at least a week before you are scheduled to lead the discussion will save you and your group a lot of grief. Postings are due the Tuesday following the week's discussion. For example, all comments for the SGD 2-Week 3 must be posted by June 18.

### **Critical reviews 10%**

Each student will write a brief descriptive analysis of five journal articles, 400-650 words per article. For this exercise, you are to (1) clearly describe/summarize the content of the article (no more than fifty percent of your review) and (2) offer a critique of the effectiveness of the article. The articles may be selected from scholarly (peer-reviewed) journals in the Wayland Baptist University library available online. Students are advised to review and apply the "Advice for writing papers" which is located under **Course Content** on the course Blackboard site. The critical reviews paper should be type-written, double-spaced, no greater than 12-point font, in Arial, Verdana, Tahoma, or Candara font. Papers should be formatted in Word (.doc or .docx), Rich Text Format (.rtf), or Open Office (.odt) only--no PDFs. This collection of reviews must be submitted by midnight (Central Time) July 6 in order to qualify for full credit.

The student should especially attempt to answer the following basic questions:

1. What is the core topic/issue addressed in the article?
2. What main claim or thesis (or claims/theses) was made by the author? How effectively did the author support the thesis?
3. What are some positive insights offered in the article? How did the author clarify biblical issues?
4. What are some difficulties or poorly communicated ideas presented in the article? Did the author ignore evidence which might have helped?

### **Summary 10%**

Each student will submit a learning summary at the end of the semester. This document will summarize your learning experiences in this class. I recommend that you make notes each week about the things you are learning in this class. If you keep your notes in a Word (.doc or .docx or .rtf) document, all you will need to do the last week of the term is to edit the notes into a cohesive report.

Please note that the emphasis of this report is **not** a summary of the biblical passages but of what you individually have learned as a result of studying the passages closely.

## Research Paper 20%

Each student will write a research paper, 10-12 pages, typed, double-spaced, sans serif (Verdana, Tahoma, Arial, or Candara) font, 12-point, concerning one of the difficult texts listed on the last page of the syllabus. Papers should be formatted in Word (.doc or .docx), Rich Text Format (.rtf), or Open Office (.odt) only--no PDFs. The paper is due no later than Saturday, August 3, by midnight CST. Students will submit their papers to the professor via the link in Blackboard.

Ten (10) primary academic sources are required. The Bible, lexicons, one-volume commentaries, and dictionaries are not considered primary sources. Multivolume commentaries (those published after 1950), academic periodicals, and books on the subject of the paper are acceptable as primary sources. Online articles must come from peer-reviewed journals.

For style, the School of Religion and Philosophy has developed a *Theological Research and Writing Manual* (available online). Students are also advised to review and apply the "Advice for writing papers" which is located under **Course Content** on the course Blackboard site. Please do not hesitate to ask the librarians for assistance in finding materials for research papers. Don't wait until the last second.

### Research paper topics

- ❖ Historical accuracy of the OT depiction of "bad kings" (1 Kings 16; Micah 6:16; 2 Kings 21; 2 Chronicles 33)
- ❖ Resolution of Job's circumstances (Job 42)
- ❖ Differences in the portrayal of God found in Old Testament prophetic books
- ❖ God's use of deception (1 Kings 22)
- ❖ Prophetesses of God (Exod. 15:20; Judges 4; 2 Kings 22:14; Nehemiah 6:14)
- ❖ Identity of the divine council (Psalm 82)
- ❖ Jewish perspective on the Suffering Servant (Isaiah 53)
- ❖ True and false prophets (Jeremiah 23:16; 27:15; Ezekiel 13:9)
- ❖ OT perspectives on the afterlife (Psalm 30:9; Daniel 12:2)
- ❖ Symbolism of twelve tribes (Ezekiel 48)
- ❖ Jewish understanding of the fourth man (Daniel 3:24-25)
- ❖ Babylonian treatment of Judahites
- ❖ Distinctions of diaspora and Jerusalem Jews
- ❖ Hebrew poetry
- ❖ Jewish wisdom

### Grade appeal statement:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly

Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Goals of assignments:**

The assignments for this class have various learning objectives consonant with the School of Religion and Philosophy’s Course Outcome Competencies (listed above, p. 1). Each will be important for your graduate work and your ministry. The various components are explained below.

<b>Assignment</b>	<b>Skills</b>	<b>Goals</b>
<b>Large Group Discussion</b>	written communication; application of knowledge; reading comprehension	Gain appreciation for wide variety of perspectives Apply academic understanding of the OT to contemporary life
<b>Small Group Discussion Leadership</b>	organization; team building; written communication; teaching skills; interpersonal skills	Strengthen communication skills Sharpen analytical faculties Identify significant issues in OT studies Lead small groups in discussion
<b>Small Group Discussion Participation</b>	written communication; application of knowledge; focus on details; interpersonal skills	Gain appreciation for varying perspectives Apply academic understanding of the OT to contemporary life
<b>Critical Reviews</b>	reading comprehension; analytical ability; succinct, lucid writing (academic)	Increase confidence in handling scholarly writing Sharpen analytical faculties
<b>Summary</b>	self-awareness; organization of data	Appreciate learning experience Grasp overall knowledge of OT
<b>Research paper</b>	written communication; application of knowledge; focus on details; organization; biblical understanding	Apply academic understanding of the OT to contemporary life Sharpen analytical faculties Gain appreciation for varying perspectives Identify significant issues in OT studies

Because online learning requires significant self-discipline, the following is a suggested approach to a typical week in Old Testament Foundations II. It is critical to study this syllabus carefully and be sure that you understand the requirements and figure out how you will fit them into your schedule.

<b>Day</b>	<b>Activity</b>
Monday-Tuesday	Complete reading assignments (Bible, textbook, lecture)
Wednesday	Post small group discussion questions
Thursday	Start responding in large group discussion
Friday-Saturday	Complete responses to classmates; make summary notes
Sunday	TAKE A DAY OFF!

## Course Evaluation (Method of Determining Grade):

- **University Grading System**

A	90-100	I	INCOMPLETE**
B	80-89	Cr	FOR CREDIT
C	70-79	NCr	NO CREDIT
D	60-69	WP	WITHDRAWAL PASSING
F	BELOW 60	WF	WITHDRAWAL FAILING
		W	WITHDRAWAL

\*\*A grade of incomplete is changed if the deficiency is made up by midterm of the next regular semester; otherwise, it becomes "F". This grade is given only if circumstances beyond the student's control prevented completion of work during the semester enrolled and attendance requirements have been met. A grade of "Cr" indicates that credit in semester hours was granted but no grade or grade points were recorded.

- **Procedure for computations of final grade**

<u>Assignment</u>	<u># of items</u>	<u>% per item</u>	<u>% of final grade</u>
Large Group Discussion	10	3%	30%
Small Group Discussion leadership	2	5%	10%
Small Group Discussion participation	10	2%	20%
Critical reviews	1	10%	10%
Summary	1	10%	10%
Research paper	1	20%	20%
TOTAL			100%

**See Course Calendar on next page**

## Course Calendar

Reading Key:

**H&W:** Hill and Walton  
**JSB:** Jewish Study Bible  
 (Reading of weekly lecture notes is expected)

Assignments key:

**LGD:** Large group discussion board  
**SGD:** Small group discussion forums

Week	Topic	Reading	Assignment
Week 1 5/28—6/1	The Northern and Southern Kingdoms	<b>JSB:</b> pp. 1978-1992, 2012-2018, 2111-2113; 1 Kings 12:1-2 Kings 14:29 <b>H&amp;W:</b> chap. 15	<b>LGD1</b>
Week 2 6/3—6/8	Assyrian Domination	<b>JSB:</b> pp. 1850-1859, 2005-2011; 2 Kings 15:1-17:41; Nahum (pp. 1207-1213) <b>H&amp;W:</b> chap. 39	<b>LGD2, SGD1</b>
Week 3 6/10—6/15	Development of prophetic role	<b>JSB:</b> pp. 1125-1130; 2 Kings 18:1-21:26; Amos (pp. 1165-1181); Hosea (pp. 1131-1153); Micah (pp. 1193-1206) <b>H&amp;W:</b> chap. 33, 35, 38	<b>LGD3, SGD2</b>
Week 4 6/17—6/22	Babylonian Domination	<b>JSB:</b> pp. 2113-2114; 2 Kings 22:1-25:30; Isaiah 1-39 (pp. 763-842); 2 Chron. 29:1- 36:23 <b>H&amp;W:</b> chap. 16, 28	<b>LGD4, SGD3</b>
Week 5 6/24—6/29	Exile	<b>JSB:</b> pp. 2045-2046, 2184-2191; Jeremiah, Zephaniah, Habakkuk, Ezekiel 1-10 (pp. 1033-1050) <b>H&amp;W:</b> chap. 29, 32, 40, 41	<b>LGD5, SGD4</b>
Week 6 7/1-7/6	Return to Jerusalem	<b>JSB:</b> pp. 765-766; Ezra, Nehemiah, Haggai, Zechariah 1-8; Isaiah 40-66 <b>H&amp;W:</b> chap. 17, 42, 43	<b>LGD6, SGD5</b> Critical reviews
Week 7 7/8—7/13	Surviving domination	<b>JSB:</b> pp. 2114-2119; Obadiah, Joel, Malachi, Esther <b>H&amp;W:</b> chap. 18, 34, 36, 44	<b>LGD7, SGD6</b>
Week 8 7/15—7/20	Jewish philosophy	<b>JSB:</b> pp. 2149-2158, 2166-2177; Ecclesiastes; Proverbs, Job <b>H&amp;W:</b> chap. 20, 21, 23, 24	<b>LGD8, SGD7</b>
Week 9 7/22—7/27	Apocalyptic developments	<b>JSB:</b> pp. 2159-2165, 2208-2214; Daniel; Zechariah 9-14 <b>H&amp;W:</b> chap. 32	<b>LGD9, SGD8</b>
Week 10 7/29—8/3	Inclusive perspective	<b>JSB:</b> pp. 2124-2143; Ruth, Jonah, Song of Songs <b>H&amp;W:</b> chap. 13, 25, 37	<b>LGD10, SGD9</b> Research paper
Week 11 8/5—8/10	Worshiping YHWH	<b>JSB:</b> pp. 2057-2070; Psalms 1; 2; 12; 22-23; 66; 84 <b>H&amp;W:</b> chap. 22, 46, 45	<b>SGD10</b> Summary