

## **ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY**

### **Graduate Course Syllabus**

**Course Number: BIB 520/620 OL**

**Course Name: Old Testament Foundations /  
Old Testament Theology**

**Semester and Year: Summer 2023**

**Instructor:** Don Chang, Ph.D. (Associate Professor of Biblical Studies)

**Contact Information:** [don.chang@twu.ca](mailto:don.chang@twu.ca) | 604-888-7511 (ext. 3968)

**Office Hour:** Zoom meeting is available by appointment

**Semester Dates:** May 1 to June 24, 2023

**Course Website:** [www.learn.twu.ca](http://www.learn.twu.ca)

**Semester Hours:** 3 Credit Hours

### **Course Description**

---

This course will involve an introductory survey of the books of the Old Testament as part of a narrative theological investigation of this “first testament” for the Christian. It will include the study of key passages and theological themes, and practical experience in doing Old Testament theology.

### **Course Objectives**

---

By the end of this course, the student will:

- A. know and understand the structure and basic content of the Old Testament canon; (1, 2)
- B. be aware of the historical, cultural, and literary contexts that contributed to the shaping of the Old Testament (1, 2)
- C. understand the “big picture” of the Old Testament and how it relates to the “big picture” of the Bible as a whole. (1, 2)
- D. be able to trace major theological themes throughout the Old Testament (1, 2)
- E. exhibit a basic understanding of how scholars read the Old Testament, including the major critical issues; (1, 2)
- F. develop skills in conducting biblical theological research through careful analysis of

- a selected portion of the Old Testament; (1, 2)
- G. practice creatively presenting Biblical knowledge to life and ministry; (2, 4, 6, 7)

## Course Learning Outcomes

---

### Knowledge and its Application

- demonstrate knowledge of the structure and basic content of the Old Testament canon.
- Exhibit knowledge of the historical, cultural, and literary contexts of the Old Testament.
- Give evidence of ability to trace major theological themes throughout the Old Testament.
- demonstrate basic understanding of how scholars read the Old Testament, including major critical issues.

### Cognitive Complexity

- show ability to research issues of historical, literary, and theological aspects of the Old Testament.
- develop skills in conducting biblical theological research through careful analysis of a selected portion(s) of the Old Testament.
- give evidence competence to interact critically with the ideas of contemporary biblical scholars

### Inter-and intra-personal Wellness

- demonstrate an appreciation of the role of the interpretive community
- Exhibit increased professional capacity and autonomy
- demonstrate superior organizational and time management skills
- show academic and personal integrity

### Aesthetic Expression and Interpretation

- consider and practice creative engagement in Old Testament interpretation.
- demonstrate the ability to engage in a dynamic educational environment within which the Old Testament themes and texts are brought into relation with the issues of our time.

### Social Responsibility and Global Engagement

- demonstrate the ability to analyze, appraise and evaluate the Old Testament to contextualize and adapt its theology for diverse ministry contexts

### Spiritual Formation

- demonstrate greater understanding of and connection to God's work in the world through the Old Testament texts and their relevance for personal spiritual life
- exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope through studies of the Old Testament
- demonstrate academic proficiency to communicate effectively and to enter into conversation and constructive dialogue with others
- Exhibit integrity and humility in all matters

## Required Texts and Materials

---

Each student is expected to have to hand a reliable English translation of the Bible (not a paraphrase) such as *ESV, NRSV, NIV, or NASV*. Beyond this, the required textbooks for the course are:

- Lasor, William Sanford, David Allan Hubbard, Frederic William Bush. *Old Testament Survey: The Message, Form, and Background of the Old Testament*. Grand Rapids, MI: Eerdmans, 1996.<sup>1</sup>
- Gentry, Peter J. and Stephen J. Wellum, *God’s Kingdom through God’s Covenant: A Concise Biblical Theology*. Wheaton, IL: Crossway, 2015.<sup>2</sup>

## Recommended Texts and Materials

---

- Hayes, John H. and Frederick C. Prussner, *Old Testament Theology: Its History and Development*. Atlanta, GA: John Knox Press, 1985.<sup>3</sup>
- Richard S. Hess. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids, MI: Baker Academic, 2016.
- Childs, Brevard S. *Old Testament Theology in a Canonical Context*. Philadelphia: Fortress Press,

## Course Activities/Requirements

---

Assignments are due by midnight on the day they are due. I would ask that you submit your assignments in the online Moodle classroom accessible through MyCourses(www.learn.twu.ca). When you go to the Moodle classroom, you will see assignment folders where you can submit assignments. Once I have marked your assignment, I will put it in your grade book in the Moodle classroom where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book). The Moodle submission of each assignment will remain open until two weeks after the given due dates. 0.25% (per each day) of deduction of the overall grade of this course will be applied to the late submission. Weekend (Saturday and Sunday) will be considered as one day. Extension of the due date will be considered in exceptional circumstances such as a medical emergency (when a doctor’s note accompanies the request).

Here is an overview of all the assignments followed by a detailed description of them:

Week	Due Date	Assignments	% Final Grade	Cumulative %
------	----------	-------------	---------------	--------------

<sup>1</sup> The required textbook is available as an e-book through [Logos](#), [Amazon](#), and other e-book retailers as well as TWU library.

<sup>2</sup> The required textbook is available as an e-book or paper book through [Logos](#), [Amazon](#), and other retailers but not in TWU library.

<sup>3</sup> All the recommended books are available at TWU library as well as an e-book through [Logos](#), [Amazon](#), and other e-book retailers.

1	May 2	Pre-reading due		
2	May 13	Critical Book Review	20%	
3	May 15-20	Forum Week #1	5%	25%
4	May 22-27 May 27	Forum Week #2 Inductive Study Paper	5% 20%	30% 50%
5	May 29-June 3	Forum Week #3	5%	55%
6	Jun 10	Bib Theology and Application Project part 1	20%	75%
7	June 12-17	Forum Week #4	5%	80%
8	June 24	Reading Log  Bib Theology and Application Project part 2	5%  15%	85%  100%

### Course Pre-Reading Requirement

Due to the condensed nature of this course, please have the following read before the course begins on May 1, 2023:

- Gentry, Peter J. and Stephen J. Wellum, *God's Kingdom through God's Covenant: A Concise Biblical Theology*. Wheaton, IL: Crossway, 2015.

You will be expected to integrate ideas from this reading into the forum discussions and other assignments.

### Readings and Online Forum Participation

By the end of the course, you should have read the required textbooks—the entirety of Lasor-Hubbard-Bush and Gentry-Wellum. Together, Lasor-Hubbard-Bush (694 pages) and Gentry-Wellum (304 pages) amount to approximately 1000 pages. And additional 102 pages from the resources that will be referenced to write the paper assignments such as the Inductive Study Paper and the Theology and Application Project Part 2. *In the provided Reading Log, indicate your reading list and what percentage of the assigned reading you have done.*

### Reading Log (5%) | Due on the end of Week 8 (June 24, 2023)

Foundational to this course is the expectation that students will thoroughly read the book of course textbooks. There are also videos posted on the course Moodle site. As you read and watch, please take notes in preparation for participation in the online forum. At any time in the course, you may initiate or join in discussions on the online forum. For grading purposes, interaction on the online forum though, your knowledgeable and thoughtful interaction on the online forum will be divided into four segments.

You should plan to invest approximately four hours into crafting forum posts and responding to forum discussions during each two-week forum segment, for a total of approximately 16 hours during the course. Each two-week forum segment is worth 5% of your final grade. Although it is impossible to interact knowledgeably in the forums if you have not completed the readings and watched the videos, I will also grant an additional 5% will be given for completion of the reading log that records your readings.

**Forum Participations (20%; 4X5%) | Due on the designated Week.**

Students are expected to contribute to the forum discussions by posting a minimum of four conversational (worth up to 10 points each) and three substantive contributions (worth up to 20 points each) per forum week. Please make sure that you spread out your contributions over at least three days during the designated forum weeks so that you engage in the forum conversations at different points.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said).

By substantive responses, I mean responses that show a deep processing of relevant ideas (this usually takes 200-300 words). We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

**Substantive participation may include (among other things):**

- Providing and developing a new thought, idea, or perspective.
- Citing an experience or example of what we are learning and showing how it applies.
- Adding a new twist on a perspective.
- Critically reflecting on an idea/concept.
- Questioning or challenging a principle/perspective and giving reasons for your questioning.
- Integrating Scripture and other sources in a meaningful way

**What Substantive Participation is NOT:**

- Very basic comments such as "I agree" or "I disagree."
- Restating what someone has said (*unless there is a direct purpose in doing so*).
- Disrespectfully disagreeing.
- Pat answers that are not thought-provoking.

**Below are examples of how to stimulate your own and others' thinking:**

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?
- You might approach this from...
- Is it possible that...
- Would you consider...
- Maybe...
- Possibly...

- Sometimes...
- I'm wondering if...
- Do you think...

Have fun!

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

### **Critical Book Review (20%) | Due on the end of Week 2 (May 13, 2023)**

Student will read Gentry, Peter J. and Stephen J. Wellum, *God's Kingdom through God's Covenant: A Concise Biblical Theology* and write a critical review (no more than 8 pages, not including title page). The review will include the following:

- Summarize the content of the book in your own words.
- Discuss the most interesting or important points in the book. (Integration of the summary and discussion is encouraged)
- Offer constructive criticisms that you think would improve or refine the book.
- Conclude with summarizing how this book is useful to you and how it may be useful to others.

A good book-review paper will have the following component:

#### **Introduction (1/2–1 page) – Orientation of the book**

- Give full bibliographical data at the top of the page
- Author's educational (or scholarly) and ministry background, theological stance, which are relevant to the topic of the book in the first paragraph
- Identify and describe the purpose of the book and the layout of the book

#### **Body (5–6 pages) – Your Engagement**

- Summarize the content of the book with reader's own words and Interact with the author's main points and argumentation:
  - Identify and describe the points of argument that the author uses to persuade his readers
  - Discuss the persuasiveness of the author and whether the stated argument of the author has been achieved and how and if not state why not.
  - How would you describe the author's style?
- Identify strengths or weaknesses of the book. Support your evaluation with clear explanations.
- State how helpful this book is to your understanding on the concept of covenant in Old Testament and in Christian perspective. How is this understanding influences to your personal development in your ministry.

#### **Conclusion (1/2-1 page) – Implication**

- Conclude with an appraisal of your reading experience. What of personal value did you learn from it? What significant insights did you gain with reference to the subject?

## **Inductive Studies Paper (20%) | Due on the end of Week 5 (May 27, 2023)**

### **Conduct an Inductive Study on one of the following sections or books of the Old Testament:**

- Either one of the patriarchal narratives (Abraham, Jacob, or Joseph) in Genesis
- or one of Numbers (in *Torah*), Book of Judges (in *Neviim*-former), Hosea (in *Neviim*-the twelve), Esther (in *Ketubim*)

Use the following headings to organise your paper. Be sure that the amount of space devoted to each section reflects its value. That is, if you state the theme of the book in only two sentences, you will not receive the full 25 marks.

#### **1. Table of contents with captions (10%)**

I am looking for appropriateness, conciseness and – to a lesser extent- creativity. (*N.B. Don't be constrained by the traditional chapter divisions; remember that they are a late addition to the text and may not always be helpful in outlining the structure of a biblical book*).

#### **2. Analysis of the book's structure (35%)**

Expand and *justify* your outline of the book (or the section). How did you come up with your structure? What are the major sections of the book? How are these sections subdivided? Are the sections of a different literary style (poetry, biographical or sermonic material)? *Be sure to defend your assessment of the book's structure*.

#### **3. Theme of the book (25%)**

What is the one central message or theme of the book? How is this theme developed? Be sure that you don't confuse the theme of the book with sub-themes or motifs. *Be sure to support your assessment of the theme with evidence from the biblical text*.

#### **4. General observations and theological insights (20%)**

What are some of the more prominent theological emphases of the book? How are they developed? How do these emphases related to other books in the Bible?

#### **5. Ideas for preaching or teaching: questions for further study (5%)**

How would you preach or teach this book? Provide a brief outline (be specific), and be sure to indicate your intended audience (adult congregation, Sunday school, etc). Also include a list of questions for further study that emerge from your paper.

#### **Essentials to remember:**

1. *Be sure to proof-read your paper carefully before handing it in!*
2. *Do not rely on the secondary resources (annotated Bible, commentaries etc.) You may use an Atlas or Dictionary for place names or puzzling terms, but make sure to cite them properly. You may use some secondary resources in a critical manner as your discussion partner rather than a informational reference.*
3. *Papers should be typewritten and not more that 10 pages (not including the title page, table of contents, and bibliography), Papers should be double spaced with margins of no less than 1 inch; use a 12 pt Times New Roman font.*

## Biblical Theology and Application Project

### BTA Project: Part 1 (20%) | Due on the end of Week 6 (June 10, 2023)

Each student will examine the biblical theology of one book of the Old Testament (chosen from a list of topics posted to the homepage of the course website) and video record a ca. 15 minute (no more than 20 min) creative Bible lesson. Students may also choose to submit a proposal for a topic of relevance not on the list. The intended audience for your video lesson should either be a group with which you currently are involved in active ministry or a group/audience that you would like to minister to in the future. The lesson is to be creative, interesting, academically solid, Biblically-faithful and exegetical, and highly applicable to the lives of intended audience.

More than 8 academic resources should be consulted for this study. Among them are class texts, reference works (concordance, Bible dictionary/encyclopedia, theological dictionary, etc.) and other reputable and recent books and journals/periodicals (but not Study Bible notes, internet blogs, or Wikipedia). Complete assignment details will be posted on the home page of the course website.

This video also will be considered as each student's "substantive participation" of Forum #4. So, students do not need to make additional "substantive participation" for Forum #4. Each student will make four "conversational participations" on other students video presentations; it could be multiple conversational contributions upon one or two video presentations or one conversational contribution each on four different video presentations.

### BTA Project Part 2 (15%) | Due on the end of Week 8 (June 24, 2023)

Students will reshape their video presentation notes into a well formatted 2000–2300 word (7-8 pages; the title page, table of contents, and bibliography is not included) essay type paper. At the heart of this paper is your own in-depth study of the Old Testament. Also take advantage of the peer-feedback on your video presentation made in Forum #4. The consulted academic resources should be sited properly (in footnotes and bibliography according to SBL style) for this paper.

## Course Evaluation

Course Requirement	Grade Value	TWU Student Learning Outcome(s)	BIB 520 Learning Outcome(s)
<i>Readings and Online Forum Participation</i>	25%	Knowledge and its Application Cognitive Complexity Inter and Intra-personal wellness Spiritual Formation	A, B, C, D, E, F
<i>Critical Book Review</i>	20%	Knowledge and its Application Cognitive Complexity	A, B, C, D, E, F, G
<i>Inductive Study Paper</i>	20%	Knowledge and its Application Cognitive Complexity	A, B, C, D, E, F, G
<i>Biblical Theology and</i>	35%	Knowledge and its	A, B, C, D, E

<i>Application Project</i>		Application Cognitive Complexity Spiritual Formation	
	<b>Total: 100%</b>		

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important, the course evaluation is a required part of the course and is tied to the submission of your last assignment. The course evaluation will be integrated into the Moodle classroom in Week 8.

## Grading System

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.

C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision or references and resources not taken fully into account or examples are basic or not completely convincing or barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

## Grade Appeals

---

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

## Course Policies

---

### ADD/DROP POLICY

All ACTS World Campus courses are open for registration until the first day of class. Once the class has begun, students wishing to drop the class must complete a course drop form (<https://www.actsseminaries.com/assets/acts-add-drop-change-of-registration.pdf>) and submit it to the Registrar's Office using the TWU HelpDesk feature ([twu.ca/help](http://twu.ca/help)). Tuition (excluding fees) refund rates are as follows:

Weeks 1-2 - 100%  
 Week 3 - 60%  
 Week 4 - 50%  
 Week 5 - 40%  
 Weeks 6-8 - 0%

### ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with

high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

## **STUDENTS WITH A DISABILITY**

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

## **HOSPITALITY IN THE CLASSROOM**

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

## **CAMPUS CLOSURE AND CLASS CANCELLATION POLICY**

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

## **COURSE GRADE APPEALS**

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

## **PAPER FORMATTING**

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy, you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers*

*of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful:  
[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

## **LAND ACKNOWLEDGEMENT**

We acknowledge that Trinity Western University, Langley campus is located on the traditional ancestral unceded territory of the Stó:lō people.

## Reading Log

	Author	Book title	pages
		<b>Textbooks</b>	
1	LaSor-Hubbard_Bush	<i>Old Testament Survey</i>	(/694)
2	Gentry and Wellum	<i>God's Kingdom through God's Covenant:</i>	(/304)
		<b>Additional Resources being read for papers</b>	
3			
4			
5			
6			
7			
8			

Calculate thus: (Total pages read of LHB + Total pages read of Gentry & Wellum + 102 additional pages to complete assignments) ÷ 11 = \_\_\_\_\_ %.

*“I have completed \_\_\_\_\_% of the assigned reading.”*

Name:

Student Number:

Signature: