

Old Testament Literature

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Office: CBTS-259

BEGE 2730, January, 2015
Office hours: M-F 2:00-3:00

Mission of the Bible Department in reference to the Bible Minor

We exist to equip every Cedarville University student with Biblical knowledge, a theological framework, and skills for a lifetime of continuing study; to encourage students to embrace a process of spiritual formation characterized by intentional growth within the context of a Christian community; and to equip students to engage the world in a culturally sensitive, Christ-like manner.

1A Description of the Course

Old Testament Literature gives the student a working overview of God's revelation of Himself and His program in the First Testament. We will give special attention to historical, cultural, literary, and geographical backgrounds and, most importantly, to the unifying theme of each book. Being convinced that the One who created language and literature is also skillful in the use of it, special emphasis will be given to the literary structure, genre, and style of writing. This study traces the hand of God in the history of the Hebrew nation from its origin through the last prophetic voice before the time of Jesus.

2A Objectives of the Course

Upon completion of this course the student will be able to:

- 1B *appreciate* the wisdom of God in communicating both His person and his program through *written* revelation
- 2B *understand* the progress of revelation and *affirm* the way this reveals the unchanging nature of the promises of God
- 3B state a succinct purpose for, and *think his or her way through*, the big idea of each book of the Old Testament; (Thus, she should be able to explain the main idea of any of these books to a friend while home over break and perhaps even a few days beyond that).
- 4B *organize* the historical development of the nation of Israel, in relation to surrounding nations, in proper chronological order and *identify the importance* of the central persons and events;
- 5B *identify the major contribution(s)* of each book to the rest of the Bible.
- 6B describe and *explain the significance* and importance of the major covenants (e.g. Abrahamic, Mosaic, Davidic, New), individuals (Abraham, Moses, David), dates (1446 B.C., 722 & 586 B.C.) and theological concepts (covenant, exile, mission & kingdom).

3A Requirements

- 1B *Textbooks:*
 - 1C *Holy Land Satellite Atlas, Volume 1* by Rohr Productions
 - 2C Class notes (online) S:\dept\be\miller\otlit
 - 3C Your favorite *translation* of the Bible
- 2B *Reading*

The reading report (listed separately on the website and in Moodle) lists all the daily reading and assignments. Your actual reporting of the reading must be submitted in Moodle on a weekly basis. To receive full credit, each reading must have been completed before class for which it was assigned and the report must be submitted in Moodle before 3:00 pm every Friday. You can "submit" the reading early and as often as necessary. At the beginning of the semester the reading assignment isn't difficult to meet. After Genesis the rate picks up dramatically. The rule of thumb for the rate of reading is to not spend more than 45 minutes for any day's reading assignment. Each reading is about 0.25% of your final grade. Reading reports cannot be submitted late, nor will the Professor do it for you after the fact (so please don't ask). Working a little ahead is a really wise idea for this assignment.
- 3B *Exams*
 - 1C Four objective celebrations will be *enjoyed* during the semester (see reading schedule).
 - 2C The exams will include material from class lectures and discussions and from multimedia tutorials (if assigned). If you know you have a legitimate conflict please see me several days before the exam so we can make arrangements for a makeup. In the case of a last minute excuse such as sickness simply see me for permission when you make it back to class and then I'll help you schedule a makeup exam.

4B *Inductive Study of Esther*

As an interesting finish and capstone exercise of all that we have learned in this class each student will do a specialized inductive Bible study of the book of Esther. Step by step instructions can be found on the class website. This will be due later in the semester; the exact date is listed on the reading schedule.

5B *Reaction papers*

Each student will write three short reaction papers in response to our class discussions on wisdom literature. The purpose of these papers is to encourage each person to explore the meaning and application of wisdom literature truths and to articulate them in a personally relevant way. These are not research papers and by definition, since they're *response* papers (that is a response to the class lecture), they can't be done ahead of time. These will happen half way through the semester (see reading schedule for exact dates). They are submitted through Moodle.

6B *Map Study*

The land of Israel is the stage upon which the Old Testament play was performed. If you learn the basic principles of the "stage," you will understand the play better. The *Holy Land Satellite Atlas*, a collection of satellite pictures, is the basis of a required set of "worksheets" taken through Moodle. Pay careful attention to the due dates of the two map assignments noted on the reading schedule.

7B *Active learning*

Because of the large enrollment of OT Lit classes some students feel as though they are not an important part of the learning process and become passive. In order to meet objectives of this class you will need to be an *active* learner, i.e., one who comes to class, takes careful notes, thinks through the rhetorical questions offered in class and contributes to corporate learning by asking and answering thoughtful questions. *If you believe you may need support in managing the impact of a disability, please contact Amy Frey, disability services coordinator. Faculty rely on disability services to verify the need for academic accommodations and to identify reasonable and appropriate accommodation strategies. Examples of disabilities are hearing, vision, AD/HD, learning, psychological, orthopedic, and health impairments. Disability services is part of the academic enrichment center - The Cove, which is located in the Center for Biblical and Theological Studies, room 218. For more information, call 937- 766-7457.*

8B *Disability services*

The Cove provides a variety of academic resources and support to facilitate learning for all students. Disability Services is one of the functions of The Cove. Students who believe they may need accommodations based on the impact of their disability should contact Disability Services at 937-766-7457 or disabilityservices@cedarville.edu.

9B *Cedarville University Academic Integrity Statement:*

"The Academic Integrity Pledge is a commitment to live with integrity in all areas of life including the classroom. All forms of academic dishonesty violate this pledge and could result in dismissal from this community."

Failure to act with academic integrity includes, but is not limited to, the following:

- cheating on examinations or quizzes
- plagiarism
- knowingly furnishing false information by forgery, alteration, or misuse of documents, records, or identification
- knowingly providing correct information to another student concerning exams and other individual work which is still future for the student receiving the information. This includes but is not limited to questions to be asked on exams or answers for questions which will be asked
- representing another student's work as one's own

Typical penalties assigned by faculty for a lack of academic integrity include, but are not limited to, the following:

- reducing the letter grade for the work involved
- reducing the letter grade for the course
- giving a failing grade for all work involved
- giving a failing grade for the course

The assignment of penalties for lack of academic integrity shall be at the discretion of the faculty member of record for the course in consultation with the chair or dean of the faculty member's academic unit. All cases of academic dishonesty shall be reported to the office of the Academic Vice President in writing within six (6) instructional days of the resolution of the incident.

4A Grading

1B Percentages and time estimates

<i>Assignment</i>	<i>% of Grade</i>	<i>Anticipated hours</i>
Reading	10**	24
Four celebrations	60	32
Inductive paper	15*	8
Reaction papers	10*	4
Map assignments	5**	2
Total	100	70

*Late penalty is 10% per day late. All assignments are due *at class time*.

**Cannot be submitted late. Must be completed and submitted in Moodle on time for any credit.

2B Attendance policy:

Basically, there is no attendance policy in this class, but let me explain. Studies have shown that most students learn more when they're in class than when they're not, but I always want to treat you as adults who take ownership for their own education. I think you'll learn a lot more if you come to class, and we'll take attendance just to see the correlation between attendance and grades, but there is no penalty for missing (at least that I'll enforce). Therefore, you **need not submit excuses** of any kind (sickness, sports, other curricular activities). I try to record each day's lecture for those who have missed, and provide PowerPoints and other multimedia helps, but technical glitches often happen, and there are *no guarantees for helping you get the material other than class lectures*. If you miss, check with a friend to see what you missed. With a large class like this **I simply can't personally email or tutor people who are absent**. I really want to see your smiling faces each day and build relationships through the classes and very much enjoy having a full class and I think you'll feel the same if you come faithfully.

3B Additional points may be added to an individual's grade at the discretion of the Professor based upon class attendance, class interaction, or attitude.

4B Grading will be assigned on the following scale:

A	= 100-95%
A-	= 94-93
B+	= 92-90
B	= 89-86%
B-	= 85-83
C+	= 82-81
C	= 80-75%
C-	= 74-73
D+	= 72-71
D	= 70-68
D-	= 67-65
F	= 64