

BSTH 1013

Old Testament Scripture

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| Instructor | Daniel R. Driver, PhD | Course | Version 8.0-WIP |
| Phone | 416-226-6620 ext. 2201 | Meets | Mon & Wed |
| Email | ddriver@tyndale.ca | Time | 3:45–5:05 PM |
| Office | Bayview G410 | Room | Bayview E320 |
| Hours | Mon. & Wed., 2:30–3:30 PM | Website | classes.tyndale.ca |

Commuter Hotline Class cancellations due to inclement weather or illness will be announced on the commuter hotline at 416-226-6620 ext. 2187. Weather information is also posted at tyndale.ca/weather.

MyTyndale.ca This course may have materials stored on its website, such as handouts or readings that may be needed in order to complete assignments. Students are responsible for checking these course pages on a regular basis. Here, too, students are able to view their grades throughout the semester. For more information see Section 7.3.2, below.

Mail Students are responsible for information communicated through their campus mailboxes and student e-mail accounts. A mailbox directory hangs beside the mailboxes. For more information contact the Registrar's office.

1 COURSE DESCRIPTION

From the Academic Calendar:

Survey of the redemptive story in the three major divisions of the Old Testament (the Law/Torah, the Prophets, and the Writings), including an orientation to the historical backgrounds, religious context, literary forms, apocryphal dimensions, prophetic elements, matters of canon, text, interpretation, and critical issues.

Note that this class is both a general studies requirement and a prerequisite for advanced courses in Biblical Studies & Theology.

2 LEARNING OUTCOMES

The learning outcomes for this course are in part a function of each student's ability to meet specific objectives. By the end of the course students should be able to: name major Old Testament people and events; identify representative biblical quotes by book and chapter; give key dates for Israel's history and summarize the succession of superpowers in the Ancient Near Eastern political theatre from the time of Egypt to Greece; locate a few important biblical sites on a map; classify prophetic literature relative to the exile; recognize genres of biblical literature and cite examples from the reading; understand the general shape of the Masoretic Text tradition and differentiate it from other canonical orders; report on parallel and divergent material across the Law and the Prophets; articulate multiple rationales for sabbath observance; memorize and recite Psalm 8.

Students should also be able to identify settings in which the scriptures of Israel are read (notably the synagogue, church, and academy), employ terminology appropriate to these reading communities, recognize where their own biographies and commitments place them in relation to the Hebrew Bible/Old Testament and its uses, and monitor and test their individual attitudes and assumptions. They should be able to extend their awareness of the Bible's reading communities to the Bible's long history of reception. Finally, students should be able to infer what Jesus might have meant in speaking of "the law of Moses, the prophets, and the psalms" (Luke 24:44), and begin to hear claims about New Testament fulfilment of scripture in light of the unique voice that the Old Testament retains along side of the New in Christian scripture.

3 REQUIRED TEXTS & MATERIALS

All required textbooks are available in the Tyndale Bookstore. The coursepack is available in class, directly from Dr. Driver.

[NJPS] Adele Berlin and Marc Zvi Brettler, eds. *The Jewish Study Bible: Second Edition*. Oxford / New York: Oxford University Press, 2014. ISBN 978-0199978465. Many serviceable translations of the Bible exist, including the NRSV and ESV. The NJPS allows students in this course to better appreciate the relationship of the first part of Christian Scripture to the Scriptures of Israel (also called the Hebrew Bible), which is one of the course's fundamental objectives. In addition, this revised study Bible contains an outstanding set of introductory notes and essays in a highly readable, single-column format. It is required.

[OTSIC] Daniel R. Driver. *Old Testament Scripture Introductory Coursepack*. Toronto, Fall 2015. In response to the requests of many students I have compiled a pack of notes for my lectures. I will circulate the relevant pages before each class. It behooves you to gather, annotate, and study this material carefully.

4 SUPPLEMENTARY TEXTS

Supplementary readings are listed in the bibliographies that follow each page of notes in the coursepack. Excerpts from this literature, ordinarily an article or a book chapter per week, will either be made available for download through the course website, or else be designated from the introductory essays included in the NJPS Study Bible. Students are not strictly required to read this material; then again, students who choose not to read it should not expect to get an A for the course.

Note that the required readings for this survey emphasize a selection of primary texts from the Old Testament. Reading in the vast body of secondary literature on the Bible

is largely left for upper-division courses. Diligent students, however, and all prospective majors, will make a special point of reviewing the designated supplementary texts.

5 EVALUATION

5.1 GRADE STRUCTURE FOR BSTH 1013

1. At various points throughout the semester I will announce **reading quizzes**. They are designed to ensure that you have read the assigned material carefully, and may be administered online (outside of class) or on paper (in class). Online quizzes are open book, but they are timed and limited to a single attempt. Quizzes given in class are closed book, and they may not be made up in the case of absence.
2. Students are to **memorize Psalm 8** in the King James Version (KJV) and recite it to me privately, in my office, in the fourth or fifth week of class. An online sign-up sheet will be posted to the class website in week three.
3. A **midterm exam** will be given in class as scheduled in the course outline (Section 9). At the instructor's option, it may include a take-home writing component.
4. A comprehensive **final exam** will be held during the exam period as schedule by the Registrar (see Section 6.2). It is designed to assess learning outcomes, i.e., your attainment of the objectives in Section 2. Test your readiness for the final by asking yourself how well you can perform the tasks outlined in those paragraphs.

The breakdown for the semester's total work is as follows:

| | |
|-----------------|-----|
| Reading Quizzes | 30% |
| Memorization | 10% |
| Midterm Exam | 30% |
| Final Exam | 30% |

Table 1: Distribution of Grades

5.2 GRADING SYSTEM AT TYNDALE

Tyndale University College provides the following general benchmarks for summative assessment. I may furnish more detailed rubrics for particular assignments. Note also (at right) the percentage ranges and grade point values for letter grade designations.

- A, B – Excellent, Good** These grades are earned only when evidence indicates that the student has consistently maintained above average progress in the subject. Sufficient evidence may involve such qualities as creativity, originality, thoroughness, responsibility and consistency.
- C – Satisfactory** This grade means that the student has fulfilled the requirements of the subject to the satisfaction of the instructor. These requirements include the understanding of subject matter, adequacy and promptness in the preparation of assignments and participation in the work of the class.
- D – Poor** This grade indicates that the accuracy and content of work submitted meets only the minimal standards of the instructor. Consistent performance at this level is considered inadequate for graduation.
- F – Failing** Work submitted is inadequate. Attitude, performance and attendance are considered insufficient for a passing grade.

| | <i>percent</i> | <i>pts.</i> |
|---|----------------|-------------|
| + | 90–100 | 4.00 |
| A | 85–89 | 4.00 |
| – | 80–84 | 3.70 |
| + | 77–79 | 3.30 |
| B | 73–76 | 3.00 |
| – | 70–72 | 2.70 |
| + | 67–69 | 2.30 |
| C | 63–66 | 2.00 |
| – | 60–62 | 1.70 |
| + | 57–59 | 1.30 |
| D | 53–56 | 1.00 |
| – | 50–52 | 0.70 |
| F | 0–49 | 0.00 |

6 POLICY ON ASSIGNMENTS & EXAMS

All policy in Sections 6, 7 and 8 of this syllabus applies to this course in addition to policy in the current [Academic Calendar](#). In some cases the syllabus underscores the general policy, while in other cases it supersedes it.

For all matters not covered in this syllabus, refer to Section 5 of the Academic Calendar, “University College Academic Policies, Procedures, and Notices.” Students are strongly encouraged to read this document carefully at least once in their career at Tyn-dale, and to review it every year they matriculate.

6.1 ASSIGNMENTS

This is a university course. All papers and other writing assignments should therefore be written at the university level. Submissions must be typewritten and double-spaced, should be free from error, and in this course should follow the *SBL Handbook of Style* (refer to the free, online [SBLHS Student Supplement](#).)

If you ever struggle with composition—anything from the relatively simple matters of spelling, grammar and proper citation to deeper-level issues of tone, structure and argument—then please make use of the Writing Centre (see Section 8.1). Experienced writers know that drafts and peer feedback are integral to the writing process. Inexperienced writers are often unaware that their surface-level errors create credibility problems with their readers. When you [misspell common words](#), fail to know [how to use an apostrophe](#), or do not bother to cite your sources correctly, why should your readers trust you with more important matters like the facts and ideas under discussion?

6.1.1 DEADLINES

Assignments *must* be submitted on time. Even if the work is rough or incomplete, you must turn in something by the due date to receive any credit whatsoever. Unless I specify differently in class, papers and take-home exams are due by 11:59 PM on the due date. All other work is due at the start of the day’s class.

Note that, because no late work is accepted in this class, there is no scale of penalty for unexcused late assignments. If a truly extraordinary event keeps you from doing your best work, then let me know so that we can make special arrangements. I am guided by the Academic Calendar in what counts as extenuation. “Extensions are not granted for what best could be described as ‘poor time management’ or ‘over-involvement’ in an extracurricular activity.”

6.1.2 SUBMISSION AS PDFS

Papers and some other assignments in this course are to be submitted electronically through the course pages (Section 7.3.2). To preserve formatting, formal writing assignments must be uploaded in Portable Document Format. There are many ways of creating PDFs; it is your responsibility to know how to do so on the computer platform you use, and to generate and submit your PDFs on time.

6.1.3 BACKUP

In the event of the loss of assignments post-submission—electronic systems fail, and my office has flooded before—students are required to keep backup copies of all assignments submitted.

Learning how to secure and preserve your work is a peculiar challenge of the digital age. Plan on the crash of your hard drive, and the theft of your laptop (the first is inevitable,

the second quite probable). If you do not have a backup strategy, I recommend that you start with a free account on [dropbox.com](https://www.dropbox.com).

6.2 EXAMINATIONS

My examination policy follows that outlined in Section 5 of the Academic Calendar, part of which is summarized below for emphasis.

1. Midterm exams will be held as scheduled by the instructor. If you miss the exam for a legitimate reason, you must write the exam within the same number of days that you were absent from school (possibly the next day).
2. Final examinations will take place during the exam period as scheduled by the Registrar. Students are responsible for noting the date, time and location of their final exam in this class. Students are also responsible for familiarizing themselves with the Registrar's examination policies.
3. Special rules apply when midterms and finals are held, including one that prohibits students from leaving their seats during the final fifteen minutes of the exam period. See the Academic Calendar for full details.
4. Provisions exist for students who are justifiably unable to write the final exam at the scheduled time. See the Academic Calendar for details, and make arrangements through the Office of the Registrar.
5. Normally, a final exam can only be reschedule in two circumstances: (a) a documented illness, or (b) a conflict with another exam (two at the same time, or three within 24 hours). [Apply to the Registrar](#) in either case.

7 STUDENT EXPECTATIONS & GUIDELINES

7.1 ACADEMIC INTEGRITY

Integrity in academic work is required of all students. Academic dishonesty is any breach of this integrity. It includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors, using false information in an assignment (including false references to secondary sources), improper or unacknowledged collaboration with other students, and plagiarism.

Tyndale takes seriously its responsibility to uphold academic integrity, and to apply consequences for academic dishonesty. Consult Section 5 of the Academic Calendar for more information on the school's policy and its application to your work in this course.

7.2 ATTENDANCE

"Faithful attendance at classes is an important indicator of student maturity and involvement" (Academic Calendar). Remember, too, that you are responsible for everything that happens in every class. Your best policy is to attend and engage. Please do not ask me to repeat for your benefit anything I have said in a class you have missed.

Keeping a record of attendance is mandatory for faculty at Tyndale (in contrast to many other colleges and universities). The University College publishes guidelines for how attendance should bear on your final evaluation in a course, and I adhere to them. Note that four lates equals one absence.

What should you do if you miss an undue number of classes? First, if possible, arrange for a classmate to brief you on the material missed, or get my permission for a

classmate to make a recording for you (see Section 7.3.4). Second, promptly notify the Dean of Students in person or by phone. If illness is the cause you will need to submit a doctor's certificate upon return. The Dean of Students will notify your professors of the reason for the absence and suggest that they take this into consideration when assigning grades.

7.3 TECHNOLOGY

Technological innovation has brought students and educators a number of powerful new tools, and I encourage you to use them as you research, write, and collaborate. Some of these tools also call for disciplined use and management.

7.3.1 EMAIL

Email can be a chore, and you may prefer other channels of communication. As a matter of policy, however, students must use their myTyndale accounts for all course-related email correspondence. During term time you should check your school account at least once a day (optional on weekends). I myself aim to check my school email at the beginning and end of each workday. At other times my email client is often closed. I will try to answer your messages within 24 hours, though you should not expect replies on weekends.

Keep your messages topical and brief. I would vastly prefer to conduct any conversations of substance in person, or else over the phone. Please note and make use of my office hours. If these hours do not suit your schedule, I would happily receive an email from you requesting an alternate meeting time.

7.3.2 CLASSES.TYNDALE.CA

Tyndale's course pages are an efficient means of distributing articles, notes, slides, and other course-related materials. This is also where instructors log attendance and upload grades for assignments. Students are therefore required to check the site for updates about their classes as well as for any materials needed for lectures and assignments.

My own use of this platform varies from semester to semester, and from course to course. At times I may ask you to use the forums, quiz module, or other parts of the system. At a minimum I will use the site as a repository for course materials, and as a destination for your submission of PDFs (Section 6.1.2).

7.3.3 LAPTOPS AND OTHER DEVICES

Use of laptops is forbidden in my classroom, except to facilitate presentation. I implement this policy because of the cognitive costs of multitasking, with the aim of giving you and your peers the best chance of success. I also hope to foster a culture of keen intellectual engagement.

As [cognitive psychologists at McMaster and York Universities demonstrated in 2013](#), "laptop multitasking hinders classroom learning for both users and nearby peers." There is little new in their finding that the allegedly multitasking student does less well in class (11% worse on the quiz in their experiment). This effect has been shown many times. Rather, their novel discovery is that classmates *without* laptops who sat with a *view* of another student's screen did worse than the students who had a computer (17% worse than those with no laptop in sight).

Prohibiting laptops is not the only possible response to these findings. However, there is evidence that [writing by hand](#) brings a number of cognitive benefits, and a [2014 Princeton University study](#) "found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand." If you are a heavy laptop

user then consider this an opportunity to experiment with different technologies in the classroom.

As for the myriad networked devices that many of us carry, it's a simple matter of professionalism to keep these things silent and out of sight. E-readers and tablets are permitted *only if they are used to display the assigned reading*. If this is how you choose to read, let me invite you to put the machine in airplane mode while class is in session.

7.3.4 RECORDING OF CLASSES

Students must request permission from the professor of any class that they would like to record. Where permission is granted, students are expected to supply their own equipment. In general I prefer *not* to have my classes recorded, and I am not at all friendly to being recorded without my knowledge. In cases where I grant permission, I stipulate that the recordings must be for personal use only. They should not be shared with other students, even with students in the same section, and they absolutely must not be posted online or otherwise distributed.

If a student is not able to attend a lecture and would like to have it recorded, it is the responsibility of the student first to obtain the professor's permission, and then to find another student to record the lecture. I will not make the recording for you.

8 STUDENT SUPPORT

8.1 TYNDALE WRITING CENTRE

Through a combination of tutorials, workshops and resources, Tyndale's Writing Centre offers a comprehensive program of writing support to Tyndale students, including individual 30-minute tutoring sessions. Students may bring essays that have been graded (and, at least for my classes, essays that have not yet been submitted for a grade) and will receive detailed suggestions for improving their writing. This service, at no charge to students, is available by appointment.

Professors may recommend that a student go to the Writing Centre for help: students are strongly encouraged to follow such recommendations. The Academic Standards Committee may require an undergraduate student who is experiencing difficulty in his or her academic program to go to the Writing Centre for assistance and support. Many top students also elect to go.

8.2 TYNDALE UC TUTORING PROGRAM

Tyndale University College is committed to helping its students achieve academic success. For this purpose, students in need of academic assistance may request peer tutoring, free of charge, in each academic department. This includes students on academic probation, students who have received failing grades in a course or courses, or students who have been referred for tutoring by their instructor.

For more information on scheduling tutoring appointments, or for those interested in becoming peer tutors, students may contact the Office of the Senior Vice President Academic or their respective University College department chairs.

8.3 ACCOMMODATION

Students with documented disabilities may be granted special accommodation for exams, and in some cases for other assignments. It is even possible to get permission to use a laptop in class (Section 7.3.3), although I will need to be convinced of the use case. It is

up to the student to contact the Dean of Students as early as possible in the semester—not later than the second week—and to document the need. The Dean of Students will then advise each of the student's professors of the accommodations that may be required. Please note that special arrangements for assignments need to be made with me well in advance of assignment due dates (Section 6.1.1). Timely requests shall not unreasonably be denied.

9 COURSE OUTLINE

Readings should be completed before the start of the class for which they are assigned. Primary readings (from scripture) and required secondary texts (Heschel and Moberly) are compulsory. Any supplementary readings that I circulate (per Section 4) will be keyed to the session number (listed under § in Table 2), and should ideally be read before class as well. We will adhere to the schedule as closely as possible, though I reserve the right to adjust it to suit the needs of the class.

See the Registrar's website for a list of other [important dates](#). The last day to add a class, or to drop one without penalty, is ordinarily the end of the term's second week.

10 COURSE BIBLIOGRAPHY

An introductory bibliography is provided at the end of each page of notes in the coursepack. Pursue this material as your interest dictates, or if you wish to check my handling of any of the material I present. Pay special attention to items flagged as supplementary reading (Section 4).

| §. Primary Reading | Secondary Reading | Date |
|---|---------------------|-------------|
| I. BEGINNINGS | | |
| 1. Psalms 8, 74, 104 | Syllabus | 14 Sep. |
| 2. Genesis 1–11 | P. Enns | 16 Sep. |
| 3. Genesis 12–36 | | 21 Sep. |
| 4. Genesis 37–50 | J. Levenson | 23 Sep. |
| 5. Exodus 1–6, 32–34 | | 28 Sep. |
| 6. Exodus 7–18 | C. Mathews McGinnis | 30 Sep. |
| II. LEGAL TRADITIONS | | |
| ☞ Recitation of Psalm 8 (during Dr. Driver's office hours) | | from 5 Oct. |
| 7. Exodus 19–24 | D. Patrick | 5 Oct. |
| 8. Deuteronomy 1–11 | | 7 Oct. |
| — <i>No Class: Thanksgiving</i> | | 12 Oct. |
| 9. Deuteronomy 12–26 | B. Levinson | 14 Oct. |
| 10. Deuteronomy 27–34 | | 19 Oct. |
| 11. Midterm Exam (given in class) | | 21 Oct. |
| III. FORMER PROPHETS | | |
| 12. Joshua 1–13:7, 22–24 | D. Earl | 26 Oct. |
| 13. Judges 1–16, 19–21 | | 28 Oct. |
| 14. 1 Samuel 1–15 | | 2 Nov. |
| 15. 1 Samuel 16–31, 2 Samuel 1–12 | M. Sweeney | 4 Nov. |
| 16. 1 Kings 1–14 | | 9 Nov. |
| 17. 2 Kings 17–25 | O. Lipschits | 11 Nov. |
| IV. LATTER PROPHETS | | |
| 18. Isaiah 1–12, 36–39 | | 16 Nov. |
| 19. Isaiah 40–54 | B. Sommer | 18 Nov. |
| 20. Hosea, Joel, Amos | | 23 Nov. |
| 21. Jonah, Micah, Nahum | E. Ben Zvi | 25 Nov. |
| V. WISDOM & PRAISE | | |
| 22. Ecclesiastes 1–12 | | 30 Nov. |
| 23. Proverbs 1–9, 30–31 | M. Fox | 2 Dec. |
| 24. Psalms 1–2, 72–73, 89–90, 104–106 | M. Cameron | 7 Dec. |
| — <i>No Class: Reading Day</i> | | 8 Dec. |
| ☞ Final Exam (as schedule by the Registrar) | | 9–16 Dec. |

Table 2: Schedule of Readings