



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

B110 Introduction to the Old Testament

3 credits. Prerequisites: None.

This course is transferable to the University of Saskatchewan.

September 7-11, 2020
Module A
Monday-Friday

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"Now these things happened to them as an example, but they were written down for our instruction, on whom the end of the ages has come." – 1 Corinthians 10:11

Please note: This course includes reading before the module.

Course Content and Goals

Course Description

This course is a general introduction to the content and theology of the Old Testament/Hebrew Bible. It will survey key portions according to the ancient near eastern cultural, social, religious, and literary environment and highlight the theological importance of the Old Testament, including the nature of God revealed, for Christian life and ministry in the present-day.

Relationship to Horizon's Mission

The Old Testament is an account of the one true God and his people. It begins with God creating the universe and creating humankind in his own image to live in relationship with himself. At critical junctures over the course of Old Testament history, we discover God making covenants with individuals and eventually with the nation of Israel. Much of the Old Testament highlights God's faithfulness to his covenant with Israel despite Israel's unfaithfulness. This account, however, does not simply provide a historical record. Instead, it has been given to us by God to reveal who he is and to provide guidance for how we are to live, or not live, as followers of the one true God.

Core Competencies and Learning Outcomes

This course will significantly contribute to one of Horizon's core competencies, Biblical and Theological Literacy, which is demonstrated by skilled interpretation of scripture and evaluation of theological issues in order to articulate how to think, live, and minister in light of who God is, who God's people are, and God's purposes for the world.

To demonstrate competency in **Biblical and Theological Literacy**, students will:

1. Interpret the Old Testament in reference to the ancient Near Eastern context.
 - *Assessment*: Research and Reflection Paper
2. Explain the character of God as revealed in the Old Testament.
 - *Assessment*: Reading and Essay: The Message of the Old Testament
 - *Assessment*: Research and Reflection Paper
3. Use the entry-level resources necessary for researching the Old Testament.
 - *Assessment*: Quizzes #1-5
 - *Assessment*: Research and Reflection Paper
4. Explain or identify key terms in Old Testament studies.
 - *Assessment*: Reading and Essay: The Message of the Old Testament
 - *Assessment*: Research and Reflection Paper
5. Apply the theological witness of the Old Testament to contemporary issues.
 - *Assessment*: Reading and Essay: The Message of the Old Testament
 - *Assessment*: Research and Reflection Paper
6. Articulate the importance of the Old Testament in relation to the New Testament.
 - *Assessment*: Research and Reflection Paper

About the Instructor

Marty Culy is the Director of Cypress Hills Ministries and has served as a Bible translator, college and seminary professor, pastor, and church planter over the past 30 years. He is the founding editor of the Baylor Handbook on the Greek New Testament commentary series and has authored many articles and nine books, the most recent being *The Book of Revelation: The Rest of the Story* (2017) and *Quoting Corinthians: Identifying Slogans and Quotations in 1 Corinthians* (2018, with Edward Watson). Marty graduated from California State University Fresno (BA), University of North Dakota (MA), Grace Theological Seminary (M.Div.), and Baylor University (PhD).

Course Work

NOTE: Please submit all written assignments in .doc format (no pdfs).

Required Readings

DeRouchie, Jason S., ed. *What the Old Testament Authors Really Cared About: A Survey of Jesus' Bible*. Grand Rapids: Kregel Academic, 2013. ISBN: 9780825425912

Schreiner, Thomas R. *Covenant and God's Purpose for the World*. Wheaton, Ill.: Crossway, 2017. ISBN: 9781433549991

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Research and Reflection Paper: Old Testament Covenants and the Gospel.* This assignment must be edited and submitted to the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): “What Goes in My Portfolio” for further information.

PRE-MODULE ASSIGNMENTS

1. Quiz #1

Read **Genesis 1–2, 9, 12, 15, 17, 22, 49** prior to coming to class on Monday morning. Quiz #1 will include some questions on the most important content of this reading.

Read **pages 11-18 and pages 31-87 of *Covenant and God's Purpose for the World*** prior to coming to class on Monday. Quiz #1 will include some questions on the main points from these pages of the book. You mainly need to understand what a covenant is and the nature of the key covenants that are discussed in this portion of the book. Be sure to review Assignment #4 before doing the reading so that you can highlight portions of the book or take notes related to that assignment.

Quiz #1 will be given on **Monday, September 7 at 9am** to assess your competency in understanding these two readings. You will be asked on Quiz #1 to confirm that you completed these readings.

- Related learning outcome(s): #3
- **Assignment Length:** N/A. **Due date:** September 7, 2020 at 9AM.

MODULE WEEK ASSIGNMENTS

2. Quizzes #2-5

There will be quizzes given each day at the beginning of class. All quizzes will mostly be made up of multiple-choice questions, with some TRUE/FALSE questions and some that require you to fill in the blank. The four quizzes will cover the material from the textbook listed in the course schedule (see below) and key points from the previous day of class. Students may optionally do some or all of the readings that relate to these quizzes prior to the week of class. Assessment of Quizzes #1-5 will be based on demonstrating competency through the quizzes as a unit rather than through each individual quiz. In other words, it is your overall performance on these quizzes that will be assessed.

- Related learning outcome(s): #3.
- **Assignment Length:** N/A. **Due date:** Tuesday-Friday at the beginning of class.

POST-MODULE ASSIGNMENTS

3. *Reading and Essay: The Message of the Old Testament.*

OPTION #1: Read (or listen) through *one half* of each section (Law, Prophets, and Writings) from the list of “Key Old Testament Chapters” on p. 469 in your textbook. Please submit the Reading Report available under “Files” to show that you have completed this reading. Then write a brief essay describing the overall message of the Old Testament. Be sure to a brief section on what the Old Testament teaches us about the character of God. This essay should be based both on what you learned in class and on the “key chapters” of the Old Testament that you read. Imagine that someone asked you: “What is the Old Testament all about?” and “Why should a Christian bother to read the Old Testament?” How would you respond to these two questions? This assignment does not require any research beyond reviewing class notes and taking notes as you read the “key chapters.” *To make this assignment easier, students are encouraged to keep a running list of notes during class that will be used to write this essay.* All citation of sources in this essay should be in parentheses rather than footnotes. For example, when citing Scripture: (Deut 6:8); when citing class notes, use “CN” plus the page number: (CN, 45); when citing class discussion, simply use: (CD).

OPTION #2: Complete this assignment orally. After class concludes on Friday, meet with the professor and orally describe the overall message of the Old Testament, including each of the issues addressed above. This will take approximately five minutes. If you choose this option, you will still need to read the Key Old Testament Chapters and submit a Reading Report by Sept. 28.

- Related learning outcome(s): #2, #4, and #5.
- **Assignment Length:** 1-3 pages (written) or 5 minutes (oral). **Due date:** September 28, 2020

4. *Research and Reflection Paper: Old Testament Covenants and the Gospel.*

This research paper has four components that you are required to integrate into a coherent essay. Your overall goal is to share the gospel using the Old Testament, giving special attention to Old Testament covenants. To accomplish this goal: (1) Describe the major covenants of the Old Testament (Noahic, Abrahamic, Mosaic, and Davidic), highlighting the similarities and differences between them. What do the Old Testament covenants teach us about the nature of biblical covenants in general? What do the Old Testament covenants reveal about God's character? (2) Briefly describe how the Old Covenant covenants compare or contrast with other Ancient Near Eastern covenants. (3) Describe how this understanding of covenants helps us to better understand the nature of the New Covenant, which is mentioned in Jeremiah 31 and fleshed out in the New Testament. Be sure to give a clear description of the New Covenant. How is the New Covenant the same or different from the earlier covenants? (4) Present your description of the covenants in the format of sharing the gospel with someone. In addition to describing how the covenants help us understand how God makes a way for us to be in right relationship with him, make use of at least *10 passages* from the Old Testament in your gospel presentation. For example, you might build on Deut 18:15 by writing something like this: “The Old Testament promised that God would send a prophet like Moses (Deut 18:15), who would do many miracles like Moses had done.” Here are some other passages that you might use in your presentation of the gospel. You can choose from these or use other passages you find on your own:

- Gen 1 God is Creator (see John 1)
- Gen 3 Messianic prophecy (seed of the woman)
- Gen 22 Sacrifice of Isaac is a type of God's sacrifice of Jesus
- Exod 12 Passover (Jesus is like the Passover Lamb)
- Lev 4 Jesus was a sin offering
- Lev 16 Day of Atonement (Jesus' atoning sacrifice)
- Deut 18 Prophet like Moses
- 2 Sam 7 Davidic promise
- Isa 7-8 Emmanuel
- Isa 9 "For unto us . . ."
- Isa 11 Root of Jesse
- Isa 26 Resurrection
- Isa 40 A voice crying in the wilderness
- Isa 52-53 Suffering Servant (many messianic prophecies)
- Isa 61 The Spirit of the Lord is upon me
- Jer 31 The New Covenant
- Ezek 36 The New Covenant
- Mic 5 Bethlehem
- Mal 4 Elijah / John the Baptist
- Zech 9 Messiah humble and riding on a donkey
- Zech 12 The Pierced One
- Zech 14 The Second Coming
- Psa 22 Crucifixion
- Psa 110 Lord said to my lord/Melchizedek
- Dan 3 Son of man

You may also refer to New Testament passages, but they should only be listed to show how they support or flesh out Old Testament passages. You may present your essay as a typical research paper, as a monologue (what you would share with someone), or as a dialogue (like a script, including questions and answers). You may also submit this assignment in either written or video format. If you choose to submit a video recording, you still need to submit an outline of your notes (including biblical and secondary source citations) that shows the structure of your argument, along with a bibliography, but you do not need to submit an actual essay.

We will discuss this assignment more during the week of class. In addition to your two textbooks, be sure to make use of at least four credible secondary sources for this assignment (books, journal articles, dictionary entries, etc.). A list of potential sources is provided in the Bibliography to help you get started. Please note that sources on "covenant theology" are not the same as sources on Old Testament covenants. Also, this paper is not about a "covenant of works" versus a "covenant of grace."

- Related learning outcome(s): #1-6
- **Assignment Length:** 4-7 pages, not counting title page or bibliography (written) OR 10-15 minutes (video). **Due date:** October 9, 2020

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A
1. Quiz #1	5 hrs	September 7, 2020
2. Quizzes #2-5	10 hrs	Module Week
3. Reading and Essay <i>Reading (20 hrs)</i> <i>Writing (7 hrs)</i>	27 hrs	September 28, 2020
4. Research and Reflection Paper	23 hrs	October 9, 2020
Total =	95 hrs	

Assessment Rubrics

Rubrics will be available on Populi by the first day of class under the Lesson “B110 Assignment Rubrics.”

Course Outline / Class Schedule

Date	Topics	Quizzes
Monday, Sept 7	Course Introduction Introduction to the OT Genesis – Deuteronomy	Quiz 1: <i>Covenant</i> ; Key Chapters from Genesis
Tuesday, Sept 8	Joshua, Judges, Ruth, 1 Samuel, 2 Samuel, Job, Psalms	Quiz 2: Judges (DeRouchie, 187-199)
Wednesday, Sept 9	Proverbs, Ecclesiastes, Song of Solomon, 1 Kings, 2 Kings, Jonah, Hosea, Amos	Quiz 3: Song of Songs, Lamentations (DeRouchie, 392-399; 400-407)
Thursday, Sept 10	Isaiah, Micah, Joel, Nahum, Zephaniah, 1 Chronicles, 2 Chronicles, Jeremiah, Habakkuk, Ezekiel, Lamentations, Obadiah	Quiz 4: 1 & 2 Chronicles (DeRouchie, 442-462)
Friday, Sept 11	Daniel, Esther, Ezra, Nehemiah, Haggai, Zechariah, Malachi	Quiz 5: Ezekiel (DeRouchie, 260- 277)
Sept 11 – Oct 9	Working on Post-Module assignments	Reading and Essay due Sept 28, 2020 Research Paper due Oct 9, 2020
Oct 19-23	Revision Week	Final submissions due Oct 23, 2020

- First submissions of assignments will not be accepted after **October 16, 2020**.

Monday, October 19, 2020	Resubmission of <i>Quiz 1 and Quizzes 2-5</i>
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Tuesday, October 20, 2020	Resubmission of <i>Reading and Essay: The Message of the Old Testament</i> .
Wednesday, October 21, 2020	Resubmission of <i>Research and Reflection Paper: Old Testament Covenants and the Gospel</i>
Thursday, October 22, 2020	Second Resubmissions
Friday, October 23, 2020	Additional Resubmissions

- No resubmission of assignments will be accepted after **October 23, 2020**.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at

bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.

- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

“Covenant, In the Old Testament.” International Standard Bible Encyclopedia.

<https://www.biblestudytools.com/encyclopedias/isbe/covenant-in-the-old-testament.html>

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Thomas R. Schreiner, “Ten Things You Should Know about the Biblical Covenants.”

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Boda, Mark J., and J. Gordon McConville. *Dictionary of the Old Testament Prophets*. Downers Grove, IL: InterVarsity, 2012.

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Niehaus, Jeffrey J. *Biblical Theology. Volume 2: The Special Grace Covenants*. Wooster, Ohio: Weaver, 2017.

Robertson, O. Palmer. *The Christ of the Covenants*. Grand Rapids: Baker, 1980.

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Waltke, Bruce. *An Old Testament Theology: An Exegetical, Canonical, and Thematic Approach*. Grand Rapids: Zondervan, 2007.

****See also the excellent recommendations at the end of each chapter of your textbook.**