



BE 502: Old Testament Studies II

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Tuesdays, 6–9pm

Course Description

The continuation of BE 501. Covers the Latter Prophets and the Writings.

Course Objectives

Upon completion of the course, the student will be able to...

1. Identify the key issues in the critical study of the Old Testament, specifically in regard to the Latter Prophets and the Writings.
2. Interpret the Old Testament books of the Latter Prophets and Writings in their own literary, historical, and theological settings with relevance and meaning applicable for today.
3. Articulate clearly in writing the purpose and message of each book of the Old Testament covered.
4. Demonstrate an understanding of issues dealing with the canon of the Old Testament.
5. Show the significance of the Old Testament as the foundation for the New Testament.
6. Discuss the meaning of Old Testament theological truths for contemporary living.

Required Textbooks

The Bible (I will be teaching from the NASB)

Barton, John. *Reading the Old Testament: Method in Biblical Study*. Revised and Enlarged. Louisville: Westminster John Knox Press, 1996. (hereafter referred to as ROT)

Bruce, F. F. *The Canon of Scripture*. Downers Grove: InterVarsity Press, 1988. (hereafter COS)

Course Requirements

Reading: The student is expected to have read at least once the book(s) that will be discussed in class that week. Please take notes as you read, getting a general idea of the flow of the book and some of the major topics, teachings, etc., within the book. There may be some general questions on the weekly quiz that will be taken from the reading of the biblical book. Furthermore, each week, the student should complete the assigned reading from the course texts and/or any other reading that is provided by the professor. Any additional readings are subject to quizzing, as well. Each week, the student will report on the quiz having completed all the reading before class. It is vital that the student completes the reading, and this will be a part of the quiz grade.

Quizzes: Weekly quizzes will be given online in Populi on the reading assignments from the course texts. Quizzes will become available the day of class and will remain available until immediately before the next class. Things to be aware of:

- You will only have 1 hour to take the quiz, so once you begin you will need to complete it.
- The first 2 questions of each quiz will ask if you read the assignment from the book and whether you read the biblical book due that week. For example, Quiz 1 will have a question asking what % of Isaiah you have read.
- Makeup quizzes are usually not given except in extreme cases.

Tests: Three, one-hour tests will be given throughout the semester. These will cover basic material presented on the biblical books. Any and all class notes and lectures are testable. The dates of these tests will be provided on the course schedule.

Response Papers: The student is expected to write a series of shorter papers in response to questions provided by the professor. These papers may include, for example, a description of a particular book or a development of a particular topic/issue.

The purpose of these papers is to cause the student to reflect upon what has been discussed in class and to present a well thought out answer to the question(s). Although these papers are not necessarily research papers, these answers should reflect graduate level writing. Among other things, this implies that there are (1) a clear thesis statement, (2) reasonable arguments, (3) appropriate textual references, and (4) a clear flow to each paper. This will require time to take-in what we have discussed, to read all or part of the book once again in light of this question and the issues that are raised in class, and to frame up a clear and concise answer to the question. At times this will mean that more than one question for a paper should be related to one another.

With such expectations, waiting until the last minute to write these papers would not be wise. My recommendation is to write the papers as the class is going while the material is still fresh in your mind.

These questions will be provided in class. Specific expectations of style and content will be provided, as well.

Course Evaluation

Reading & Participation	25%
Tests	25%
Response Papers	50%

Course Policies

Attendance: Attendance in class is a necessary part of instruction in this course. Students are allowed one absence during the semester. More than one absence (unless excused by the professor) may have adverse consequences for one's grade. See the note below about quizzes and attendance.

Cheating & Plagiarism. Cheating and plagiarism will be met with zero tolerance! Each student is expected to fulfill the requirements of this course with honesty and integrity. Those who commit such offenses shall automatically receive a failing grade for their assignment and be recommended for course failure. Please review the Academic Dishonesty Policy attached.

Make-up Work. Late reading and late response papers will result in a lower grade.

Office Hours

My posted office hours are as follows:

Tue 1–3 pm
Thurs 1–3 pm

These are open hours that I am available to meet without an appointment. You can also meet with me by appointment. During this class, I will be available at your request in the afternoons after class.

Course Schedule (subject to change) ¹

<i>Date</i>	<i>Topic(s)</i>	<i>Bible Reading</i>	<i>COS, ROT, P&H (page #s)</i>	<i>Test</i>	<i>Response Papers</i>
Jan 24	Introduction to Prophetic Literature Isaiah				
Jan 31	Isaiah	Isaiah	COS 17–24, 27–54		
Feb 7	Jeremiah	Jeremiah	COS 55–82		
Feb 11 ⁴	Ezekiel	Ezekiel	COS 83–114		
Feb 21	NO CLASS – READING WEEK				
Feb 28	The Twelve (part 1)	Hosea, Joel, Amos, Obadiah	ROT 1–19	#1	
Mar 6	The Twelve (part 2)	Jonah, Micah, Nahum, Habakkuk	ROT 20–44		
Mar 13	The Twelve (part 3)	Zephaniah, Haggai, Zechariah, Malachi	ROT 45–76		
Mar 20	Introduction to the Writings Psalms	Psalms	ROT 77–103		
Mar 27	Psalms Job	Job	ROT 104–139		1–7
Apr 3	Proverbs Ruth	Proverbs, Ruth		#2	
Apr 10	NO CLASS – EASTER RECESS				

¹ Note that the date on which an assignment falls above is the day it is due, not when it is assigned.

<i>Date</i>	<i>Topic(s)</i>	<i>Bible Reading</i>	<i>COS, ROT, P&H (page #s)</i>	<i>Test</i>	<i>Response Papers</i>
Apr 17	NO CLASS – Founders Banquet	Song of Songs, Ecclesiastes, Lamentation	ROT 140–179		
Apr 24	Song of Songs Ecclesiastes Lamentations Esther Daniel	Esther, Daniel	ROT 180–197		
Mar 1	Ezra/Nehemiah	Ezra/Nehemiah	ROT 198–219		
*May 8	Chronicles	Chronicles	ROT 220–246	#3	
May 10					8–16

ACADEMIC DISHONESTY POLICY*

SHEPHERDS THEOLOGICAL SEMINARY
CARY, NC

*(Adapted from "Academic Dishonesty," The Master's College, Santa Clarita, CA)

Ephesians 4:28 He who steals must steal no longer; but rather he must labor, performing with his own hands what is good. . . .

Seminary education is based upon certain shared values concerning the nature of learning and the pursuit of knowledge. One of the most basic assumptions is the respect for intellectual property and right of recognition for this pursuit of knowledge. Violation of this basic assumption includes such practices as cheating, plagiarism, abuse of technology, falsification of research data, unapproved collaborative research, and other deceptive academic practices. Sometimes these abuses are unintentional, but much intentional abuse is found in higher educational institutions, even Christian seminaries.

Policy Guidelines

In an attempt to clarify the problem and offer consequences for participation in such activities, the following materials are offered as both a warning and as a guideline to avoid unconscious participation in questionable practices. Of course, questions regarding the appropriateness of any debatable activity should be cleared in advance with an instructor. Certainly students preparing for the Lord's work need to make sure that truth and honesty pervade their lives.

Definitions

Plagiarize—to steal and pass off (the ideas or words of another) as one's own; to use someone else's material without crediting the source (see Merriam-Webster Dictionary On-Line).

Cheat—to deprive of something valuable by the use of deceit or fraud; to violate rules of honesty as on an examination (see Merriam-Webster Dictionary on-Line).

Unquestionable Violations of Academic Integrity

The faculty will generally approach the following cases with severe academic penalties.

Violation

Standard Consequence

Copying answers directly from another student

F for the assignment,
and probable F for the course.

"Cribbing" answers in any form to be accessed during the examination.

F for the assignment,
and probable F for the course.

Usage of a substitute person for writing an exam or term paper.

F for the assignment,
probable F for the course,

Altering answers on a returned exam for re-submission	F for the assignment and probable F for the course.
Unauthorized access to faculty files (electronic and or paper)	F for the course and probable expulsion.
Unauthorized discussion of exam content	F for the course for both parties.
Usage of purchased or pre-existing term paper	F for the assignment, probable F for the course, and possible expulsion.
Falsification of reading report	F for the assignment, and possible F for the course

Questionable Violations of Academic Integrity

The issues below are deemed unacceptable by most faculty members and will result in confrontation with the student over potential charges of academic dishonesty. In most cases, such unacceptable practices will result in at least a warning, and possibly an F for the assignment.

Violation

Significant amount of continued writing after the conclusion of an exam

Multiple submission of the same assignment or paper without approval

Technological manipulation of electronic text by copy and paste without citation

Usage of a source without documentation or citation credit

Artificial additions and inflation of bibliographic sources

Deliberate alteration of time and date on late assignments

Exaggerated computer problems or technical problems due to procrastination.

Response Questions

1. Explain how the Holy One of Israel will purge His people of unholiness and make them fit to participate in His rule according to the book of Isaiah.
2. How does the book of Jeremiah see Judah's relationship with the Lord through the Old and New Covenants?
3. What does the book of Ezekiel teach about the glory of the Lord? What does it teach about its past and future manifestations?
4. How did the Twelve relate the "Day of the Lord" and Israel's restoration?
5. Describe Yahweh's relationship with Israel as developed in the book of Hosea.
6. What does it mean to live by faith according to the book of Habakkuk?
7. In what ways does the book of Zechariah speak of messianic hope?
8. Explain the contribution that Psalms 1 and 2 make to the book as a whole.
9. How does the book of Job develop the ideas of wisdom and suffering? What is the purpose of the book of Job?
10. What does the book of Proverbs teach about wisdom?
11. How does the book of Ruth relate to the rest of the Old Testament? In other words, show why it has been included and the role(s) that it plays in the OT.
12. What is the purpose of the book of Ecclesiastes? How does the author develop this purpose?
13. Why is Esther in the OT? That is, explain its overarching purpose within the canon.
14. What is the purpose of the book of Daniel? How is this purpose developed?
15. How does Ezra/Nehemiah show the faithfulness of Yahweh and the failure of Israel?
16. How does the book of Chronicles show the faithfulness of Yahweh to Israel? How does the author develop the importance of the Davidic kingship?

RESPONSES TO QUESTIONS ??-??

Response papers

Presented to

Professor Randall L. McKinion

in partial fulfillment of the requirements for

OT 502: Introduction to the Old Testament II

[Your Name]

Shepherds Theological Seminary

March 6, 2006

