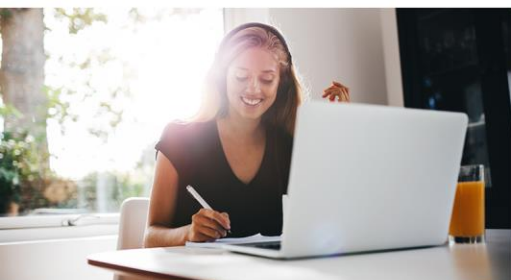
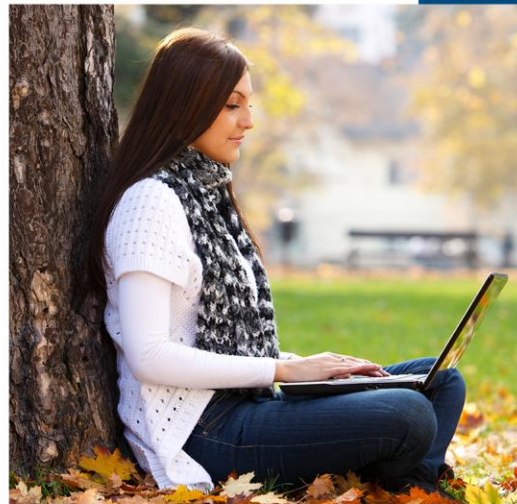
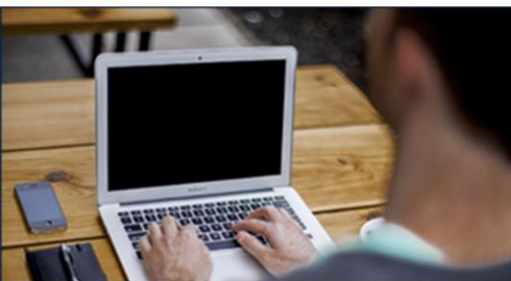
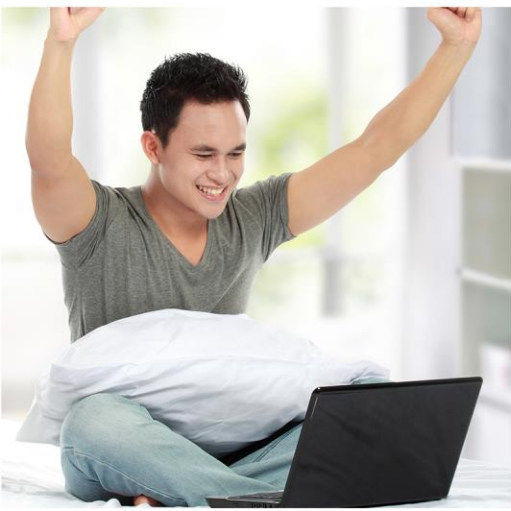




School of
Distance Education
Andrews University

SYLLABUS



**RELB 111 Introduction to the Old Testament
Summer 2021**

RELB 111 Introduction to the Old Testament

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

The purpose of this course is to provide students with a thorough knowledge of the Old Testament and to inspire students to see the importance of the Old Testament for Christian teaching and culture. The course will focus on the Old Testament texts in their geographical, historical, and cultural context, on its literary forms and their significance, and on its theological themes in their relation both to the New Testament and to Christian life and teaching of today.

Required Text/Material

Holy Bible: please use NASB – the New American Standard Bible for your translations (Do not use a paraphrase.)

Seventh-day Adventist Bible Commentary, Volumes 1-4, Review and Herald Publishing
Available at www.egwwritings.org – [Vol. 1](#), [Vol. 2](#), [Vol. 3](#), & [Vol. 4](#).

Electronic Resources Bible: BibleGateway.com

This site has the Bible in multiple translations and languages. You can select several translations for side by side review either verses or chapters. It is free.

Optional Text/Material

White, Ellen G., *Prophets and Kings*, Available at www.egwwritings.org

Ellen G., *Patriarchs and Prophets*, Available at www.egwwritings.org

Ellen G White online books also available at <http://www.whiteestate.org/books/books.asp>

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

Readings: 4 hours

Short essays: 1 hour

Interactive Discussions: 0.5 hour

Quizzes: 0.5 hour

Weekly work on Final Paper: 2.5 hours

Studying for Upcoming Exams: 0.5 hour

Institutional Outcomes

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Learning Outcomes

Graduates of this program will be able to:

1. Document foundational knowledge in the areas of Bible, history, and theology from a Seventh-day Adventist perspective (Seek Knowledge)
2. Effectively communicate the global mission, beliefs, and heritage of the Seventh-day Adventist Church. (Affirm Faith)
3. Exhibit growth in awareness of Christian values and life skills. (Affirm Faith)
4. Document service experiences and skills in community and cross cultural contexts. (Change the World)

Student Learning Outcomes

At the end of the course students should be able to

1. Recognize the most important geographical features of the Middle East as pertaining to the Old Testament texts, recognize significant cultural traits in the Old Testament unique for the Middle East culture of Antiquity, and position the events described in the Old Testament in their political and chronological historical context;
2. Know the basic content of the Old Testament texts, identify the features of the different literary genres of the Old Testament in their cultural context, and articulate the significance of these literary categories for establishing the meaning and theological impact of the texts.
3. Describe the most important theological themes of the Old Testament within the metanarrative of the Bible, recognize Old Testament themes in the culture of Western civilization, and apply them to the Christian life of today.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings and the vocabulary, final research paper, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 7 or newer) or MAC (10.6 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: MS Office 2013 or newer ([student copy here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Essays

There are four essay assignments in this course. You are to write one page double spaced answer to a given questions. Please, check the essay example in Learning Hub to be sure your answer reaches the required level.

Reading Requirements

Students are expected to spend fifty (60) hours reading and writing on the sources listed below. The Old Testament, especially portions emphasized in the course or that are unfamiliar to the student.

The introductions to the Old Testament books in the Seventh-day Adventist Bible Commentary, Volumes 1-4,
Sample SDA Commentary Readings for Vol. 1

- Genesis (201-204)
- Exodus (491-493)
- Leviticus (693-696)
- Numbers (821-822)
- Deuteronomy (953-954)

Response to Readings

Students are expected to submit a 10-12 page double-spaced summary of their experience with these readings before taking the final examination. The summaries are to conform to the essay guidelines in the News Items for this course. The essay body is to contain a one-paragraph summary of each of the thirty-nine books of the OT. Each paragraph is to mention what seem as the most important Messages of the book and the relevance for the book in today's world. Then, the student is to list a few relevant points learned from the SDA Bible Commentary readings.

Quizzes

There are four 40-question, multiple-choice Bible quizzes to be taken throughout the course. They cover, respectively, Genesis-Deuteronomy, Joshua-Esther, Job-Song of Solomon, and Isaiah-Malachi. The questions are designed to guide the student to important points of knowledge in these books and are open-book in form. They cover material in the lecture notes as well as material that must be looked up in the Bible.

Analytical Term Paper

Students are expected to submit a 5-page research report on a topic or passage relevant to the study of the OT. Each report is to contain a Bibliography alphabetically listing at least five sources. The paper is to follow the essay guidelines below. The student is to submit to the instructor the passage/topic by the end of the study on Deuteronomy and an outline by the end of the study on Esther.

For a Passage Paper

- a. Choose a passage in the Hebrew Bible: Read your passage in five different versions of the Bible. Then tell what five versions of the Bible you used.
- b. Write your own paraphrase or version of the text.
- c. After consulting a Bible commentary or two, write two or three paragraphs describing the history of the time, the social issues (living conditions, state of the government), and something about the geographical area in which your passage was written. Then add a paragraph discussing who wrote your passage (authorship).
- d. Identify the major theme of the book from which the passage was taken and discuss how your passage relates to that theme.
- e. Choose TWO words from your passage which contribute significantly to your understanding of the passage. After consulting Bible dictionaries, write a short paragraph describing how these words are used in other parts of the Bible.
- f. Write a paragraph discussing THREE other places where your passage is quoted or referred to in the rest of the Bible, or where a similar theme is treated. Consult a good

Bible with marginal references, a concordance, or a book like Bible Readings for the Home Circle to aid you in finding these passages.

- g. Discuss how TWO commentaries interpret your passage; be sure to tell which two commentaries you consulted
- h. In one paragraph, discuss how this passage can be applied to your life
- i. Format: Include introduction, thesis statement, body, conclusion and alphabetized bibliography.

For a Topic Paper

- a. Read 8-12 verses/passages in your Bible that address your topic. List the references for these verses/passages.
- b. Write, in your own words, what the topic means to you.
- c. After consulting a Bible commentary or two, write two or three paragraphs describing the history of the time when this topic was discussed, the social issues (and something about the geographical area in which your topic was discussed.
- d. Discuss how your topic fits in with the major themes of the Bible.
- e. After consulting a Bible dictionary or two, choose two words involved in or related to your topic and show how they contribute significantly to your understanding of the topic.
- f. Discuss how two Bible encyclopedia articles or magazine/journal articles treat your topic.
- g. In one paragraph, discuss how this topic can be applied to your life.
- h. Format: Include introduction, thesis statement, body, conclusion and alphabetized bibliography.

Extra Credit

A student may raise his/her total grade percentage five points by memorizing up to twelve verses in the OT. These verses should be made up of one or two small passages essentially new to the student. On the day of the final, students who memorized may have their exam proctor evaluate the reciting of the verses based on the Bible the student brings to the examination. One point is to be given for the first three verses nearly-perfectly recited, and another point for the next three so done. After that it's two verses for a point.

Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in

the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

I only accept submitted assignments that are either MS Word, 2003 or 2007, RTF, (Rich Text Format) PDF, or TXT (Text). Papers submitted in other formats that have not been graded may be emailed to me if needed.

Exams

There are two exams in this course. The midterm exam covers material from Lessons 1-8, is made up of multiple-choice and essay questions, and is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 20% of your grade. The final exam covers material from Lessons 9-15, is made up of multiple-choice and essay questions, and is worth 100 points. You will be allowed 120 minutes to take this exam. This exam is worth 20% of your grade. Both exams require proctoring.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 May 17 – 20	Lesson 1: How Do We Know & Understand the Old Testament?	Talk 1		SLO 2
2 May 21 – 27	Lesson 2: Genesis	SDA Commentary Vol. 1 Genesis (201-204)	Discussion 1	SLO 1, 2
3 May 28 – June 3	Lesson 3: Exodus Lesson 4: Leviticus	SDA Commentary Vol.1 Exodus (491-493) SDA Commentary Vol.1 Leviticus (693-696)	Essay 1	SLO 1, 2, 3
4 June 4 – 10	Lesson 5: Numbers, Deuteronomy	SDA Commentary Vol.1 Numbers (821-822) Deuteronomy (953-954)	Quiz 1 Analytical Term Paper: Passage/Topic	SLO 1, 2, 3
5 June 11 – 17	Lesson 6: Joshua, Judges, Ruth Lesson 7: Samuel, Kings, Chronicles	SDA Commentary Vol.2 Joshua (169-174) Judges (301-306) Ruth (423-428) SDA Commentary Vol.2 Samuel (447-455) Kings (715-722) SDA Commentary Vol.3 Chronicles (115-128)	Discussion 2	SLO 1, 2
6 June 18 – 24	Lesson 8: Ezra, Nehemiah, Esther	SDA Commentary Vol. 3 Ezra (319-324) Esther (457-462) Talk 2	Quiz 2 Essay 2 Analytical Term Paper Outline	SLO 1, 2, 3
PROCTORED MIDTERM EXAM				
7 June 25 – July 1	Lesson 9: Job, Psalms Lesson 10: Proverbs, Ecclesiastes, Song of Solomon	SDA Commentary Vol. 3 Job (493-497) Psalms (615-619) SDA Commentary Vol.3 Proverbs (945-946) Ecclesiastics: (1057-1067) Song of Solomon (1109-1112)	Quiz 3 Discussion 3	SLO 1, 2
8 July 2 – 8	Lesson 11: Isaiah Lesson 12: Jeremiah, Lamentations	SDA Commentary Vol. 4 Isaiah (83-93) SDA Commentary Vol.4 Jeremiah (343-353) Lamentations (543-545)	Essay 3	SLO 1, 2, 3
9 July 9 – 15	Lesson 13: Ezekiel, Daniel	SDA Commentary Vol.4 Ezekiel (567-572) Daniel (743-754)		SLO 1, 2

Week	Lessons	Readings	Assignments	Outcomes Met
10 July 16 – 22	Lesson 14: Minor Prophets	SDA Commentary Vol.4 Hosea (885-887) Joel (937-938) Amos (953-955) Obadiah (987-988) Jonah (995-997) Micah (1011-10913) Nahum (1035-1036) Habakkuk (1047-1049) Zephaniah (1047) Haggai (1047) Zechariah (1085) Malachi (1121-122)	Quiz 4 Discussion 4	SLO 1, 2
11 July 23 – 29	Lesson 15: The New Testament	Talk 3	Essay 4 Reading Summaries Analytical Term Paper	SLO 1, 2, 3
12 July 30 – August 6	PROCTORED FINAL EXAM (must be completed by Thursday, August 5, 11:59pm)			SLO 1, 2

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
20	Reading and summarizing
20	Midterm Exam
20	Final Exam
5	Discussion
5	Essays
10	Quizzes
20	Analytical Term Paper
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%

Letter Grade	Percentage
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/webimsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.