



DIVISION OF ADULT LEARNING

SYLLABUS

BIBL-421: Pentateuch

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course is a detailed study of the first five books of the Old Testament with special attention to their social and theological contexts and composition. The course will also consider the questions of legal and cultic authority and the figure of Moses in the portrayal of that authority.

Required Text(s) and/or Supporting Resources:**Required Textbooks:**

Brueggemann, Walter. *The Creative Word: Canon as a Model for Biblical Education*, 2nd ed. Fortress Press, 2015. ISBN: 9781451499582.

Fretheim, Terence. *Interpreting Biblical Texts: The Pentateuch*. Abingdon Press, 1996. ISBN: 97801687008421.

Additional Supporting Resources:

Resources provided in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

BIBL-101 or BIBL-111 and BIBL-261

Course Goals and Learning Outcomes:**PURPOSE**

This course will offer the opportunity to take a closer look at the Pentateuch and the foundation it provides for Christian faith and practice. To accomplish this, a four step approach will be utilized:

1. Examination of the place of the Pentateuch in the Hebrew and Christian canon and its import for Christian doctrine, discipleship and practice.
2. In-depth study of the outline, major themes and stories of each book of the Pentateuch.
3. Exploration of the Pentateuch through the life and teachings of Jesus.
4. Discussion of the application of an ancient text in a postmodern world.

While historical and literary critical approaches will be discussed, the focus of this course will be on the contextual relevance of the Pentateuch. The goal will be to reflect upon the ways in which Yahweh reveals Himself in the Pentateuch through relationship with nature, nations, His people (Israel) and individuals to discern the abiding characteristics and values that inform us about His relationships with nature, nations, His people (the church) and individuals in the postmodern world. The revealed character and values will then be interpreted through the lens of Jesus Christ – the fulfillment of the Law – and applied to each student’s unique context.

General Learning Objectives (Course Goals):

This course seeks to:

1. Examine the Pentateuch and the foundation it provides for Christian faith and practice.
2. Examine the historical and literary critical approaches to understanding the contextual relevance of the Pentateuch.
3. Examine the ways in which Yahweh reveals Himself in the Pentateuch through relationship with nature, nations and Israel.
4. Examine the ways in which God establishes relationships with the church and individuals in the postmodern world.
5. Understand the revealed character of God through the lens of Jesus Christ – the fulfillment of the Law.

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Articulate the import of the place of the Pentateuch in the Hebrew and Christian canon and communicate the implications for doctrine, discipleship and practice through teaching, witnessing and dialogue.
2. Demonstrate knowledge of the outline, major themes, stories and messages of the Pentateuch as a whole and of each book of the Pentateuch individually through discussion and the evaluative process.
3. Reflect critically upon the Law (Pentateuch) as fulfilled and interpreted through the life and teachings of Jesus and develop a method of discipleship that relates the critical reflection through practical experience.
4. Utilize critical reflection to discern the character and values of Yahweh as revealed relationally in the Pentateuch and communicate through teaching, witnessing and dialogue the implications for Christian faith and practice in their unique social, economic, political and religious context.
5. Develop a holistic and contextually relevant model of discipleship derived from the approach to the Pentateuch presented in this course.

Major Topics:

- A. A Narrative Approach to Scripture; The Authority of the Old Testament
- B. The Place and Function of Torah in the Hebrew and Christian Canon
- C. Genesis: The Word that Forms, Informs and Transforms
- D. Exodus: The Story of Redemption and Regeneration
- E. Leviticus: God is Holy, Therefore...
- F. Numbers: Wandering in the Wilderness
- G. Deuteronomy: The Fire of God
- H. Jesus and the Law

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction

with the other students. An initial post is required (evaluation of “a” and “b” above) and then response posts interacting to other students’ initial posts (evaluation of “c” above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.

- C. **Unit Assignments.** Each week you will be required to submit a Reflection Journal. In this journal, you should discuss the most important concepts that you learn throughout the week and how those concepts can be applied to your personal life and ministry. Your weekly journal should exhibit critical reflection of your own understanding of biblical truth. The Journal should be more than a casual discussion and should provide adequate integration of the various materials assigned for reading and viewing throughout the week.
- D. **Exam.** There will be a Mid-Term Exam in Unit 4.
- E. **Course Project.** There will be a paper due in Unit 7. The paper will be seven (7) pages and written on one of eight topics provided.

Evaluation:

A. Threaded Discussions	350
B. Unit Assignments	250
C. Exams	200
D. Course Project	200

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and

clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.

- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

Blenkinsopp, J. *Treasures old and new: essays in the theology of the Pentateuch*. (Grand Rapids: Eerdmans, 2004).

Harrison, R.K. *Introduction to the Old Testament*. (Peabody, MA: Eerdmans, 2004). pp.493–541.

Knight, D.A. and G.M. Tucker *The Hebrew Bible and its modern interpreters*. (Philadelphia: Fortress Press, 1985), especially Ackroyd (pp.297–323), Knight (pp.263–296).

Knoppers, G.N. and B.M. Levinson (eds) *The Pentateuch as Torah: new models for understanding its promulgation and acceptance*. (Winona Lake, IN: Eisenbrauns, 2007).

Nihan, C. *From priestly Torah to Pentateuch: a study in the composition of the book of Leviticus*. (Tübingen: Mohr Siebeck, 2007).

Rendtorff, R. *The Canonical Hebrew Bible*. (Leiden: Deo Publishing, 2005).

Rogerson, J.W. *Genesis 1–11*. (Sheffield: Sheffield Academic Press, 1991).

Soggin, J.A. *Introduction to the Old Testament*. (London: SCM Press, 1989).

Whybray, R.N. *The making of the Pentateuch*. (Sheffield: JSOT, 1987).