

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

North Park Theological Seminary Course Syllabus

Fall 2025, Synchronous Hybrid Format:

(1) Monday evenings, online, 7-8:30 pm (central time): live lectures and interactive discussion
[Zoom link for the course](#)

(2) Weekly asynchronous video lectures

INSTRUCTOR INFORMATION

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

E-mail: jnclayton@northpark.edu (best method of contact)

Office: Nyvall Hall 321

Office Phone: (773) 244-5236

- *Email & phone:* During the semester, please feel free to email and/or call me M-F, during business hours (8 am – 5 pm central time). I usually respond to email within 24 hours, M-F.
- *Meeting with professor.* Students are welcome to schedule an appointment to meet live on video. If you are having any difficulties in the course, I encourage you to be in contact early on so we can problem solve together.
 - To schedule an office meeting, for a half-hour time slot, via Teams video, please use my [Bookings link](#) for online meetings.
 - For the fall semester fall, these are my official office hour slots (in half-hour increments, central time): Mondays, 11 am – noon; Tuesday, 11 am – noon; Thursdays, 1 – 2 pm.
 - If you can't find at time that works within these slots throughout the semester, please reach out to me by email.

COURSE DESCRIPTION

OT1 is a graduate-level seminary course on the basic theological literature of the Hebrew Bible/Old Testament. We will use English translations of the biblical text. This course investigates the overarching narrative content of the first five books of the Old Testament known as the Torah in Jewish contexts and as the Pentateuch in Christian settings (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy). This course provides an overview of the main hermeneutical strategies for interpreting these books (and the OT in general) and the varied commitments behind each approach. The approach in this course to the five books is both *canonical* and *historical*, so it covers the *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, teach, and preach from these books within the ministries of the Church. The power and passion of the narratives and laws we will study together are essential parts of the God-breathed Scripture to which 2 Timothy 3:16 refers. As such, affirming the Pentateuch as the foundation of God's revealed and authoritative Word is a fundamental value in the approach of this course.

REQUIRED TEXTS:

An English **Bible**. You may choose your preferred English version. A good study Bible is useful.

Gorman, Michael J., editor. *Scripture and Interpretation: A Global, Ecumenical Introduction to the Bible*. Grand Rapids: Baker, 2017. (8 of the 24 essays [162 pages] in this volume are required reading)

Hamilton, Victor P. *Handbook on the Pentateuch. Second Edition*. Grand Rapids: Baker, 2005. (450 pages)

Vogt, Peter T. *Interpreting the Pentateuch: An Exegetical Handbook*. Handbooks for Old Testament Exegesis. Grand Rapids: Kregel, 2009. (214 pages)

These articles and book chapters, posted on Canvas, are also required reading:

5 articles from: Alexander, T. Desmond, and David W. Baker, editors. *Dictionary of the Old Testament: Pentateuch* [DOTP]. Downers Grove, IL: InterVarsity Press, 2003.

Alexander, "Authorship of the Pentateuch;" Taylor, "Form Criticism;" Klingbeil, "Historical Criticism;" Baker, "Source Criticism;" Garrett, "Traditio-Historical Criticism." (53 pages)

2 chapters from: Averbeck, Richard E. *The Old Testament Law for the Life of the Church: Reading the Torah in the Light of Christ*. Downers Grove, IL: InterVarsity Press, 2022.

Chapter 2: "The Nature and Progression of Redemptive Covenants."

Chapter 3: "The Mosaic Law Collections and the Redemptive Setting of the Law." (81 pages)

2 chapters from: Sprinkle, Preston. *People to Be Loved: Why Homosexuality Is Not Just an Issue*. Grand Rapids, MI: 2015.

Chapter 2: "Holy Otherness: Is Male and Female Sexual Difference Necessary for Marriage?"

Chapter 3: "From Sex in the City to Law & Order." (27 pages)

Important notes on course reading & instructional format:

- For a 3-hour course at NPTS, the standard is 1,000 pages of required reading. The above represents about 987 pages of required reading.
- Students do not have any *required* Bible reading, but it is *strongly* recommended that students read through the biblical text of the Pentateuch as we proceed through the course.
- This hybrid course usually includes both synchronous (1.5 hours) and asynchronous (about 1.5 hours) instruction on a weekly basis.
- Additionally, students should plan to devote about 3 hours each week per credit hour for coursework outside of instructional hours.

A Few Further Helpful Sources:

Alexander, T. Desmond. *From Paradise to Promise Land: An Introduction to the Pentateuch*. 4th edition. Grand Rapids, MI: Baker, 2022

Alexander, T. Desmond, and David W. Baker, eds. *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.

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, ed. *Reading Genesis 1-2: An Evangelical Conversation*. Peabody: Hendrickson, 2013.

- Freedman, D. N., ed. *Eerdmans Dictionary of the Bible*. Grand Rapids: Eerdmans, 2000.
- Halton, Charles, ed. *Genesis: History, Fiction, or Neither? 3 Views on the Bible's Earliest Chapters*. Counterpoints: Bible and Theology. Grand Rapids: Zondervan, 2015.
- Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker, 2016.
- Imes, Carmen Joy. *Bearing God's Name: Why Sinai Still Matters*. Downers Grove, IL: InterVarsity Press, 2019.
- _____. *Being God's Image: Why Creation Still Matters*. Downers Grove, IL: InterVarsity Press, 2023.
- 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.
- _____. *The Meaning of the Pentateuch: Revelation, Composition, and Interpretation*. Downers Grove, IL: InterVarsity Press, 2009.
- Richter, Sandra L. *The Epic of Eden: A Christian Entry into the Old Testament*. Downers Grove, IL: InterVarsity Press, 2010.
- _____. *Stewards of Eden: What Scripture Says about the Environment and Why it Matters*. Downers Grove, IL: InterVarsity Press, 2020.
- Vanhoozer, Kevin J. *Dictionary for the Theological Interpretation of the Bible*. Grand Rapids: Baker, 2005.
- _____. *The Lost World of Adam and Eve: Genesis 2-3 and The Human Origins Debate*. Downers Grove, IL: InterVarsity Press, 2015.
- Walton, John H. *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., et al., eds. *Behind the Scenes of the Old Testament: Cultural, Social, and Historical Contexts*. Grand Rapids: Baker, 2018.

LEARNING OUTCOMES

The major North Park Theological Seminary degree learning outcomes this course intends to address are:

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 courses. These are the IDEA objectives for this course:

1. Based on engagement with course lectures and the required course readings, 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, by working through a midterm exam study guide and a final exam study guide.
[Knowledge, Comprehension]

2. By means of a written assignment, students will describe, summarize, and explain the key exegetical issues and the principle scholarly views of a select text from the Pentateuch; students will further apply these issues to a 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 IN BRIEF:

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

1. Midterm and Final Exams:

Students will take a midterm exam (week 9 of the course), covering the lecture material from the first half of the course, and a final exam (week 16 of the course), covering the lecture material from the second half of the course (so the final exam is not comprehensive).

Both exams will test the students' knowledge of: (a) the main historical periods, (b) the key geographical areas, (c) the basic literary structure, and (d) the major interpretive issues of the five books of the Pentateuch. A detailed study guide for both exams is provided on Canvas. The questions on both exams will flow directly from these study guides and they will be objective in nature.

[Course Objective 1, Knowledge & Comprehension]

2. Exegetical Paper:

Students will write a 9-12 page exegetical paper on a short passage from the Pentateuch. Students will pick a passage from a given list. This paper is due posted on Canvas by Wednesday November 26, midnight central time.

[Course Objectives 2-4, Analysis, Application, Synthesis, Evaluation]

3. Reading:

Students will complete the course reading according to the schedule below and submit two reading reports.

[Course Objective 1: Knowledge & Comprehension]

4. Video lecture reports:

Students will work through several course lectures asynchronously according to the schedule below and will report on these via two submitted video lecture reports.

[Course Objective 1: Knowledge & Comprehension]

GRADING

The final grade for this course will be calculated according to the following percentages:

- | | |
|-------------------------------------|-----|
| 1. Midterm Exam: | 15% |
| 2. Final Exam: | 15% |
| 3. Exegetical Paper (30% in total): | |
| a. Paper topic & bibliography | 3% |
| b. Submitted exegetical paper | 24% |
| c. Oral summary of paper | 3% |
| 4. 2 Reading Reports | 20% |
| 5. 2 Video Lectures Reports | 15% |
| 6. 3 Sets of Discussion Board Posts | 5% |

Late turn-in policy for the exegetical paper:

- The final exegetical paper is due posted on Canvas by **Wednesday 11/26**, midnight central time.
- I will accept the exegetical paper, with a late penalty, up until **Wednesday 12/10**, midnight central time.
- For each day that the paper is late after 11/27 (and up until 12/10), I will **deduct 2%** from the paper's grade. I will not accept the paper after 12/10.

Attendance policy for the synchronous class sessions:

Only two synchronous class sessions can be missed without penalty to your final grade. The impact of three to four missed sessions is at the discretion of the course instructor. Five absences will result in failure. As such, **attendance** at the Monday evening sessions will be taken.

North Park Theological Seminary grading scale:

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-	86-87	D-	70-71
C+	84-85	F	0-69

The following grading criteria apply:

A to A- Exceptional work. The quality achieved through excellence of performance, not merely the fulfillment of the course requirements.

B+ to B- Above average. This grade applies to meritorious work, above average, applied to more than the fulfillment of requirements.

C+ to C- Average. This grade applies to average work that still fulfills the course requirements.

D+ to D- Unsatisfactory. This grade, while indicating the student has completed a course, is to be understood as reflecting below average work. Course work receiving this grade will not be counted toward a degree.

SYNCHRONOUS SESSION GUIDELINES:

All students should come to the synchronous Zoom sessions prepared for active, informed participation. In this class, these live sessions will consist of a mix of lecturing and interactive discussions (including small group breakouts and with the whole class).

As students, think of the physical space from which you join the Zoom call as an extension of the classroom. Ensure that you are in a **private, stable location that is free of visual and audio distractions**. Make sure that you have a **reliable, consistent internet connection**. It's important that we all respect the integrity of classroom discussion. (For this same reason, please do not record class sessions.) **Please keep your camera and microphone on** through the class session. Consider purchasing a quality microphone or headset to improve the quality of your sound.

COURSE ASSESSMENTS *IN DETAIL*:

1. Midterm Exam and Final Exam:

- a. Midterm Exam: 15% of final grade
 - i. From the start of the course, a **midterm exam study guide** will be posted at the Week 9 Canvas module. The study guide covers the **lecture material** from the **first half** of the course: *Hermeneutics, Overview of the Pentateuch, and Genesis*.
 - ii. The midterm exam will be posted on Canvas at 8 am central time on Monday 10/20. The completed midterm exam is due by midnight central on Wednesday 10/22, posted on Canvas. **Logistical details for taking the midterm exam will be discussed early on in the semester.**
 - iii. The midterm exam will consist of **objective questions**: short answer, matching, fill-in-the blank. The test will be out of 100 points. Every question will flow directly from the study guide. Please take the time to carefully work through the midterm exam study guide as we work through the lecture material throughout the first half of the course. No notes or Bible will be allowed when taking the midterm exam. At the top of the exam, students will be asked to sign a statement that they are taking the exam **without helps**. There is no time limit for taking the exam, but it should be taken in one sitting.
- b. Final Exam: 15% of final grade
 - i. Also, from the start of the course, a **final exam study guide** will be posted at the Week 16 Canvas module. This study guide covers the lecture material from the **second half** of the course: *Exodus, Leviticus, Numbers and Deuteronomy*.
 - ii. The final exam will be posted on Canvas at 8 am central time on Monday 12/8. The completed final exam is due by midnight central on Wednesday 12/11 posted on Canvas. **Logistical details for taking the midterm exam will be discussed early on in the semester.**
 - iii. The midterm exam will also consist of objective questions: short answer, matching, fill-in-the blank. The test will be out of 100 points. Every question will flow directly from the study guide. Please take the time to carefully work through the final exam study guide as we work through the lecture material throughout the second half of the course. No notes or Bible will be allowed when taking the final exam. At the top of the exam, students will be asked to sign a statement that they are taking this exam without helps. There is no time limit for taking the exam, but it should be taken in one sitting.

2. Exegetical Paper: 30% (total) of final grade

Please see the separate course handout for detailed instructions on the exegetical paper.

3. 2 Reading Reports: 20% of final grade

- a. Students should keep a record of the completion of their weekly reading requirements, using the reading reports. See below for a copy of the reading reports, and the specific instructions for filling them out.
- b. Blank reading reports will also be posted on Canvas at the Week 7 and at the Week 15 modules (and included below in this syllabus in the appendices). Reading report #1 is due posted on Canvas by class time on Monday October 6. Reading report #2 is due posted on Canvas by class time on Monday December 1. Digital copies of the reading reports are also posted at the Week 9 and Week 15 Canvas modules.

4. 2 Video Lecture Reports: 15% of final grade

- a. This course is in delivered synchronous hybrid mode, as noted above: most weeks consist of 1.5 hours of weekly live *synchronous* lectures and class discussion time, and also, about 1.5 hours of weekly *asynchronous* lecture time. So many of the course lectures will be delivered *asynchronously* via recorded videos posted on Canvas, according to the schedule below. Students will receive credit for carefully working through these video lectures.
- a. Blank video lecture reports are posted on Canvas at the Week 7 and at the Week 15 modules (and included below in this syllabus in the appendices). Video lecture report #1 is due posted on Canvas by class time on Monday October 6. Video lecture report #2 is due posted on Canvas by class time on Monday December 1.

5. 3 Sets of Online Discussion Board Posts 5%

- a. On these Mondays: September 1 (Labor Day), September 15 (Equip intensive in-person week in Nebraska), September 29 (NPTS Lund Lectures), we will **not** have a synchronous Zoom session. As such, for these 3 weeks, there will be online discussion posts due, following this pattern:
 - i. For these three weeks, **an initial reflection of 400-450 words on a topic** of the student's choice from the week's lecture and/or reading material **will be due by Tuesday midnight central time**. (Students should include the word count with this post)
 - ii. **Two responses** to two other students' post will then be due Wednesday midnight central time. **Each** response should be at least **200 words**. (Students should also include the word counts with these posts)
 - iii. Each set of weekly posts (initial post + responses) will be graded on a 10-point scale following the rubric found in the appendices below.

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. *Use of ChatGPT or other AI composition software to impersonate individual assignments.*

For additional information, see the [Seminary Academic Catalog](#), pp. 25–26.

ACCOMMODATIONS

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course. If you have not yet established services and have a temporary health condition or permanent disability that requires accommodations, please email the Disability Access Specialist or contact by phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

TITLE IX

Students who believe they may have experienced sexual misconduct, sexual harassment, domestic violence, dating violence, or stalking should contact the Title IX Coordinator (773) 244-5664 or TitleIX@northpark.edu to learn more about reporting options, resources, and support services.

As members 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 members are private resources meaning we are legally obligated to share information about the behavior reported above with the University’s Title IX coordinator. If you are unsure whether you want your concerns disclosed to the Title IX Coordinator, we encourage you to contact Counseling Support Services at (773) 244-4897 or counseling@northpark.edu. Please refer to North Park’s [Safe Community](#) site for reporting, contact information, and further details.

INCOMPLETE GRADES

If, due to extenuating circumstances (specifically, pregnancy, illness, personal and family issues, military assignment, etc.), a student anticipates they will be unable to complete course work within the allotted time, that student may request a grade of incomplete from 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, student and instructor will submit the incomplete grade form and 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.” For the full policy, see page 15 of the [Seminary Academic Catalog](#).

COURSE SCHEDULE:

Week 1—8/25: Introduction and Genesis 1-2

By Monday class time:

Watch online videos for:

Lecture 1: Orientation to the Course
Lecture 3: Genesis 1—Creation

Read:

Hamilton, ch. 1 “Creation and the Fall (1-3)”
Vogt, chs.1-2, “The Genres of the Pentateuch” & “The Major Themes of the Pentateuch”
Sprinkle, ch. 2: “Holy Otherness: Is Male and Female Sexual Difference Necessary for Marriage?” (Posted on Canvas)

Monday synchronous session topics:

Interactive discussion
Lecture 4: Genesis 2—Creation Revisited

Week 2—9/1: Hermeneutics

Important note:

Since Monday 9/1 is **Labor Day**, there will be ***no live online synchronous meeting this week.***

Note, then, the *asynchronous* work due for this week:

By midnight central time, Tuesday 9/2:

Watch online videos for:

Lecture 2: The World Behind the Text—Hermeneutics 1

Read:

Gorman, chs. 1-2:
Zilonka & Gorman, “The Bible: A Book, A Story, an Invitation
Wenell, “The Setting: Biblical Geography, History, and Archaeology”
DOTP, 2 articles:
Alexander, “Authorship of the Pentateuch” (Posted on Canvas)
Baker, “Source Criticism” (Posted on Canvas)

Write:

At discussion board #1 (online Canvas module for Week 2) **post a reflection (at least 400-450 words)** on a topic of your choice from the lecture and/or the readings due for this week. (Include the word count with your post)

By midnight central time, Wednesday 9/3:

Write:

At discussion board #1 post **two responses** to two other students’ responses. **Each** response should be at least **200 words**. (Include the word counts with your posts)

Week 3—9/8: Hermeneutics and Genesis 3By Monday class time:

Watch online videos for:

Lecture 5: The World of the Text Itself—Hermeneutics 2

Read:

Vogt, chs. 3-4, “Getting Started,” “Interpreting the Pentateuch”

DOTP, 2 articles:

Taylor, “Form Criticism” (Posted on Canvas)

Garrett, “Traditio-Historical Criticism” (Posted on Canvas)

Monday synchronous session topics:

Interactive discussion

Lecture 6: Genesis 3—The Fall into Sin

Week 4—9/15: HermeneuticsImportant note:

Since the majority of students in this class will be in Nebraska for the Equip in-person intensive classes this week, there will be ***no live online synchronous meeting this week.***

Note, then, the *asynchronous* work due for this week:

By Tuesday 9/17, midnight central time:

Watch online videos for:

Lecture 7: The Reader in front of the Text—Hermeneutics 3

Read:

Gorman, chs. 3 & 5:

McGinnis, “The Scriptures of Israel (The Christian Old Testament)”

Skinner, “Significant Noncanonical Writings”

DOTP, 1 article:

Klingbeil, “Historical Criticism” (Posted on Canvas)

Write:

At discussion board #2 (online Canvas module for Week 2) **post a reflection (400-450 words)** on a topic of your choice from the lecture and/or the readings due for this week. (Include the word count with your post)

By midnight central time, Wednesday 9/18:

Write:

At discussion board #2 post **two responses** to two other students’ responses. **Each** response should be at least **200 words**. (Include the word counts with your posts)

Week 5—9/22: Hermeneutics & Genesis 4-11By Monday class time:

Watch online videos for:

Lecture 8: Canonical Text and Contextual Theologies—Hermeneutics 4

Read:

Gorman, chs. 6 & 7:

Holmes, “From Books to Library: The Formation of the Biblical Canons”

Barré, “From Here to There: The Transmission and Translation of the Bible”

Hamilton, ch. 2 “The Sequence After Creation and the Fall (4-11)”

Monday synchronous session topics:

Interactive discussion

Lecture 9: Genesis 4-11

Week 6—9/29: Genesis 12-25Important note:

Since the **Fall 2025 Lund Lectures**, presented by Dr. Lynn Cohick, are scheduled on the NPTS campus (and they will also be livestreamed) on Monday 9/29 at 6 pm & 7:30 pm (central time), students are encouraged to attend these lectures, and we will ***not have a synchronous session this week.***

Note, then, the *asynchronous* work due for this week:

By Tuesday 9/20 midnight central time:

Watch online videos for:

Lecture 10: Genesis 12-25—Abram, Sarai and Hagar; Isaac and Rebekah

Read:

Hamilton, ch. 3 “Abraham (11:26-25:11)”

Vogt, ch. 5 “Communicating the Genres of the Pentateuch”

Averbeck, Chapter 2: “The Nature and Progression of Redemptive Covenants”
(Posted on Canvas)

Write:

At discussion board #3 (online Canvas module for Week 2) **post a reflection (400-450 words)** on a topic of your choice from the lecture and/or the readings due for this week. (Include the word count with your post)

By midnight central time, Wednesday 9/3:

Write:

At discussion board #3 post **two responses** to two other students’ responses. **Each** response should be at least **200 words**. (Include the word counts with your posts)

Week 7—10/6 Genesis 26-50By Monday class time:

Watch online videos for:

Lecture 11: Genesis 26-36—Jacob-Israel and Leah, Rachel, Bilhah, Zilpah

Read:

Hamilton, ch. 4 “Jacob (25:11-36:50)” and ch. 5 “Joseph (37-50)”

Vogt, ch. 6 “Putting in all Together”

Post:

Reading report #1

Video lectures report #2

Monday synchronous session topics:

Interactive discussion

Lecture 12: Genesis 37-50: Joseph and Aseneth

Week 8—10/13-17: Reading Week

No Class

Week 9—10/20: Midterm Exam

*No synchronous class session this week. Monday, 10/20 (8 am, central time): **midterm exam posted on Canvas.***

Wednesday, 10/22 (midnight, central time): **completed midterm due, posted on Canvas.**

A study guide for the midterm exam will be available on Canvas at the start of the course. Details for taking the midterm will be discussed early in the semester.

Students should also work on their **exegetical papers** this week.

Week 10—10/27: Introduction to Exodus and Exodus 1-14By Monday class time:

Watch online videos for:

Lecture 13: Introduction to Exodus

Read:

Hamilton, ch. 6 “The Emergence of Moses (1-6),” and ch. 7 “Plagues, Passover, and the Exodus (7:1-15:21)”

Monday synchronous session topics:

Interactive discussion

Lecture 14: Exodus 1-14—Bondage and Hardening; Disaster and Deliverance

Week 11—11/3: Exodus 15-24By Monday class time:

Watch online videos for:

Lecture 15: Exodus 15-18—Creation of a People by the Word of God

Read:

Hamilton, ch. 8 “Testing in the Wilderness (15:22-18:27)”, and Hamilton, ch. 9 “Law and Covenant (19-24)”
Averbeck, chapter 3: “The Mosaic Law Collections and the Redemptive Setting of the Law” (Book chapter posted on Canvas)

Post:

Your paper passage choice and your annotated bibliography as a PDF at the Canvas Week 12 module.

Monday synchronous session topics:

Interactive discussion

Lecture 16: Exodus 19-24—At Sinai and the Fear of the Lord

Week 12—11/10: Exodus 25-40 & Leviticus 1-17By Monday class time:

Watch online videos for:

Lecture 17: Exodus 25-40—Name of the LORD, Golden Calf and Tabernacle

Read:

Hamilton, ch. 10 “Tabernacle, the Golden Calf, and Covenant Renewal 25-40,” and chs. 11-13: “The Sacrificial System (1-7),” “Priestly Ordination (8-10),” “Clean and Unclean (11-15)”

Monday synchronous session topics:

Interactive discussion

Lecture 18: Leviticus 1-17—Sacrifices and the Priesthood

Week 13—11/17: Leviticus 18-27By Monday class time:

Read

Hamilton, chs. 14-15: “The Day of Atonement (16),” “A Holiness Manifesto (17-27)”

Sprinkle, ch. 3: “From *Sex in the City* to *Law & Order*.” (Posted on Canvas)

Monday synchronous session topics:

Interactive discussion

Lecture 19: Leviticus 18-27—The Way of Holiness

Week 14—11/24: Numbers & Exegetical Paper

By Monday class time:

Read:

Hamilton, chs. 16-18: “Preparations for Departure from Sinai (1:1-10:10)” “From Sinai to Kadesh (10:11-20:11)” & “From Kadesh to Moab (20:22-36:13)”

Monday synchronous session topics:

Interactive discussion

Lecture 20: Numbers

By Wednesday, 11/26 (midnight central time):

Post your exegetical paper on Canvas

Post the 1-2 page summary of your exegetical paper

Week 15—12/1 Deuteronomy & Ten Commandments

By Monday class time:

Watch online videos for:

Lecture 21: Deuteronomy

Read:

Hamilton, chs. 19-20: “Remember the Past (1:1-4:40)” & “Be Careful in the Future (4:41-11:32)”, and chs. 21-23: “The Laws of Deuteronomy (12-26)”, “Blessings and Curses (27-30)”, “Moses’ Farewell” (31-34).

Post on Canvas:

Reading report #2

Video lectures report #2

Monday synchronous session topics:

Interactive discussion

Lecture 22: OT Law & the Christian; The Ten Commandments

Week 16—12/8-12: Final Week

Monday, 12/8:

8 am central time: final exam posted on Canvas.

7:30 – 8:00 pm central time: final synchronous class meeting.

Topic: each student will present a *brief* oral summary of their exegetical paper.

Wednesday, 12/11, midnight central time:

Last day that the exegetical paper can be turned in *late* (see late policy stated above)

Completed final exam due posted on Canvas.

A study guide for the final exam will be available from the beginning of the course. The logistics of taking the final exam will be discussed early in the semester.

APPENDICES:

<u>OT1 Reading Report #1: Weeks 1-9</u>	
Student Name: _____	
Raw score: _____ / 28 points	
<p>For the following weeks of the course when readings are due, please record a number between 0 and 4, according to this scale:</p> <p style="margin-left: 40px;"> 4 = 100% completed 3 = 75-99% completed 2 = 50-74 % completed 1 = less than 50% completed 0 = none of the readings completed </p> <p>Students are encouraged to make up late readings, but please note that for the purpose of grading, readings cannot be made up for credit (i.e., please don't go back and change your reading completion number after the due date for a given week)</p>	
Weeks:	Completion (0-4):
1	
2	
3	
4	
5	
6	
7	
8	<i>No reading due</i>
9	<i>No reading due</i>

OT1 Reading Report #2: Weeks 10-16

Student Name:

Raw score: / 24 points

For the following weeks of the course when readings are due, please record a number between 0 and 4, according to this scale:

4 = 100% completed

3 = 75-99% completed

2 = 50-74 % completed

1 = less than 50% completed

0 = none of the readings completed

Students are encouraged to make up late readings, but **please note** that for the purpose of grading, readings **cannot** be made up for credit (i.e., please don't go back and change your reading completion number after the due date for a given week)

Weeks:	Completion (0-4):
10	
11	
12	
13	
14	
15	
16	<i>No reading due</i>

OT1 Video Lectures Report #1: Weeks 1-9

Student Name:

Raw score: / 28 points

For the following weeks of the course when video lectures are due, please record a number between 0 and 4, according to this scale:

4 = 100% completed

3 = 75-99% completed

2 = 50-74 % completed

1 = less than 50% completed

0 = none of the videos completed

Students are encouraged to make up late lecture videos, but **please note** that for the purpose of grading, lecture videos **cannot** be made up for credit (i.e., please don't go back and change your lecture video completion number after the due date for a given week)

Weeks:	Completion (0-4):
1	
2	
3	
4	
5	
6	
7	
8	<i>No lecture videos due</i>
9	<i>No lecture videos due</i>

OT1 Video Lectures Report #2: Week 10-16

Student Name:

Raw score: / 20 points

For the following weeks of the course when video lectures are due, please record a number between 0 and 4, according to this scale:

4 = 100% completed

3 = 75-99% completed

2 = 50-74 % completed

1 = less than 50% completed

0 = none of the videos completed

Students are encouraged to make up late lecture videos, but **please note** that for the purpose of grading, lecture videos **cannot** be made up for credit (i.e., please don't go back and change your lecture video completion number after the due date for a given week)

Weeks:	Completion (0-4):
10	
11	
12	
13	<i>No lecture videos due</i>
14	<i>No lecture videos due</i>
15	
16	<i>No lecture videos due</i>

<u>Weekly Discussion Board Posts: Grading Rubric</u>				
	10 Points Excellent	9 Points Very Good	8 Points OK	1-7 Points Needs work
Key Principles	Discussion is substantive and demonstrates a keen understanding of the key principles of the assignment	Discussion is substantive and relates well 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 further.
Examples (from readings, from ministry, etc.)	Examples are clearly well-integrated into response	Examples are generally well- integrated 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, and when needed, sources are properly cited (Author, page #)	Many of these are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and when needed, sources are properly cited (Author, page #)	Only 2 or fewer are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and when needed, sources are properly cited (Author, page #)	