



U-BS 115 CLD Old Testament Survey I
Contextualized Leadership Development (CLD)
In Partnership with Living Hope EFCA of Willmar, MN

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Winter/Spring 2024
6:00-7:30 PM, Wednesday Evenings
Living Hope EFCA, Room 204

COURSE DESCRIPTION

3 Credits. A survey of the Pentateuchal and Historical Literature of the Old Testament.

COURSE OBJECTIVES

Students who complete this course will be able to:

1. Evaluate claims concerning these books' dating, authorship, and composition in light of the doctrine of inerrancy and through sound historical and literary inquiry
2. Explain the message and structure of these books in historical, literary, and theological context
3. Employ sound theological analysis to situate these books within the broader story of Scripture in light of inspiration, progressive revelation, and the supremacy of Christ
4. Equip believers to read these books devotionally and apply their contents in life and ministry

All instruction, activities, and assessments in this class will relate to one or more of these course objectives.

COURSE TEXTBOOKS & REQUIRED READINGS

Scripture Reading:

Students will read *for medium comprehension* Genesis, Exodus, Leviticus, Deuteronomy, Joshua, Judges, Ruth, 1-2 Samuel, 1-2 Chronicles, Ezra-Nehemiah, and Esther in an orthodox, English translation of the Scriptures (e.g., ESV, CSB, NIV, NASB). A paraphrase may NOT be used for Scripture reading.

Textbooks:

DeRouchie, Jason S., ed. *What the Old Testament Authors Really Cared About: A Survey of Jesus' Bible*. Kregel Academic, 2013. **Chapters 1-10, 15, 23-25**. ISBN-10: 0825425913.

Carson, D. A. *Exegetical Fallacies*. Second Edition. Grand Rapids, MI: Baker Academic, 1996. **Chapters 1-5**. ISBN-10: 9780801020865

Additional Resources:

Midwestern Style Manual. Fourth Edition. Available in [hard copy](#) or [digital download](#) from The Sword & Trowel Bookstore. (816) 414-3808. \$10.00 for a digital download or \$20.00 for a hard copy. For reference only.

Students are required to format papers according to the Midwestern Style Manual.

COURSE ASSIGNMENTS

Core Assignments

1. Online Discussion Board Posts (14 posts, 30 points each, 420 points total – Objectives 1, 2, 3, 4)

Each week of the course, students will engage in an online discussion board post where he/she will make an initial post by answering the question prompt, and then respond to at least two of his/her peers in a substantive yet concise post. The discussion question prompts follow the course reading schedule.

Detailed instructions are as follows:

Initial Post

In an initial post due the Monday before class time (the class the DQ is due at) at 11:59 PM, answer the above question prompt.

Initial posts should be a minimum of 250 words in length. You must reference the assigned reading for the week in your initial post. See grading rubric for further details.

Instructions for Replies

Respond to at least (2) of your peers by Wednesday at 5:59 PM, just before class time starts. In each reply, include specific reference to your peer's post in your interaction, and you are encouraged to provide additional examples or counterexamples to refine the conversation.

Answering a response on your own post is highly encouraged, but not required.

Submission/Presentation: Posts should be proofread, substantive yet concise. Responses should engage with your peer's post and not merely be an acknowledgement of his or her insight. Citations do not need to be formal or follow the Midwestern Style Guide, but all resource references should be clearly understandable, and any usage of another person's work must be acknowledged. ***See grading rubric on the course site.*** You will not receive detailed feedback each week; consult the grading rubric first, then direct any further questions to your instructor.

2. Exegetical Paper (300 points – Objectives 1, 2, 3, 4)

Description: Students will implement the truths, tools, and techniques explained in this course to interpret a passage from this section of Scripture. Students will write the paper on Exodus 19:1-6.

Requirements: This paper will be 2,400-3,600 words (8-12) and require at least 7 scholarly, academic sources. ***See the Grading Rubric on the course site for full guidelines and details.***

Exegetical papers will include the following sections:

- I. Introduction (100-150 words)
- II. Exegesis (1,800-2,400 words)
- III. Contemporary Application (300-900 words)
- IV. Conclusion (100-150 words)

3. Reading Reflection (100 points)

Students will read and reflect on the book:

Carson, D. A. *Exegetical Fallacies*. Second Edition. Grand Rapids, MI: Baker Academic, 1996.

Chapters 1-5.

Description: Students will read and reflect upon one or more books from Appendix 1, as assigned by the instructor.

Requirements: Students will reflect upon each work in 900-1,500 words. Reflections will include 1. A summary of the book's contents (450-900 words), 2. An evaluation of the book's point(s) and argument(s) (300-500 words), and 3. The student's plan to apply the book's truths to his or her life and ministry (150-300 words). ***See the grading rubric on the course site.***

2. Mid-Term and Final Exam (300 points – Objectives, 1, 2, 3, 4)

Students will demonstrate their comprehension and competence of course content and skills through a mid-term exam and a final exam.

Students will answer a variety of questions (true-false, multiple choice, short answer, paragraph, or essay, as assigned by the instructor) relating to the required reading, assignments, and instruction. The mid-term exam will take place in roughly the middle of the term and cover only the instruction up to that point (100 points, roughly 1-2 hours test time). The final exam should take place at the end of the term and cover all instruction up to that point (including materials covered on the mid-term; 200 points, roughly 2 hours test time). The instructor will make students appropriately aware of what they will be expected to know for exams.

3. Lesson Manuscript (300 points – Objectives 2, 3, 4)

Students will implement the truths, tools, and techniques explained in this course to interpret a passage of Scripture and prepare to communicate it in a ministry setting. You will write this lesson from the perspective that you are preparing a lesson for 5th and 6th graders on a Sunday morning during Sunday School.

Assignment Options: Students can choose one of the following passages to write the lesson on: Genesis 1, Genesis 2, Genesis 3, Exodus 12, Exodus 20, or Deuteronomy 6.

Requirements: Students will compose an expository lesson with a robust outline and a full manuscript of 2,400-3,600 words (8-14 pages). The lesson's structure will follow the outline by Richards and Bredfeldt in *Creative Bible Teaching* called Hook, Book, Look, Took (HBLT). The relevant chapters from this work will be made available to you which include an overview of the HBLT method and how to implement it as well as a chapter on preparing lessons for children.

Submissions will be graded on the accuracy of the truths derived from the biblical material, the presentation of the material and the methods used in line with the principles and outlines as indicated in *Creative Bible Teaching*. ***See grading rubric on the course site.***

GRADING SCALE

A	93-100	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
B	83-87	D	63-67
B-	80-82	D-	60-62
C+	78-79	F	59 or less

COURSE SCHEDULE

Date	Topic(s)	Assignment(s)
1/10	Syllabus Day, Introductions, and General Introduction to the Old Testament	
1/17	Jesus' Bible; The Old Testament Scriptures	READ DeRouchie, chapter 1 (pp. 27-59) Discussion Question (DQ) #1
1/24	Genesis	READ chapter 2 (pp. 60-79) READ Genesis DQ #2 DUE by class time: <u>Sign up</u> for Exegetical Paper Scripture Passage AND Lesson Manuscript on the course site.
1/31	Exodus	READ chapter 3 (pp. 80-101) READ Exodus DQ#3
2/7	Leviticus	READ chapter 4 (pp. 102-121) READ Leviticus DQ#4

2/14	Numbers	READ chapter 5 (pp. 123-139) READ Numbers DQ#5
2/21	Deuteronomy	READ chapter 6 (pp. 141-162) READ Deuteronomy DQ#6
2/28	Mid-Term Exam Joshua	READ “The Old Covenant Enforced” & chapter 7 (pp. 163-185) READ Joshua DQ#7
3/6	Judges	READ chapter 8 (pp. 186-199) READ Judges DQ#8
3/13	Ruth	READ chapter 15 (pp. 326-335) READ Ruth DQ#9
3/20	1-2 Samuel	READ chapter 9 (pp. 200-217) READ 1-2 Samuel DQ#10
3/27	NO CLASS	Lesson Manuscript – due by 11:59 PM

4/3	1-2 Kings	READ chapter 10 (pp. 218-237) READ 1-2 Kings DQ#11
4/10	Esther	READ chapter 23 (pp. 420-427) READ Esther DQ#12 Reading Reflection Paper – due by 5:59PM
4/17	Ezra-Nehemiah	READ chapter 24 (pp. 428-441) READ Ezra-Nehemiah DQ#13
4/24	1-2 Chronicles	READ chapter 25 (pp. 442-462) READ 1-2 Chronicles DQ#14
5/1	Final Exam	
5/8	NO IN PERSON CLASS	Exegetical Paper – due by 11:59 PM

GENERAL INFORMATION

1. Questions regarding this syllabus, class schedule, or class policies should be addressed to the instructor. The instructor of this class reserves the right to reasonably amend the details of this syllabus as needed. It will be the responsibility of the instructor to communicate any changes to all students with appropriate notice. It will be the responsibility of the student to inquire about apparent discrepancies or request further detail.
2. The online course site platform for this course is Google Classroom. Google Classroom requires a google account in order to enroll in the course site, so any student that does not have a Gmail email address will need to create one. The online course site URL and QR Code is:
<https://classroom.google.com/c/NTIzODAzNjcxDIz?cjc=idy6ojo>

The Google Classroom Code is: idy6ojo



3. Plagiarism is a serious ethical and legal matter, and instances of plagiarism will result in an “F” for an assignment and possibly an “F” for the course. Students are to read and abide by the section entitled “Integrity in Theological Studies” in the [Spurgeon College Academic Catalog](#).
4. Spurgeon College is committed to facilitating students with disabilities. Students seeking effective auxiliary aids for a current documented disability—including exams, classroom participation, or assignments—should contact the instructor at the beginning of the semester or term in order for special arrangements to be considered. Students should conform with institutional policies and procedures as listed in the Midwestern Students with Disabilities Information Brochure, available at <http://www.mbts.edu/consumer-information>.
5. Class Attendance: Attendance is considered a necessary factor in the learning process. **Absences, for any reason, should not exceed 25% of the total class time.** Withdrawal from the course is required after a student is absent from more than 25% of the class sessions, except in cases of confining illnesses or serious circumstance.
6. In Christian higher education institutions, it can be assumed that each believer-learner is at a different place of personal maturity and educational preparedness. For these reasons, it is requested and expected that each student exhibits mutual respect, even when divergent viewpoints are expressed in the classroom. Students should refrain from behaviors that negatively affect the teaching environment. Students should conduct themselves as ministerial professionals who give, and are worthy of, a high level of respect.



