



Birmingham Theological Seminary
2200 Briarwood Way
Birmingham, Alabama 35243

Fall Semester 2020
OT1021 Old Testament I (Genesis-Ruth)
Instructor: Dr. David Wells
Classroom: WC 1

September 8 – December 11, 2020
Tuesdays, 7:30 pm – 9:00 pm
E-mail: mdavidwells@charter.net
Course Credit Hours: 2

COURSE DESCRIPTION

A survey of Genesis through Ruth through the lens of the “big picture” of the Old Testament that appraises the background, geography, purpose, message, literary features, major themes, key people, and practical relevance of each book. Special attention will be given to the concept of “covenant” and the Noahic, Abrahamic, and Mosaic covenants.

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

- Demonstrate an understanding of the “big picture” of the Old Testament and how each book of Genesis through Ruth relates to that picture.
- Articulate the purpose, message, and theological themes of each book.
- Discuss the major events, people, and places of Genesis through Ruth.
- Review each book’s practical relevance for its original audience and for present-day believers.
- Explain the concept of “covenant” and the significance of the Noahic, Abrahamic, and Mosaic covenants.
- Assess the value of Old Testament studies for understanding the New Testament.

COURSE TEXTS

Required Texts: ***Holy Bible***. Course discussions will highlight details of the biblical text. Therefore students will need a word-for-word/thought-for-thought translation such as: the English Standard Version (ESV), Holman Christian Standard Bible (HCSB), King James Version (KJV), New American Bible (NAB), New American Standard Bible (NASB), New English Translation (NET), New International Version (NIV), New Jerusalem Bible (NJB), New King James Version (NKJV), New Revised Standard Version (NRSV), or Revised Standard Version (RSV).

Hill, Andrew E. and John H. Walton. ***A Survey of the Old Testament, 3rd Edition*** (Unabridged). Grand Rapids: Zondervan, 2009. ISBN-13: **978-0310280958**.

Recommended Texts: Dumbrell, William J. *The Faith of Israel: A Theological Survey of the Old Testament*. Grand Rapids: Baker, 2002. ISBN-13: 978-0801025327.

Gentry, Peter J. and Stephen J. Wellum. *Kingdom through Covenant: A Biblical-Theological Understanding of the Covenants*. Wheaton, IL: Crossway, 2012. ISBN-13: 978-1433553073.

Wright, Christopher J. H. *Knowing Jesus Through the Old Testament*. Downer's Grove, IL: InterVarsity Press, 1992, ISBN: 0-8308-1693-3.

COURSE METHOD OF INSTRUCTION

Primary instruction will consist of lecture and class discussion. Primary media will be dry erase and supportive handout material. Students are expected to maintain notes. Each class will follow a general format: 1) prayer, 2) questions/comments concerning previous readings or discussions, 3) lecture/class discussion, and 4) questions/comments concerning the current lecture/class discussion and future assignments.

COURSE REQUIREMENTS

- Reading Completion & Video View Record (attached): a Record will be used to verify and give credit for reading assignment completion and Thirdmill video viewing. The Reading Completion & Video View Record is due **December 1st**.
- Two Video Critiques: Each Video Critique is to be a **critique**, not a mere summary of the content. Only one of the two Video Critiques is required for certificate students. As you view and think along with the videos, respond in written form to the following critical assessments:
 - a) Write a brief **summary** of the **main theme** and any **major secondary theme(s)** of the video. The summary should demonstrate your comprehension of the content of the video.
 - b) **Analyze** the claims or arguments that the narrator sets forth. Your analysis should focus primarily on how faithfully **you think** the narrator has interpreted and applied Scripture.
 - c) **Evaluate** whether the content of the video takes into account all of Scripture (do the claims or arguments consider Scripture as a whole or are there instances of isolated proof-texting?). Cite instances from the video (in minutes and seconds, e.g. 12:48) in parenthesis to support your evaluation.
 - d) **Explain** why you agree or disagree with the conclusions set forth in the video, using Scripture to support your conclusions. Also discuss the video's strengths and weaknesses.
 - e) **Conclude** with a paragraph stating what you have gained from viewing the video.
 - f) Video Critique **Due Dates** are **September 22rd** (Lesson 2: The Kingdom of God) and **November 3rd**. (Lesson 3: Divine Covenants). Videos can be accessed on the Thirdmill website at <https://thirdmill.org/seminary/course.asp/vs/KOT>.
- Two 5-8 Page Papers: Page length **does not** include the Cover Page or Bibliography and **must not** be longer or shorter than the allotted page range. Only one of the two papers is required for certificate students. A paper Grading Criteria and Assessment rubric is attached. BTS has adopted Turabian as the standard for form and style in writing; a **Quick Guide of Turabian** is attached. If further details of Turabian form and style are needed, the student should refer to: Turabian, Kate L., et al. *A Manual for Writers of Research Papers, Theses, and Dissertations, 9th ed.* Chicago: University of Chicago Press, 2018.

Paper due dates and topics are as follows:

Oct 20th “The Theme of _____ and Its Development from Genesis to Ruth” (**List on pg. 7**)

Nov 24th “The _____ Covenant in Genesis - Ruth” (**Noahic, Abrahamic, or Mosaic**)

Papers should be submitted as a PDF file or Word document to m davidwells@charter.net no later than 11:59pm on the due date. Hard copies are acceptable at the start of class on the due date.

- Final Exam: The Final Exam will assess achievement of course objectives. Exam date is the final day of class—**December 1st**. A study guide will be provided on **November 17th**.

GRADING WEIGHT

Reading & Video Record: 10% of final grade

Papers: 40% of final grade

Video Critiques: 20% of final grade

Final Exam: 30% of final grade

COURSE SCHEDULE & ASSIGNMENTS

Below is the course schedule by date. Discussion topics are in regular font, due course requirements are in bold, and reading or videos to be read or viewed by the very next class date are in italics.

Sep 09 The Value of OT Studies and the “Big Picture” of the OT

Thirdmill Video - *Lesson 1: Why Study the Old Testament?*

Hill & Walton - *Chapter 1: Approaching the OT*

Oct 27 Numbers

Thirdmill Video - *Lesson 3: Divine Covenants*

Hill & Walton - *Chapter 8: Deuteronomy*

Sep 15 “Big Picture”: the Kingdom of God

Thirdmill Video - *Lesson 2: The Kingdom of God*

Hill & Walton - *Chapter 2: Geography of the OT*

Nov 03 Deuteronomy

Due: Video Critique Two

Hill & Walton - *Chapter 9: Historical Overview of OT Times and Chapter 10: Intro to the Historical Books*

Sep 22 Genesis

Due: Video Critique One

Hill & Walton – *Chapter 3: Intro to the Pentateuch and Chapter 4: Genesis*

Nov 10 Joshua

Hill & Walton – *Chapter 11: Joshua and Chapter 12: Judges*

Sep 29 Genesis (Continued) & Exodus

Hill & Walton - *Chapter 5: Exodus*

Nov 17 Judges

(Exam Study Guide Provided)

Hill & Walton - *Chapter 13: Ruth*

Oct 06 Exodus (Continued)

Hill & Walton - *Chapter 6:*

Nov 24 Ruth

Due: Paper Two

Leviticus

Thirdmill Video - *Lesson 4: The
Old Testament Canon*

Oct 13 No Class – Fall Break

Dec 01 **Final Exam Review**

Due: Reading & Video Record

Oct 20 Leviticus

Dec 08 **Final Exam**

Due: Paper One

Hill & Walton - *Chapter 7:*

Numbers

GRADING CRITERIA AND ASSESSMENT RUBRIC

Grading Criteria and Assessment

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

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.

SELECT BIBLIOGRAPHY

- Brand, Chad, Charles Draper, and Archie England, eds. *Holman Illustrated Bible Dictionary*. Holman Reference, 2003.
- Dillard, Raymond B. and Tremper Longman, III. *An Introduction to the Old Testament*. Grand Rapids, MI: Zondervan, 1995.
- Dorsey, David A. *The Literary Structure of the Old Testament: a Commentary on Genesis – Malachi*. Grand Rapids, MI: Baker Books, 1991.
- Dumbrell, William J. *The Faith of Israel: A Theological Survey of the Old Testament*. Grand Rapids: Baker, 2002.
- Elwell, Walter A., ed. *Evangelical Dictionary of Biblical Theology*. Grand Rapids, MI: Baker Books, 1996.
- Gentry, Peter J. and Stephen J. Wellum. *Kingdom through Covenant: A Biblical-Theological Understanding of the Covenants*. Wheaton, IL: Crossway, 2012.
- Goldsworthy, Graeme. *According to Plan: The Unfolding Revelation of God in the Bible*. Downers Grove, IL: Intervarsity Press, 2002.
- Hamilton, Victor P. *Handbook on the Pentateuch*, 2nd ed. Grand Rapids: Baker Academic, 2005.
- Hoerth, Alfred J. *Archaeology & the Old Testament*. Grand Rapids, MI: Baker Academic, 1998.
- Kline, Meredith G. *Kingdom Prologue: Genesis Foundations for a Covenantal Worldview*. Overland Park, KS: Two Age Press, 2000.
- Merrill, Eugene H. *Kingdom of Priests: A History of Old Testament Israel*. Grand Rapids, MI: Baker Books, 1987.
- Ross, Allen P. *Creation & Blessing: A Guide to the Study and Exposition of Genesis*. Grand Rapids, MI: Baker Books, 1996.
- Sailhamer, John. *The Pentateuch as Narrative: A Biblical-Theological Commentary*. Grand Rapids, MI: Zondervan, 1992.
- Schultz, Samuel J. *The Old Testament Speaks: A Complete Survey of Old Testament History and Literature*, 5th ed. New York: HarperCollins, 2000.
- Wenham, Gordon. *The New International Commentary on the Old Testament: The Book of Leviticus*. Grand Rapids, MI: William B. Eerdmans, 1979.
- Wiersbe, Warren W. *The Bible Exposition Commentary Series*. Colorado Springs, CO: Victor, 2001.
- Zuck, Roy B., ed. *A Biblical Theology of the Old Testament*. Chicago, IL: Moody Press, 1991.

READING COMPLETION & VIDEO VIEW RECORD

Name (Please Print) _____

DUE DATE	READING ASSIGNMENT	% DONE
Sep 16	Thirdmill Video - <i>Lesson 1: Why Study the Old Testament?</i>	
Sep 16	Hill & Walton - <i>Chapter 1: Approaching the Old Testament</i>	
Sep 23	Thirdmill Video - <i>Lesson 2: The Kingdom of God</i>	
Sep 23	Hill & Walton - <i>Chapter 2: Geography of the Old Testament</i>	
Sep 30	Hill & Walton - <i>Chapter 3: Introduction to the Pentateuch</i>	
Sep 30	Hill & Walton - <i>Chapter 4: Genesis</i>	
Oct 07	Hill & Walton - <i>Chapter 5: Exodus</i>	
Oct 21	Hill & Walton - <i>Chapter 6: Leviticus</i>	
Oct 28	Hill & Walton - <i>Chapter 7: Numbers</i>	
Nov 04	Thirdmill Video - <i>Lesson 3: Divine Covenants</i>	
Nov 04	Hill & Walton - <i>Chapter 8: Deuteronomy</i>	
Nov 11	Hill & Walton - <i>Chapter 9: Historical Overview of Old Testament Times</i>	
Nov 11	Hill & Walton - <i>Chapter 10: Introduction to the Historical Books</i>	
Nov 18	Hill & Walton - <i>Chapter 11: Joshua</i>	
Nov 18	Hill & Walton - <i>Chapter 12: Judges</i>	
Nov 25	Hill & Walton - <i>Chapter 13: Ruth</i>	
Dec 02	Thirdmill Video - <i>Lesson 4: The Old Testament Canon</i>	

List of Theological Themes in Genesis – Ruth

the angel of the Lord	faith/belief	redemption
atonement	grace	righteous(ness)
bara	holiness	sabbath
blessing	idolatry	sacrifice
blood	kingship	sheol
corporate solidarity	marriage	soul
covenant	the Moabites	Spirit of God
curse	monotheism	the cloud and the fire
death	offering	wisdom
dream	priest(hood)	worship
elohim	prophet	Yhwh

