



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

B120 Pentateuch

3 credits. Prerequisites: B110-Introduction to Old Testament.

January 14-18, 2019
Module C
Monday-Friday, 9:00am-4:00pm

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Please note: This course includes reading before the module (see "Before the Module" below).

Course Content and Goals

Course Description

This course is a study of the Pentateuch that provides orientation to the original context of the first five books of the Old Testament, as well as the influence these books had in the shaping of the Old Testament, the New Testament, and in our current context of biblical and theological studies.

Relationship to Horizon's Mission

This course prepares students for Spirit-empowered life and ministry by equipping them to better understand and apply biblical truth. By encountering the narratives of God's creation of the world, election of a chosen people, and regulations for how to live according to his design, students will gain an appreciation for the foundational elements of the story of redemption and a new vantage point for experiencing a relationship with God.

Core Competencies and Learning Outcomes

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

1. Interpret a primary source biblical passage, showing awareness of pertinent exegetical issues and the occasion and background of the Pentateuch as a whole.
 - *Assessment:* Exegetical Research Project
2. Identify, select, and comprehend relevant secondary source material for biblical studies research.
 - *Assessment:* Reading Reviews
 - *Assessment:* Exegetical Research Project
 - *Assessment:* Theology Paper
3. Articulate the theological implications of the Pentateuch for contemporary issues.
 - *Assessment:* Exegetical Research Project

4. Articulate the importance of the Pentateuch in the theology of the biblical canon.
 - *Assessment:* Theology Paper

Course Work

Required Readings

Alexander, T. Desmond. *From Paradise to the Promised Land: An Introduction to the Pentateuch*. 3rd Edition. Grand Rapids: Baker Academic, 2012. (ISBN: 0801039983)

Wenham, Gordon J. *Exploring the Old Testament, Vol. 1: A Guide to the Pentateuch*. Downers Groves: InterVarsity Press, 2003. (ISBN: 083082541X)

**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. *Exegetical Research Project.* This assignment must be edited and submitted for the **Biblical and Theological Literacy** page in your Portfolio (See the Portfolio Guide for a further description).

BEFORE THE MODULE

Please complete five hours (approximately 60 pages) of the Alexander and/or Wenham text in preparation for class. This reading will count toward the requirements for *Assignment #1: Reading Reviews*.

AFTER THE MODULE

1. Reading Reviews

Read pages 1-158 of Wenham and pages 97-280 of Alexander. Please submit the reading chart available on Populi to affirm you have read these pages. Then, submit a critical review and analysis of the two books listed above. Include the following sections:

- Part 1—Personal reflections on each item you read. This should include both information that stood out because it was new or challenging for you and some description of how this impacts your relationship with God.
- Part 2 –Critical assessment of the readings as a whole (E.g. What are key issues raised? Where is there agreement/disagreement amongst the authors? How do you view the topics in light of input from the commentators? etc.)
- The length of your response for each item should be appropriate to the length of the reading (i.e., 2 pages for both Alexander and Wenham.)
- Related learning outcome(s): #2.
- **Assignment Length:** 4 pages. **Due date:** January 25, 2019.

2. Exegetical Research Project

A) Identify a self-contained, workable passage from the Pentateuch. Confirm this passage with the professor any time before **Friday, January 25, 2019**.

B) Research a passage using a minimum of **EIGHT (8)** relevant secondary sources.

C) Submit your project in written form, such as:

6-page formal paper—follow proper procedures and conventions for paper-writing (i.e., identify a thesis statement). Use full and proper referencing of all sources.

Fully-scripted sermon—use full sentences (i.e., no point-form). Include also full and proper referencing of all sources. Even if you won't communicate those references orally to a "congregation," they must appear visibly in your written sentences.

Clearly-structured Bible study—use full sentences to flesh-out your outline. Design leading questions for group discussion to lead the group along the points of your argument. Include full and proper references to your sources that support your points, even if you would not share these references directly with your Bible study group.

Creative expression—a song, video, visual art, etc. Submit a **written report** that explains your creative work, including an **explanatory argument** of how your creative expression accurately reflects the passage and properly formatted **footnote references** that documents your research.

NOTE: Whatever form your project finally takes, it will be assessed on the **quality of your research and how well you demonstrate your argument**, showing your competency as a close reader of the text. I will **not** assess the creative aspects of your presentation.

- Related learning outcome(s): #1, #2, and #3.
- **Assignment Length:** 6 pages. **Due date:** February 6, 2019.

3. *Theology Paper*

Trace a theological theme from the Pentateuch through the remainder of the Old Testament and into the New Testament. Please confirm your choice of theme with the professor by **January 17, 2019**.

First, examine how the theme is presented within the context of the Pentateuch. Then, engage with how the theme is developed in the rest of the Old Testament and New Testament. Use 5 secondary sources to research for this paper.

- Related learning outcome(s): #2 and #4.
- **Assignment Length:** 4 pages. **Due date:** February 11, 2019.

Time Investment

Classroom time	30 hrs	N/A
1. Reading Reviews	36 hrs	Jan. 25, 2019
<i>Reading (28 hrs)</i>		
<i>Review (8 hrs)</i>		
2. Exegetical Research Project	20 hrs	Feb. 6, 2019

3. Theology Paper	14 hrs	Feb. 11, 2019
Total =		100 hrs

Assessment Rubrics

Assignment rubrics will be available on Populi by the beginning of the course under the Lesson “B120 Assignment Rubrics.”

Course Outline / Class Schedule

Monday	Introductory Matters, Genesis
Tuesday	Exodus
Wednesday	Leviticus
Thursday	Numbers (and chapel)
Friday	Deuteronomy

- First submissions of assignments will not be accepted after February 22, 2019.

Monday, Feb. 25, 2019	Resubmission of <i>Exegetical Research Project</i> (as necessary)
Tuesday, Feb. 26, 2019	Resubmission of <i>Reading Reviews</i> (as necessary)
Wednesday, Feb. 27, 2019	Resubmission of <i>Theology Paper</i>
Thursday, Feb. 28, 2019	Second resubmissions (as necessary)
Friday, March 1, 2019	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after March 1, 2019.

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. Students requesting extensions are expected to contact their professors 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 Faculty Assistant to discuss whether the student’s reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student’s program. Multiple instances of unexcused late submissions will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation.

Resubmission of Assignments

Students have until the Friday of revision week to submit revisions, and students can only submit up to two revisions for each assignment.

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 have pre-existing physical or mental health conditions or learning disabilities that require accommodations, please contact the Academic or Student Life departments at the beginning of the course so that your learning and/or physical needs can be met appropriately. 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, please contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

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.

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.

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