



WAYLAND BAPTIST UNIVERSITY

WBUonline

SCHOOL OF CHRISTIAN STUDIES

Mission: 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 TITLE

RLGN 1303 VC01 Old Testament History

TERM AND DATES

Winter 2019 Nov 11, 2019—Feb 15, 2020

INSTRUCTOR'S NAME AND CONTACT INFORMATION

Dr. J. M. Givens Jr.

Professor of Theological Studies

Director of Online Christian Studies Programs

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OFFICE LOCATION AND HOURS

Flores Bible Building office suite

Posted in Blackboard under Instructor Information

CLASS MEETING TIME AND LOCATION

Asynchronous interaction with specific deadlines; WBUonline Blackboard website

CATALOG DESCRIPTION

Old Testament history with an emphasis on biblical background, canonization, scholarship, nature of the Bible, and content of the thirty-nine books of the Old Testament.

PREREQUISITE KNOWLEDGE, SKILLS AND COURSE NUMBERS

None.

REQUIRED TEXTBOOK AND RESOURCE MATERIALS

1. *The NIV Cultural Backgrounds Study Bible*. Grand Rapids, IL: Zondervan, 2016.

A. Book and ISBN available at WBU [bookstore](#)

- B. **NOTE:** Due to unique features of *The NIV Cultural Backgrounds Study Bible* assigned in readings, other translations and other study Bibles are **NOT ACCEPTABLE** substitutes for class preparation. Use of a different text may impact performance in class.
- C. **NOTE:** If you use the e-book version, pagination will not be the same as what is listed in Blackboard for the physical text. You will have to use the table of contents at front of text and/or list of articles at back of text to find assigned readings. (These are determined by the e-publishers and not the text publisher, so Kindle, iBook, Nook, etc. are all different.)

2. INTERNET EQUIPPED COMPUTER

- A. Must conform to [minimum recommended settings](#) identified by WBUonline
- B. Should use compatible browser and have [correct settings](#) as recommended by Blackboard
- C. Must utilize WBU [student email account](#) for official university communications

3. WBU BLACKBOARD COURSE MANAGEMENT SOFTWARE

- A. [Blackboard website URL](#)
- B. Login username: WBU student id (9 digit number, usually 3-5 zeros at beginning)
- C. Login password: first three letters of first name + first three letters of last name (unless you have used Blackboard previously and have changed your password)
- D. Technical support: 24/7 via phone, chat, ticket requests; see links on Blackboard login page

OPTIONAL MATERIALS

1. Blackboard Mobile App

Bb Student by Blackboard—Apple App Store or Google Play

2. Internet or App for Audio-Mobile NIV texts

While textbook is required for additional readings, students may also access/download one of the following web-based or app-based texts of the NIV for assisting with the reading of the assigned Bible passages (apps in iTunes App Store or Google Play)

- A. Bible Gateway app and [website](#)—free NIV audio and text within the app; 3 options available—dramatized and two readers
- B. Other options exist for websites and apps, but remember these only provide the NIV text and not the additional reading assignments from the *NIV Cultural Backgrounds Study Bible*

COURSE OUTCOME COMPETENCIES

Students will –

- 1. Demonstrate knowledge of the historical, religious, and social context of the Old Testament world.
- 2. Demonstrate knowledge of some of the critical methods used in Old Testament studies.
- 3. Demonstrate an understanding of the basic content of the Old Testament and its main teachings (theological content).
- 4. Demonstrate knowledge of the canonical process producing a more complete understanding of the Old Testament.

ATTENDANCE REQUIREMENTS

1. Attendance for online courses is defined fully in the [university catalog](#).
2. Students are expected to participate in all required instructional activities in their courses.
3. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus.
4. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.
5. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course.
6. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.
7. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will submit a Report of Unsatisfactory Progress to the student's WBU student email account and to appropriate university personnel.

PLAGIARISM AND ACADEMIC DISHONESTY STATEMENT

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. Full statement of the policy is in the [university catalog](#).

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 AND GRADING CRITERIA

1. *Blackboard Scavenger Hunt*. The hunt is designed to help familiarize you with the essential features of Blackboard. **Complete by Wednesday of Week 1 (3rd day of class). 1 point** will be deducted each day for **late submissions**.
2. *Assigned Readings*. Weekly reading assignments are listed in the schedule. These should be completed toward the beginning of the week as much as possible to ensure time to complete other assignments which depend on the readings.
3. *Reading Quizzes*. The weekly classes primarily consist of video lectures over the assigned readings. The lectures, however, assume a general familiarity with the weekly reading assignments. To ensure that you are prepared for the lectures, you will take a reading quiz

to assess your *general* understanding of these materials. Tests should be completed toward the beginning of each week, with a **Friday deadline**. Remaining assignments, such as the video lectures, will not be accessible until after the completion of the quizzes.

4. *Video Lectures*. Students will watch video lectures each week after completing the reading quiz. Students should take notes as if they were in a face to face class in order to prepare for the examinations. Handouts are provided to assist with note-taking, but students should not solely rely on the handouts for information relevant to the exams.
5. *Discussion Boards*. Students are expected to respond to weekly topics assigned by the instructor in a thoughtful, academic manner. These questions are reflective in nature and intended to encourage thought about the readings and lectures as well as to facilitate dialogue on these topics. **Sunday deadline for initial responses.**

Students should also engage in **robust discussions** with their classmates about posts on discussion boards. This is a minimal expectation of two substantive responses per week. These interactions are due by **Wednesday of the week following** the initial posts. All discussion posts should strive to build community and enhance the learning process.

Note: Because the university classroom is a place designed for the free exchange of ideas, we will frequently encounter the opinions of others which may seem novel and, occasionally, outlandish. We should show respect for one another in all circumstances. Part of the learning experience will be the opportunity to hear other opinions and/or interpretations of the assigned readings. Therefore, we should show respect for one another by exhibiting patience and courtesy. Persistent belligerence of another's views will **lower your class participation grade**.

6. *Cultural Backgrounds Journal*. Each week, you will read at least one article regarding the historical background of the Old Testament from the textbook and post a reflective journal entry discussing how the reading helps you better understand the culture of the Old Testament and/or the assigned readings. Details in Blackboard.
7. *Mini-Research Paper*. Your paper is a background paper for one of the Old Testament books. The research is to introduce you to relevant sources (commentaries, Bible dictionaries, Old Testament introductions, monographs, journal articles) and the Turabian format. Your paper will include the following issues for the biblical book you select: authorship, date of writing, recipients of the writing, purpose of the writing, and key themes. Your paper must be at least 5 pages of content (not including cover page or bibliography). You must use at least 5 approved sources (see Blackboard) to develop your arguments. A full description will be provided in Blackboard.

NOTE: There is always more than one simple answer for each of these issues, regardless of your personal beliefs. The purpose of the research assignment is to investigate the

question thoroughly and then develop conclusions based on your readings and research. (In other words, don't read to prove your point. Read to develop your perspective.)

8. *Examinations.* Two exams will be given, one per completed unit of study. (There is no comprehensive final.) Questions will be multiple choice, true/false, matching, and short answer/fill in the blank. The exams will **primarily** cover material from the lectures along with some questions from assigned readings. All class lectures, however, presuppose knowledge of the assigned reading as background for understanding the lectures. Exams will be difficult if students do not study and prepare for them.

Note: The second exam will be **proctored** (monitored). The first exam is not proctored to give the student an idea of the exam expectations. The student is responsible to secure an approved proctor following [WBUonline process](#). (WBU testing sites do not require WBUonline staff approval.) **Online remote proctoring is an option** if time or location hinders other approved testing venues.

Practice Quizzes: Exams are hard if you do not take good notes and have strong study skills. Each week, however, practice questions will be posted on Blackboard for the upcoming exam. These questions are *related to actual questions* that will be on the exam. (The content is the same, although the question itself may appear in a different form on the exam.) **Practice quizzes are not graded. They are only for personal preparation for exams.** (The quizzes are visible in the grade center and may show a "grade" after you take them, but these grades are visible only so you can see your answers and level of success on the practice quiz.) The practice quizzes are provided to prepare students for the exams, like a personal tutor. **Students who utilize practice quizzes on a weekly basis see significant improvement in exam scores!** If students do not know the answer to a practice question, they have the benefit to "fast-forward" a lecture to the precise section to re-listen and correct their notes for exam preparation. (Face to face students do not have this opportunity, so please utilize it.)

9. *Community Development (extra credit).* It is important in this class to create a learning community to encourage active learning and enhance the online experience. As stated above, students should engage in **robust discussions** with their classmates about posts on discussion boards. If a student's grade is on the border between two grades, overall interaction with classmates and instructor will be evaluated. In addition to responding to classmates' posts on weekly assigned discussion topics, there is a weekly thread entitled "anything else?" where students can ask questions about issues in the reading they didn't find addressed in the lectures or topics they would like to discuss about the readings/lectures. There are also a number of non-point discussion boards (prayer requests, study halls for quizzes) intended to encourage community. Other means to develop community that will be considered for borderline grades are the content posted to students' wiki page, whether the student created an avatar and completed other scavenger hunt assignments, and utilized the practice quizzes.

GRADING CRITERIA

1. University Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

2. Procedure Used for Computation of Final Grade

a. Blackboard Scavenger Hunt	2%
b. Reading Quizzes:	13%
c. Weekly Discussion Boards:	15%
d. Cultural Backgrounds Journal:	10%
e. Research Project:	20%
e. Major Exams:	40%
f. Practice Quizzes:	0%

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 to the 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.

COURSE SCHEDULE

All reading assignments should be completed **PRIOR** to other assignments for the week.

Abbreviations are located on p. xv of *The NIV Cultural Backgrounds Study Bible*. **Please read in order assigned.**

Session	Discussion Topics	Required Reading
Week 1	Course Introduction; History of the OT Text; The Concept of Revelation	<p>DUE: Blackboard Scavenger Hunt (Wed) Complete before other assignments</p> <p>Required: <i>Quick Start Guide</i> (iii-iv); <i>Author Introduction to the NIV Cultural Backgrounds Study Bible</i> (viii-xi); <i>Preface</i> (xvi-xviii); <i>Major Background Issues from the Ancient Near East</i> (xxxix-xli); <i>The Books of the Apocrypha</i> (2128-29); “Canon” (1585); “Old Testament” (1588); “New Testament” (1588); “Septuagint” (1590-91); “Dead Sea Scrolls” (1585)</p> <p>Resources to be familiar with: <i>Table of Contents</i> (v-vii); <i>About the Authors</i> (xiii-xiv); <i>Abbreviations</i> (xv); <i>Hebrew to English Translation Chart</i> (xix-xxvii); <i>Old Testament Chronology</i> (xxxi-xxxv); <i>Tables of Weights and Measures</i> (2272); <i>Index to Articles in Canonical Order</i> (2273-78); <i>Index to Articles in Alphabetic Order</i> (2279-84); <i>Concordance</i> (2285-339); <i>Index to Maps</i> (2340-42); <i>Maps</i> (2343-58)</p>
	Intro. to the Pentateuch; Primeval History	Ge 1-11
Week 2	Patriarchs: Abraham & Isaac	Ge 12-19; 21; 23:1-25:18
	Patriarchs: Jacob/Israel & Joseph	Ge 25:19-34; 27-35; 37-45; 47-48; 50
Week 3	The Exodus from Egypt and Covenant at Sinai	Ex 1:1-12:42; 13:17-14:31; 15:19-16:35; 18-20; 32-34; 35:30-37:9; 40:17-38
	Wilderness Wanderings	Lev 16; 25 ; Nu 9:15-23; 13-14; 20:1-13; 21:4-9 ; Dt 6:1-9:6; 17:14-20:20; 29:1-31:8; 34
Week 4	The Conquest of Canaan	Jos 1:1-13:8; 23-24
	The Period of the Judges	Jdg 1-8; 10:6-12:7; 13-16; 21:25 ; Ru 1-4
Week 5	Transition to Monarchy: Samuel, Saul, and David	1Sa 1-10; 13; 15; 28:3-25; 31; 16-20; 24; 26:1-28:2; 29-30
	Age of Glory: David and Solomon	2Sa 1:1-2:11; 4-7; 11-15; 18:1-19:15 ; 1Ki 1-11
Week 6	Exam 1	Introduction through the Age of Glory (1a-5b)
Week 7	Divided Kingdoms: Israel and Judah	1Ki 12-19; 20:35-22:40 ; 2Ki 1:1-2:18; 3:10-5:27; 9-11
	Israel in the 8 th Century	2Ki 14:23-29; Am 1-5; 7; 9:11-15; Hos 1-4; 6:4-6; 9:7-8; 10:11-11:11; 14 ; 2Ki 15:8-31; 17

Week 8	Judah in the 8 th Century	2Ki 16; Isa 1-2; 5; 6:1-9:7; 11; 14:3-23; 30:8-26; 35; Mic 1:1-7; 2:6-4:5; 5-6; 2Ki 18-20
	Judah in the 7 th Century	2Ki 21; Zep 1:1-2:3; 3:7-18; 2Ki 22:1-23:30; Jer 1; 3:1-4:4; 5; 7:1-15; 11:18-23; 13; Na 2; Hab 1-3; 2Ki 23:31-24:17; Jer 23-24; 26; 28-29; 35-36; 2Ki 24:18-25:30; Jer 18-21; 31:15-32:44; 38
Week 9	Exilic Literature and Prophets	er 39:11-40:10; 41:1-3; 41:11-42:16; 43:1-7; 44:1-6, 15-18; Ps 137; La 1; 4; Eze 1-6; 10; 12; 16; 18; 24:15-24; 28:11-19; 33:21-33; 36:22-32; 37; 43:1-12; 47:1-12; Isa 40:1-41:4; 42:1-9; 44:24-45:13; 49:1-7; 50; 52:13-53:12; 55; 61; 65:17-66:24
	Restoration; Emergence of Judaism; Postexilic Worship	Ezr 1; 3-6; Hag 1-2; Zec 1:1-17; 3:1-4:14; 6:9-7:14; 9:9-17; 11:4-17; 14; Ezr 7; 8:15-10:17; Ne 1-2; 4:1-7:3; 8-9; 10:28-39; 12:27-13:31; Pss 1-2; 12; 22-23; 44; 66; 121; 136; 148
Week 10	The End of Prophecy; Persian and Greek Periods	Ob 1-21; Joel 1-3; Jnh 1-4; Mal 1-4; Est 1-10; Da 1-8
	Hebrew Wisdom Literature	SS 1-8; Pr 1-3; 8-9; 15-16; 26; 31:10-31; Ecc 1-3; 12; Job 1-5; 18-19; 29-33; 36; 38-42
Week 11	Exam 2 (proctored)	Divided Kingdoms through the Wisdom Literature (8b-10b)

OBSERVATION AND INVITATION

This is an academic class which will explore the historical background and literary features of the Old Testament. *The Christian belief about the Bible, however, is that it is intended to speak God's word to the reader about her or his own life circumstances.* Therefore, if you ever have **questions** about how the Bible readings apply to your own life **or wish to talk** about your personal, spiritual life in a format other than the classroom, I would be happy to visit with you by email, instant messaging, or phone.

CONFESSIONAL STATEMENT

It is the instructor's belief that the Bible is written *exactly* the way God intended for it to be written. Further, the instructor holds to the Baptist view of religious liberty for all—including his students. (In case you were not aware, the Baptists of Virginia played a significant role in the establishment of religious freedom in the First Amendment of the U.S. Constitution.)

The liberty I contend for, is more than toleration. The very idea of toleration, is despicable; it supposes that some have a pre-eminence above the rest, to grant indulgence; whereas, all should be equally free, Jews, Turks [i.e., Muslims], Pagans and Christians. Test oaths and established creeds should be avoided as the worst of evils.

—Virginia Baptist and First Amendment advocate John Leland;
quoted in *Baptist Ways* by Bill Leonard [2003], pp. 130-31)