

**BIBL 5210 OLD TESTAMENT 1:
PENTATEUCH AND INTERPRETATION
Genesis, Exodus, Leviticus, Numbers and Deuteronomy**

North Park Theological Seminary Course Syllabus
Mission Springs Intensive and Online Hybrid, August 30 – December 17
Ignite Cohort #4

INSTRUCTOR INFORMATION

J. Nathan Clayton, PhD, Assistant Professor of Old Testament ([about](#))

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- *Email*: Please feel free to email me with any questions or concerns. I will make every effort to respond to your emails within 1-2 days (M-F). In emailing, do note the following: Before emailing a question, be sure the answer isn't contained in the course syllabus or within Canvas forums (i.e., posted by another student); if the answer could serve the class as a whole, consider posting your question to Canvas rather than asking via email.
- *Meeting with instructor*. Students are welcome to schedule an appointment to speak by phone or Zoom at any point in the semester. If you are having any difficulties in the course, I encourage you to be in contact earlier, rather than later, so we can problem solve together.

COURSE DESCRIPTION

This course investigates the over-arching narrative content of the first five books of the Old Testament known as the *Torah* and as *Pentateuch* (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy). It also provides an overview of the main strategies for interpreting these books (hermeneutics) and the varied commitments behind each approach.

The approach to the five books is both canonical and historical, so it covers theology of the texts as well as their most prominent interpretive settings in Israel's history. Attention will be given to cultural backgrounds, critical problems, and literary genres as they aid interpretation of specific texts. The primary goal is to prepare students to appreciate, interpret, and teach from these books in ministries of the Church. The power and passion of the narratives and laws we will read are essential parts of the "Scripture" to which 2 Timothy 3:16 refers.

THE COURSE "AT-A-GLANCE"

12 weekly modules in total (August 30 through November 21; 3 pre-intensive online modules; 1 intensive in person module; 8 post-intensive online modules). Basic requirements:

1. 8 forum posts (modules 2-3 & 6-12)
2. 1 compare/contrast Paper
3. 1 take home, open-resource exam
4. Completion of required course reading
5. 1 week of face-to-face commitment (Sept. 20-24)

TEXTS

Purchase the textbooks online please. The Bible is assumed.

Required:

1. Textbooks:
 - Gorman, Michael J., editor. *Scripture and Interpretation: A Global, Ecumenical Introduction to the Bible*. Grand Rapids: Baker, 2017. (Not all the essays here will be required reading; all, however, are useful to have in your ministry library)
 - Hamilton, Victor P. *Handbook on the Pentateuch*. Second Edition. Grand Rapids: Baker, 2015.
 - Vogt, Peter T. *Interpreting the Pentateuch: An Exegetical Handbook*. Handbooks for Old Testament Exegesis. Grand Rapids: Kregel, 2009.
2. These articles/chapters, which will be posted on Canvas:
 - Bachmann, Mercedes García, "Deuteronomy." Pages 52-63 in *Global Bible Commentary*. Edited by Daniel Patte, et al. Nashville: Abingdon, 2004.
 - Claassens, L. Juliana M. "And the Moon Spoke Up: Genesis 1 and Feminist Theology." *Review and Expositor* 103 (2006): 325-342.
 - Reichenbach, Bruce R. "Genesis 1 as a Theological-Political Narrative of Kingdom Establishment." *Bulletin of Biblical Research* 13 (2003): 47-69.
 - 1 section from *Africa Bible Commentary: A One-Volume Commentary Written by 70 African Scholars*. Edited by Tokunboh Adeyemo. Grand Rapids: Zondervan, 2006: Asohoto, Barnabe, and Samuel Ngewa, "Genesis" (pp. 1-17, introduction & Gen 1-3)

A short bibliography on further recommended resources for the study of the Pentateuch/OT:

- Alexander, T. Desmond, and David W. Baker, editors. *Dictionary of the Old Testament: Pentateuch*. Downers Grove, IL: InterVarsity Press, 2003.
- Arnold, Bill T., and Brent A. Strawn, eds. *The World Around the Old Testament: The People and Places of the Ancient Near East*. Grand Rapids: Baker, 2016.
- Averbeck, Richard E. "Factors in Reading the Patriarchal Narratives: Literary, History, and Theological Dimensions." Pages 115-37 in *Giving the Sense: Understanding and Using Old Testament Historical Texts*. Edited by David M. Howard J. and Michael A. Grisanti. Grand Rapids: Kregel, 2004.
- Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago: Moody Publishers, 2009.
- Birch, Bruce C., Walter Brueggemann, Terrence E. Fretheim, and David L. Peterson. *A Theological Introduction to the Old Testament*. 2nd edition. Nashville: Abingdon, 2005.
- Charles, J. Dary. *Reading Genesis 1-2: An Evangelical Conversation*. Peabody: Hendrickson, 2013.
- Freedman, D. N., ed. *Eerdmans Dictionary of the Bible*. Grand Rapids: Eerdmans, 2000.
- Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker, 2016.
- Kitchen, K. A. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.
- King, Philip J., and Lawrence Stager. *Life in Biblical Israel*. Library of Ancient Israel. Louisville: Westminster John Knox, 2001.
- Longman III, Tremper. *Old Testament Commentary Survey*. 5th edition. Grand Rapids: Baker, 2013.
- Provan, Ian, V. Philips Long, and Tremper Longman III. *A Biblical History of Israel*. 2nd edition. Louisville: Westminster John Knox, 2015.
- Richter, Sandra. *The Epic of Eden: A Christian Entry into the Old Testament*. Downers Grove, IL: InterVarsity Press, 2008.
- Sailhammer, John S. *The Pentateuch as Narrative: A Biblical-Theological Commentary*. Library of Biblical Interpretation. Grand Rapids: Zondervan, 1995.

- _____. *The Meaning of the Pentateuch: Revelation, Composition and Interpretation*. Downers Grove, IL: InterVarsity Press, 2009.
- Vanhoozer, Kevin J. *Dictionary for the Theological Interpretation of the Bible*. Grand Rapids: Baker, 2005.
- Walton, John H. *The Lost World of Genesis One: Ancient Cosmology and the Origins Debate*. Downers Grove, IL: InterVarsity Press, 2009.
- _____. *The Lost World of Adam and Eve: Genesis 2-3 and The Human Origins Debate*. Downers Grove, IL: InterVarsity Press, 2015.
- _____. *Ancient Near Eastern Thought and the Old Testament*. 2nd edition. Grand Rapids: Baker, 2018.
- Walton, John H., and Tremper Longman III. *The Lost World of the Flood: Mythology, Theology and the Deluge Debate*. Downers Grove, IL: InterVarsity Press, 2018.
- Walton, John H., and J. Harvey Walton. *The Lost World of the Torah: Law as Covenant and Wisdom in Ancient Context*. Downers Grove, IL: InterVarsity Press, 2019.
- Walton, John H., et al., eds. *Behind the Scenes of the Old Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker, 2018.

LEARNING OUTCOMES

Learning outcomes for North Park Theological Seminary degrees that are intended in this course are as follows:

- MACF: “Interpret Scripture with historical and theological integrity in relation to Christian formation.”
- MACM: “Interpret Scripture with historical and theological integrity in relation to one’s ministry.”
- MATS: “Interpret Scripture with historical and theological integrity for diverse communities and contexts.”
- MDIV: “Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.”

IDEA OBJECTIVES

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term, and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our online courses.

The overarching IDEA objectives for the course are the following:

PARTICIPANT LEARNING OBJECTIVES

- Comprehend fundamental principles, generalizations, and theories.
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Analyze and critically evaluate ideas, arguments, and points of view.

OT1 LEARNING OUTCOMES

1. Students will learn to recognize, recall and identify: (a) the main historical periods, (b) the key geographical areas, (c) the basic literary structure, (d) the basic people, places and events and (e) the major interpretive issues of the five books of the Pentateuch and of OT hermeneutics, by working through a major take home exam.

[Knowledge, Comprehension]

2. Students will write online posts, analyzing certain scholarly views and applying them to their current ministry setting.

[Analysis, Application]

3. By means of a written assignment, students will carefully analyze and synthesize contrasting scholarly perspectives on a key text in the Pentateuch.

[Analysis, Synthesis]

4. By means of a written assignment, students will (a) evaluate and (b) briefly articulate their own position on contrasting scholarly perspectives on a key text in the Pentateuch.

[Evaluation]

COURSE ASSESSMENTS

The specific learning outcomes noted above will be assessed through the following methods:

1. 8 Online Forum Posts (25% of final grade):

- a. For each of modules 2-3 & 6-12, you will have a forum post to write.
- b. Each of these posts should be 350-400 words in length, written with good style/grammar/spelling/punctuation.
- c. The prompts for each post are included in the course schedule below and will be on Canvas as well.
- d. Each post will be due by Sunday (midnight your time) of a given week’s module.
- e. You will upload this post at a discussion/forum link on Canvas for each weekly module.
- f. Each post will be graded on a 10-point scale, following this basic grading rubric:

CATEGORY	10 Points—Wow	9 Points—Very Good	8 Points—OK	1-7 Points—Whoops
Key Principles	Discussion is substantive and demonstrates a keen understanding of the key principles of the assignment	Discussion is substantive and relates to key principles of the assignment	Reference made to key principles but the post could be better integrated	Inadequate or no reference to key principles; evident that student misunderstood the principles. The professor will comment
Examples	Examples are well-integrated effectively into response	Examples are well-integrated effectively into response	Examples are either not present or do not support the key principles of the assignment	
Writing Style	Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, sources are properly cited	Many of these are present. Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, sources are properly cited	Only 2 or fewer are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and sources are properly cited	

2. Take Home Exam (30% of final grade):

- a. On Monday 9/27, I will post an exam on Canvas, as a Word document.
- b. This exam will cover, in general, the material related to Hermeneutics and the Pentateuch covered in the lectures during our intensive week.
- c. This is an open resource, take home exam: *you may consult your Bible, notes, handouts, PowerPoint slides, and/or readings, etc., to take the exam.*
- d. You will have all week to take the exam. Schedule out your time for this. You should post the completed exam *as a Word document* by Sunday 10/3, midnight (of your time zone) at the upload link at module 5.
- e. This exam will consist of a mix of question types.
- f. This exam is worth 25% of your final grade. It will be graded on a 100-point scale.

3. Compare/Contrast Paper (25% of final grade):

- a. Carefully read the following two essays on Genesis 1 (full citation in the bibliography above, and available on Canvas):
Claassens, “And the Moon Spoke Up: Genesis 1 and Feminist Theology” & Reichenbach, “Genesis 1 as a Theological-Political Narrative of Kingdom Establishment.”
- b. Write a compare/contrast paper based on your reading of these articles, following these guidelines:
 - i. In a Word document, use 1-inch margins and 12 pt. Times New Roman font. Due at the end the course (module 12).
 - ii. Write at least 8 pages, and no more than 9 pages, double-spaced.
 - iii. Follow the general research, writing and formatting guidelines in the *NPTS Writing Expectations and Strategies* (and the *Seminary Writing Handbook* found [here](#)).
NOTE: for this paper, do **not** use footnotes, but use simple in-text parenthetical bibliographic references—like this: (Classens, 325) or (Reichenbach, 47), and simply cite the two articles fully at the end of your paper.
 - iv. Follow this outline for the paper:
 - (1) Brief introduction
 - (2) Fairly *summarize* the key points/argument made by Classens
 - (3) Fairly *summarize* the key points/argument made by Reichenbach
 - (4) Critically *compare/contrast* the views of Classens and Reichenbach
 - (5) Present *your own view* on Genesis 1 and these two essays, by addressing these kinds of questions: what are the hermeneutical strengths and/or weakness in each article? What insights have you gained for your understanding of Genesis 1? What are the key issues raised in these studies that relate to practical Christian ministry? Etc.
 - (6) Brief conclusion

c. The compare/contrast paper will be graded following this rubric:

Grading Rubric for Compare/Contrast Paper (50 points total)					
Criteria	Ratings				Possible Points
Is the essay written clearly, with good grammar, spelling, and style?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay carefully follow all the formatting instructions (margins, font, page number, citations, structure/outline, etc.)	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay fairly <u>summarize</u> the view of each of the two authors?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay present an effective <u>critical comparison</u> between the two authors?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10
Does the essay present the student's <u>own views</u> in an effective and clear manner?	8-10 pts Yes, strongly	6-7 pts Yes, mostly	1-5 pts Only partially	0 pts No	10

4. Reading Log (20% of final grade):

- a. You will have required reading to complete for modules 2-3 & 6-12 (readings from textbooks, a few extra essays, a few sections of representative biblical texts from the Pentateuch)
- b. Keep track of the completion of these readings with the reading log that will be posted on Canvas at module 2 (a Word document).
- c. Track your reading completion for the required modules following this number scale:

- 4 = 100% completed
- 3 = 75-99% completed
- 2 = 50-74 % completed
- 1 = less than 50% completed
- 0 = none of the readings completed

GRADING

The final grade for this course will be computed according to these percentages:

- 1. Online Forum Posts: 25%
- 2. Take Home Exam: 30%
- 3. Compare/Contrast Paper: 25%
- 4. Reading Log: 20%

The North Park Theological Seminary grading scale is as follows:

A	95-100	C	80-83
A-	93-94	C-	78-79
B+	91-92	D+	76-77
B	88-90	D	72-75
B-	84-85	D-	70-71
C+	84-85	F	0-69

COMPUTER AND TECHNICAL SKILLS REQUIREMENTS

To effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. The online Canvas Orientation Course should teach you the skills that you need to successfully complete this course.

PARTICIPANT RESPONSIBILITIES

- 1. Active/engaged Attendance & presence (for the in-person module), and full participation (in the online modules) are required for this class. *You cannot successfully complete this course without completing the readings and assignments.*
- 2. Although I suggest that all issues, questions, and problems be dealt with online first through Canvas, you can feel free to call or e-mail me regarding these issues at any time.
- 3. Use proper “netiquette” (see *A Guide to Netiquette* in Course Information resource).
- 4. Besides the intensive in-person week, I advise that participants plan on 8-10 hours per week total on course responsibilities (e.g. reading, assignments, and online discussion).

COURSE FACILITATOR RESPONSIBILITIES

- 1. The course is designed so students can achieve the learning objectives.
- 2. The course facilitator will respond to all questions to clarify important ideas and concepts.
- 3. The course facilitator will provide updated information on relevant resources for the various topics of interest.
- 4. The course facilitator will read and critically assess students’ assignments and provide feedback weekly throughout the course.
- 5. The course facilitator will respond to all student e-mails within 1-2 days of receipt (M-F)

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the

assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.
5. Not reporting one’s reading truthfully.

For additional information, see the Seminary Academic Catalog, pp. 25–27.

INCOMPLETE POLICY

If, due to extenuating circumstances (specifically: pregnancy, illness, personal and family issues, or military assignment), a student anticipates she will be unable to complete course work within the allotted time, that student must submit the request form for a grade of incomplete to the course instructor **before** the last week of class clearly stating the reason(s) for this request. *Overscheduling and/or lack of self-discipline are not considered extenuating circumstances.* If the request is timely and meets the criteria, the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.”

ACCOMODATIONS

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office (773-244-5619). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. Please review the following website: <http://www.northpark.edu/ada>

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services.

As a member of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations, to help ensure that the student’s safety and welfare are being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park’s Safe Community site for contact information and further details. <http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>

COURSE SCHEDULE

Note: all the assignments below will also be laid out online, on Canvas.

3 Pre-Intensive Modules:

Module 1: Getting Started

August 30 - September 5

Due Date: September 5

A. Basics:

- *First:* If you haven't yet, order your textbooks for this course (amazon.com is a good source). You will need them as soon as possible. See "Required Textbooks" above.
- *Second:* Log on to the NPTS Canvas site. When you registered for this course, North Park gave you a new email address (@northpark.edu) and password so that you have access to our course on Canvas. Log on and look around at the site at <https://northpark.instructure.com/>
- *Third:* Mark your calendar for the 8-10 hours per module (on average) that you will need to complete this course between September—November.
- *Fourth:* Introduce yourself to everyone in our Canvas course: *Home Page/Participant Introductions*.

B. Listen:

- To Dr. Clayton's first lecture via YouTube video, "Introduction to the Course" (the link is in Canvas, at Module 1)

C. Read:

- Gorman, chs. 1-3: Paul Zilonka & M. Gorman, "The Bible: A Book, A Story, an Invitation"; Karen J. Wenell, "The Setting: Biblical Geography, History, and Archaeology;" Claire Matthews McGinnis, "The Scriptures of Israel (The Christian Old Testament)"

Module 2: Engaging the Pentateuch & Genesis

September 6 - September 12

Due Date: September 12

A. Read:

- Vogt, ch. 1 "The Genres of the Pentateuch"
- Hamilton, chs. 1-3 (on Genesis)
- Biblical text: Genesis 1-11
- Gorman, ch. 20: Patricia Fosarelli & Michael J. Gorman, "The Bible and Spirituality"

B. Write:

- **Forum Post #1:** choose to respond to either the chapter by Vogt, the chapters by Hamilton *or* the chapter by Fosarelli & Gorman.
- In 350-400 words, write a brief response to the reading that you chose to focus on. Mainly think about this question: what do you find helpful in the reading, with regards to your desire to be faithfully rooted in the Word of God? In your response, consider the significance of this Covenant affirmation: "We believe in the Holy Scriptures, the Old and New Testaments, as the Word of God, and the only perfect rule for faith, doctrine, and conduct."

- Post your response at the forum link on Module 2 by Sunday 9/12, midnight (in your time zone).

Module 3: Engaging the Pentateuch & Genesis

September 13 - 19

Due Date: September 19

A. Read:

- Vogt, chs. 2-3, “Major Themes of the Pentateuch”; “Getting Started”
- Hamilton, chs. 4-5 (on Genesis)
- Nsoto & Negewa, “Genesis” (pp. 1-17; posted on Canvas)

B. Write:

- **Forum Post #2:** choose to respond to the chapters by Vogt, to the chapters by Hamilton, *or* the Nsoto & Negewa reading.
- In 350-400 words, write a brief response to the reading that you chose to focus on. Mainly think about this question: what do you find helpful and/or challenging in these chapters in your desire to faithfully teach/preach from the Pentateuch/Genesis in a church ministry context?
- Post your response at the forum link on Module 3 by Sunday 9/19, midnight (in your time zone).

1 Intensive Module:

Module 4: In-Person Lectures—OT Hermeneutics & the 5 Books of Moses

September 20 – 24

Intensive Week at Mission Springs, CA

Below is a rough schedule of the planned sessions for our intensive in-person week together. This schedule may need to be adjusted for reasons of logistics/scheduling conflicts overall, etc. I will have a final schedule available for you when we meet in CA.

Note: *As an intensive course, it is critical that you are actively present for all these sessions. Missing more than one session will lower your final grade; missing three will result in failure.* I will keep an attendance record for each session during the intensive week.

Monday 9/20: 5 sessions

8:30-9:00	Gathering
9:00	Introduction to the Course
10:00	Lecture: Genesis 1: Creation
11:00	Lecture: Hermeneutics 1: The World <i>Behind the Text</i>
12:00-1:30	<i>Lunch break</i>
1:30	Lecture: Genesis 2: Creation Revisited
3:30	Lecture: Hermeneutics 2: The World of <i>the Text Itself</i>

Tuesday 9/21: 5 sessions

8:30-9:00	Gathering
9:00	Lecture: Genesis 3: The Fall
10:00	Lecture: Hermeneutics 3: The Reader <i>in front of the Text</i>
11:00	Lecture: Genesis 4-11: The Spread of Sin
12:00-1:00	<i>Lunch Break</i>
1:00	Lecture: Genesis 12-25: Abraham Narratives (Abraham & Sarah; Isaac & Rebekah)
3:00	Lecture: Hermeneutics 4: Focus on the Canonical Text

Wednesday 9/22: 5 sessions

8:30-9:00	Gathering
9:00	Lecture: Genesis 26-36: Jacob Narratives (Jacob & Leah/Rachel)
10:00	Lecture: Genesis 37-50: Joseph Narratives
11:00	Lecture: Exodus Introduction
12:00-1:00	<i>Lunch Break</i>
1:00	Lecture: Exodus 1-14
3:00	Lecture: Exodus 15-18

Thursday 9/23: 4 sessions

8:30-9:00	Gathering
9:00	Lecture: Exodus 19-24
10:30	Lecture: Exodus 25-40
12:00-1:00	<i>Lunch Break</i>
1:00	Lecture: Leviticus 1-17
3:00	Lecture: Leviticus 18-27

Friday 9/24: 3 sessions

8:30-9:00	Gathering
9:00	Lecture: Numbers
10:30	Lecture: Deuteronomy
12:00-1:00	<i>Lunch Break</i>
1:00	Lecture: OT Law and the 10 Commandments

8 Post-Intensive Modules:**Module 5: Reviewing Intensive Week Material—Take Home Exam**

September 27 - October 3

Due Date: October 3

- A. On Monday 9/27, I will post an exam on Canvas, as a Word document.
- B. The completed exam should be posted as a Word document, by Sunday 10/3, midnight your time, at Module 5 on Canvas.
- C. (If you have any extra time during this week, you may choose to read ahead in the Hamilton and/or Vogt textbooks)

Module 6: Engaging Exodus & the Hermeneutics of the Pentateuch

October 4 - 10

Due Date: October 10

A. Read:

- Hamilton, chs. 6-8 (on Exodus)
- Vogt, ch. 4 “Interpreting the Pentateuch”
- Biblical text: Exodus 1-20

B. Write:

- **Forum Post # 3:** choose to respond to the chapter by Vogt *or* to the chapters by Hamilton.
- In 350-400 words, write a brief response to the reading that you chose to focus on. Mainly think about this question: what do you find helpful and/or challenging in these chapters in your desire to faithfully teach/preach from the Pentateuch/Exodus in a church ministry context?
- Post your response at the forum link on Module 6 by Sunday 10/10, midnight (in your time zone).

Module 7: Engaging Exodus/Leviticus & the Genres of the Pentateuch

October 11 - 17

Due Date: October 17

A. Read:

- Hamilton, chs. 9-11 (on Exodus & Leviticus)
- Vogt, ch. 5 “Communicating the Genres of the Pentateuch”
- Biblical text: Leviticus 1-6

B. Write:

- **Forum Post # 4:** choose to respond the chapter by Vogt *or* to the chapters by Hamilton.
- In 350-400 words, write a brief response to the reading that you chose to focus on. Mainly think about this question: what do you find helpful and/or challenging in these chapters in your desire to faithfully teach/preach from the Pentateuch/Exodus-Leviticus in a church ministry context?
- Post your response at the forum link on Module 7 by Sunday 10/17, midnight (in your time zone).

Module 8: Engaging Leviticus & the Proclamation of the Pentateuch

October 18 - 24

Due Date: October 24

A. Read:

- Hamilton, chs. 12-14 (on Leviticus)
- Vogt, ch. 6 “Putting it all Together”
- Biblical text: Leviticus 16, 18-22

B. Write:

- **Forum Post # 5:** choose to respond to the chapter by Vogt *or* to the chapters by Hamilton.

- In 300-350 words, write a brief response to the reading that you chose to focus on. Mainly think about this question: what do you find helpful and/or challenging in these chapters in your desire to faithfully teach/preach from the Pentateuch/Exodus-Leviticus in a church ministry context?
- Post your response at the forum link on Module 8 by Sunday 10/24, midnight (in your time zone).

Module 9: Engaging Leviticus/Numbers & Theological Interpretation

October 25 - 31

Due Date: October 31

A. Read:

- Hamilton, chs. 15-17 (on Leviticus & Numbers)
- Gorman, ch. 11: Stephen Fowl, “Theological Interpretation of the Bible”
- Biblical text: Numbers 1, 8, 10-12

B. Write:

- **Forum Post # 6:** for this post, respond *specifically* to the essay by Fowl.
- In 350-400 words, write a brief response to this essay. Mainly think about this question: what do you find helpful and/or challenging in this reading in your desire to faithfully teach/preach from the Pentateuch/OT *as a Christian*? Also, think back to our discussions on the canonical interpretation of Scripture.
- Post your response at the forum link on Module 9 by Sunday 10/31, midnight (in your time zone).

Module 10: Engaging Numbers/Deuteronomy & Protestant Hermeneutics

November 1 - 7

Due Date: November 7

A. Read:

- Hamilton, chs. 18-20 (on Numbers and Deuteronomy)
- Bachmann, “Deuteronomy” (posted on Canvas)
- Gorman, ch. 12: Michael J. Gorman, “Protestant Biblical Interpretation”
- Biblical text: Numbers 20-24; Deuteronomy 1-6

B. Write:

- **Forum Post # 7:** for this post, respond *specifically* to the essay by Gorman.
- In 350-400 words, write a brief response to this essay. Mainly think about this question: what do you find helpful and/or challenging in this reading in your desire to faithfully teach/preach from the Pentateuch/OT as a *Protestant* Christian? You may skim some of the other chapters on other traditions/perspectives in Part 2 of the book edited by Gorman, to help you think about this question.
- Post your response at the forum link on Module 10 by Sunday 11/7, midnight (in your time zone).

Module 11: Engaging Deuteronomy & Various Interpretive Traditions

November 8—14

Due Date: November 14

A. Read:

- Hamilton, chs. 21-23 (on Deuteronomy)
- Biblical text: Deuteronomy 12-13, 16-18, 30
- Look at page viii of the textbook edited by Gorman (table of contents). *From chapters 13-19* (various contemporary perspectives on biblical hermeneutics), **pick 2 chapters to read.**

B. Write:

- **Forum Post # 8** for this post, respond *specifically* to the two essays you pick from the Gorman volume.
- In 350-400 words, write a brief response to these two essays. Mainly think about these two questions: What are some ways that the two perspectives you read about contrast with each other? How do these two perspectives complement/inform/challenge, etc., your own interpretive tradition?
- Post your response at the forum link on Module 11 by Sunday 11/7, midnight (in your time zone).

Module 12: Compare/Contrast Paper & Reading Log

November 15—21

Due Date: November 21

A. Read:

- Claassens, “And the Moon Spoke Up: Genesis 1 and Feminist Theology”
- Reichenbach, “Genesis 1 as a Theological-Political Narrative of Kingdom Establishment.”

B. Write:

- Your compare/contrast paper on the Claassens and Reichenbach articles

C. Submit: by Sunday 11/21 (midnight your time; upload to the Canvas links at module 12)

- Your compare/contrast paper
- Your reading log for the class

Note: End-of-Semester Later Assignments

- All late course assignments are due by Sunday, **December 10th** at midnight.
- Completing ALL the work in the course is highly recommended.
- Late work will be accepted at a minor discount of the earned points.