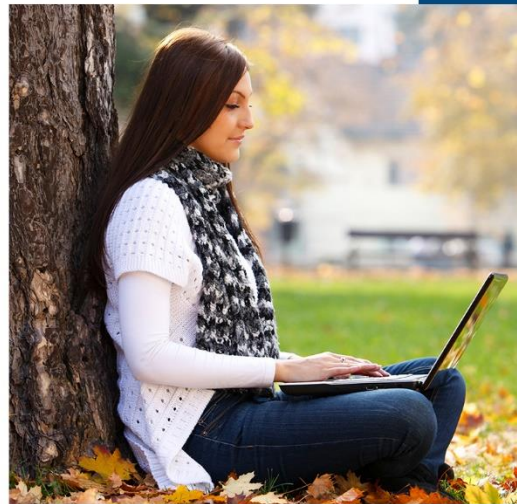
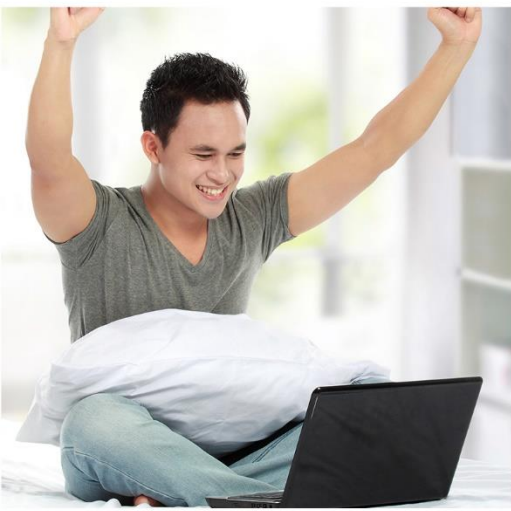




School of
Distance Education
Andrews University

SYLLABUS



**RELB 216 Law and Writings
of the Old Testament
Summer 2021**

RELB 216 Law and Writings of 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

An introduction to the Pentateuch (Genesis, Exodus, Leviticus, Numbers and Deuteronomy) and the Writings (historical books, Psalms, and Wisdom literature).

Required Text/Material

The Bible (any English translation is acceptable).

Hill, A. E., & Walton, J. H. (2009). *A Survey of the Old Testament* (3rd ed.). Grand Rapids, MI: Zondervan. ISBN-13: 978-0310280958.

Sigvartsen, J. A., & Sigvartsen, L. M. (2014). *My Sermon Ideas*. Berrien Springs, MI: ClergyEd.com. ISBN-13: 978-1502703880.

Sigvartsen, J. A. (2011). *How to Write an Exegesis Paper* [Webpage]. Retrieved from www.ExegesisPaper.com.

Please note, you will need access to a scanner for this class.

NOTE: We recommend getting textbooks through Amazon as they ship rapidly to most locations and offer more used and ebook options. If you choose to use the Andrews Bookstore, be sure you order the texts listed in the syllabus for your enrolled section (970-999). Then check delivery date before you order as it is essential to have the materials from day one.

- *Guest students*, contact your financial advisor at your home university.
- *Degree students* using federal financial aid should discuss textbook costs with their financial advisor before purchasing books, if they wish to include this in their budget.

Optional Text/Material

Longman III, T., & Enns, P. (Eds.). (2008). *Dictionary of the Old Testament: Wisdom, Poetry and Writings*. Downers Grove, IL: InterVarsity. ISBN-13: 978-0830817832.

Stuart, D. (2009). *Old Testament Exegesis: A Handbook for Students and Pastors* (4th ed.). Louisville, KY: Westminster John Knox. ISBN-13: 978-0664233440.

Wolf, H. (2007). *An Introduction to the Old Testament Pentateuch*. Chicago, IL: Moody. ISBN-13: 978-0802441560.

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 11.25 hours each week. You'll spend your time in weekly Discussion Forum, 3 reflection papers based on your textbook with 1 optional bonus reflection paper, 10 Sermon/Worship Journal entries, 1 exegesis paper, and a final comprehensive exam.

A recommended weekly schedule to divide your time is provided:

Weekly Discussion Forum: 3.5 hours

Lectures: 3 hours

Sermon/Worship Journal entries: 2 hour

Weekly work on exegesis paper: 1.5 hour

Studying for Upcoming Exams: 1.25 hours

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:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

Student Learning Outcomes

The primary objectives of this three credit class are:

- P1: To provide students with the opportunity to study the Pentateuch and Writings from an academic perspective, ensuring they possess both an understanding and appreciation for critical scholarship (cognitive and affective);
- P2: To introduce the student to exegesis skills and aid the student through the process of writing an exegetical paper (psychomotor).

Secondary objectives include:

- S1: Provide students with an overview of the Pentateuch and Writings in order to enable them to prepare informed and well researched biblical scholarship publications, and if training to be clergy, sermons and worship programs (cognitive and psychomotor);
- S2: Develop critical thought competence in students and the ability to professionally evaluate and articulate their own responses to assigned reading (affective).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, use of www.ExegesisPaper.com, and interactions with the instructor via Discussion Forums. Regular participation in the course is essential for 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

1. **Pentateuch Reflection Paper** – Write a two page (500 words) reflection paper on the Pentateuch section of the textbook (pages 56-178). The paper should include:
 - i. What you **liked** and **did not like** about the Pentateuch chapters and **WHY**.
 - ii. Some **new discoveries** you made and how these may have **changed your thinking**.Please note: This is **not** a book report nor is it a critique or summary of the textbook. Rather, it is your own personal reflection of the journey you took in studying the Pentateuch at an academic level. (Objectives P1 & S1.)
2. **Historical Books Reflection Paper** – Write a two page (500 words) reflection paper on the Historical Books section of the textbook (pages 204-355). The paper should include:
 - i. What you **liked** and **did not like** about the Historical Books chapters and **WHY**.
 - ii. Some **new discoveries** you made and how these may have **changed your thinking**.Please note: This is **not** a book report nor is it a critique or summary of the textbook. Rather, it is your own personal reflection of the journey you took in studying the Historical Books at an academic level. (Objectives P1 & S1.)
3. **Poetic Books (Writings) Reflection Paper** – Write a two page (500 words) reflection paper on the Poetic Books (Writings) section of the textbook (pages 374-499). The paper should include:
 - i. What you **liked** and **did not like** about the Poetic Books (Writings) chapters and **WHY**.
 - ii. Some **new discoveries** you made and how these may have **changed your thinking**.Please note: This is **not** a book report nor is it a critique or summary of the textbook. Rather, it is your own personal reflection of the journey you took in studying the Poetic Books (Writings) at an academic level. (Objectives P1 & S1.)
4. **Sermon/Worship Ideas Journal** – Using the My Sermon Idea’s journal that you purchased as a textbook, complete 10 sermon/worship ideas based on topics covered in the course content – 5 from the Pentateuch and 5 from the Historical/Poetic Books. You will need to scan and submit each journal online. You will need access to a scanner to complete this assignment. Include at least one idea from your exegesis paper. (Objective S1.)

The due dates are provided in the Outline of Topics and Assignments table in this syllabus.

5. **Discussion Forum Participation** – Each week I will post questions relating to your exegesis paper. You may also post questions or start a topic discussion on this Discussion Forum too. I will also post a few questions from time to time for you to discuss. You will be graded on the value and accuracy of what you post relating to your own answers and the critique you give of other's posts. (Objective S2.)

Participation is required weekly. For more information about discussion forum, please see below:

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.

6. **Exegesis paper.** Write a 2000 word exegesis paper (not a sermon) on a narrow topic/passage not covered in class. The paper needs to be strictly formatted following The Andrews University Standards for Written Work (Turabian). Your primary resource for this component is a website I have developed which can be found at www.ExegesisPaper.com. This website provides all the information you need to write a scholarly exegesis paper. Some of the necessary steps will be covered in your course material too. If you have any further questions about your paper, please do not hesitate to contact me. (Objectives P1 & P2.)

The exegesis paper will be evaluated according to the following criteria (for grade evaluation, see the attachments: *Criteria for Assessment Guidelines and Criteria for Assessment*):

- i. Is the exegetical methodology presented in class lectures and reading understood and carefully applied?
- ii. Is the passage analyzed so that its linguistic and literary features as well as the main issues and theological themes were identified and addressed?

- iii. Is the paper well structured (brief introduction, logical sequence, conclusion, bibliography, clarity in format, good writing quality)?
 - iv. Does the paper show acquaintance with the scholarly literature (books, commentaries, journal articles, unpublished dissertations) on the passage?
 - v. Does the paper follow the format of the *Andrews University Standards for Written Work*?
 - vi. Is the paper original and interesting?
 - vii. Are the findings convincing, logical, and biblically valuable?
7. **Bonus: Class Experience Reflection Paper** - Write a two page (500 words) reflection paper on
- the movie "*Ushpizin*" which is available in full for free on Youtube at <http://www.youtube.com/watch?v=UgiCDDGdny4> **OR**
 - the movie "*Expelled: No Intelligence Allowed*" which is also available in full for free on Youtube at <https://www.youtube.com/watch?v=V5EPymcWp-g> **OR**
 - on the Friday night Kiddush ceremony that will be presented in this course.

The paper should include:

- i. What you liked and did not like about the movie or the Kiddush ceremony and WHY.
- ii. Some new discoveries you made and how these may have changed your thinking.

Please note: This is a bonus paper, and as such, cannot be substituted for any assessment mentioned above. This is not a movie or ceremony review, nor is it a summary of the movie or ceremony. Rather, it is your own personal reflection of the journey you took while watching one of these movies or the Kiddush ceremony. (Objectives P1, S1 & S2.)

Rubrics

See grading rubric on the **LearningHub** for this course.

Exams

The final exam is worth 15% of your grade. You are allowed 180 minutes to complete this exam.

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
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	Academic Integrity Quiz Academic Integrity Statement
1 May 17 – 20	Introduction to Law and Writings Introduction to the Pentateuch	A Survey of the Old Testament Chps. 1-3 Optional Ch. 9 Class Materials: Introduction to Law & Writings, Introductions to Pentateuch	Introducing yourself Due Thursday, May 27, 11:55pm
2 May 21 – 27	The first Creation Story (Gen 1) The second Creation Story: The Eden Narrative (Gen 2-3) Concluding remarks regarding the Creation Stories (one or two stories?)	Holy Bible: Genesis Chps. 1-3 A Survey of the Old Testament Ch. 4 Class Materials: The First Creation Story, The Second Creation Story Class Materials: Concluding Remarks	Find the structure of Gen 1 Discussion Forum Find key phrases in Gen 2-3 Discussion Forum My Sermon Ideas Journal 1
3 May 28 – June 3	The Historical Critical Method - JEPD The Flood Story (Gen 5-9)	Holy Bible: Genesis Chps. 5-9 Class Materials: The Flood Story, The Historical Method	My Sermon Ideas Journal 2 Passage for Exegesis Paper chosen History Writing Discussion Forum Flood Story Discussion Forum
4 & 5 June 4 – 17	The Abraham Narrative (Gen 12-22)	Holy Bible: Genesis Chps. 12-22 Class Materials: The Gospel of Abraham	My Sermon Ideas Journal 3
6 & 7 June 18 – July 1	The Book of Exodus The Sabbath (Jewish Celebration)	A Survey of the Old Testament Ch. 5-8 Class Materials: The Book of Exodus, The Sabbath	My Sermon Ideas Journal 4 My Sermon Ideas Journal 5 Reflection Paper on Pentateuch due Old Testament Law Discussion Forum Ten Commandments Discussion Forum
8 July 2 – 8	Introduction to the Writings The Book of Ruth	A Survey of the Old Testament Ch. 10-12, 14-17 Optional Ch. 19 Class Materials: Introductions to Writings Holy Bible: The Book of Ruth A Survey of the Old Testament Ch. 13 Class Materials: The Book of Ruth	The Writing Discussion Forum My Sermon Ideas Journal 6 Ruth Discussion Forum
9 July 9 – 15	The Book of Esther The Book of Job	Holy Bible: The Book of Esther A Survey of the Old Testament Ch. 18 Class Materials: The Book Of Esther Holy Bible: Job Chps. 1-3 A Survey of the Old Testament Ch. 20-21 Class Materials: The Book of Job	My Sermon Ideas Journal 7 Reflection Paper on Historical Books due Esther Discussion Forum The LXX Version Discussion Forum My Sermon Ideas Journal 8 Job Discussion Forum
10 July 16 – 22	The Book of Proverbs and Song of Songs	Holy Bible: Proverbs, Songs Of Songs A Survey of the Old Testament Ch. 23-25 Class Materials: The Book Of Proverbs, The Book of Song Of Songs	My Sermon Ideas Journal 9 Proverbs Discussion Forum Song of Songs Discussion Forum
11 July 23 – 29	The Books of Psalms	Holy Bible: Psalms Chps. 1-2, 34, 40, 54, 55, 85, 95, 135 A Survey of the Old Testament Ch. 22, 26 Class Materials: The Book of Psalms	My Sermon Ideas Journal 10 Hebrew Parallelism Discussion Forum Psalms Discussion Forum

Week	Lessons	Readings	Assignments
12 July 30 – August 6	Concluding Remarks regarding Law and Writings		Exegesis Paper due (2000 Words) Reflection Paper on the Poetic Books (Writings) due Optional Bonus Reflection Paper on Class Experience due
FINAL EXAM (needs to be completed by Thursday August 5, 11:59 PM)			

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
10	Pentateuch Reflection Paper
10	Historical Books Reflection Paper
10	Poetic Books (Writings) Reflection Paper
20	Sermon/Worship Ideas Journal
10	Discussion Forum participation
15	Final Examination
25	Exegesis Paper
10 (Bonus)	Bonus: Additional Reflection 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%
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/web/llmsc/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/accommodationsregform.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.