

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

**Graduate Course Syllabus**

**Course Number:** BIB 520 A

**Course Name:** Old Testament Foundations

**Semester and Year:** Fall 2021

**Syllabus Revised:** September 20, 2021

**Instructor:** Andrew R. Krause, PhD

**Contact Information:** [andrew.krause@twu.ca](mailto:andrew.krause@twu.ca)

**Office Hours:** by appointment

**Co-requisites or Pre-requisites:** n/a

**Semester Hours:** 3

## **Course Description**

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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**

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By the end of this course, the student will have demonstrated:

- 1) knowledge of the structure and basic content of the Old Testament canon;
- 2) a growing awareness of the historical, cultural, and literary contexts that contributed to the shaping of this anthology of texts;
- 3) increasing familiarity with various approaches to, and the methodologies associated with, current biblical and theological scholarship;
- 4) the development of skills in conducting biblical theological research through careful analysis of a selected portion of the Old Testament;
- 5) the ability to identify prominent theological themes in this corpus;
- 6) sensitivity to the Old Testament’s theological distinctiveness from, and relatedness to, the New Testament;
- 7) engagement in thoughtful reflection on the practical implications – both ecclesial and personal – of what has been studied.

## **Course Learning Outcomes (related to relevant assignments)**

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- 1. Knowledge and its Application (1, 2, 3, 4, 5)**
  - 1.1. demonstrate in-depth knowledge of the literature, exegesis, and theology of the Old Testament
  - 1.2. demonstrate ability to apply knowledge and discipline specific methodology to solve unique problems in Old Testament exegesis
  - 1.3. demonstrate superior ability to identify and interpret new ideas and research in the study of the Old Testament
- 2. Cognitive Complexity (1, 2, 3, 4, 5)**
  - 2.1. show ability to carry out discourse and research as an active member of the discipline of Old Testament research.
  - 2.2. give evidence of integrating knowledge and applying the knowledge across disciplinary boundaries, including literary, theological, historical, and archaeological evidence.
- 3. Inter-and intra-personal Wellness (2, 4)**
  - 3.1. demonstrate a holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study by better understanding scriptural ideals and mandates regarding community and personhood.
  - 3.2. demonstrate superior organizational and time management skills
  - 3.3. demonstrate academic and personal integrity
- 4. Aesthetic Expression and Interpretation (2, 3, 4)**
  - 4.1. consider and practice creative engagement and interdisciplinary thinking in the study of the Old Testament
  - 4.2. demonstrate the ability to engage in a dynamic educational environment within which intellectual and imaginative products are brought into relation with the most pressing human issues of our time as they relate to the study of God's work with ancient Israel and Judah
- 5. Social Responsibility and Global Engagement (3, 4, 5)**
  - 5.1. demonstrate the ability to analyze, appraise and evaluate the discipline of Old Testament exegesis in a social context
  - 5.2. develop the ability to become socially responsive agents with a commitment to understanding global issues through the study of the international dynamics in the Old Testament
- 6. Spiritual Formation (3, 4, 5)**
  - 6.1. demonstrate greater understanding of and connection to God's work in the world by studying his earliest work in the world.
  - 6.2. exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope
- 7. Leadership (2, 4)**
  - 7.1. demonstrate high level innovative expertise, collaborative knowledge and the capacity to inspire others and achieve results
  - 7.2. demonstrate academic proficiency to communicate effectively and to enter into conversation and constructive dialogue with others
  - 7.3. demonstrate integrity and humility in all matters

## Required Texts and Materials

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Mark Boda. *The Heartbeat of Old Testament Theology: Three Creedal Expressions*. Grand Rapids: Baker Academic, 2017.

Richard S. Hess. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker Academic, 2016.

*The Holy Bible*. Preferred translations: NRSV, ESV, NASB, JPS Tanakh; paraphrases must be avoided.

## Course Activities/Requirements

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1) Readings:

Read the books by Boda and Hess. Students are expected to do all readings in full in order to be prepared for class discussion and forums. Students will also be expected to read relevant sections of the Old Testament text in order to speak about these texts in an informed manner.

2) Class Presentation:

Each student will do a class presentation based on one or both of the course texts and on key biblical passages. Topics will be circulated early in the semester.

3) Online Forums

Every week students will be expected to interact on a Moodle discussion board based on the themes and texts discussed in the previous class meeting. Questions will be posed by the professor on Monday night (conceptual questions) and Friday morning (formation and application). Students are encouraged to interact with one another's responses and the readings for the week. Students will be marked based on level of interaction and the thoughtfulness of responses. Students will be expected to provide 2–4 comments per week, each about 1–2 paragraphs in length.

4) Theology Paper:

Select one of the following Old Testament books (Deuteronomy, 1 Samuel, Ezra-Nehemiah, Job, Proverbs, Daniel, Zechariah) that you would like to investigate with a view to working out its theology. Be advised that this assignment is to be based on your own analysis of the book, not simply a synopsis of the work of others. The more evidence you give of original work and personal thoughtful reflection, the better the grade you will receive. So, to begin with, you should read the biblical book at least twice in order to get a sense of its structure, flow, and basic themes. Note what the book says about God, Israel/Judah, the nations, judgment, salvation, ethics, worship, etc. You will also need to do some research on the context (biblical, historical, cultural, literary, etc.) out of which the book arose so as to understand the kinds of issues that are being addressed. You may consult reputable Bible dictionaries/encyclopedias, atlases, and OT introductions, as well as relevant books and journal articles for this sort of information. Ten such sources should be used.

After you have gathered the information described above, write a 4000 word paper in which you:

- a. describe the contextual factors that are relevant for this investigation;
- b. present your own outline that demonstrates the book's internal structure;
- c. explain how it all hangs together;
- d. describe the key issues that are dealt with and the major themes that are emphasized,

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and discuss passages that are especially significant for laying out the theology of the book;

e. explain how the book contributes to the developing theology of the Old Testament.

This paper is to include an outline/table of contents (the headings of which appear in the body of the paper as well) and a bibliography of works consulted and cited. Quotation or other use of sources must be scrupulously documented. NB: Plagiarism for this or other assignments will not be tolerated. Penalties may range from receiving an F on the paper to failing the entire course.

The grade for this assignment will be based on both the content of the paper and the quality of your writing. Due: Nov 29.

5) Reading Review:

Write a 2000 word review of the books by Boda and Hess. Do not simply summarize their contents, but also evaluate them with respect to such things as the comprehensiveness of their treatment of the background, content, and major themes of the Old Testament, the degree to which the authors' theological approach and conclusions are based on sound research and exegesis, and the coherence and clarity of their presentations. Discuss important contributions that you think Boda and Hess make to the discipline of Old Testament studies and any significant shortcomings that you might detect. Support your assertions with evidence from the books or elsewhere, and cite page numbers for any material that you quote or reference. Your evaluation should comprise the bulk of the review. Due Dec 13.

## Course Evaluation

Requirement (e.g. "Research Paper")	% Requirement is Worth
Forum Participation	15 %
Class Presentation	20 %
Theology Paper	40 %
Reading Review	25 %
<b>TOTAL</b>	<b>100 %</b>

## Grading System

Letter Grade	Grade Percentage Equivalency	Point Value	Quality Characteristic
A+	97-100	4.3	Outstanding, excellent work
A	93-96	4.0	
A-	90-92	3.7	
B+	87-89	3.3	Good, competent work
B	83-86	3.0	
B-	80-82	2.7	
C+	77-79	2.3	Adequate work
C	73-76	2.0	
C-	70-72	1.7	Minimally acceptable work
F	Below 70	0	Inadequate work

## Course Outline

Date	Discussion	Readings	Assignments
Sept 13	Review of Syllabus and Expectations Introduction to the Study of the Old Testament Genesis	Hess, 1–54	
Sept 20	Exodus Leviticus	Hess, 55–101 Boda, 1–76	
Sept 27	Numbers Deuteronomy	Hess, 102–158	
Oct 4	Joshua Judges Ruth	Hess, 159–235	
Oct 11	Thanksgiving – No Class	N/A	
Oct 18	1 – 2 Samuel 1 – 2 Kings 1 – 2 Chronicles	Hess, 236–347	
Oct 25	Reading Week – No Class	N/A	
Nov 1	Ezra-Nehemiah Esther Job	Hess, 348–416	
Nov 8	Psalms Proverbs Ecclesiastes Song of Songs	Hess, 417–510	
Nov 15	Isaiah Jeremiah	Hess, 511–560	
Nov 22	Instructor Away – No Class	N/A	
Nov 29	Lamentations Ezekiel Daniel	Hess, 561–598 Boda, 77–150	Theology Paper
Dec 6	Minor Prophets/Book of the Twelve Presentations	Hess, 599–710	
Dec 13	Make up Class (if needed) – Presentations		Reading Review

## Course Policies/Statements

### 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](#)

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[Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbnxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

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

### **ACCESSIBILITY STATEMENT**

Students with a disability who need assistance are encouraged to contact the Centre for Accessible Learning 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. Once documented with the Centre for Accessible Learning, a letter will be sent to the student's professor recommending appropriate 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 Centre for Accessible Learning outlined on the website at <https://www.twu.ca/academics/learning-commons/centre-accessible-learning>.

### **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.

### **ACADEMIC FREEDOM**

With our charter, mission, and identity as a Christian university, Trinity Western University is committed to academic freedom, affirming and supporting it as defined and described in the statements of Universities Canada and the Tri-Council Research Granting Agencies provided in full at the following link: <https://www.twu.ca/academic-freedom-trinity-western-university>. Students should familiarize themselves with both the academic freedom statement and policy found at the Academic Freedom website. In this course, the academic freedom of both the course instructor and students is to be respected. Trinity Western University welcomes a diversity of academic perspectives, both in class discussion and submitted course work, provided they are thoughtfully and respectfully presented. Hate speech will not be tolerated.

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>.

### **FINAL EXAMINATIONS**

Click here and type or use the following excerpt from the *Academic Calendar* below.

A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absence due to illness must be supported by a medical certificate indicating the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar

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within 48 hours of the missed examination, giving written documentation explaining the absence.”  
[2020-2021 Academic Calendar.](#)

### **LATE ASSIGNMENTS POLICY**

Unless an exception has been granted by the professor, late assignments will be docked 10% per day to a maximum of 5 days. Exceptions must be granted before the due date and in writing by the professor; exceptions are only granted in exceptional circumstances.

### **TWU WRITING CENTRE**

The Writing Centre is available to assist all students with their academic writing assignments in any subject at any stage of the writing process from brainstorming to editing. Live, online writing appointments are available throughout the week by appointment and take place within the Learning Commons appointment booking system. To make an appointment, visit [www1.twu.ca/writingcentre](http://www1.twu.ca/writingcentre). For more information, visit <https://www.twu.ca/writing-centre> or contact [writingcentre@twu.ca](mailto:writingcentre@twu.ca).