

CHST 111: Survey of the Old Testament

Prerequisite(s): None

Credits: 3



I. Course Description

A survey of the content of the Old Testament in its historical and cultural setting with particular emphasis upon its relevance for today.

II. Course Objectives

1. Demonstrate a knowledge of the key historical matters related to the Old Testament writings (e.g., author, date);
2. Demonstrate a knowledge of the key literary features relate to the Old Testament writings (e.g., genre);
3. Articulate the major and minor theological themes presented in the Old Testament writings;
4. Apply accurately and responsibly the major and minor theological themes found in the Old Testament writings.

III. Course Textbooks and Reading Materials

****Students must purchase in advance texts and/or materials for this course.***

Old Testament Survey, Edition 2

Paul House and Eric Mitchell

B&H Publishing Group

ISBN: 9780805440362

The Books of the Bible

John H. Sailhamer

Zondervan Quick Reference Library

ISBN: 9780310500315

How We Got the Bible

John H. Sailhamer

Zondervan Quick Reference Library

ISBN: 9780310203919

Biblical Prophecy

John H. Sailhamer

Zondervan Quick Reference Library

ISBN: 9780310500513

IV. Weekly Information

Module One – Week 1

Introduction, The Pentateuch and Genesis

Objectives

At the end of this Module, you should be able to:

- Recognize the main moments and concepts of the history of the biblical text.
- Describe the three main parts of the Old Testament.
- List and order the five parts of the Pentateuch.
- Compare and contrast between the three main views of how the Old Testament was composed.
- Distinguish between prose and poetry in biblical literature.
- Identify and order the main characters, primary plot points, central themes and repeated patterns (such as symbols) of Genesis.
- Paraphrase what happens (plot) to the main characters in Genesis in your own words.
- Evaluate the dilemma (problem) and hope (message) of Genesis as a part of the Pentateuch.

Read and Study

Part 1A (Due Thursday)

- Video: Introduction
- *Old Testament Survey (H&M)*, Introduction (pp. 1–14)
- *How We Got the Bible (HB)*, pp. 9–45

Part 1B (Due Sunday)

- Video: The Pentateuch
- Video: Genesis Part 1
- Video: Genesis Part 2
- *H&M*, The Pentateuch, Chp 1 (pp. 15–44)
- The Books of the Bible (BB), Gen (pp. 18)

Optional Practice: Ordering of the Old Testament, the Pentateuch and the major characters in Genesis.

Deliverables

Part 1A (Due Thursday)

- Introductory Discussion Board (not graded)
- Discussion Board 1 Thread (DB1) Compare and contrast the three main views of how the Old Testament was composed from *How We Got the Bible* pp 33–37. (500–750 words)

Part 1B (Due Sunday)

- Discussion Board 1 Replies: 2 replies (100–250 words)
- Quiz 1: covers week 1's content

Module Two – Week 2

The Pentateuch: Exodus and Leviticus

Objectives

At the end of this Module, you should be able to:

- Identify and order the main characters, primary plot points, central themes and repeated patterns (such as symbols) of Exodus and Leviticus.
- Paraphrase what happens (plot) to the main characters in Exodus and Leviticus in your own words.
- Evaluate the dilemma (problem) and hope (message) of Exodus and Leviticus as a part of the Pentateuch.

Read and Study

Part 2A (Due Thursday)

- Video: Exodus
- *H&M*, Chp 2
- *BB*, Exo

Part 2B (Due Sunday)

- Video: Leviticus
- *BB*, Lev

Deliverables

Part 2A (Due Thursday)

- Discussion Board 2 Thread (DB2) Compare and contrast the different elements of the Abrahamic Covenant and the Mosaic Covenant. (500–750 words)

Part 2B (Due Sunday)

- Discussion Board 2 Replies: 2 replies (100–250 words)
- Quiz 2: covers week 2's content

Module Three – Week 3

The Pentateuch: Numbers and Deuteronomy

Objectives

At the end of this Module, you should be able to:

- Identify and order the main characters, primary plot points, central themes and repeated patterns (such as symbols) of Numbers and Deuteronomy.
- Paraphrase what happens (plot) to the main characters in Numbers and Deuteronomy in your own words.
- Evaluate the dilemma (problem) and hope (message) of Numbers and Deuteronomy as a part of the Pentateuch.
- Evaluate the dilemma (problem) and hope (message) of the whole Pentateuch as one book.
- Identify key ideas of Christians and Biblical Prophecy.

Read and Study

Part 3A (Due Thursday)

- Video: Numbers
- *H&M*, Chp 3
- *BB*, Num

Part 3B (Due Sunday)

- Video: Deuteronomy
- Video: The Pentateuch as One Book
- *BP*, Introduction to Bible Prophecy
- *BB*, Deu

Deliverables

Part 3A (Due Thursday)

- Discussion Board 3 Thread (DB3) How did the Mosaic Covenant work out for Israel in Exodus, Leviticus and Numbers? (500–750 words)

Part 3B (Due Sunday)

- Discussion Board 3 Replies: 2 replies (100–250 words)
- Paper 1: Argue whether the Pentateuch (the Torah) offers the reader hope in the fulfillment of the Abrahamic Covenant or in the Mosaic Covenant? (1000–1200 words)
 - Paper Outline
 - Introduction: must end with a clear thesis statement.
 - Body Paragraphs: each paragraph must defend a part of the thesis and begin with a topic sentence that clarifies the relationship between the paragraph and the thesis statement.

- Conclusion: must begin with the same thesis statement and follow with a summation of your argument
- Paper Reminders
 - Write clear and complete sentences.
 - Write paragraphs that flow from thought to thought.
 - Make sure that the subject and verb of each sentence agree.
 - Make sure that you use the same tense throughout your work.
 - Please read your paper aloud before submitting it.
- Quiz 3: covers week 3's content

Module Four – Week 4

The Former Prophets: Joshua, Judges, Samuel and Kings

Objectives

At the end of this Module, you should be able to:

- Recognize the two parts of the Prophets and the primary genre of each part.
- Distinguish between the primary purposes of the two parts of the Prophets.
- List and order the four parts of the Former Prophets.
- Identify and order the main characters, primary plot points, central themes and repeated patterns (such as symbols) of Joshua, Judges, 1 Samuel, 2 Samuel, 1 Kings and 2 Kings.
- Paraphrase what happens (plot) to the main characters in Joshua, Judges, 1 Samuel, 2 Samuel, 1 Kings and 2 Kings in your own words.
- Evaluate the dilemma (problem) and hope (message) of Joshua, Judges, 1 Samuel, 2 Samuel, 1 Kings and 2 Kings as parts of the Prophets.
- Evaluate the dilemma (problem) and hope (message) of the Former Prophets as one book.
- Identify the three different ways that scholars have understood the events depicted in the Bible.
- Identify the three main genres of prophetic literature.
- Identify the biblical ideas of creation, providence, and nature.
- Identify God's plan of redemption and the Kingdom of God in the Old Testament.
- Identify the different covenants in the Old Testament.

Read and Study

Part 4A (Due Thursday)

- Video: The Prophets and the Former Prophets
- Video: Joshua
- Video: Judges
- *H&M*, Chps 4–5

- *BP, Hermeneutics of Bible Prophecy*
- *BB, Jos, Jud*

Part 4B (Due Sunday)

- Video: 1 Samuel and 2 Samuel
- Video: 1 Kings and 2 Kings
- *H&M, Chps 6–7*
- *BP, Biblical Theological Foundations of Bible Prophecy*
- *BB, 1 Sam, 2 Sam, 1 Kin, 2 Kin*

Deliverables

Part 4A (Due Thursday)

- MidTerm Exam: covers weeks 1–3
- Discussion Board 4 Thread (DB4) Was Joshua's conquest successful? (500–750 words)

Part 4B (Due Sunday)

- Discussion Board 4 Replies: 2 replies (100–250 words)
- Quiz 4: covers week 4's content

Module Five – Week 5

The Latter Prophets: Isaiah, Jeremiah, Ezekiel and the Twelve

Objectives

At the end of this Module, you should be able to:

- List and order the four parts of the Latter Prophets.
- List and order the 12 books of the Book of the Twelve.
- Identify and order the main characters, primary plot points, central themes and repeated patterns (such as symbols) of Isaiah, Jeremiah, Ezekiel and the Twelve.
- Paraphrase what happens (plot) to the main characters in Isaiah, Jeremiah, Ezekiel and the Twelve in your own words.
- Evaluate the dilemma (problem) and hope (message) of Isaiah, Jeremiah, Ezekiel and the Twelve as parts of the Prophets.
- Evaluate the dilemma (problem) and hope (message) of the Latter Prophets as one book.
- Evaluate the dilemma (problem) and hope (message) of the Prophets as one book.
- Identify the three main prophetic snapshots (verbal pictures) that the prophets use.
- Identify the central themes in Biblical prophecy.

Read and Study

Part 5A (Due Thursday)

- Video: Intro to The Latter Prophets

- Video: Isaiah Pt 1
- Video: Isaiah Pt 2
- Video: Isaiah Pt 3
- Video: Jeremiah Pt 1
- Video: Jeremiah Pt 2
- *H&M*, Chps 8–9
- *BP*, Prophecy in the Old Testament
- *BB*, Isa, Jer

Part 5B (Due Sunday)

- Video: Ezekiel Pt 1
- Video: Ezekiel Pt 2
- Video: The Twelve
- Video: Hosea, Joel and Amos
- Video: Obadiah, Jonah and Micah
- Video: Nahum, Habakkuk, Zephaniah
- Video: Haggai, Zechariah and Malachi
- *H&M*, Chps 10–11
- *BP*, Central Themes in Bible Prophecy
- *BB*, Ezk, Hos, Joe, Amo, Oba, Jon, Mic, Nah, Hab, Zep, Hag, Zec, Mal

Deliverables

Part 5A (Due Thursday)

- Discussion Board 5 Thread (DB5) How do Isaiah and Jeremiah understand the Davidic Covenant of 2 Sam 7? (500 – 750 words)

Part 5B (Due Sunday)

- Discussion Board 5 Replies: 2 replies (100–250 words)
- Paper 1: Argue whether the Prophets find hope 1) in the Abrahamic and Davidic Covenants or 2) in the law codes of the Mosaic Covenant? (1000–1200 words)
 - Paper Outline
 - Introduction: must end with a clear thesis statement.
 - Body Paragraphs: each paragraph must defend a part of the thesis and begin with a topic sentence that clarifies the relationship between the paragraph and the thesis statement.
 - Conclusion: must begin with the same thesis statement and follow with a summation of your argument
 - Paper Reminders
 - Write clear and complete sentences.
 - Write paragraphs that flow from thought to thought.
 - Make sure that the subject and verb of each sentence agree.

- Make sure that you use the same tense throughout your work.
- Please read your paper aloud before submitting it.
- Specific Reminders and Questions for This Paper
 - Do not summarize the events of the Torah (the Pentateuch) for the AC and MC.
 - Do not summarize the events of the Prophets for the DC.
 - Do, however, make clear how the prophetic books talk about the AC, DC and the MC.
 - Defend your ideas with evidence from the Prophets.
- Some Questions to Ponder as You Write
 - Do the laws of the MC offer life or death, hope or judgment?
 - Does the conquest under Joshua fulfill the AC? ... or does it view it as a failure that points beyond it?
 - Was the AC fulfilled or unfulfilled in the Prophets?
 - What is the connection between the AC and the DC?
 - Is there a connection between the MC and the DC?
- Quiz 5: covers week 5's content

Module Six – Week 6

The Writings: Psalms, Job, Proverbs, Ruth, Song of Songs, Ecclesiastes, Lamentations

Objectives

At the end of this Module, you should be able to:

- Recognize the two parts of the Writings and the primary genre of each part.
- Distinguish between the primary purposes of the two parts of the Writings.
- List and order the seven books that begin the Writings.
- Identify and order the main characters, primary plot points, central themes and repeated patterns (such as symbols) of Psalms, Job, Proverbs, Ruth, Song of Songs, Ecclesiastes, and Lamentations.
- Paraphrase what happens (plot) to the main characters in Psalms, Job, Proverbs, Ruth, Song of Songs, Ecclesiastes, and Lamentations in your own words.
- Evaluate the dilemma (problem) and hope (message) of Psalms, Job, Proverbs, Ruth, Song of Songs, Ecclesiastes, and Lamentations as parts of the Writings.

Reading and Study

Part 6A (Due Thursday)

- Video: The Writings
- Video: Psalms Pt 1
- Video: Psalms Pt 2
- Video: Psalms Pt 3
- Video: Job
- Video: Proverbs

- *H&M*, Chps 12–14
- *BB*, Psa, Job, Psa

Part 6B (Due Sunday)

- Video: Ruth
- Video: Song of Songs
- Video: Ecclesiastes
- Video: Lamentations
- *H&M*, Chps 15–18
- *BB*, Rut, Son, Ecc, Lam

Deliverables

Part 6A (Due Thursday)

- Discussion Board 6 Thread (DB6) How does the Blessed Man of Psalms 1–2 compare to Joshua? (500–750 words)

Part 6B (Due Sunday)

- Discussion Board 6 Replies: 2 replies (100–250 words)
- Quiz 6: covers week 6's content

Module Seven – Week 7

The Writings: Esther, Daniel, Ezra, Nehemiah, Chronicles

Objectives

At the end of this Module, you should be able to:

- List and order the five books that end the Writings.
- Identify and order the main characters, primary plot points, central themes and repeated patterns (such as symbols) of Esther, Daniel, Ezra, Nehemiah and Chronicles.
- Paraphrase what happens (plot) to the main characters in Esther, Daniel, Ezra, Nehemiah and Chronicles in your own words.
- Evaluate the dilemma (problem) and hope (message) of Esther, Daniel, Ezra, Nehemiah and Chronicles as parts of the Writings.
- Evaluate the dilemma (problem) and hope (message) of the Writings as one book.
- Evaluate the dilemma (problem) and hope (message) of the Old Testament as one book.

Read and Study

Part 7A (Due Thursday)

- Video: Esther Pt 1
- Video: Esther Pt 2

- Video: Daniel Pt 1
- Video: Daniel Pt 2
- Video: Ezra
- Video: Nehemiah
- *H&M*, Chps 19–21
- *BB*, Est, Dan, Ezr, Neh

Part 7B (Due Sunday)

- Video: Chronicles Pt 1
- Video: Chronicles Pt 2
- Video: The Old Testament and the TaNaK
- *H&M*, Chp 22
- *BB*, Rut, Son, Ecc, Lam

Deliverables

Part 7A (Due Thursday)

- Discussion Board 7 Thread (DB7) How do Esther, Mordecai and Daniel remind the reader of Joseph (from Genesis) and why? (500–750 words)

Part 7B (Due Sunday)

- Discussion Board 7 Replies: 2 replies (100–250 words)
- Quiz 7: covers week 7's content
- Final Exam: covers weeks 1–7's content

V. Course Information and Grading

Course Requirements (Weekly)

Each Module will be based on the inclusion and grading of the following segments:

- Discussion Boards (7 DBs, each DB is 3% of the final grade)
- Quizzes (7 Quizzes, each Quiz is 4% of the final grade)
- Papers (2 Papers, each Paper is 10% of the final grade)
- MidTerm Exam (1 at 15% of the final grade)
- Final Exam (1 at 16% of the final grade)

Assignment	Percent of Final Grade	Percent of Class Completed
DB1	3	
Quiz 1	4	7%
DB2	3	
Quiz 2	4	14%
DB3	3	
Quiz 3	4	
Paper 1	10	31%

DB4	3	
MidTerm	15	
Quiz 4	4	53%
DB5	3	
Quiz 5	4	
Paper 2	10	70%
DB6	3	
Quiz 6	4	77%
DB7	3	
Quiz 7	4	
Final	16	100%

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words
 - ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

CSUOnline Undergraduate classes follow the numerical and letter grading scale listed below. The Professor typically has 1 week (7 days) after submission and/or the due date to grade all assignments. The Blackboard Grade Center allows students to see their current grade at any time. No grades will be provided to students over the phone or via email.

A = 90-100

B+ = 85-89

B = 80-84

C+ = 75-79

C = 70-74

D = 60-69

F = <60

Discussion Board Rubric – Introduction

This Introductory Discussion Board is not graded.

Discussion Boards Rubric (DBs1–7, each 3% of the final grade)

Criteria	Levels of Achievement			
	Novice	Competent	Proficient	Superlative
Opening Thread: Content (was the question answered well?) Weight 40.00%	50 % The question was not adequately answered.	75 % The question was answered adequately with only a few good insights.	90 % The question was answered clearly and precisely with some good insights.	100 % The question was answered clearly, precisely and with insight that demonstrates synthesis of material.
Opening Thread: Grammar, Spelling, Syntax, Format and Writing Style (was the writing style formal and easy to read?) Weight 40.00%	50 % The question was not answered with a good writing style. It has a lot of significant style problems within it.	75 % The question was answered with a good writing style, but there were also significant style problems with in it.	90 % The question was answered with a very good writing style, but there were also minor style issues within it.	100 % The question was answered with a flawless writing style.
Opening Thread: Use of source(s) Weight 10.00%	50 % The question was not answered with a good interaction and citation form with its sources.	75 % The question was answered with a good but seriously flawed interaction and citation form with its sources.	90 % The question was answered with a very good (but not flawless) interaction and citation form with its sources.	100 % The question was answered with a flawless interaction and citation form with its sources.
Two Quality Replies Weight 10.00%	50 % The two replies failed to offer good and useful insights for fellow students and/or they had significant problems with grammar, spelling, format, writing style or content.	75 % The two replies both offered good and useful insights for fellow students with some minor problems with grammar, spelling, format, writing style or content.	90 % The two replies both offered good and useful insights for fellow students but there were minimal problems with grammar, spelling, format, writing style or content.	100 % The two replies both offered good and useful insights for fellow students without any problems with grammar, spelling, format, writing style or content.

Please note: **You can score below this rubric**, even earning a zero, if work is not completed adequately and in a timely manner.

Paper Rubric (2 papers, each 10% of the final grade)

Criteria	Levels of Achievement			
	Novice	Competent	Proficient	Superlative
Thesis Stated Clearly Weight 25.00%	50 % The thesis statement is poorly stated because it does not express a single claim, its language is awkward and/ or flawed, and its ideas are disorganized.	75 % The thesis statement is adequately stated because it expresses a single claim, its language is coherent, and its ideas are organized.	90 % The thesis stated quite well because it expresses a single claim that directly answers the question, its language is clear and coherent, and its ideas are organized effectively.	100 % The thesis statement is near perfectly stated because it expresses a single claim that directly answers the question in a unique or creative manner, its language is flawlessly coherent, clear and critical, and its ideas are organized in a way that heightens the discussion's quality.
Reasons Stated Clearly (Topic Sentences) Weight 25.00%	50 % The topic sentences are poorly stated because they do not connect their paragraphs' content to the role of defending your thesis statement with language that proves awkward and/ or flawed, and its ideas are disorganized.	75 % The topic sentences are adequately stated because they connect their paragraphs' content to the role of defending your thesis statement with language that proves coherent, and its ideas are organized.	90 % The topic sentences are stated quite well because they connect their paragraphs' content to the role of defending your thesis statement with language that proves clear and coherent, and its ideas are organized effectively.	100 % The topic sentences are nearly perfectly stated because they connect their paragraphs' content to the role of defending your thesis statement in a unique or creative manner with language that proves coherent, clear and critical, and its ideas are organized effectively.
Reasons Explained Well (Arguments Developed) Weight 25.00%	50 % The argument itself is poorly stated because it does not build a logical, coherent and effective argument with language that proves awkward and/ or flawed, and its ideas are disorganized with a lot of unneeded repetition instead of genuine development.	75 % The argument itself is adequately stated because it builds a coherent argument with language that proves coherent, and its ideas are organized.	90 % The argument itself is stated quite well because it builds a logical, coherent and effective argument with language that proves clear and coherent, and its ideas are organized effectively.	100 % The argument itself is stated nearly perfectly because it builds a logical, coherent and effective argument in a unique or creative manner with language that proves coherent, clear and critical, and its ideas are organized effectively.
Writing Style and Turabian (Grammar, Syntax, Spelling) Weight 25.00%	50 % The paper offers multiple errors in grammar, syntax, and spelling along with issues with the formatting of the cover page, paper, footnotes or bibliography.	75 % The paper offers few errors in grammar, syntax, and spelling along with few issues with the formatting of the cover page, paper, footnotes or bibliography.	90 % The paper offers only a handful of miniscule errors in grammar, syntax, and spelling along with very few issues with the formatting of the cover page, paper, footnotes or bibliography.	100 % The paper offers no errors in grammar, syntax, and spelling along with no issues with the formatting of the cover page, paper, footnotes or bibliography.

Please note: **You can score below this rubric**, even earning a zero, if work is not completed adequately and in a timely manner.

Course Schedule (chart below)

Key:

H&M *Old Testament Survey*, Edition 2, Paul R. House and Eric Mitchell

BB *The Books of the Bible*, John Sailhamer

HB *How We Got the Bible*, John Sailhamer

BP *Biblical Prophecy*, John Sailhamer

Week	Part	Topics	Reading	Assignments	Tests
1	1A Due Thursday	Introduction	H&M Introduction HB pp 9–45	Intro DB DB1 Thread	
	1B Due Sunday	The Pentateuch & Genesis	H&M The Pentateuch, Chp 1 BB Gen	DB1 Replies	Quiz 1
2	2A Due Thursday	Exodus	H&M Chp 2 BB Exo	DB2 Thread	
	2B Due Thursday	Leviticus	BB Lev	DB2 Replies	Quiz 2
3	3A Due Thursday	Numbers	H&M Chp 3 BB Num	DB3 Thread	
	3B Due Sunday	Deuteronomy	BP Introduction to Bible Prophecy BB Deu	DB3 Replies Paper 1	Quiz 3
4	4A Due Thursday	The Former Prophets, Joshua & Judges	H&M The Former Prophets, Chps 4–5 BP Hermeneutics of Bible Prophecy BB Jos, Jud	DB4 Thread	MidTerm (1–3)
	4B Due Sunday	Samuel & Kings	H&M Chaps 6–7 BP Biblical Theological Foundations of Bible Prophecy BB 1 Sam, 2 Sam, 1 Kin, 2 Kin	DB4 Replies	Quiz 4
5	5A Due Thursday	The Latter Prophets, Isaiah & Jeremiah	H&M The Prophets, Chps 8–9 BP Prophecy in the Old Testament BB Isa, Jer	DB5 Thread	
	5B Due Sunday	Ezekiel and the Twelve	H&M Chps 10–11 BP Central Themes in Bible Prophecy BB Ezk, Hos, Joe, Amo, Oba, Jon, Mic, Nah, Hab, Zep, Hag, Zec, Mal	DB5 Replies Paper 2	Quiz 5
6	6A Due Thursday	The Writings, Psalms, Job, Proverbs	H&M The Writings, Chps 12–14 BB Psa, Job, Pro	DB6 Thread	
	6B Due Sunday	Ruth, Song of Songs, Ecclesiastes & Lamentations	H&M Chps 15–18 BB Rut, Son, Ecc, Lam	DB6 Replies	Quiz 6
7	7A Due Thursday	Esther, Daniel, Ezra & Nehemiah	H&M Chps 19–21 BB Est, Dan, Ezr, Neh	DB7 Thread	
	7B Due Sunday	Chronicles	H&M Chp 22 BB 1 Chr, 2 Chr BP Theological Systems and Bible Prophecy	DB7 Replies	Quiz 7 Final Exam