

## Saint Leo University

### REL 124 Introduction to the Old Testament

#### Course Description:

This survey course will provide a general introduction to the development, structure, and content of the Old Testament/Hebrew Scriptures, texts held sacred by both Christians and Jews. Using modern methods of biblical scholarship, students will study the biblical texts from historical, cultural, literary, and theological perspectives. Students will have an opportunity to concentrate on selected narratives of their own choosing from the books of the Law (Torah), the Prophets (Nevi'im), and the Writings (Ketuvim). Deuterocanonical texts unique to the Catholic canon will also be included.

#### Prerequisite:

PHI 101

#### Textbooks:

Carvalho, Corrine L. *Encountering Ancient Voices*. 2<sup>nd</sup> ed. Winona: Anselm Academic, 2010. Print. ISBN: 978-1-59982-050-7. Designated as **EAV** in the Course Schedule.

Osiek, Carolyn, ed. *Anselm Academic Study Bible*. Winona: Anselm Academic, 2013. Print. ISBN: 978-1-59982-124-5. Designated as AASB in the Course Schedule.

#### Supporting Links

Pontifical Biblical Commission. *The Jewish People and Their Sacred Scriptures in the Christian Bible*.

Vatican Press, 2002. Web Link:

[http://www.vatican.va/roman\\_curia/congregations/cfaith/pcb\\_documents/rc\\_con\\_cfaith\\_doc\\_20020212\\_popolo-ebraico\\_en.html](http://www.vatican.va/roman_curia/congregations/cfaith/pcb_documents/rc_con_cfaith_doc_20020212_popolo-ebraico_en.html)

Pontifical Biblical Commission. *The Interpretation of the Bible in the Church*. Vatican Press, 1993. Web

Link: [http://catholic-resources.org/ChurchDocs/PBC\\_Interp.htm](http://catholic-resources.org/ChurchDocs/PBC_Interp.htm). Listed in course schedule as IBC.

#### Learning Outcomes:

1. Gain a basic understanding of the development, structure, and content of the Hebrew Scriptures.
2. Acquire a working knowledge of methods of biblical scholarship.
3. Achieve the necessary tools to read, analyze, and interpret biblical narratives and themes so that the student can come to a reasoned, personal position on major questions and issues, both independent of and in relationship to the student's own faith.
4. Understand the narratives related to calling, covenant, and prophetic events that are important to understanding the Jewish faith tradition.

#### Core Value:

*Personal Development:* Saint Leo University stresses the development of every person's mind, spirit, and body for a balanced life. All members of the Saint Leo University community must demonstrate their commitment to personal development to help strengthen the character of our community.

This class focuses on this value by assessing the student's knowledge, study habits, and critical thinking skills by means of module quizzes in which these qualities will be demonstrated. Additionally, their personal development will be shown in their ability to communicate research clearly and in their ability to interact with that research as topics are discussed with their classmates.

**Evaluation:**

Assessment	Points each	Points	Total %
Discussions (8)	100	800	40%
Quizzes (6)	100	600	18%
Midterm Exam	100	100	6%
Final Exam	100	100	6%
Essays (2)	100	200	30%
	Total	1800	100%

**Grading Scale:**

Grade	Score (%)
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

**Assignments:****Discussion**

Active and substantive participation is essential throughout this course. You will be examining writings held sacred by billions of people, as well as standard research texts on the interpretation of these scriptures. These ideas will also be in dialogue with your own long-held beliefs, whatever those might be. It is absolutely critical that we discuss all of this to the greatest extent possible. Therefore, you must contribute substantive comments online within every module so that we can all learn together from your own insights and research.

Discussions are a major part of this class. In fact, they are vital to it. The discussions are a weekly research project that is designed to take the place of a research paper. Because of this, the standards for discussion are much stricter than you may have experienced in other classes. Below is a link to the detailed guidelines. First, here are the general guidelines:

**General Guidelines**

- The primary post (due by end of day Thursday of each week) must be a minimum of 300 words and a maximum of 500 words.
  - The count does not count your title or Works Cited.
  - This is to be written in a word processor and copy/pasted into the into the text box (you will see a clipboard icon on the first row with a "w" on it. Click this and a box will open. Copy your response into this box and click on the paste button. This keeps the formatting which is important for the Works Cited).
- The secondary post (due by end of day Sunday of each week) must be between 150-200 words.
  - The secondary post is your response to two of your classmates.
- When there is more than one question from which to choose, your secondary response must be to someone who had posted a different primary question than your original (primary) post. This provides for a wider scope of research.
- These short, weekly research projects demonstrate your research, writing, and knowledge, as well as prepare you for your final paper. Discussions provide an excellent opportunity for

assessment and interaction with your fellow learners. The interaction is based on your reading, research, and interaction with the material.

### Guidelines

- If you want an "A," you must follow all of the guidelines below.

### Discussion Board Design

- While it is fun and easy to just "give your opinion," this is not the design of the Discussion Boards. Discussions are an academic activity designed to exchange information discovered by reading the text(s) and research.
- Not only will you present research, but you must interact with the research. This means that you will comment on (agree, disagree, expand, etc.) on the research information.

**NOTE:** When posting your primary response, please put **only** your last name in the subject Box. This expedites grading.

### Requirements

- Discussion Boards require reading (text) and outside (of the text) research. You may be accustomed to just giving opinions. While I respect and anticipate your opinion, I want you to find scholarly support for your opinion. This is mandatory for the student who wants the "A." See the grading criteria below.
- Post the primary response to one (if multiple questions are provided) discussion question posted by the instructor.
- Post a minimum of one substantive reply to at least two other learners per module.
- When there is more than one question from which to choose, your secondary response must be to a classmate who has posted a different primary question than your original (primary) post.
- Your instructor will post a response to different students each module, responding to all by the end of the course. When your instructor responds to your post, you must respond back. This will count as one of your two posts.
- Participate actively in the weekly discussions. Your initial postings to discussion questions are expected to be substantive in nature and to reference the assigned readings and other theoretical, empirical, or professional literature as appropriate.
- Regarding your responses to your classmates, "I agree" or "I really don't have anything to add" are not acceptable responses. The following questions may be used as guidance for a good response:
  - Do you agree/disagree? Why?
  - What new insight(s) can you add to their point?
  - Are there external materials (beyond the reading) that will contribute insight?

### Sources

As with your research papers, certain sources can assist you in research but do not qualify for Works-Cited. Therefore, you will not receive credit for the following:

- Wikipedia
- Standard Dictionary (use only a biblical or theological dictionary)
- Encyclopedia (use only a biblical or theological encyclopedia)

The following are the **only acceptable** websites:

- From a college or university (these will have a .edu in the URL)
- From a degreed professional in religion, theology, or philosophy whose name and professional status can be found on their website (this seldom includes church pastors as most of them only have a bachelors)
- The Vatican website or website previously approved by your instructor

**Please Note:** It is mandatory to list the Works Cited for discussions resources. This will be in MLA format with the title, Works Cited, centered and placed at the end of the discussion. Points will be deducted if the Works Cited is not listed.

- Please prepare your document according to MLA style guide
- This requires the proper elements

Helpful links

- MLA Style Guidelines: <http://owl.english.purdue.edu/owl/resource/747/01/>
- Sample Paper: <http://owl.english.purdue.edu/owl/resource/747/13/>
  - For larger version, click on the Sample Paper.pdf link
- Citation Generator (be sure to fill in the form correctly and completely):  
<http://www.calvin.edu/library/knightcite/index.php?resource=book&subset=normal>

**Grades are earned!** I have made this as simple and clear as possible. Ask me if you don't understand.

- Grading Criteria & Percentages
  - The primary response is worth 55% of your module grade
  - The secondary responses are worth 45%
  - This is to encourage a more substantive primary response but still put weight on your discussions (secondary response)
- These grades include the possibility of a + or – within the category

### Grade Scale

Superior (A): Substantive response that uses the text and outside resource (research using books/journals/websites other than assigned reading) in a beneficial manner and advances the discussion well. This can be a quote or a summary of the text. In-text citations and Works Cited are required.

Above Average (B): Substantive response that uses the text in a beneficial manner and advances the discussion well. This can be a quote or a summary of the text. In-text citations and Works Cited are required.

Average (C): Typical response with only your opinion and no references to the readings or outside research.

Below Average (D): Non-substantive response

### Exams and Quizzes

There are 6 quizzes in this course: a Mid-term and a Final Exam. You will have 1 hours to complete each of the six quizzes. You will have 2 hours to complete the Midterm and the Final Exam. Please ensure that you follow the timeline closely for the submission of these exams!

### Essays

Each student must complete two Essays. One is due in Module 3 and the other is due in Module 7.

**Essay #1 (Module 3):** The Abrahamic covenant does not come into full fruition until the exodus event, which marks the real beginning of the history of Israel. In the first essay, please describe the significance of the exodus in relationship to the covenant God made with Abraham. Additionally, explain how the Mosaic covenant compliments the Abrahamic covenant.

**Essay #2 (Module 7):** The prophets played a significant role leading to and during the exile. At this time, messianic ideas blossomed. Please describe one of these messianic portraits drawn by the prophets. Please explain how these may have been understood in relationship to the Davidic covenant.

### Requirements:

#### Length: 3-4 double-spaced, typed pages

- To meet the length requirement, the paper must be three full pages
  - Acceptable paper will end on the fourth page

#### Style: MLA, 7<sup>th</sup> edition

- MLA style formatting is required for the paper
- Double-spaced
- MLA formatted header (last name page number in the heading, **not the text area**)
- MLA formatted heading (Student Name, Instructor Name, Full name of class, Date in International format [i.e., 10 October 2012])
- MLA required title
- In-text citations are required and must have a matching entry in the Works Cited

### Helpful Links for essay writing

10 Steps for writing an essay: <http://www1.aucegypt.edu/academic/writers/>

Owl at Purdue; Descriptive essay

- What is an essay? <https://owl.english.purdue.edu/owl/resource/685/01/>
- Descriptive essay? <https://owl.english.purdue.edu/owl/resource/685/01/>

### Essay Sources

A research paper is only as good as its sources. With this in mind, the following source guidelines shall apply:

- Unacceptable Resources
  - Wikipedia
  - Standard Dictionary (e.g., Merriam-Webster)
  - Encyclopedia (e.g., Britannica)
  - Any website that does not have a .edu extension
    - Exception: If the site is accessed from a .edu, it is acceptable. However, the student **must** add a footnote giving the original URL from the .edu)
- Acceptable Resources
  - Biblical or theological dictionary or encyclopedia
  - Textbooks
  - Cannon online Library Resources (<http://saintleolibrary.cloudaccess.net/homepage.html>)
    - Journals (accessed through EBSCO)
    - eBooks
      - ebrary/Religion
      - Oxford Digital
      - Gale Virtual Reference Library/Religion/Encyclopaedia Judaica
    - The library Reference desk will scan and email as PDF any resource that you request
      - Request has to be specific
      - Use the following link for an article or a book/chapter request: <http://saintleolibrary.cloudaccess.net/forms2.html>
  - Websites
    - Vatican, Catholic or sites approved by the Professor
    - Biblegateway.com/Additional Resources/Dictionaries (cite as eBook)
    - This does not allow for use of Biblegateway.com for any other source than an eBook
  - Required Resource Types
    - Textbook
    - One book other than a textbook
    - Peer-reviewed journal
    - .edu or other acceptable Website (see Websites above)
  - Required number of resource
    - 6 resources are required for the better score
      - Four required (see above)
      - Two others
        - You can have only **one** Website

- The other two can be any combination of book and peer-reviewed article
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  - Textbook
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      - You can have only **one** website
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### Essay Rubric

<b>Scoring Rubric for Essays</b>		<b>Score</b>
Excellent	<ul style="list-style-type: none"> <li>• Paper reflects excellent research demonstrating an exceptional understanding of the topic</li> <li>• Paper interacts with all research material by demonstrating how the research applies to the topic; personal reflection is based on the research</li> <li>• Research resources               <ul style="list-style-type: none"> <li>○ All 4 types are used; 6-8 resources are used                   <ul style="list-style-type: none"> <li>▪ Use of resources is spread equally between most of the resources</li> <li>▪ Each resource is cited multiple times (2-3 minimum)</li> </ul> </li> <li>○ Material is summarized with minimal quoting                   <ul style="list-style-type: none"> <li>▪ Quoting shows you found an idea</li> <li>▪ Summarizing shows you understand a concept</li> </ul> </li> </ul> </li> <li>• Writing demonstrates good sentence structure and use of grammar</li> <li>• Paper is organized and presents the material well</li> <li>• Paper flows well idea to idea, with excellent transition between the ideas</li> <li>• Paper demonstrates an excellent understanding of the nature of theology as personal search and academic discipline</li> <li>• Paper demonstrates an excellent use of theological vocabulary</li> <li>• Paper demonstrates an excellent of awareness historical process and implications</li> </ul>	90-100 "A" range
Good	<ul style="list-style-type: none"> <li>• Paper reflects basic research demonstrating a good understanding of the topic</li> <li>• Paper interacts with the research by demonstrating how the research applies to the topic; personal reflection is based generally on the research</li> <li>• Research resources               <ul style="list-style-type: none"> <li>○ All 4 types are used; 5-6 resources are used                   <ul style="list-style-type: none"> <li>▪ Use of resources is spread equally between most of the resources</li> <li>▪ Each resource is cited multiple times (1-2 minimum)</li> </ul> </li> <li>○ Material is summarized with minimal quoting                   <ul style="list-style-type: none"> <li>▪ Quoting shows you found an idea</li> <li>▪ Summarizing shows you understand a concept</li> </ul> </li> </ul> </li> </ul>	80-89 "B" range

	<ul style="list-style-type: none"><li>• Writing demonstrates adequate sentence structure and use of grammar</li><li>• Paper is organized and presents the material satisfactorily</li><li>• Paper flows from idea to idea, with above average transition between the ideas</li><li>• Paper demonstrates a good understanding of the nature of theology as personal search and academic discipline</li><li>• Paper demonstrates a good use of theological vocabulary</li><li>• Paper demonstrates an awareness historical process and implications</li></ul>	
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Average	<ul style="list-style-type: none"> <li>• Paper reflects fair research demonstrating an adequate understanding of the topic</li> <li>• Paper has minimal interaction with the research; personal reflection is based on opinion with little influence from the research</li> <li>• Research resources <ul style="list-style-type: none"> <li>○ All 4 types are used; only the 4 are used <ul style="list-style-type: none"> <li>▪ Use of resources is spread equally between most of the resources</li> <li>▪ Each resource is cited multiple times (1-2 minimum)</li> </ul> </li> <li>○ Websites are not .edu</li> <li>○ Material is summarized with minimal quoting <ul style="list-style-type: none"> <li>▪ Quoting shows you found an idea</li> <li>▪ Summarizing shows you understand a concept</li> </ul> </li> </ul> </li> <li>• Writing demonstrates adequate sentence structure and use of grammar</li> <li>• Paper is organized and presents the material acceptably</li> <li>• Paper flows from idea to idea, with reasonable transition between the ideas</li> <li>• Paper demonstrates a fair understanding of the nature of theology as personal search and academic discipline</li> <li>• Paper demonstrates the use of a basic theological vocabulary</li> <li>• Paper demonstrates some awareness historical process and implications</li> </ul>	70-79 "C" range
Below Average	<ul style="list-style-type: none"> <li>• Paper reflects little research demonstrating little understanding of the topic</li> <li>• Paper no interaction with the research; personal reflection is based on opinion with no influence from the research</li> <li>• Research resources <ul style="list-style-type: none"> <li>○ Resource types favor the text and websites; only the 4 are used <ul style="list-style-type: none"> <li>▪ Use of resources favors one resource, citing the others only once</li> </ul> </li> <li>○ Websites are not .edu</li> <li>○ Material quoted; no summaries <ul style="list-style-type: none"> <li>▪ Quoting shows you found an idea</li> <li>▪ Summarizing shows you understand a concept</li> </ul> </li> </ul> </li> <li>• Writing demonstrates poor sentence structure and poor grammar</li> <li>• Paper is poorly organized and difficult to read</li> <li>• Paper ideas are disjointed with no apparent connection</li> <li>• Paper demonstrates a weak understanding of the nature of theology as personal search and academic discipline</li> <li>• Paper demonstrates a very weak use of a basic theological vocabulary</li> <li>• Paper demonstrates minimal historical process and implications</li> </ul>	60-69 "D" range
Unsatisfactory	<ul style="list-style-type: none"> <li>• Paper reflects no use of the research and an unsatisfactory understanding of the topic</li> <li>• Paper is personal opinion only, showing no research</li> <li>• Paper demonstrates no understanding of the nature of theology as personal search and academic discipline</li> <li>• Paper demonstrates no theological vocabulary</li> <li>• Paper demonstrates no awareness historical process and implications</li> </ul>	<60 Failing

**Course Schedule:**

**Module 1: Introduction to the Old Testament**

**Objectives**

When you complete this module, you will be able to:

- Identify the location of the people of the Old Testament.
- Outline the history of the Bible.
- Explain the basic concepts regarding the interpretation of the Bible.
- Identify the primary characters in the origin of the narrative of Israel.

<b>Items to be Completed:</b>	<b>Due no later than</b>
Post an introduction to the discussion class	Thursday 11:59 PM EST/EDT
Read the assigned materials	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete Quiz 1	Sunday 11:59 PM EST/EDT
Begin working on Essay 1	Sunday 11:59 PM EST/EDT Module 3

**Module 2: Covenant with Israel**

**Objectives**

When you complete this module, you will be able to:

- Discuss the storyline that defines a nation and its law.
- Compare the Ten Commandments to other laws found in the Pentateuch.
- Explain the importance of ritual law in the Pentateuch.

<b>Items to be Completed</b>	<b>Due no later than</b>
Read the assignment materials	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete Quiz 2	Sunday 11:59 PM EST/EDT
Continue working on Essay 1	Sunday 11:59 PM EST/EDT Module 3

**Module 3: Making of a Nation**

**Objectives**

When you complete this module, you will be able to:

- Summarize major historical events leading to the conquest and habitation of the land of Israel.
- Tell the stories of victories and failures.
- Contrast God as king (theocracy) with a human king.
- Explain the significance of the king to Israel.

<b>Assignment</b>	<b>Due no later than</b>
Read the assigned materials	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete Quiz 3	Sunday 11:59 PM EST/EDT
Submit Essay 1	Sunday 11:59 PM EST/EDT
Begin working on Essay 2	Sunday 11:59 PM EST/EDT Module 7

**Module 4: Politics and Poetry**

**Objectives**

When you complete this module, you will be able to:

- Discuss the kings, their actions, and the results as they affect the nation.
- Explain how the historians judge the kings of Israel, comparing the “good” and the “bad.”
- Explain the relationship of David, the temple, and the poetry of Israel.
- Discuss the nature of Israelite poetry.

<b>Items to be Completed</b>	<b>Due no later than</b>
Read the assigned materials	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete Midterm Exam	Sunday 11:59 PM EST/EDT
Continue working on Essay 2	Sunday 11:59 PM EST/EDT Module 7

**Module 5: Prophets—God’s Spokesman**

**Objectives**

When you complete this module, you will be able to:

- Explain how Israel viewed the prophets.
- Discuss the actions and activities of the Prophets.
- Discuss the historical background of the turbulent period prior to exile.
- Describe the prophetic material within its historical context.

<b>Items to be Completed</b>	<b>Due no later than</b>
Read the assigned materials	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete Quiz 4	Sunday 11:59 PM EST/EDT
Continue working on Essay 2	Sunday 11:59 PM EST/EDT Module 7

**Module 6: Judgment and Restoration**

**Objectives**

When you complete this module, you will be able to:

- Compare and explain the changes in prophecy, theology, and Israelite society.
- Explain the theological issues that arose due to the fall of Jerusalem.
- Describe the issues facing Israel as it rebuilds.
- Explain the rise in monotheism.

<b>Assignment</b>	<b>Due no later than</b>
Read the assigned materials	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete Quiz 5	Sunday 11:59 PM EST/EDT
Continue working on Essay 2	Sunday 11:59 PM EST/EDT Module 7

**Module 7: Wisdom and Narratives**

**Objectives**

When you complete this module, you will be able to:

- Explain the creation story from within the wisdom literature.
- Describe the social context of wisdom literature.
- Describe the figure of “Lady Wisdom.”
- Explain the art and theology of storytelling in ancient Israel.

<b>Assignment</b>	<b>Due no later than</b>
Read the assigned materials	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete Quiz 6	Sunday 11:59 PM EST/EDT
Submit Essay 2	Sunday 11:59 PM EST/EDT

**Module 8: Unity in Diversity**

**Objectives**

When you complete this module, you will be able to:

- Explain the effects of Hellenism on ancient Judaism.
- Summarize the concept of apocalyptic literature.
- Discuss the impact of 1<sup>st</sup> century Judaism on New Testament Christianity.

<b>Assignment</b>	<b>Due no later than</b>
Read the assigned materials	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete Final Exam	Sunday 11:59 PM EST/EDT