

Syllabus for BIBL 5230-I1
Old Testament 3: Wisdom and Israel's Praise
Spring 2018 Online (17/S2) 3 Credit Hours
North Park Theological Seminary

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Course Description

Welcome to Old Testament 3. I look forward to our interaction with the wisdom books and the books that give us windows into the two historical settings in which they were collected: the first and second Temples in Jerusalem. OT3 is a graduate-level seminary course on the basic theological literature of the Hebrew Bible. (We will use English translations).

This three-hour graduate course requires a substantial amount of reading and writing. Please read the syllabus thoroughly for details. It is your roadmap. You will need access to a good Old Testament library to do your written work. If you do not have access, you will need at least two (2) Bible Dictionaries, two (2) Introductions to the Bible, and one (1) book for deeper historical background *in addition to your textbooks*. (See recommended list below.) The North Park theological librarian, Steve Spencer, will copy and send pdfs of any article that you request. Simply ask by email: srspencer@northpark.edu

This course will explore the poetic biblical traditions of psalms and wisdom, beginning with Israel's origins and continuing through the united monarchy, exile, and return. It will study the books known as the Writings (*Ketuvim*) and the early formation of the monarchy. It will investigate the wisdom and praise books of the Old Testament (Psalms, Job, Proverbs, Songs, Ecclesiastes) as well as their various historical settings, described in Joshua, Judges, Ruth, 1 and 2 Samuel and, in the time of the Second Temple, Esther, Ezra-Nehemiah, 1 and 2 Chronicles. The course will provide an understanding of the over-arching content (events, characters, and themes) and its original cultural and historical settings (13th—5th centuries B.C.E.). Attention will be given to literary genres, critical issues, and inter-biblical interpretations as they aid interpretation of texts. An introduction to the Hebrew alphabet and Hebrew words is also included. The goal is to prepare students to appreciate, interpret, and teach from these books in ministries of the Church.

The power and passion of the narratives and laws we will read are essential parts of the "Scripture" to which 2Timothy 3:16 refers. You can begin by reading the primary biblical document, starting with Ezra, Nehemiah, and Proverbs.

Required Textbooks

- Limburg, James. *Psalms*. Westminster Bible Companion Series (Louisville: Westminster John Knox Press, 2000). 0664255574
- Ballard, Jr., H.W. and Tucker, Jr., W.D. *An Introduction to Wisdom Literature and the Psalms* (Macon, GA: Mercer University Press, 2000). 0865546525
- Birch, Brueggemann, Fretheim, and Petersen, *A Theological Introduction to the Old Testament*, 2nd edition (Nashville: Abingdon Press, 2005). paperback 97806870 66766. Please note that this textbook is required for Old Testament courses 1, 2, and 3 at NPTS.
- *Articles Online*: Some of the required reading comes from individual articles that will be posted online on *Canvas*, <https://northpark.instructure.com/>

Highly Recommended

- D. N. Freeman editor. *Eerdmans Dictionary of the Bible* (Grand Rapids: Eerdmans, 2000). Please note that the ISBN is 0802824005. Please note that this textbook is required for OT 1 and 2 at NPTS. It can be found in the Library REFERENCE section.
- Nancy de-Classe-Walford, Rolf Jacobson, and Beth Tanner, *The Book of Psalms* (NICOT, Eerdmans, 2014).

Course Schedule

Notes on the Course Schedule

- Every week the assigned readings, student forum responses, and other writing assignments will be posted in the weekly modules. Officially, the “Week” runs from Sunday at midnight to the next Sunday at midnight. Please begin your reading at the beginning of the week so that you have time to write well before Sunday night. Late papers will be reduced 2% per day.
- It is expected that students in a three (3) hour master’s level seminary course will spend nine (9) hours each week to accomplish the reading and the writing.
- Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.
- Students in the past have often requested that the module content be made available a few days earlier (some students work ahead of schedule!). As a result of these requests, the week module will be made available on the Friday mornings before they “officially” begin (on Sunday).

Week 1: January 15—28 (a two-week module)

Introduction to Old Testament 3: The Second Temple and Ezra-Nehemiah

This first “week” is actually two weeks long to accommodate the ECC Midwinter Conference.

Professor’s Week 1 Audio Postings (MP3 files)

- Listen to Lecture 1.1 Introduction to the Course
- Listen to Lecture 1.2 Ezra-Nehemiah

Required Reading Assignments

1. Read the Syllabus and mark your calendar to set aside at least nine (9) hours to work on this class weekly. Especially read the “Psalms Assignment” instructions in Week #8 **and sign up** for your preferred psalm for the **“Psalm Analysis Report” on Canvas**.
2. Become familiar with the Canvas-site for this class (browse). Start by introducing yourself to your classmates.
3. From the Bible: Ezra and Nehemiah
4. From your Textbooks: (*purchase*)
Birch, Brueggemann, Fretheim, and Petersen, chapter 12 “New Life, Renewed Community, New Crises” in *A Theological Introduction to the Old Testament*, 2nd edition (Nashville: Abingdon Press, 2005).

Valued Added Supplemental Resources

Your recommended textbook, *Eerdmans Dictionary* has background articles for this week, including: Ezra, Nehemiah, Temple, Veil; Be sure to see the sixteen maps inside the back cover.

Assignments Due: Forum Responses and Written Work

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

1. Forum Postings

Listen to the professor’s weekly postings provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor’s weekly postings by writing 100-200 words, *applying* it to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your two responses (one for each lecture) in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. Create a Reading Journal

All semester you will keep an annotated reading journal (i.e., a Word.docx) compiled weekly in a single document and handed in on Canvas in Weeks 7 and 15.

Here is how you will create it, a little each week:

- a. Read the required textbook readings and articles each week, keeping track of the main points.
- b. Begin by writing the bibliographic reference (author, title, publisher, date, page numbers) for each assigned reading. Save it in a Word.docx
- c. Then, in a couple of sentences, summarize, i.e. *annotate* each reading for that week.

This week make one entry for the Birch, Brueggemann, Fretheim, and Petersen chapter (above).

- State the focus of the reading.
- State the author’s primary interest and thesis.
- State what you found most engaging, troubling, or helpful.
- Write about 200 words for *each* reading.
- Be sure to back up your work and save it so you can add to it in the following weeks.

You will be asked to upload your Reading Journal at mid-term and at term end.

See the grading rubrics at the end of this syllabus.

Week 2: January 29—February 4 (Monday to Sunday)

Wisdom, Poetry, and Proverbs

Listen: Professor's Week 2 Audio Posting (MP3 files)

Lecture 2.1 Introduction to Israel's Wisdom, Poetry, and Proverbs

Required Reading Assignments

+From the Bible: Proverbs

+From your Textbook:

A. M. Pierce Matheney, "An Introduction to the History of Interpretation" in Ballard and Tucker, 129-154. (make a journal entry)

B. W. Dennis Tucker, "Literary Forms in the Wisdom Literature" in Ballard and Tucker, 155-166. (make a journal entry)

C. Carol Grizzard, "The Scope of Theology in Wisdom Literature" in Ballard and Tucker, 195-214. (no journal entry; see the writing assignment for this week)

Valued Added Supplemental Resources

+Your textbook by Birch, et al., pages 377-393, has a good section on Proverbs.

+Your recommended textbook, *Eerdmans Dictionary* has background articles for this week, including the following: Wisdom, Wisdom Literature, Proverbs, Fool, Chronicles, Chronicler's History.

Assignments Due: Forum Responses and Written Work

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture* to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your response(s) in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. Reading Journal: Read the assigned texts, evaluating each reading according to your perspective of how it might be helpful. Keep track (simple notes) of the main points. In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics below.

3. Write a short paper

Hand it in on time by uploading a Word.doc, before midnight on Sunday on Canvas.

Write a *précis* on assigned reading by Carol Grizzard, "The Scope of Theology in Wisdom Literature" from your textbook by Ballard and Tucker, 195-214.

Be sure to read and follow the guide to *précis* writing in this syllabus.

Week 3: February 5—11

First and Second Chronicles

Listen: Professor's Week 3 Audio Posting (MP3 files)
Lecture 3.1 First and Second Chronicles

Required Reading Assignments

+From the Bible: First and Second Chronicles
+From Canvas (pdf): J.J. Bimson, "Ezra" and "Nehemiah" in *Theological Interpretation of the OT*, chapters 12 and 13 (132-141). <https://northpark.instructure.com/>

Assignments Due: Forum Responses and Written Work

Forum responses and written assignments are due before Sunday at midnight at the end of each module-week.

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture to your present situation*. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. No Reading Journal this week.

3. Write a short paper

Hand it in on time by uploading a Word.doc, before midnight on Sunday on Canvas.

Write a *précis* ("a precise summary") on the assigned reading by J. J. Bimson, "Ezra" and "Nehemiah" in *Theological Interpretation of the OT*, chapters 12 and 13 (pp. 132-141).

Include both short articles in one *précis*. The pdf of this reading can be found on Canvas.

Be sure to read and follow the guide to ***précis writing*** at the end of this syllabus.

Hand it in on time by uploading a Word.docx, before midnight on Sunday on Canvas.

Week 4: February 12—18

Joshua and Judges

Professor's Week 4 Audio Postings (MP3 files)

Listen to Lecture 4.1 Joshua

Listen to Lecture 4.2 Judges

Required Reading Assignments

+From the Bible: Joshua and Judges

+Textbook: Birch, et al., chapter 6: "The People of the Land" in *A Theological Introduction to the Old Testament*. (no journal entry)

+From Canvas (pdfs):

- A. Ian Provan, "The Settlement of the Land" in Provan, et al., *A Biblical History of Israel*, 2nd edition, 190-258. (no journal entry)
- B. Christopher Wright, chapters 4 and 5, *The God I Don't Understand*. (journal entry)
- C. R. G. Boling, "The Book of Judges" in *ABD vol. 3*, 1107-16. (journal entry)

*Articles which are not from your textbooks are online on Canvas.

Valued Added Supplemental Resources

Pdfs on Canvas: R. Hubbard, "The Problem of Violence; Responding to Violence in Joshua"
P. Copan, "Current State of the Question: Promise and Pitfalls."

Your recommended textbook, *Eerdmans Dictionary* has background articles for this week, including: Joshua, Conquest (Biblical Narrative), Ammonites, Baal, Canaanites, Historiography (Biblical), Iron (iron age), Roads, Ebal/Gerazim, Mount, Hazor, High Place, Jordan River, Chronology of the OT, Judges, Eglon (king), Ehud (judge), Ekron, Gath, and Gaza (Philistine-Phoenician cities), Samson, Gideon, Hill Country, House (Israelite).

Assignments Due: Forum Responses and Written Work

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture to your present situation*. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. Reading Journal: Read the assigned reading, evaluating each reading according to your perspective of how it might be helpful. Keep track (simple notes) of the main points. In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics below.

3. Write a short paper

Hand it in on time by uploading a Word.doc, before midnight on Sunday on Canvas.

What are the primary historical questions surrounding the taking of the promised land? What are the primary theological questions? What issues are at stake? (500 words). Please cite the readings by Birch and Provan if you use them.

Week 5: February 19—25

Ruth and Esther

Professor's Week 5 Audio Postings (MP3 files)

Listen to Lecture 5.1 Ruth

Listen to Lecture 5.2 Esther

Required Reading Assignments

+Bible: Ruth and Esther

+From Canvas (pdfs):

A. Phyllis Trible, "The Book of Ruth", in *Anchor Bible Dictionary*, vol. 5. (journal entry)

B. Karen Jobes, "Introduction to Esther," in *NIVAC Commentary*. (journal entry)

Recommended supplemental on Ruth: Trible, "A Human Comedy" p. 166-93. (no journal entry)

Valued Added Supplemental Resources

+Your recommended textbook, *Eerdmans Dictionary* has background articles for this week, including the following: Ruth, Gate, Moab, Levirate Marriage, Esther, Vashti, Persia, Darius I (d. 486 BCE).

Assignments Due: Forum Responses and Written Work

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture* to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. Reading Journal: Read the assigned reading, evaluating each reading according to your perspective of how it might be helpful. Keep track (simple notes) of the main points. In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics below.

3. Write a short paper

Hand it in on time by uploading a Word.doc, before midnight on Sunday on Canvas.

Write a paper (500 words) on the following question: What is the canonical and theological significance of the book of Ruth? Cite all sources, as always.

OR

Write a *précis* of the Karen Jobes' article, "Introduction to Esther."

Week 6: February 26—March 4

First and Second Samuel

Professor's Week 6 Audio Posting (MP3 files)

Listen to Lecture 6.1 1 Samuel

Listen to Lecture 6.2 2 Samuel

Required Reading Assignments

+ Bible: First and Second Samuel

+Textbook: Birch, et al., chapter 7 "The Rise of the Monarchy." (journal entry)

+From Canvas (pdf): Provan, et al., "The Early Monarchy", chapter 8 (journal entry)

Valued Added Supplemental Resources

Eerdmans Dictionary has background articles for this week, including the following: Samuel, Gibeah, Gilgal, Goliath, Deborah, Ebenezer, Eli, Endor, En-gedi, Jebus, Jerusalem, David (City of), Saul, David, Nathan, Joab.

Assignments Due: Forum Responses and Written Work

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture* to your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. Reading Journal: Read the assigned reading, evaluating each reading according to your perspective of how it might be helpful. Keep track (simple notes) of the main points. In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics below.

3. Write a short paper

Hand it in on time by uploading a Word.doc, before midnight on Sunday on Canvas.

Compare the similarities of the song of Hannah (1 Samuel 2:1-10) and the song of Mary (Luke 1:46-55). 500-700 words.

Week 7: March 5—11

Psalms I

Listen: Professor's Week 7 Audio Posting

Lecture 7.1 Psalms I: poetics of praise

Required Reading Assignments

+Bible: Psalms 1-72

+Textbook:

A. John Watts, "A History of the Use and Interpretation of the "Psalms," in Ballard and Tucker, 21-36. (journal entry)

B. Nancy L. deClaissé-Walford, "The Canonical Shape of the Psalms" in Ballard and Tucker, 93-110. (*précis*; no journal entry)

Valued Added Supplemental Resources

Eerdmans Dictionary has background articles for this week, including: Psalms, Hallel, Hallelujah, Doxology, Maskil, Musical Instruments, Praise, Prayer, Poetry, Lament.

Assignments Due: Forum Responses and Written Work

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture to* your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. Reading Journal: Read the assigned reading, evaluating each reading according to your perspective of how it might be helpful. Keep track (simple notes) of the main points. In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics below.

3. Write a short paper

Hand it in on time by uploading a Word.doc, before midnight on Sunday on Canvas.

Write a *précis* of the Nancy L. deClaissé-Walford article (Ballard/Tucker, pp. 93-110). See the guide to *précis* writing in this syllabus.

4. Upload your completed Annotated Reading Journal for the first half of the semester to Canvas.

Instructions (week 1) and grading rubrics (below) are in this syllabus.

Week 8: March 12—25 (a two-week module)

Research and Write Psalms Report Week (no audio postings this week)

Writing Assignment Due on March 26th.

Write a report analyzing your chosen Psalm. Here's how.

Instructions for Writing a Psalm Analysis Report

20% of total grade

Getting Started

1. In Week 8 of the semester, you will research and write a 1200-1500 word paper on a single biblical Psalm that you will choose. You may choose to work on any of the 150 psalms, *except for the following*: Psalms 1, 2, 23, 117, 119, 123, 133, 134, 150.

2. Sign up. In **Week 1** of the semester, sign up for the Psalm that you want. *No duplicate psalms!* Choices will be based on the first come, first serve basis. See the "sign-up sheet" on Canvas.

3. Sources. For your research, you must choose at least five (5) of the Psalms commentaries that are in listed at the end of the Syllabus and can be found in the Reference section of the Brandel Library.

Contact the Brandel Library theological librarian Steve Spencer to have sections of books photocopied and sent to you. rspencer@northpark.edu

4. Citations. Use parenthetical citations in your paper to indicate the source of your information (e.g., Author, page number). At the end of your paper, include a reference list in the form of a bibliography. It is demonstrated in the Sample Turabian Style Sheet and the Academic Writing Handbook on the main Canvas page for our course.

Content and Format of Research and Writing

Your paper should include the following information. What do the commentaries say about:

1. Form (genre) of the psalm (lament? hymn? royal?, etc.)
2. Structure of the psalm (stanzas, refrains, etc.)
3. Rhetoric of the psalm (key words and concepts; word plays (in Hebrew); the flow of the thought; features of the poetic parallelisms, etc.)
4. Unique features: e.g., superscriptions; the use of the psalm in the canon (OT and NT); history of interpretation, etc.
5. Theology. What does the psalm tell us about God?

Written Psalm Analysis Format

Edit your paper to include the following format:

- block paragraphs (no indenting)
- single spaced with a double space between each paragraph
- 10-12 point font
- 1200-1500 words

Grading

Grading will be based on the quality of your research, significance of content, and style of presentation. General grading rubrics are the same as those provided for weekly writing in the syllabus. 20% of total grade.

Week 9: March 26—April 1

Psalms II

Listen: Professor's Week 9 Audio Posting

Lecture 9.1 Psalmic Forms of Praise

Required Reading Assignments

+Bible: Psalms 73-50

+Textbook: Daniel Mynatt, "The Poetry and Literature of the Psalms" in Ballard and Tucker, 55-66. (journal entry)

+From Canvas: R. Jacobson and N. deClaisse-Walford, "Introduction" in *The Book of Psalms* (NICOT; Eerdmans, 2014) pp. 1-21 and pp. 43-51. (no journal entry)

Assignments Due: Forum Responses and Written Work

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture to* your present situation. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. Reading Journal: Read the assigned reading, evaluating each reading according to your perspective of how it might be helpful. Keep track (simple notes) of the main points. In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics below.

3. Write a short paper

Hand it in on time by uploading a Word.doc, before midnight on Sunday on Canvas.

Write a précis of the "Introduction" in *The Book of Psalms* (Jacobson and deClaisse-Walford).

Week 10: April 2—8

Hebrew I

Listen: Professor's Week 10 Audio Posting

Lecture 10.1 Hebrew Words I

Required Reading Assignments

+From Canvas (pdfs): "Fifty Hebrew Words"

Assignments Due: Forum Responses and Written Work

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture to your present situation*. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. Assignment this week: Learn the Hebrew words by writing them on flash cards. The Vocabulary Quiz is next week.

Valued Added Supplemental Resources

Erdmans Dictionary has the Hebrew Aleph-Bet and its transliteration inside the back cover.

Week 11: April 9—15

Hebrew II and Hebrew Word Quiz

Listen: Professor's Week 11 Audio Posting

Lecture 11.1 Hebrew Words II

Required Reading Assignments

+From Canvas (pdfs): "Fifty Hebrew Words"

Assignments Due: Forum Responses and Written Work

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture to your present situation*. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. Assignment

Learn all the Hebrew consonants and words that are on the Study Guide. Prepare for the quiz on these Hebrew letters and words. You will be given the Hebrew and asked to supply the English consonants and word's meaning.

3. Vocabulary Quiz on Hebrew letters and words.

Be able to identify each of the Hebrew words that are on the Study Guide.

You will be given the Hebrew transliteration and asked to supply the word's English meaning.

Week 12: April 16—22

The Song of Songs Which Is Solomon's

Listen: Professor's Week 12 Audio Posting

Lecture 12.1 Songs of Songs: Guest lecturer: Jonathan Teram

Required Reading Assignments

+Bible: Songs of Solomon

+From Canvas: Longman, "Song of Songs" in *Theological Interpretation of the OT*, 186-93. (no journal entry)

Valued Added Supplemental Resources

Eerdmans Dictionary has background articles for this week, including the following: Hebrew (Biblical Language), Song of Solomon. The cover of the back of the book has the Hebrew Aleph-Beth.

Assignments Due: Forum Responses and Written Work

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture to your present situation*. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. No Reading Journal entry this week.

3. Write a short paper

Hand it in on time by uploading a Word.doc, before midnight on Sunday on Canvas.

1. Summarize three various interpretations of the Song of Solomon (from *Eerdmans Dictionary*, the Longman article, or other sources. Be sure to cite the resources you use).
2. What difference would the historical context of Solomon's sexuality and apostasy play if applied to each of these interpretations? (Read 1 Kgs 11:1-43; 1 Kgs 2:13-24; Neh 13:26; Sirach 47:13-21).

Week 13: April 23—29

The Book of Ecclesiastes

Listen: Professor's Week 13 Audio Posting

Lecture 13.1 Ecclesiastes/Qoheleth

Required Reading Assignments

+Bible: Ecclesiastes

+Textbook: Birch, et al., chapter 11: "Wisdom, Order, Protest." (journal entry)

+From Canvas (pdf): Lindsay Wilson, "Job" in *Theological Interpretation of the OT* (ed. Van Hoozer) (journal entry)

Valued Added Supplemental Resources

Erdmans Dictionary has background articles for this week, including: Ecclesiastes.

Assignments Due: Forum Responses and Written Work

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture to your present situation*. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. Reading Journal: Read the assigned reading, evaluating each reading according to your perspective of how it might be helpful. Keep track (simple notes) of the main points. In a couple of sentences summarize the focus; then simply state what you found most engaging, troubling, or enlightening. Keep your response short (200 words for each) and in a Word.doc "journal" that will be uploaded at mid-term and at term end. Always be sure to begin your journal entry with the author's name, the title of the article/chapter and any other bibliographic information that is provided in the reading (publisher, date, page numbers, etc.). See grading rubrics below.

3. Write a short paper (this paper is due on May 6th)

At the end of the book of Job (Job 42:8), God tells Job's friends: "I will not deal with you according to your folly. You have not spoken of me what is right, as my servant Job has." Reflect on the ways in which Job did speak rightly about his situation and about God. Cite any sources.

Week 14: April 30—May 6

The Book of Job

Listen: Professor's Week 14 Audio Posting

Lecture 14.1 The Book of Job

Required Reading Assignments

+Bible: Job

Assignments Due: Forum Responses and Written Work

1. Forum Posting: Listen to the professor's weekly posting provided to you as mp3 audio files with the corresponding power-points and supporting documents. *Then respond* to the professor's weekly postings by writing 100-200 words, *each lecture to your present situation*. Simply state what you found most engaging, troubling, or enlightening. Post your responses in the Forum for the week by Sunday at midnight. See grading rubrics below. If you have questions, you can e-mail the instructor.

2. Upload your Annotated Reading Journal for the second half of the semester to Canvas.

Instructions and grading rubrics are in this syllabus.

LEARNING OBJECTIVES, OUTCOMES, AND ASSESSMENT RUBRICS

Learning outcomes for North Park Seminary degrees that are intended in this course are as follows:

- MACF: “Interpret Scripture with historical and theological integrity in relation to Christian formation.”
- MACM: “Interpret Scripture with historical and theological integrity in relation to one’s ministry.”
- MATS: “Interpret Scripture with historical and theological integrity for diverse communities and contexts.”
- MDIV: “Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.”

IDEA Objectives

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term, and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our online courses.

The overarching IDEA objectives for the course are the following:

Participant Learning Objectives

- Comprehend fundamental principles, generalizations, and theories.
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Analyze and critically evaluate ideas, arguments, and points of view.

Specific Course Objectives

- Grow in appreciation of the passion and the power of the narratives and law contained in the primary biblical documents.
- Develop a personal facility for interpreting Old Testament biblical texts in the context of the Christian Church.
- Demonstrate the ability to communicate another person’s perspective fairly and accurately.
- Analyze, evaluate, and gain new perspectives on issues raised in reading difficult biblical texts.
- Evaluate the significance of specific books of scripture in their literary contexts.
- Explain the significance of individual texts in their historical context.
- Synthesize understanding of the content of the primary and secondary source reading with personal perspective on the subject matter.
- Master the use of the précis format for summarizing reading.

Assignment Grading

Assignment Grading is based on 100 percentage points.

A final grade for this course will be computed according to your successful completion of the following assignments:

- | | | |
|----|--|------------------------------|
| 1. | Forum Response to Professor's Weekly Posting | 20 percentage points maximum |
| 2. | Writing Assignments | 30 percentage points maximum |
| 3. | Hebrew Word Quiz | 10 percentage points maximum |
| 4. | Journal Responses to Required Reading | 20 percentage points maximum |
| 5. | Psalms Research Report | 20 percentage points maximum |

More Detail on Assignment Grading

1. Forum Response to Professor's Weekly Posting (20%)

Every week of the semester (except week #7, exam week), you will respond to the Professor's postings in a forum. Instructions for these responses may be found in the weekly modules and in the syllabus. You will receive up to a maximum of twenty percentage points for your participation in the forums.

Your posts will be graded on a weekly basis according to the following criteria:

Grading Rubric for Forum Response to the Professor's Weekly Posting

CATEGORY	2 points - Meets Standards	1 point - Approaches Standards
Statements that Further and/or Clarify	Reply includes 2 statements that further, apply, or clarify the discussion such as: - summarizing an aspect of the post - applying the post to personal experience - making additional tie-ins to course material	Reply includes 1 statement that furthers, applies, or clarifies the discussion such as: - summarizing an aspect of the post - applying the post to personal experience - making additional tie-ins to course material

2. Skill Building Writing Assignments (30%)

Almost every week you will be writing a short paper on an assigned topic. Overall written assignment will account for a maximum of 30 percentage points of your grade. Specific instructions for completing these assignments can be found in the weekly modules in Canvas.

Here is the basic information on the Format:

Single spaced. Word.doc. See individual assignments for length. Cite all sources. If you use Turabian's "in text" format instead of full footnotes or endnotes, you must add a bibliography. See the "Samples" of Turabian (and North Park Seminary) citation standards in Canvas.

Your writing will be graded on a weekly basis according to the following criteria:

Grading Rubric for Skill Building Writing Assignments (including the Psalms report)

CATEGORY	10 Points --Wow	9 Points --Very Good	8 Points --O.K.	1-7 Points—Whoops.
Key Principles	Discussion is substantive and demonstrates a keen understanding of the key principles of the assignment	Discussion is substantive and relates to key principles of the assignment	Reference made to key principles but the paper could be better integrated	Inadequate or no reference to key principles; evident that student misunderstood the principles. The professor will comment.
Examples	Examples are well-integrated effectively into response	Examples are well-integrated effectively into response	Examples are either not present or do not support the key principles of the assignment.	
Writing Style	Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, sources are properly cited	Many of these are present - Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, sources are properly cited	Only 2 or fewer are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and sources are properly cited	

3. Hebrew Word Quiz (10%)

In the middle of the semester we will introduce and learn and some basic Hebrew vocabulary. You will be asked to identify each of the Hebrew words that are on the Study Guide. You will be given the Hebrew transliteration and asked to supply the word’s English meaning. Two audio lectures will introduce these words and their biblical contextual concepts.

4. Journal Responses to Required Reading (20%)

Every week you will read and respond to required reading in your textbooks or in articles provided to you. Your “journal” of your responses will be uploaded twice during the semester (as a Word.docx, please). Write them and save them each week, but you will not upload them every week! Instructions for these responses may be found in the weekly modules and in the syllabus. For example:

1. Read the assigned texts, keeping track (simple notes) of the main points.
2. In a couple of sentences summarize, i.e. *annotate* the reading.
 - State the focus of the reading.
 - State the author’s primary interest and thesis.
 - State what you found most engaging, troubling, or helpful.
 - Write about 200 words for each reading.
3. Please include a bibliographic reference with your annotation for each assigned reading. Be sure to back up your work. See grading rubrics in this syllabus.

Your responses will be graded on a weekly basis according to the following criteria:

Grading Rubric for Journal Entries about Required Reading

CATEGORY	10 Points --Wow	9 Points --Very Good	8 Points --O.K.	1-7 Points—Whoops.
Statements that clarify the content and/or significance of the reading	<p>Reply must include all required reading.</p> <p>Reply must include bibliographic references.</p> <p>Reply also includes 2 statements that clarifies the content and/or significance, such as:</p> <ul style="list-style-type: none"> -summarizes the focus of the author - summarizes the subject matter of the reading - clarifies the significance of the reading - states what you found most engaging, troubling, or enlightening 	<p>Reply must include 90% of all required reading.</p> <p>Reply must include bibliographic references.</p> <p>Reply also includes 2 statements that clarifies the content and/or significance, such as:</p> <ul style="list-style-type: none"> -summarizes the focus of the author - summarizes the subject matter of the reading - clarifies the significance of the reading - states what you found most engaging, troubling, or enlightening 	<p>Reply must include 80% of all required reading.</p> <p>Reply must include bibliographic references.</p> <p>Reply also includes 2 statements that clarifies the content and/or significance, such as:</p> <ul style="list-style-type: none"> -summarizes the focus of the author - summarizes the subject matter of the reading - clarifies the significance of the reading - states what you found most engaging, troubling, or enlightening 	<p>Reply must include 10-70% of all required reading.</p> <p>Reply must include bibliographic references.</p> <p>Reply also includes 2 statements that clarifies the content and/or significance, such as:</p> <ul style="list-style-type: none"> -summarizes the focus of the author - summarizes the subject matter of the reading - clarifies the significance of the reading - states what you found most engaging, troubling, or enlightening

5. Psalms Research Report (20 %)

The student will choose a psalm (first come, first serve in week one) and will write a report following a rubric and outline that is provided at the end of this Syllabus (and on Canvas). Scholarly resources approved for the report research are listed at the end of the syllabus and available through the North Park Library’s theological librarian, Steve Spencer srspencer@northpark.edu

General grading rubrics are the same as those provided for the “skill building weekly writing assignments” (above) but will be scored on a 1—40 point scale.

Course Grading

Please be aware that your instructor will accept late submissions of any papers, projects, assignments, or other forms of assessment, however, late submissions will be discounted by 2% each day.

At the completion of this course, you will receive a letter grade reflecting your performance in this course. Letter grades (from A – F) will be awarded according to the existing policies of North Park Theological Seminary. The final course grade will be computed according to the total number of percentage points earned for all assignments as shown in this syllabus:

Total Points Earned: _____ Final Grade: _____

98-100	A+
95-97	A
93-94	A-
91-92	B+
88-90	B
86-87	B-
84-85	C+
81-83	C
78-80	C-
76-77	D+
73-75	D
70-72	D-

Computer Requirements

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

Technical Skills Required

The online Canvas Orientation Course should teach you the skills that you need to successfully complete this course.

Participant Responsibilities

1. Attendance, presence, and full participation are required for this class. *You cannot successfully complete this course without completing the weekly readings and assignments.* You are expected to begin your reading early enough in the week so that you have time to write well before Sunday night. The “Week” runs from Sunday at midnight to the next Sunday at midnight.
2. Some of your assignments will be posted on-line for others to see. You will be asked to comment and provide feedback to one another on your work.
3. Although I suggest that all issues, questions, and problems be dealt with online, you can feel free to call or e-mail me regarding these issues at any time, noting the office hours I am available.
4. Use proper “netiquette” (see *A Guide to Netiquette* in Course Information resource).
5. I advise participants to plan on spending nine to twelve hours total on course responsibilities (e.g. reading, assignments, and online discussion).

Course Facilitator Responsibilities

1. The course is designed so that students have every opportunity to achieve the learning objectives.
2. The course facilitator will respond to all questions to clarify important ideas and concepts.
3. The course facilitator will provide updated information on relevant resources for the various topics of interest.
4. The course facilitator will read and critically assess students’ assignments and provide feedback weekly throughout the course.
5. The course facilitator will respond to all student e-mails within 48 hours of receipt.

Harassment Policy and Title IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-6222) or Director of Human Resources (773-244-5601) for information about campus resources and support services, including confidential counseling services. As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University's Title IX coordinator in certain situations to help ensure that the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Please refer to North Park's Safe Community site (<http://www.northpark.edu/Campus-Life-and-Services/Safe-Community>) for contact information and further details.

Academic Accommodation

North Park Theological Seminary provides services for students with documented disabilities to ensure equal access to programs, services, facilities, and activities. Students with a disability who believe that they may need accommodations in this class are encouraged to contact Seminary Academic Services as soon as possible. If desired or necessary, discussion pertaining to documentation and accommodation can take place at another suitable location or by telephone. Further information about the American Disabilities Act Services is found at <https://www.northpark.edu/campus-life-and-services/student-success-and-wellness/disability-resources/>.

Academic Integrity

The community at North Park Theological Seminary promotes a commitment to integrity in all areas of life. In the case of breaches of academic honesty such as plagiarism or cheating on examinations, the matter will be reported to the Dean of Faculty. Students should be advised that normally in cases of academic dishonesty or plagiarism the penalty can range from receiving a failing grade for the assignment to expulsion from the Seminary. For the full policy, please see the seminary academic catalog. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

Approved Sources for Psalms Assignment Research

Each of these books is available in the NPU Brandel Library REFERENCE Section (1st floor), with one or two exceptions.

You must use (and cite) at least five of these books for your paper.

Choose the ones that have the best information for your particular psalm.

Be sure to include your required textbook as one of the five: Limburg, James. *Psalms*. Westminster Bible Companion. Louisville: Westminster John Knox, 2000. The volume by deClassé-Walford, et al. (see below) is also highly recommended as a source.

Allen, Leslie C. *Psalms 101-150*. Word Bible Commentary 21. Nashville: Nelson, 2002.

Blaising, Craig and Carmen Hardin, eds. *Psalms 1-50*. Ancient Christian Commentary on Scripture. Downers Grove: InterVarsity, 2008.

Brown, William P. ed. *The Oxford Handbook of the Psalms*. New York: Oxford, 2014.

Brueggemann, Walter. *The Message of the Psalms: A Theological Commentary*. Minneapolis: Augsburg, 1984.

Bellinger, William and Walter Brueggemann. *Psalms*. New Cambridge Bible Commentary. Cambridge: Cambridge University Press, 2014.

Bullock, C. Hassell and Mark Strauss. *Psalms Volume One: Psalms 1-72*. Teach the Text Commentary. Grand Rapids: Baker, 2015.

Calvin, John. *Commentary on the Psalms*. Trans. J. Anderson. 5 vols. Grand Rapids: Eerdmans, 1948-49.

Craigie, Peter and Marvin Tate. *Psalms 1-50*. 2nd ed. Word Bible Commentary 19. Nashville: Nelson, 2005.

Dahood, Mitchell *Psalms I: 1-50*. Anchor Bible 16. Garden City: Doubleday, 1965.

_____. *Psalms II: 51-100*. Anchor Bible 17. Garden City: Doubleday, 1968.

_____. *Psalms III: 101-150*. Anchor Bible 17A. Garden City: Doubleday, 1970.

deClassé-Walford, Nancy; Rolf Jacobson; and Beth Tanner. *The Book of Psalms*. NICOT. Grand Rapids: Eerdmans, 2014.

Goldingay, John. *Psalms*. 3 vols. Ed. Tremper Longman III. Grand Rapids: Baker Academic, 2006-08.

Hopkins, Denise. *Psalms: Books 2-3*. Wisdom Commentary 21. Collegeville: Liturgical Press, 2016.

Hossfeld, Frank-Lothar and Erich Zenger. *Psalms 1: A Commentary on Psalms 1-51*. Trans. Linda Maloney. Ed. Klaus Baltzer. Hermeneia. Minneapolis: Fortress, 1999.

_____. *Psalms 2: A Commentary on Psalms 51-100*. Trans. Linda Maloney. Ed. Klaus Baltzer. Hermeneia. Minneapolis: Fortress, 2005.

_____. *Psalms 3: A Commentary on Psalms 101-150*. Trans. Linda Maloney. Ed. Klaus Baltzer. Hermeneia. Minneapolis: Fortress, 2011.

Longmann, Tremper. *Psalms: An Introduction and Commentary*. Tyndale Old Testament Commentaries. Cambridge: Tyndale Press, 2014.

Mays, James Luther. *Psalms*. Interpretation: A Bible Commentary for Preaching and Teaching. Minneapolis: Fortress, 1994.

_____. *The Lord Reigns: A Theological Handbook to the Psalms*. Louisville: Westminster John Knox, 1994.

McCann, Clinton. "Psalms" in *The New Interpreters Bible Commentary Series* vol. III. Nashville: Abingdon Press, 2015.

Selderhuis, Herman ed. *Psalms 1-72*. Reformation Commentary on Scripture. Downers Grove: InterVarsity, 2015.

Tate, Marvin. *Psalms 51-100*. Word Bible Commentary 20. Dallas: Word, 1990.

Terrien, Samuel. *The Psalms: Strophic Structure and Theological Commentary*. Eerdmans Critical

- Commentary. Grand Rapids: Eerdmans, 2003.
- Weiser, Artur. *The Psalms: A Commentary*. Trans. Herbert Hartwell. Old Testament Library. Louisville: Westminster, 1962.
- Wesselschmidt, Quentin ed. *Psalms 51-150*. Ancient Christian Commentary on Scripture. Downers Grove: InterVarsity, 2007.
- Wilson, Gerald. *Psalms*. NIVAC. Grand Rapids: Zondervan, 2002.

Instructions for Writing a Précis (“a brief detailed summary”)

See Class Schedule for weeks when this format is required

Précis means “a brief detailed summary of essential points” or “a precise abstract.”

Format: The précis should be on one page, single spaced, block-style paragraphs, about 500 words. Do not quote more than a phrase or two.

In 3/4ths of the page (3-4 paragraphs) answer these questions:

- a. What is the author’s interest? What question or problem is she addressing?
- b. What is the main point of the author’s “answer” to that question?
- c. How does the author build her argument? What warrants (proof or logic) does she offer?
- d. Briefly summarize the main argument, step by step.

In 1/4th of the page offer your “critique” of the arguments:

- a. What’s missing?
- b. What assumptions do you question?
- c. Is the author’s “interest” a helpful approach?
- d. What did you learn? What questions remain?

Always be sure to add the bibliographic reference of your article (Author, Title, Publishing information, page numbers).

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