



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

## **B423 Old Testament Wisdom Literature**

3 credits.

Prerequisites: Introduction to the Old Testament and Bible Study Methods

June 7-11, 2021

Module H

Monday- Friday, 9am-4pm

Rick Wadholm Jr., Ph.D.

[wadholm@gmail.com](mailto:wadholm@gmail.com)

*Please note: This course includes reading before and during the module, which will be reported on the Friday of the module.*

### **Course Content and Goals**

#### **Course Description**

This course explores the Wisdom Literature of the Old Testament. While the study explores historical, literary, and theological issues related to these texts, emphasis will also rest upon how ancient Israelite wisdom speaks to the everyday issues of human life, work, suffering, and loss. The instructor may focus the course on a particular portion of Wisdom Literature, which includes Job, Proverbs, Ecclesiastes, and Song of Songs along with select psalms and prophetic writings.

This specific course focusses on Proverbs, Job, and Ecclesiastes.

#### **Relationship to Horizon's Mission**

Through understanding the Old Testament wisdom literature, the students become more fully equipped so as to competently use those biblical texts and that literary genre of wisdom literature within the context of ministry and personal life.

#### **Core Competencies and Learning Outcomes**

To demonstrate competency in **Biblical & Theological Literacy**, students will

1. Interpret the OT wisdom literature in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
  - *Assessment:* Biblical Reading Questions, Devotional, Comprehensive Essays
2. Describe the key interpretive issues that are critical for understanding the OT wisdom literature.
  - *Assessment:* Comprehensive Essays
3. Identify and explain key emphases and their significance within the OT wisdom literature.

- *Assessment:* Comprehensive Essays
4. Explain how the theological witness of the OT wisdom literature speaks to the way we think, live, and minister today.
    - *Assessment:* Devotional

## **Course Work**

### **Required Readings**

Contemporary translation of the Bible (in class the professor will be using the NLT translation)

Longman, III, Tremper, and Peter Enns, eds. *Dictionary of the Old Testament: Wisdom, Poetry & Writings*. Downers Grove, IL: InterVarsity Press, 2008. ISBN: 9780830817832

\*\*While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### **Course Assignments and Activities**

**Portfolio Components.** *Devotional.* This assignment must be edited and submitted to the Biblical & Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

## **BEFORE & DURING THE MODULE**

### *1. Pre & During Module Reading*

Read Job, Proverbs, and Ecclesiastes in their entirety. The Biblical Reading Questions (see below) accompanying this reading will be submitted on Friday, June 11 on Populi. On the Title Page of your Biblical Reading Questions, you will need to confirm that you finished the readings and questions for Job by Monday, for Proverbs by Wednesday, and for Ecclesiastes by Thursday, so make sure to keep up with your reading.

- **Due date:** Readings and questions should be prepared for Monday, June 7 (Job), Wednesday, June 9 (Proverbs), and Thursday, June 10 (Ecclesiastes), even though the complete assignment will not be submitted until Friday, June 11.

### *2. Biblical Reading Questions.*

The student will do the assigned readings from Job, Proverbs, and Ecclesiastes (indicated above at *Pre & During Module Reading*) and come to class on the respective days (Monday – Job; Tuesday – Proverbs; Thursday – Ecclesiastes) having done the reading and having prewritten questions for each day's discussion of the passages to be examined in class. The completed paper (a minimum of one page for each biblical book – Job, Proverbs, and Ecclesiastes) will be typed and submitted Friday, June 11, consisting of single-spaced bullet pointed questions, with 12-point Times New Roman and one-inch margins, the student has regarding the text of Scripture

read whether historical, literary, or theological. These questions will arise for the student through their critical reading of the biblical texts as an inductive approach to the Scriptures toward a more careful hearing of Scripture. On the Title Page, confirm that you finished the readings and questions for Job by Monday, for Proverbs by Wednesday, and for Ecclesiastes by Thursday.

- Related learning outcomes: # 1.
- **Assignment Length:** 3 pages minimum (single spaced). **Due date:** Friday, June 11.

## **AFTER THE MODULE**

### *3. Post- Module Reading*

Read the following articles (166 pp) from the textbook *Dictionary of the Old Testament: Wisdom, Poetry & Writings*.

- Chaos and Death (13pp)
- Ecclesiastes 2: Ancient Near Eastern Background (9pp)
- Ecclesiastes 3: History of Interpretation (10pp)
- Fear of the Lord (4pp)
- Honor and Shame (13pp)
- Job 2: Ancient Near Eastern Background (16pp)
- Job 3: History of Interpretation (11pp)
- Maat (4pp)
- Proverbs 2: Ancient Near Eastern Background (15pp)
- Proverbs 3: History of Interpretation (13pp)
- Sages, Schools, Education (6pp)
- Theodicy (9pp)
- Wisdom and Biblical Theology (6pp)
- Wisdom, Greek (5pp)
- Wisdom Poems (4pp)
- Wisdom and Prophecy (9pp)
- Wisdom Sources (8pp)
- Wisdom Theology (12pp)

The student will report on the Comprehensive Essays that they have read these articles in full. The reading of the articles will be necessary for the Comprehensive Essays.

- **Due date:** Wednesday, June 30.

### *4. Comprehensive Essays.*

The student will write six short essays written in paragraph form (a minimum of 100 words each for a total minimum of 600 words) answering questions regarding authorship, dating, composition, key interpretive issues, and theological themes that will be provided for the student during the course week. The essays are open textbook and open notes. Students should cite the class notes, textbook (which will prove significantly helpful for such), and biblical text wherever appropriate. The assignment will be typed and submitted following the HCS Format Guide.

- Related learning outcomes: # 1, #2 and #3.
- **Assignment Length:** 600 words minimum. **Due date:** Wednesday, June 30.

### 5. *Devotional.*

The student will choose one of two options for their devotional. The student will either (a) write a devotional or (b) submit a video devotional on Psalm 1. The entire text of Psalm 1 does not need engaged for the assignment, but should be considered for the context of this devotional, with other sources needing to be included and properly cited (minimum of three scholarly sources). The written devotional should follow the HCS Format Guide. If the video devotional is selected, then the student must also include an outline of their notes (including citations), showing the structure of their argument, but do not need to write a paper form. For the paper option, write 5 pages; for the video option, film 10-13 minutes. The devotional may be intended for sharing with a small group, children's church, youth, adult study, blog, etc. The devotional must interpret the text in its original context of the social, political, economic, and religious life of Israel and Judah and analyze the text from a literary and theological perspective and within the broader context of the canon of Christian scripture. It should also include such things as a prayer of application of the text, personal anecdotes/stories, questions for further reflection, points to apply, etc., provided that these match the context of the Scripture. **IMPORTANT:** As this assignment will be submitted to the student's Portfolio, if the written assignment is selected, then an attractive title page should be used along with formatting of the devotional so it could be used as a printable lesson.

- Related learning outcomes: # 1 and #4.
- **Assignment Length:** 5 pages/10-13 minutes. **Due date:** Wednesday, July 14

### **Estimate of Time Investment** (individual time investments may vary)

1. Pre-& During Module Reading	6 hrs	June 7, 9, 10
2. Biblical Reading Questions	6 hrs	June 11
Classroom Time	30 hrs	
3. Post-Module Reading	30 hrs	June 30
4. Comprehensive Essays	10 hrs	June 30
5. Devotional	11 hrs	July 14

Total = 93 hrs

### **Assessment Rubrics**

Assessment Rubrics will be available on Populi under a Lesson called "B423 Assessment Rubrics."

### **Course Outline / Class Schedule**

Monday, 7 June	9:00-9:15	Introductions & Assignments into Study Calendar	
	9:15-12:00	Introduction to Wisdom Literature	
	1:00-2:30	Introduction to Job	
	2:30-4:00	Job: Framing Job	
Tuesday, 8 June	9:00-12:00	Job: Wise Answers	
	1:00-4:00	Introduction to Proverbs	

Wednesday, 9 June	9:00-12:00	Proverbs: Wisdom and Folly	
	1:00-4:00	Proverbs: Listening to the Wise	
Thursday, 10 June	9:00-12:15	Proverbs: Proclaiming Proverbs	
	1:15-4:00	Introduction to Ecclesiastes	
Friday, 11 June	9:00-12:00	Ecclesiastes: Everything is Meaningless	
	1:00-4:00	Ecclesiastes: The End Matters	

- First submissions of assignments will not be accepted after **July 16, 2021**.

Monday, July 19	Resubmissions of <i>Biblical Reading Questions</i> (as necessary)
Tuesday, July 20	Resubmission of <i>Comprehensive Essays</i> (as necessary)
Wednesday, July 21	Resubmission of <i>Devotional</i> (as necessary)
Thursday, July 22	Secondary resubmissions (as necessary)
Friday, July 23	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after **July 23, 2021**.

## **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 <b>exceeded competency requirements for some</b> 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 <b>met competency requirements for all</b> 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 <b>beginning to meet competency requirements for any one or more</b> 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 <b>not yet meeting competency requirements for one or more</b> 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](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto: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**

- ▶ Use the extensive bibliographic suggestions in the textbook. The instructor may give further suggestions in the class lectures.