

Birmingham Theological Seminary
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205-776-5650

Spring 2020 / OT1022
OLD TESTAMENT STUDIES II
Professor: Dr. Josh Carmichael
Credit hours: 2

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Montgomery Campus
Thursdays, 5:30-7:30PM

Class Hours: 2

COURSE PURPOSE

The purpose of this course is to give students knowledge of the overall content of the Old Testament books, arranged chronologically, including the major events, characters, and teaching.

COURSE OBJECTIVES

1. The student will know the basic content of the books studied.
2. The student will know how to interpret and apply the teaching and events of this portion of the Old Testament.
3. The student will know how to relate the Old and New Testaments including the two administrations of the Covenant of Grace and the place of the law in the Covenant of Grace.

Required Texts:

What's in the Bible, by R. C. Sproul and Robert Wolgemuth
Gospel and Kingdom: A Christian Interpretation of the Old Testament, by Graeme Goldsworthy
Both can be found used for modest prices.

Recommended Texts:

The Goldsworthy Trilogy (Gospel and Kingdom, Gospel and Wisdom, & Gospel and Revelation), by Graeme Goldsworthy
Gospel and Wisdom: Israel's Wisdom Literature in the Christian Life, by Graeme Goldsworthy
The Gospel in and Revelation: Gospel and Apocalypse, by Graeme Goldsworthy
According to Plan: The Unfolding Revelation of God in the Bible, by Graeme Goldsworthy
God's Plan Unfolded, by Jack Scott
An Introduction to the Old Testament, by E.J. Young (Tyndale)
An Introduction to the Old Testament, by Raymond Dillard & Tremper Longman III (Zondervan)
Biblical Theology- Old and New Testaments, by Geerhardus Vos (Eerdmans)
Commentaries on Joshua, Judges, 1-2 Samuel, 1-2 Kings, Daniel, Micah, Psalms 1-24 & also *The Word Became Flesh: How to Preach from Old Testament Narrative Texts*, by Dale Ralph Davis
Old Testament Theology, by Paul House

COURSE REQUIREMENTS

1. Reading assignments in texts (see course outline). 20%
 2. Survey reading as assigned each week in class of Biblical Books covered. You will read primary sections closely and skim the rest.
 3. 3 Reflection or Exposition Papers (see below) – 3-4 pages long, as assigned by instructor. 60%
 4. Quizzes on reading and lectures as assigned. Reading quizzes will be open note. 20%
- * Certificate students do not have to read GG and only write 2 papers.

BTS STYLE AND FORMAT

BTS uses the Turabian style of formatting for all papers. Also, all papers are to be double spaced, 12-point font and Times New Roman script. In this technological age, information is readily available; make sure that you understand about giving reference sources the proper recognition. Please refer to the BTS Student Handbook section on plagiarism for guidance.

Proper planning and timely completion of assignments is crucial.

Date	Class Material	Scripture	Sproul & Wolg	GG
23 Jan	Introduction to class	Romans 15:4 John 10:31-39	xi-xxii	
30 Jan	What's in the Old Testament			Preface- Ch. 3
06 Feb	Kingdom of God – Old Covenant			Ch. 4-7
13 Feb	Kingdom of God – New Cov't.			Ch. 8- Concl.
20 Feb	The Monarchy Begins Samuel & Saul	1 Sam. 1-15	73-87	
27 Feb	David	1 Samuel 16 – 1 Kings 2	88-94, 104- 105	
05 March	Solomon & the divided Kingdom	1 Kings 3-16	94-104, 105- 107	
12 March	Elijah and Elisha	1 Kings 17 – 2 Kings 13	108-115, 126- 127	
19 March	Leading to the fall & Exile	2 Kings 14-25	130-135, 152	
26 March	Isaiah & Micah	Isaiah 1-66; Micah 1-7	115-120, 127- 128, 167-170, 178	
02 April No class 4/9	Amos, Hosea, & Jonah	Amos 1-9; Hosea 1-14; Jonah 1-4	156-164, 176- 177, 173-175, 176, 177, 179	
16 April	Jeremiah, Lamentations, & Joel	Jeremiah 1-52; Lamentations 1-5; Joel 1-3	120-126, 128- 129, 165-167, 177-178	
23 April	Ecclesiastes & Song of Solomon	Ecclesiastes 1-12; Song of Solomon 1-8	196-199, 215- 216	

Quizzes: (1.) February 20 on *Gospel and Kingdom* (Quiz consists of typing out robust answers to study questions in the back of the book). (2.) March 26 on *What's in the Bible* (Monarchy-Exile), (3.) April 16 on *What's in the Bible* (Isaiah-Joel).

Papers

3 Biblical & Theological Reflection Papers or Theological Exposition papers – 3-4 pages long, as assigned by instructor. Due (1.) Feb. 13 (2.) March 19 (3.) April 23.

Reflection paper – interact with the text with coherent thoughts, explanations, and applications, especially asking how it points to Christ and our need for him.

Exposition paper – systematically unpack the teaching of the passage in its specific context and within the story of redemption.

1. How does the life and exploits of Eli point out our need for and/or prepare the way for the coming of the Messiah, Jesus Christ?
 2. How does the life and exploits of Samuel point out our need for and/or prepare the way for the coming of the Messiah, Jesus Christ?
 3. How does the life and exploits of Saul point out our need for and/or prepare the way for the coming of the Messiah, Jesus Christ?
 4. How does the life and exploits of David point out our need for and/or prepare the way for the coming of the Messiah, Jesus Christ?
 5. How does the life and exploits of Solomon point out our need for and/or prepare the way for the coming of the Messiah, Jesus Christ?
- Hint: each of these OT "saviors" do God's work, but also display profound issues of sin and failure pointing to our need for the one true sinless Savior.
6. What is the “good news” of Ecclesiastes? Please let the refrain found at 2:24-25; 3:12-13, 22; 5:18-19; 8:15; 9:7-10; 11:9; and 12:13-14 inform your reflection or exposition.
 7. Elijah
 8. Elisha
 9. Isaiah's call – Isaiah 6
 10. Highway of Holiness – Isaiah 35
 11. Isaiah 40
 12. Servant Songs Isaiah 42:1-9; 49:1-7; 50:4-9; 52:13-53:12
 13. Isaiah 55
 14. Isaiah 58
 15. Jeremiah's call – Jeremiah 1
 16. Jeremiah's troubles – Jeremiah 20
 17. New Covenant in Jeremiah 31:31-34
 18. What is the message of Lamentations?
 19. What is the message of Jonah?
 20. What is the message of Amos?
 21. What is the message of Joel?
 22. What is the message of Micah?
 23. What is the message of Hosea?

Turabian: A Quick Guide

Title Page

- The title page should include the paper title, your name, and your class information
- All the text on the title page should be standard 12pt. font, centered and double-spaced
- The paper's title should be about one-third of the way down the page
- Your name and class information should be about two-thirds of the way down the page

Margins

- The left margin of each page is 1.5 inches; all other margins are 1 inch.

Font and Typeface

- Use only a 12-point Times New Roman font for main text and 10-point Times New Roman font for footnotes. For biblical languages, use 12-point (or a similar size) font.
- Italicize book, magazine, and journal titles (do not underline).

Page Numbers

- Page numbers should begin on the first page of the paper's text, not on the title page.
- Place page numbers flush with the top right-hand margin.

Spacing/Indentation

- The entire paper should be double-spaced, apart from the following exceptions: block quotes, footnotes, bibliography, and table titles (all of which are single spaced).
- A terminal punctuation should be followed by single space.
- Indent the first line of paragraphs and entire block quotations 0.5 inch from the left margin.

Quotations

- Block quotations are used only with a prose quotation of five or more lines.
- Single space a block quotation, and leave a blank line before and after it.

Citations/References

- Use superscript numbers both in the text and footnote numbers preceding the notes.
- Cited Bible passages should be in parentheses within the main text rather than in a footnote.
- Spell out book names of the Bible in the main text but use abbreviations in parenthetical or reference material. Example:
Genesis 1:1 states, "In the beginning God created the heaven and the earth."
The Bible states, "In the beginning God created the heaven and the earth" (Gen. 1:1).
- Use the "traditional" style for abbreviations of books of the Bible; do not italicize.
- Cite unpublished interviews in the footnotes.

Voice and Style

- Papers generally should be written in the 3rd person (he, she, it) with an active voice. 1st person pronouns (I, we, us) can be used where appropriate, but the 2nd person pronoun (you) should be avoided.
- Capitalize pronouns when referring to any Person of the Godhead to minimize ambiguity.

GRADING CRITERIA AND ASSESSMENT RUBRIC

Grading Criteria and Assessment

A	A-	B	B-	C	C-	D	D-
<p>Thesis sentence/statement is clear/comprehensive.</p> <p>Punctuation, spelling, and grammar are accurate and correct. Writing is even, creative and guides the reader effectively through the paper.</p> <p>Paragraphs are well organized and coherent; paper flows smoothly.</p> <p>Person and format are appropriate for the assignment.</p> <p>Quotes, Scriptures, paraphrases and summaries are used & cited appropriately and with excellence.</p> <p>Research reveals sources (primary and secondary) which clearly support main arguments (Scholarly, Academic and Theological).</p> <p>Turabian's <i>Manual for Writers</i> is understood and adhered to.</p>	<p>Thesis sentence/statement lacks specificity and clarity. Opportunity for significant improvement exists.</p> <p>Minor misspellings and grammar/punctuation mistakes exist that disrupt flow but do not hinder understanding.</p> <p>Paragraph structure is acceptable but not as organized and coherent.</p> <p>Person and format do not work in this particular assignment.</p> <p>Sources adequately support main points, but using greater variety and depth of primary and secondary sources and more critical thinking would have made a more compelling argument.</p> <p>Some minor errors occur but paper generally conforms to Turabian's <i>Manual for Writers</i>.</p>	<p>Thesis sentence/statement is unclear and vague.</p> <p>Numerous misspellings, punctuation and grammar mistakes, difficult to follow reasoning, and flow of reading is disrupted.</p> <p>Paragraph structure is often confusing and inconsistent.</p> <p>Person and format are inappropriate for this assignment.</p> <p>Sources are inadequate and shallow; do not reflect an understanding of the project. Serious research, study and preparation are not evidenced. Ideas presented do not reflect mastery or insight but more manipulation of terms and concepts.</p> <p>Paper does not reflect an adequate understanding or usage of Turabian's <i>Manual for Writers</i>.</p>	<p>Thesis sentence/statement is non-existent.</p> <p>Spelling, punctuation and grammar make it nearly impossible to follow the line of reasoning from sentence to sentence.</p> <p>Paragraphs lack focus, clarity, and are incoherent and without structure or form.</p> <p>Person and format are confusing and totally inappropriate for this assignment.</p> <p>Insufficient numbers of quotes or quotes are overly used; paraphrases, quotes, summaries, Scripture and sources are improperly used and cited in error.</p> <p>Paper does not conform to Turabian's <i>Manual for Writers</i>.</p>				

Birmingham Theological Seminary Grading Sheet

Student Name: _____

Course Number: _____

Professors Name: _____

Course Name: _____

Points	Grade	BTS Course Points Grade Value			
		A 96-100 (4.0)	B 85-89 (3.0)	C 75-79 (2.0)	D 65-69
		A- 90-95 (3.5)	B- 80-84 (2.5)	C- 70-74 (1.5)	D- 60-64 (.5)
		F Below 60 (0)			

Grading Evaluation Criteria: Please incorporate comments throughout the assignment that will enhance, correct, and/or guide the student's current and continued knowledge and understanding of the subject matter. Then summarize those comments under each section below and assign point value. Add the points in each section and record in the points section above.

<p>Content - Selection and Utilization of Resources</p> <p>Earned Possible</p> <p>Sources: Academic, Theological, Primary, Secondary – Understanding and Application</p> <p>40</p>		

<p>Critical Thinking – Analysis and Development of Resources and Concepts</p> <p>Earned Possible</p> <p>Analyzing, Creativity, Thought Process, Organization, Conceptual Development, Critiquing</p> <p>40</p>		

<p>Writing – Document Format and Language Structure</p> <p>Possible</p> <p>Spelling, Grammar, Punctuation, Syntax, Adherence to Turabian Style and Format</p> <p>20</p>		Earned

Faculty Signature