

OT5300 Introduction to the Old Testament

3 credits. Prerequisites: *none*.

 On Campus, Saskatoon

 'A' Livestream

 Video on Demand



March 1–5, 2027

Module

Monday–Friday, 9am–4pm SK (10am–5pm ET)

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*The LORD, the LORD, a God merciful and gracious, slow to anger,
and abounding in steadfast love and faithfulness. —Exodus 34:6*

Please note: This course includes reading (listening to the Bible) before the module. See the “Reading and Response” assignment and the “Class and Listening Schedule.”

Course Goals

Course Description

An introduction to the study of Old Testament with particular attention to its theological, historical, and literary environment. The study aims to provide an outline for understanding how the Old Testament should shape the identity and mission of the contemporary church.

Relationship to Horizon’s Mission

The Old Testament is a collection of documents that narrate and comment on God’s plan to dwell with his people and bless all nations through them. For Christians, the Old Testament is the first part of a story that finds its climax in Jesus, the Jewish Messiah, who completes the narrative arc that began in Genesis. Understanding the Old Testament provides ministry leaders with a holistic perspective on the God who desires to make his home with his people, experienced through the indwelling presence and empowerment of the Spirit of Christ.

Core Competencies and Learning Outcomes



To demonstrate competency in *biblical and theological literacy*, students will:

1. Interpret the Old Testament in reference to the ancient Near Eastern context.
 - *Assessment:* Reading & Response; Research Paper
2. Explain the character of God as revealed in the Old Testament.
 - *Assessment:* Reading & Response; Theological Theme Book Report; Research Paper

3. Explain or identify key terms in Old Testament studies.
 - *Assessment*: Theological Themes Book Report; Glossary Quizzes
4. Articulate the narrative structure of the Old Testament.
 - *Assessment*: Biblical Narrative Quiz; Theological Themes Book Report
5. Describe ways that the Old Testament anticipates New Testament developments.
 - *Assessment*: Theological Themes Book Report; Research Paper
6. Apply the theological witness of the Old Testament to contemporary life.
 - *Assessment*: Reading and Response

Course Work

Required Readings

Hill, Andrew E. and John H. Walton. [*A Survey of the Old Testament*](#). 4th Edition. Grand Rapids: Zondervan Academic, 2023. ISBN: 9780310119562

[DTL](#)

* Note that not all chapters of the text are required reading. See the Reading and Response assignment below for details.

Selected chapters from the Old Testament. Students may use a modern translation of their choice (e.g., NRSV, NIV, NLT, ESV, etc.) but *not* a paraphrase (e.g., Passion, Message). Note that the professor will use the NRSV in class.

In addition to the above, please choose one of the following:

Idestrom, Rebecca G.S. [*Show Me Your Glory: The Glory of God in the Old Testament*](#). Eugene, OR: Pickwick, 2023. ISBN: 9781498217965

[DTL](#)

Matheny, Jennifer M. [*Hesed, the Seed of the Biblical Story: New Life for Old Testament Theology*](#). Grand Rapids, MI: Baker Academic, 2026. ISBN: 9781540966681

* To assist students in selecting a text, the titles are linked to the professor's book reviews.

****While students have the benefit of accessing many of 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.**

Course Assignments and Activities

1. *Biblical Narrative: Quiz* – 10%

The Old Testament tells a complex story that spans centuries. In order to understand where the details of the Old Testament fit into the bigger picture, students will complete a 30-minute closed-book quiz on Populi where they will be required to place 40 events from the Old Testament into chronological order.

This assignment will enable students to increase their competency in biblical and theological

literacy by assessing their capacity to see the big picture of the Old Testament and understand how the details fit into the broader story. For this assignment to be considered complete, the following points must be observed:

- Populi Quiz Details:
 - The quiz is closed-book: students will close all study aids before beginning the quiz.
 - The quiz will be available at the end of module week. Students may complete the quiz any time before the due date.
- Related learning outcome: #4.
- **Assignment length:** 30-minute quiz
- **Quiz due date:** Monday, March 8.

2. *Reading & Response* – 25%

Students will demonstrate their understanding of the Old Testament and its contemporary relevance by recording a video response to the three following questions associated with the major divisions of the Hebrew Bible.

Question 1 (Law): The books of the law focus on one main character: Moses. Describe how Moses' life is shaped by his encounters with Yahweh throughout his life. Be sure to include episodes from Exodus, Numbers, and Deuteronomy. What specific quality of Moses' life most inspires you, and why?

Question 2 (Prophets): God reveals himself through the day-to-day events of history. Using examples from both the Former and Latter Prophets, show how God reveals his heart differently in various situations. How does this encourage you?

Question 3 (Writings): The writings are full of poetry that use metaphor to describe God. Choose 2 different metaphors for God, each from a different book of the Writings, explain what it would have meant to the original hearers, and why you value it today.

Answers should draw substantially on material from the assigned readings:

Old Testament: Students will *listen* to passages from the Old Testament as assigned in the Class & Listening Schedule below. This can be accomplished by listening to the chapters from a Bible website or app or by gathering as a group and taking turns reading out loud. Links to the required passages of scripture are also provided in the “Lessons” tab in Populi. All Old Testament passages must be *heard* prior to the beginning of the assigned class.

Textbook: Students will read selected chapters from the textbook as assigned in the Class & Listening Schedule. These readings are not due during module week but must be completed prior to answering each of the questions in this assignment. Read the chapters assigned in the Law Unit prior to answering Question 1, the Prophets Unit prior to answering Question 2, and the Writings Unit before answering Question 3.

This assignment will enable students to increase their competency in biblical and theological literacy by introducing them to a representative sample of Old Testament scripture and prompting them to engage in critical evaluation. For this assignment to be considered complete, the following points must be observed:

- Responses must demonstrate engagement with the text through the use of at least three specific quotations (including page numbers).
- Responses must include specific reference to relevant passages of Scripture from the relevant division of the Old Testament (Law, Prophets, or Writings).
- The video should be uploaded to a cloud service of the student's choice (e.g., Proton Drive, OneDrive, Dropbox, YouTube, etc.) and the link to the completed video submitted on Populi as a comment on the assignment. There is no need to share this video publicly.
- Related learning outcomes: #1, 2, 6.
- **Assignment length:** Three 4–5-minute videos.
- **Due dates:**
 - Question 1 (Law): March 15
 - Question 2 (Prophets): March 30
 - Question 3 (Writings): April 9

3. *Theological Themes Book Report* – 20%

Students will read the textbook of their choice, and explore either the theme of glory (*Show Me Your Glory* by Idestrom) or loving-kindness (*Hesed, the Seed of the Biblical Story* by Matheny) throughout the Old Testament and into the New. This report consists of two key parts:

1. *Old Testament* (1,000 words): Define the term and summarize how it's used throughout the Old Testament. This step is a summary of the textbook's argument.
2. *New Testament* (500 words): Explore ways your chosen theme is used in the New Testament. This part takes you beyond your chosen textbook to consider New Testament developments. Students are not required to do additional research for this part but should use specific New Testament texts to support their argument.

This assignment will enable students to increase their competency in biblical and theological literacy by exploring a theological theme across scripture. For this assignment to be considered complete, the following points must be observed:

- The report should follow the [Horizon & MCS Format Guide](#).
- Related learning outcome: #2, 3, 4, 5.
- **Assignment length:** 1,500 words.
- **Quiz due date:** March 19

4. *Glossary Quizzes* – 15%

Study of the Old Testament will introduce students to unfamiliar terminology. New vocabulary will be introduced in the classroom sessions and reinforced by the textbook. Students' understanding of these terms will be evaluated in two quizzes where they will match the term to its definition. The first quiz covers classes 1–5; the second covers classes 6–10. Students are encouraged to make note of unfamiliar terms as they encounter them during class.

This assignment will enable students to increase their competency in biblical and theological literacy by improving their vocabulary and enabling them to read Old Testament scholarship with increased understanding. For this assignment to be considered complete, the following points must be observed:

- The quizzes are closed-book; students will close all study aids before beginning each quiz.
- Related learning outcomes: #3.
- **Assignment length:** 2 x 30-minute quizzes.
- **Due dates:**
 - Quiz 1: March 22
 - Quiz 2: April 5

5. *Research Paper* – 30%

Students will write a research paper based on a question or statement related to the Old Testament. The paper should include significant engagement with relevant Old Testament texts and scholarly viewpoints. The students will articulate their personal position and situate it in scholarly context. The paper should conclude with reference to Jesus and how the New Testament impacts understanding of the Old Testament question or statement.

Students may choose from the following list or design their own research theme. If students design their own theme, they must receive permission from the professor before proceeding.

- How does Israel's creation narrative differ from surrounding cultural narratives and what does that tell us about Yhwh and his people?
- How is the Exodus theme used in the former and later prophets and what does that tell us about Yhwh?
- How and when was the Torah written (or compiled) and what does that tell us about the way ancient Israelites used scripture?
- Compare and contrast the law given at Sinai with the Deuteronomic update.
- Describe the variety of scholarly opinions on the conquest and defend your own position.
- How is the Spirit of God presented in the former prophets?
- How does the Davidic covenant build upon and exceed the Mosaic covenant?
- How is an ideal king of Israel described in both the Deuteronomic and Chronicler history?
- Explore the duality of Solomon's character. How does the text describe him as simultaneously a wise ruler and a poor ruler?
- Describe the figure of Baal as represented in Kings and show how Elijah's ministry pushed back against Baal worship.
- Explore the qualities of good and bad kings with specific reference to Manasseh and Josiah.
- How was Hezekiah portrayed differently in Kings, Chronicles, and Isaiah?
- Describe the "servant" of Yhwh according to 2 Isaiah in its historical context.
- How does the eschatological language of 3 Isaiah relate to the creation account?

- How does Jeremiah's ministry pluck up, pull down, destroy, overthrow, build, and plant (Jer 1:10)?
- How does the Spirit of God function in Ezekiel?
- Trace the "Day of the Lord" theme through the Book of the Twelve with consideration for each prophet's distinct purpose.
- Explore how prophecy shifted from pre-exilic to post-exilic, with specific reference to Malachi as a post-exilic example.
- How does the book of Psalms make use of Israel's history?
- Systematize what the book of Proverbs teaches about one of the following key themes: generosity, friendship, work, integrity, humility.
- Compare how the various books of wisdom literature describe God. What can we learn from reading the different perspectives?
- Develop a theology of worship rooted in the book of Chronicles.
- How do Ezra and Nehemiah picture God, based on their actions?
- How should the apocalyptic imagery of Daniel be interpreted?

This assignment will enable students to increase their competency in biblical and theological literacy by exploring a critical issue in Old Testament studies. For this assignment to be considered complete, the following points must be observed:

- Although the bulk of this paper should remain in the Old Testament, the brief connection to the New Testament in the conclusion should be clear and authentic.
- Sources:
 - Students are expected to use a minimum of 6 academic sources, not including the Bible, notes from a Study Bible, and textbook. Sources should include biblical commentaries to aid in understanding chosen passages and research articles and/or monographs in biblical studies or theology.
 - Sources should be current. Publication dates should be at least post 1990 and ideally post 2000.
 - Sources must be scholarly. Websites and online commentaries (e.g., Enduring Word, Got Questions, etc.) are not acceptable. The online [Digital Theological Library](#) should be your first stop for research material.
- The submission should include a title page, paper, and bibliography as specified in the [Horizon & MCS Format Guide](#). The paper should include:
 - A brief introductory paragraph that sparks interest in the theme
 - A clear thesis statement that indicates the main argument of the paper and describes how it will be argued.
 - A logically laid out body that uses headings when appropriate.
 - A brief conclusion that summarizes the paper and points forward.
- The assignment should be submitted to Populi by the date specified as a Word Document (.docx or .rtf).
- Related learning outcome(s): #1, 2, 5.
- **Assignment length:** 2,000 words, excluding footnotes and bibliography.
- **Due date:** April 23.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the same & different assignment due dates as in-class students.
 - *Biblical Narrative Quiz*
 - **Due date:** Monday, April 5
 - *Reading & Response*
 - **Question 1 (Law):** Monday, March 15 (unchanged)
 - **Question 2 (Prophets):** Tuesday, March 30 (unchanged)
 - **Question 3 (Writings):** Friday, April 9 (unchanged)
 - *Theological Theme Book Report*
 - **Due date:** Friday, March 19 (unchanged)
 - *Glossary Quizzes*
 - **Quiz 1:** Monday, March 22 (unchanged)
 - **Quiz 2:** Monday, April 5 (unchanged)
 - *Research & Reflection Paper*
 - **Due date:** Friday, April 23 (unchanged)
- According to the schedule below, VOD students are required to watch and engage with all lecture content and in-class activities. VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
 - Day 1 Lectures and Report due Saturday, March 6
 - Day 2 Lectures and Report due Saturday, March 13
 - Day 3 Lectures and Report due Saturday, March 20
 - Day 4 Lectures and Report due Saturday, March 27
 - Day 5 Lectures and Report due Saturday, April 3
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	N/A
1. Biblical Narrative Quiz	1 hr	March 8	10%
2. Reading and Response	35 hrs		25%
a. Question 1 (Law)		March 15	
b. Question 2 (Prophets)		March 30	
c. Question 3 (Writings)		April 9	
3. Theological Theme Book Report	30 hrs	March 19	20%
4. Glossary Quizzes	5 hrs		15%
a. Quiz 1		March 22	
b. Quiz 2		April 5	
5. Research Paper	24 hrs	April 23	30%

Total =	125 hrs	
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All assignments are due at 8pm ***SK time***, unless otherwise indicated.

Class & Listening Schedule

Unit	Class	Topic	Listening	Textbook
Intro	Class 1: Mar 1 morn	- Getting to know each other - Why the Old Testament?	Psalm 78, 135, 150	Ch. 1
Law	Class 2: Mar 1 aft	- The Tanakh - Introduction to the Torah - Genesis	Gen 1–4, 12:1–8, 50:15–26	Ch. 4
	Class 3: Mar 2 morn	- Exodus - Leviticus–Deuteronomy	- Exod 3, 20, 34 - Deut 6	Chs. 5–8
Prophets	Class 4: Mar 2 aft	- Introduction to the Former Prophets - Joshua - Judges	- Josh 3–4 - Judg 13–16	Chs. 11, 12
	Class 5: Mar 3 morn	- Samuel - Kings	1 Sam 8 2 Sam 7 1 Kgs 11–12 2 Kgs 25	Chs. 14, 15
	Class 6: Mar 3 aft <i>* Chapel</i>	- Introduction to the Latter Prophets - Isaiah	Isaiah 6–7, 40, 53, 61	Chs. 27–28
	Class 7: Mar 4 morn	- Jeremiah - Ezekiel - The Twelve	- Jer 20 - Ezek 36 - Joel 2 - Mal 4	- Chs. 29, 31 - Choose one of chs. 33–44
Writings	Class 8: Mar 4 aft	- Introduction to the Writings - Psalms - Proverbs	- Psalm 1–2, 13 - Prov 1, 8, 10	Chs. 22, 23
	Class 9: Mar 5 morn	- Job - The Megillot	- Job 1–2, 38, 42 - Ruth 1–4	- Ch. 21 - Choose two of chs. 13, 18, 24, 25, 30
	Class 10: Mar 5 aft	- Chronicles - Ezra–Nehemiah - Daniel - Conclusions	1 Chr 16 - Ezra 1, 9–10 - Daniel 7	Chs. 16, 17, 32

- No assignments will be accepted after the course end date: April 26, 2027.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the course end date unless approval is granted by Horizon's Assistant Academic Dean.

A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#). Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

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General Old Testament

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Law

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Prophets

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