



Course Syllabus
WYB3441HS/WYB6441HS
Old Testament Theology
Wycliffe College
Toronto School of Theology
Winter 2025

Instructor Information

Instructor: Lissa M. **Wray Beal**, PhD, Professor of Old Testament
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Course Identification

Course Number: WYB3441HS/WYB6441HS
 Course Format: In-person; online synchronous available for 3000-level students who are distant. A 3000- and 6000-level course
 Course Name: Old Testament Theology
 Course Location: Wycliffe College
 Class Times: 10:00 am-12:00(ET) (BD and AD Students); AD Students class runs till 1:00 Jan 30, Feb 13, Mar 13 and Thursdays, January 9-April 3, 2025
 Prerequisites: WYB1008HF and WYB1009HF or equivalent OT Introduction course

We wish to acknowledge this land on which Wycliffe College operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work and worship on this land.

Course Description

The formulation of an Old Testament theology is a summative and integrative task within Old Testament studies, yet no consensus exists on how an Old Testament theology should be conducted. In this course students will begin to develop their own understanding of, and approach to, Old Testament theology in its task, structure, scope, sources, uses, subject matter, and hermeneutical method. Students will engage both the discipline's history and its critical questions. The course aims to help students shape an Old Testament theology that attends to the historical, literary, and thematic realities of Old Testament texts and how the message of those texts articulates with other canonical texts. It seeks to move students toward an appropriation of an approach to Old Testament theology that honours the discrete witness of the Old Testament while finding its *telos* in Christ.

Course Resources

Required Course Texts/Bibliography

The textbooks for this course are available through the U of T Bookstore's website, which offers shipping or in-store pickup for physical texts. Enter your UTORid into the Bookstore's textbook tool at https://uoftbookstore.com/buy_textbooks.asp to get a personalized list of all the textbooks for the courses you're enrolled in.

Books Required:

- (BD and AD) *Understanding Old Testament Theology: Mapping the Terrain of Recent Approaches* by Brittany Kim and Charlie Trimm. Zondervan Academic, 2020. ISBN 978-0-310-10647-0.
- (BD and AD) *The Heartbeat of Old Testament Theology: Three Creedal Expressions* by Mark Boda. Baker Academic, 2017. ISBN 978-0-8010-3089-5. Hard copy at U of T libraries; available through booksellers.
- (AD only) *Old Testament Theology: Divine Call and Human Response* by John Kessler. Baylor, 2013. ISBN 978-1-60258-737-3. Hard copies available at U of T libraries; available through booksellers.
- Other readings as indicated on the course outline and found in weekly Quercus Modules.

Recommended Books and Resources

- *Understanding Biblical Theology: A Comparison of Theory and Practice* by Edward Klink and Darian Lockett. Zondervan, 2012.

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus). Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Course Learning Objectives/Outcomes

Wycliffe College

BD Level

Students successfully completing this course will be able to demonstrate the following learning outcomes.

AREA OF OUTCOME	COURSE OUTCOMES	ACHIEVED THROUGH COURSE ELEMENT
	By the end of this course, students will	This outcome will be achieved through these course elements

<p>IN RESPECT OF GENERAL ACADEMIC SKILLS</p>	<ul style="list-style-type: none"> -critically analyze and evaluate a thesis and its presentation -demonstrate basic-degree-level writing skills -develop skill in analyzing primary and secondary research material, devising a thesis and assembling arguments to support it, and interpreting the research data -analyze student presentations and formulate questions in response 	<ul style="list-style-type: none"> -preparation of a critical book interaction -preparation of critical book interaction and final paper -final paper -student presentation -response to student presentations
<p>IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES</p>	<ul style="list-style-type: none"> -identify the key issues in OT Theology -identify and evaluate examples of OT Theologies and the key issues underlying them - position paper stating one's personal approach to OT Theology 	<ul style="list-style-type: none"> -weekly lectures and discussion; final research paper -critical book interaction and seminar - prepare position paper
<p>IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION</p>	<ul style="list-style-type: none"> -read and analyze an OT Theology and consider its application for the church today -reflect on how OT Theology and theologies impact one's personal faith -reflect on one's personal approach to doing OT theology 	<ul style="list-style-type: none"> -final paper; -critical book interaction and seminar; course lectures, readings, and discussion; final paper; position paper
<p>IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP</p>	<ul style="list-style-type: none"> -formulate a personal approach to doing OT theology 	<ul style="list-style-type: none"> -critical interaction and seminar; lectures and readings; position paper

Graduate Level

Each graduate program has detailed statements of “degree level expectations” (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student’s area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.	Students in this course will analyze, and discuss various approaches to OT theology; they will discuss and evaluate the development within the guild of different OT theology approaches and formulate their own approach; they will compare different approaches to OT Theology to evaluate the benefits and/or drawbacks inherent in such approaches.	Lectures, lead seminar discussion, student presentation, response to colleague’s presentations, critical interaction, final paper
2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.	Students in this course will identify and research a particular theme within the OT and present it with engagement with critical scholarship; they will organize and prepare to communicate their findings orally and in written form; they will identify potential further research directions and connections to the New Testament suggested by their research of the passage	Final Research Paper; class presentation; critical interaction; lead seminar discussion
3. Level of Application of Knowledge is defined as the	Students in this course will prepare an original work of	

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</p>	<p>research, analyzing a selected passage (applying any acquired Hebrew skills), engaging and evaluating a breadth of scholarship, and presenting an exploration of a theme within the OT; students will read broadly on the topic of OT Theology</p>	<p>Final research paper; student presentation; critical interaction; reading OT Theologies and assigned course readings</p>
<p>4. Professional Capacity or Autonomy is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.</p>	<p>Students will identify major issues for ongoing research in the field of OT Theology; students will appraise their own approach to OT Theology to apply that knowledge to preaching/teaching in church contexts, and further research</p>	<p>Course lectures and readings; critical interaction; final paper; assessment and presentation of an OT Theology</p>
<p>5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.</p>	<p>Students will prepare a final research paper that formulates a defensible thesis, assesses a breadth of research, constructs a defensible and measured argument to defend the thesis, and demonstrates AD-level writing skill;</p>	<p>Final research paper, class presentation and interaction with colleagues on presentations and readings</p>
<p>6. Awareness of the Limits of Knowledge is defined as the recognition that Theological Studies is a complex discipline,</p>	<p>Students will recognize the ongoing nature of OT Theology research, and the interplay of hermeneutics, social location,</p>	<p>Lectures and course readings, class discussion, research paper, critical interaction</p>

GRADUATE "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.	and ecclesial location necessary to the task	

Evaluation

Requirements

- Attendance is mandatory and expected. Consistent lateness or absence can result in penalty up to and including course failure.
- Preparation for each class is also expected and will enrich in-class discussion and the experience of you and your colleagues. See the course outline for assigned biblical text, textbook, and additional readings.
- All written assignments are due at the beginning of the class hour and submitted on Quercus unless otherwise specified.
- Plagiarism is a serious offense. The minimum penalty for a plagiarized paper is the grade of zero. If you borrow ideas or distinctive phrases, you must acknowledge your source(s) properly.

The final grade for the course will be based on evaluations in the following areas:

Basic Degree Students

(1) **Participation (10%)** – This class is designed to be highly interactive. In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to contribute to in-class discussions and seminars, and interact with student presentations. A rubric for participation assessment is found at the end of this syllabus.

(2) **Position Paper (20%; due on Quercus by 8 am ET February 13, 2025.** 5-6 pages of written work excluding any title or content pages, typed in 12-point font and double spaced with one-inch margins). Students will state their personal (even if developing) approach to formulating an Old Testament theology, reflecting on how their position interacts with the critical issues introduced in the class and in readings.

(3) **Critical Book Interaction (25%; due on Quercus by 8 am (ET) February 27, 2025.** 5-6 pages of written work excluding any title or content pages, typed in 12-point font and double space with one-inch margins). Read Boda's *The Heartbeat of Old Testament Theology*. Before the class discussion, prepare a critical interaction following the guidelines provided at the end of this syllabus. This work will form the basis for a class seminar on February 27, so **NO LATE PAPERS ACCEPTED.**

(4) **Meet with Professor to present topic for Final Paper. (10%; Between March 6 and March 20),** arrange an in-office meeting (in person or by zoom) during the professor's office hours (see above). Come prepared with a topic for your paper, including thesis statement or task undertaken and the range

of biblical text you plan to study. During this 15 minute meeting we will discuss your idea to ensure its suitability to the length and scope of the final paper.

(4) Final OT Theology Paper (35%; due on Quercus by 11:59 pm (ET) April 10, 2025. 12-15 pages excluding any title, content, or bibliography pages, typed in 12-point font and double-spaced with one-inch margins). Prepare a master's level research paper on one of the following:

1. Trace a theme through a biblical book or corpus within the Old Testament. A final paragraph or two may address the ways in which the theme prepares for, or interacts with, the New Testament.

2. Explore the theology, or one of the theologies that arises naturally in a particular biblical book. A final paragraph or two may address the ways in which the theme prepares for, or interacts with, the New Testament.

For both possible topics, master's-level engagement with scholarly works is expected. See the rubric in the Module, "Rubrics."

Graduate Degree Students

(1) Participation (15%) – This class is designed to be highly interactive. In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to contribute to in-class discussions and seminars, and interact with student presentations. This participation mark also includes your engagement with the discussion in the additional 1-hour of class (see head of this syllabus for dates). During these 1-hour sessions we will discuss class material and engage with selected portions of Kessler's *Old Testament Theology*. A rubric for participation assessment is found at the end of this syllabus.

Four weeks of class will have an additional hour (12:00-1:00 pm). That hour will enable you to discuss more thoroughly the course materials. We will also read and discuss selective portions of Kessler's *Old Testament Theology* as follows:

- January 30 – Kessler chs. 1-2
- February 13 – Kessler ch. 3
- March 13 – Kessler chs. 5-6
- April 3 – Kessler ch. 11

(2) Prepare critical reading notes and lead Class Seminar on Boda's *Heartbeat* volume (20%; notes due on Quercus by 8 am ET February 27, 2025; lead seminar that day). Read Boda's volume and in one page (single spaced) state: (1) his thesis; (2) his method of approaching OT theology; (3) 2 critical comments on his work; and (4) 3 questions that you can use to engage students in the seminar. These notes will help you prepare to lead small-group discussion in class, but you will not be presenting your notes as part of this discussion. On February 27, you will lead a group of BD students in discussion of the book (which they have read, and for which they have prepared a critical interaction). Your role is to introduce the first question, prompt engagement by the whole group, and introduce further questions when conversation lags.

(3) Critique an Old Testament Theology, and present in class. (30%; due on Quercus by 8 am ET the day you present: one of March 6, 13, or 20). From the list in the Module, "OT Theologies for AD Work," select an OT Theology and become familiar with it. Prepare a 4-5-page essay noting how this work

engages the critical issues of OT theology as presented in class and in course readings. On your presentation day, you will have 15-20 minutes to introduce this OT theology. For this presentation, it can be helpful to say a bit about who the scholar is and (if applicable or discernible) how their historical and/or ecclesial context may have shaped their approach to OT theology. Then, present in an engaging way 1-2 items you found of interest in this work (it might be a unique approach to one of the critical issues of OT theology, or something you found (un)helpful – the key here is in the short time you have to give the class a sense of how this scholar contributes to the task of OT theology so that they have a sense of a particular volume and whether you recommend it).

(4) Final OT Theology Paper (35%; due on Quercus by 11:59 pm (ET) April 10, 2025. 12-15 pages excluding any title, content, or bibliography pages, typed in 12-point font and double-spaced with one-inch margins). Prepare a AD-level research paper on one of the following:

1. Trace a theme through a biblical book or corpus within the Old Testament. A final paragraph or two may address the ways in which the theme prepares for, or interacts with, the New Testament.

2. Explore the theology, or one of the theologies that arises naturally in a particular biblical book. A final paragraph or two may address the ways in which the theme prepares for, or interacts with, the New Testament.

For both possible topics, AD-level engagement with scholarly works is expected. See the rubric in the Module, "Rubrics."

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Policy on Late Assignments and Course Extensions (BD; Nov 2022)

Late Assignments and Extensions (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances (such as medical incapacitation of yourself or an immediate family member, death in the family; NB pleading too much work or other course assignments due will not be considered an exceptional circumstance!) a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept a late assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted**. The final deadline for the submission of assignments is the date set by the instructor in the syllabus, the examination day scheduled for the course, or the last day of exam week for the semester in which the course is taught, whichever is sooner. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

Policy on Course Extension (BD) Students with documented medical difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g. a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.

Late work (Graduate). The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. However, students are expected to meet the course deadlines set by the instructor offering the course and are advised to plan their research projects accordingly. Under exceptional circumstances (such as medical incapacitation of yourself or an immediate family member, death in the family; NB pleading too much work or other course assignments due will not be considered an exceptional circumstance!) a student may request a short extension within the term, to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept a late assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted**.

Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered. The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

Wycliffe Plagiarism Policy (November, 2022)

1. In cases of academic dishonesty, Wycliffe College will follow the policy and procedures in the [University of Toronto's 'Code of Behaviour on Academic Matters'](#), as understood in the TST *Basic Degree Handbook*, section 15.1.2-4 (see appendix).

Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters*

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>, a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm

2. When a professor has reasonable grounds to suspect academic dishonesty, the professor shall notify the student and invite the student to discuss the matter. If it is established that a violation of the policy has occurred, or if the student fails to respond to the professor's invitation, a report shall be made to the program director and copied to the Registrar and to the student.

3. If the student is a member of another college, the professor shall make an additional report to the Principal, who will bring the matter to the attention of the appropriate college head.
4. We recognise that in many cases the first occurrence can be a useful teaching moment. When an incident is a first offense, it lies within the professor's discretion to issue a warning, to ask for work to be resubmitted, or to assign a zero for the assignment. In any event, notification of action taken shall be reported to the program director and Registrar.
5. When it is determined by the program director or the Registrar that a student has committed a second offense of academic dishonesty, the matter shall be referred to the Principal.

Use of AI. Use of AI generated material (such as ChatGPB or other AI sources) is prohibited for all coursework unless specifically allowed by the professor. Should a student be found to use generative AI without permission, the assignment will be considered as plagiarized and will be graded at zero.

Recording Policy. Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability (as identified by the Accessibility Services). These students should speak to the instructor in advance of the class.

If a course is to be recorded (either by a student or the instructor), the following guidelines apply:

- Students must be given notice that lectures or a lecture will be recorded, preferably well before the recorded class. Consent forms are available from the Registrar's office.
- Students must be given the option to opt out of recorded classes without penalty. Students who wish to remain anonymous in a recorded lecture will not be penalized for this choice – if, for example, participation is a required component of the course, students will be given another option to earn participation credit that will not be recorded.
- Students creating unauthorized audio and/or video recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019> .

Back-up copies. Please make back-up copies of essays before handing them in. Assignments must be submitted through Quercus unless otherwise specified.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

Note: all readings unless otherwise identified are in the weekly modules for this course on Quercus. Come prepared to discuss.

Week 1 Why Old Testament Theology? An Apologia; Intro Syllabus

Jan 9 Read in preparation: Klink and Lockett, "A Spectrum of Biblical Theology" (pp. 13–20) in *Understanding Biblical Theology* by Klink and Lockett

Week 2 What is Old Testament Theology: A Working Definition

Jan 16 Read in preparation: Chapman, "Old Testament Theology" in *The State of Old Testament Studies* (ed. Hardy and Carroll)
AD Students also read: House, "Old Testament Theology: History & Method" (pp. 11–56) in House's *Old Testament Theology*

Week 3 The Discipline of Old Testament Theology: Beginnings and Progress

Jan 23 Prepare to discuss: Gabler's "An Oration on the Proper Distinction between Biblical and Dogmatic Theology"

Week 4 Surfacing the Issues I (AD extra hour)

Jan 30 Read in preparation: *Understanding OT Theology Part 1: History* (not in Quercus)
AD Students also read: Kessler chs. 1-2

Week 5 Surfacing the Issues II

Feb 6 Read in preparation: *Understanding OT Theology Part 2: Theme* (not in Quercus)

Week 6 Surfacing the Issues III (AD extra hour)

Feb 13 Read in preparation: *Understanding OT Theology Part 3: Context* (not in Quercus)
AD Students also read: Kessler ch. 3
DUE: Position Paper (BD only)

Week of February 20 – no class; reading week

Week 7 Old Testament Theology and Theological Reading of Scripture

Feb 27 **DUE: Critical Interaction with Boda, *Heartbeat* (BD only; no late papers due to today's seminar); Interaction notes on Boda, *Heartbeat* (AD only; no late papers as you are leading discussion today)**
Seminar on Boda, *Heartbeat*

- Week 8** **Creation, and the Sources of Old Testament Theology**
Mar 6 **AD Student Presentation: Introducing an OT Theology**
- Week 9** **Covenant, and the (Dis)continuity of Old Testament Theology (AD extra hour)**
Mar 13 **AD Student Presentation: Introducing an OT Theology**
 AD Students also read: Kessler, chs. 5-6
- Week 10** **Kingship, and the Diversity of Old Testament Theology**
Mar 20 **AD Student Presentation: Introducing an OT Theology**
- Week 11** **Prayer, and the Normativity of Old Testament Theology**
Mar 27 Prepare to discuss: Camp, "Prayers of Women in the Old Testament Narratives," and Block, "Wrestling with God: A Study of Prayer in Deuteronomy" in *Speaking with God* (ed. Camp and Phillips)
- Week 12** **Old Testament Theology and a Two-Testament Canon (AD extra hour)**
Apr 3 Prepare to discuss: Boda, "Biblical Theology and Old Testament Interpretation" and Bartholomew, "Listening for God's Address: A Mere Trinitarian Hermeneutic" in *Hearing the Old Testament* (ed. Bartholomew)
 AD Students also read: Kessler, ch. 11
- Apr 10* **Final Paper Due by midnight today. Submit through Quercus. Exceptions within term or beyond term only under exceptional circumstances – see above in policies.**

Participation Rubric

CLASS	5 - Excellent	4 - Good	3 - Average	2 - Below Average	1 - Unacceptable
PARTICIPATION Guide and Rubric	Participation	Participation	Participation	Participation	Participation
Class discussion/ Peer interaction/ Pair work	Consistently and actively supports, engages, listens and responds to peers. Takes initiative in interaction. Participates in a meaningful way in class discussions. Stays on task.	Makes a real effort to interact with peers daily but does not take initiative. Some active participation in class discussions. At times deviates from task.	Some effort to interact with peers but does not take initiative. Minimal participation in class discussions. Sometimes deviates from task.	Limited interaction with peers and rarely participates in class discussions and/or does not stay on task.	Virtually no interaction with peers and does not participate in class discussions.
Preparation	Arrives fully prepared at every class session.	Arrives mostly, if not fully, prepared.	Arrives generally prepared.	Preparation is inconsistent.	Rarely or never prepared.
Contributes in a meaningful way	Comments often advance the level and depth of classroom <u>dialogue</u> ; elicits the contributions of others.	Relevant comments are based on assigned material; elicits the contributions of others.	When prepared, (which is most of the time) relevant comments are based on assignments.	When prepared, some relevant comments are based on assignments, some comments not relevant and deviate from assignments.	Class contributions lack relevance or almost never comments.
Attention	Consistently attends to instruction and presentations; does not disrupt others ability to listen. Always pays attention.	Mostly attends to instruction and presentations and does not disrupt others; does not do other work during instruction and pays attention well.	Sometimes attends to instruction and does not disrupt others; does not do other work during instruction and/or pays attention some of the time.	Sometimes disruptive of others during instruction; sometimes does other work during instruction and/or lacks attention sometimes.	Frequently disruptive during instruction and/or does other work during instruction; rarely pays attention.

You may positively affect your participation grade by:

1. Attending class and actively participating in a meaningful way.
2. Preparing for each class.
3. Making effective comments that raise overall level of discussion. (Comments that are off task and disruptive will negatively affect your grade).
4. Assisting and helping other classmates during active class work and staying on task.
5. Asking thoughtful questions that will enhance discussion and engage peers.
6. Asking questions when you don't understand or would like a second explanation. Often there are others that will benefit as well.
7. Listening carefully to, supporting, and engaging your peers in discussion. This will essentially improve other's learning experience and your own.
8. Taking care never to make negative, offensive, and/or disrespectful comments during discussion.
9. Being respectful and kind towards every person in the class.

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How to Prepare a Critical Book Interaction

The following steps will help you prepare a critical interaction with the book. Your interaction should be 5-6 pages (for BD students) typed, double-spaced:

1. Begin by citing the author's name, book title, and publication information at the top of the page.
2. A critical interaction *is not* a book review and as such, does not include a chapter-by-chapter summation of the book's contents (I know what is in the book; don't use precious space telling me!). Instead, in a paragraph or two, state the author's thesis (i.e., what is the book arguing, or, what is the book attempting to do?) and the method(s) by which the author seeks to pursue that thesis.
3. A critical interaction *is* your discussion of select **key** issues, arguments, or assumptions that the author brings to the book and explores in its pages. Here, you must interact *critically* with them. That is, you must express (dis)agreement of some of these key ideas, and specifically state the nature of your (dis)agreement. Rather than giving a shopping list of many issues and simply a brief notation of agreement or disagreement, a critical interaction should explore that (dis)agreement. For instance: Why do you (dis)agree? Where is the author's argument flawed or helpful? What are its implications? Etc. Remember that no book is perfect, and rarely without merit, so be sure to express both points of disagreement and agreement with the book.
4. Finally, in a last sentence or two, state the main benefit or disservice you think the book brings to its intended audience.
5. Any reference to the volume can be placed in parenthesis within the body of the text, citing the page number.

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