

Gordon College
 BCM101 Old Testament
 Fall, 2012

Office hours: T R usually 9:00-12:00;
 MWF usually in 9:00-2:00

Dr. Ted Hildebrandt
 Office: Frost 304
 ted.hildebrandt@gordon.edu
 Phone: ext 4412

1. Course Description: Old Testament History, Literature and Theology examines Old Testament history and teaching against the cultural, geographical and literary backgrounds of the Ancient Near East. Archaeology, comparative history and literature as well as key theological themes underlying the New Testament and Western culture are explored as well as the application of these texts as a foundation of personal spirituality.

2. Course Goals: When you have successfully completed this course you will:

- G1: Recall the basic content of the Old Testament (OT)
- G2: Comprehend the origin and transmission of the OT text
- G3: Comprehend OT cultural issues and their relevance to post-modern culture
- G4: Analyze, interpret and apply the meaning of OT texts from multiple perspectives
- G5: Critically evaluate and integrate your thinking with current OT research and discoveries
- G6: Distill, formulate and integrate your view of God and His kingdom based on the insights derived from the OT
- G7: Comprehend and apply OT community and moral constructs
- G8: Share a commitment to caring for the creation, environment and see connections liberal arts disciplines as part of your religious commitment.
- G9: Be able to express your understanding of texts of the Old Testament utilizing the potential of new media computer screen rather than as static text on a page.

3. OBJECTIVES of OT History and Literature class:

- Cognitive Objectives:** You will understand
- CO1. the basic historical framework
 - CO2. the factual details and stories
 - CO3. the process of how the Old Testament came to us
 - CO4. the customs and cultural issues manifested in the OT
 - CO5. the meaning and implications of the Old Testament stories
 - CO6. God's character (mercy, justice, love, anger) and actions
 (covenant, war, shalom, forgiveness, retribution,

redemption, et al.)

CO7. theological reasons for the care of creation and human life

CO8. the different stages of faith and spiritual formation

Affective Objectives: You will appreciate

AO1. the value of the Old Testament

AO2. the greatness of God and human responsibility in response in terms of holiness, pursuit of personal justice and mercy

AO3. God's use of and interaction with human culture

AO4. the value of the various disciplines of the liberal arts as supported by the OT

Skill Objectives: You will be able to

SO1. identify major themes, genres and styles

SO2. apply the meaning and significance of the Old Testament stories to life within postmodern culture

SO3. critically evaluate interpretive options of some of the major "difficult" passages in the Old Testament

SO4. ask big questions (the meaning of life, death, suffering, happiness, choice, etc.) of the text and then pursue answers

SO5. express OT concepts in new media formats

4. Textbooks

Three items to purchase:

1) A Bible in an accurate translation (NIV, NLT, NRSV, NASB, KJV, NKJV, Net Bible are all good choices; I have prepared a DASV Digital American Standard Version which is available in text and audio on the web site).

2) Wilson, Marvin R., *Our Father Abraham* (Grand Rapids: Wm. B. Eerdmans Publishing Co., 1989). This text will play a significant role in developing your sensitivity to the debt that Christianity owes its parent, Judaism. Dr. Wilson has incorporated questions for review and further thought at the end of each chapter. The wise will observe them carefully. We are privileged to have Dr. Wilson as a professor at Gordon College. You may be able to find this text used on campus.

Digital resources: All of the resources will be made available online in the form of journal articles, dissertations and public domain books, course PowerPoints, video and audio from a previous semester. The professor is seeking to limit the cost for textbooks by constructing a web site that will make substantial OT resources available to students online. The point is to harness

Internet technology for the benefit of our learning environment. This is going to be a multiple year project so your patience and suggestions are requested as I attempt to build piece by piece this online resource at Gordon. Some of the benefits are that these resources are freely available to anyone, at any time from anywhere in the world (it also saves you over \$50 for textbooks).

For this course you need only consult the web "Old Testament Lit." [just Google "Ted Hildebrandt" or use this URL:

http://faculty.gordon.edu/hu/bi/ted_hildebrandt/index.cfm

You probably bookmark this but it's up to you.

Blackboard will only be used for course announcements and posting grades (weekly quizzes and exams etc).

The web site will also facilitate your exploration of topics beyond this course and beyond the walls of Gordon after you graduate. The online materials are also available to your friends and family if others want to see what you are learning. The readings including the DASV OT itself are available in multiple formats (*.doc, *.html, *.pdf) as well as audio for virtually all the readings (*.mp3). There are audio and text/audio combinations so you can download it and listen to the text on your iPods, iPads or mobile devices.

All students taking the course are required to purchase the course materials (\$10 cash for utilization of the materials); if payment is received after September 11 the price goes up to \$20 and **no quizzes or exams** will be accepted or makeups allowed once the Feb. 18 is passed if no payment has been received. In short, get your \$10 in before Feb. 11 as I don't want to have to chase you down especially when I'm trying to save each of you well over \$50 per student. I do not make anything personally from this but the funds are used to develop the more materials for the OT/NT courses and so that they can be provided cheaply to students and others in digital formats. If the \$10 is beyond your means talk to me personally before the deadlines.

3) *Get Lost in Jerusalem Virtual Reality* by Ted Hildebrandt originally published by Zondervan is now available on the web site (this by itself was sold by Zondervan for \$29.95).

4. Attendance Policy

- A. Students are expected to attend class sessions. The discussions in class are an essential part of your learning (character and habits of life matter). Attendance will be taken. You will be allowed 3 absences, over that points will be deducted from your attendance

score. You are responsible to find the attendance sheet and sign your name on it for each class.

- B. All quizzes should be taken on time. Missed quizzes will be assessed as to whether they are excused or unexcused. Unexcused misses will result in an automatic deduction of 20% for that quiz.. Both excused and unexcused absences must be made up within one week from when the quiz was originally given. If a student gets to class late after the quiz has begun, the quiz will be considered late. Be on time. If, however, it is made up within the week the deduction will be 10%.
- C. All exams must be taken on time.

5. Integrity

This is a class in biblical studies. Integrity is at the heart of what is being learned. Thus any cheating or plagiarism will result in an automatic failure of the whole course. If you are unclear what falls into the category of plagiarism check in the Student Handbook pp 8f. Computer usage is encouraged for note taking. Gaming, surfing, texting, email reading/sending, IM, YouTube, Facebook, etc in the classroom are unacceptable. Be wise.

Here are a few comments on classroom etiquette. Class times are learning times for discussion, taking notes and interacting. The following activities are inappropriate inside the classroom context: talking to others outside of the class discussion flow, whispering, sleeping, hand-holding, massaging another, un-civil behavior and behavior not conducive or distracting to a learning environment. Students engaged in these activities will be asked to leave the classroom and must talk to the professor in person before being readmitted.

6. Extra Credit may be received (up to 5 points) by:

- 1) This year I will be working with transcribing audio instruction on the Prophets. You may transcribe for extra credit (1 lecture= 5% [usually takes 5-7 hours]. Talk to me if you want me to set this up for you online.

There are also option for adding abstracts and titles to lectures, building outlines of the lectures and constructing PowerPoints with audio lectures that are already transcribed.

If you are into computers or media talk to me and we may be able to come up with special projects utilizing the technology for learning the Old Testament.

If you are a good English editor another possibility is editing the text of lectures that have been loaded online. I'm going to be working on developing more Bible-robics and book Quizzer question sets. You can work on those things too.

If you get in trouble grade-wise in this course use extra to bail yourself out. If you're willing to work you can get the grade.

Extra credit is due on Tues. Dec. 4.—plan ahead

7. **Students with Disabilities:** Students with disabilities who need academic accommodations must speak to professor and also inform him **in writing** regarding the nature of the disability and the request for specific accommodations within the first two weeks of class. Ann Seavey from the Academic Support Center must be made aware of and approve in writing the accommodations requested. Students are also responsible for making sure documentation of the disability is on file in the Academic Support Center. See Ann Seavey, Jenks 412 Ext 4746. Failure to register in time with the Professor and have the ASC approve the desired accommodations will compromise our ability to provide the desired accommodations.

8. **Honors option:** If a student receives over a 92 on the first exam and has maintained a 90 or better quiz average, s/he may request the honors option. The student will work on a project with the prof. related to the OT Web site, fitted to their interests, skills and possible options. Transcribing audio lectures is the first option. Some options include may include developing outlines, abstracts and PowerPoints for OT lectures online to benefit those with learning disabilities or commuters, video editing or computer game design, translation possibilities into Spanish or other languages, and web searches.
Doing this project will replace the final exam hereby easing your finals week preparations. Your final exam score will be an average of your first and second exam. Talk to me if you'd like to do this option after you've taken the first exam.

9. **Tentative Evaluation Percentages: generally I begin my curve with the following**
 - 100-94 [A/A-]**
 - 93-85 [B+-B-]**
 - 84-70 [C+-C-]**
 - 69-65 [D]**
 - 65-0 [F]**

Quizzes	30%
Exams	50%
Audio transcription Proj.	5%
Proverbs Proj.	5%
Minor Prophets Project	5%
Class attendance	5%

10. Assignments:

Abbreviations: B = Biblical Text
 OFA = *Our Father Abraham* by Dr. Wilson

Audio Transcription Project:

The audio *.mp3s are available online [under Transcription Project]

We are desiring to create a transcription of the audio lectures Dr. Kline taught on Prophets et al. You will break up into 7 person groups (some groups may be 4-6 people).

Scribes: Your project, should you choose to accept this mission, is to take 7-11 minutes of one of his lectures and type it up into a Word document. Make sure the transcription is clearly labeled with your name, date submitted, and the title of the lecture and which number scribe you were.

Group editor will then put the various segments together and then listen through the whole lecture for accuracy and paragraphing and then combine them into one smooth whole class lecture.

The goal will then be to take these transcriptions edit them and redo the audio and build an avatar based PowerPoint video in HTML5/Javascript which will allow these lectures to be viewed online.

Titler: will go through and split it up into paragraphs and develop section about 6-10 titles for those sections. The Reader will also write a 3-5 sentence abstract summarizing the content of the article.

This project will be completed in the first three weeks of the course. I will then spend much of the semester proofing and working with an editor to try to nudge them on to perfection. You can see what it the final presentations look like on the web site under Isaiah and Daniel for Dr. Allan MacRae.

Important Suggestion: when doing the transcriptions if you are using the Windows Media player. Right-click on the play button and **set the speed to "slow"** it will help you keep up with it. You can do the same thing on

a Mac using Audacity as your sound editing program. Audacity is a free download from Google and you can change the speed in the lower right corner. It helps significantly to slow it down like that.

Project #2:

Proverbs Project: Please follow the directions carefully and meticulously

Story Development: Digital Storytelling

Pick a team of 1-5 individuals. They say that every proverb originated as a condensation of a story. Your job will be to select a proverb from Proverbs 10-26 and write a 1.5-2.5 page (450-600 words) story reflecting and illustrating the power of the message of the proverb. Your compelling story script should begin with the Proverb in the title and conclude with the proverb you are illustrating integrated into the conclusion/end of your story.

Think of scene, mood and where/how things will happen. Plot: how does the story open/begin, middle, climax, finish/end. What is the flow of the plot? Who are characters? How will they be portrayed and support the plot development? Does the story focus on, powerfully portray and punch home the main message of the proverb? Begin and end with the DASV proverb itself. Is it somewhat interesting, well written and even a little cool?

The story should be realistic (not weird), compelling, engaging, moving and illustrate the proverb well. Make sure your name and the names of everyone in your group are on the story you turn in. There are examples of finished projects online under Proverbs on my web site.

You will turn in an initial draft of your story and then your project will be built off the second draft of your story.

The story is the most important foundation of this project.

Image acquisition: After the story is complete you may want to sketch out a storyboard of images to be acquired to illustrate your story. You should have about 15-35 images (*.jpeg images; 800x600 pixels or better; quality 8 or better; do not use Tiff or Quick Time compressed images); editing and enhancing them carefully in Gimp/Photoshop or Picasa (library computer lab). Gimp are free just needs to be downloaded and installed). If you use others pictures you must note where they were taken from and guarantee that you have the copyright for these images. www.sxc.hu is a photography sharing service that has many (not all) images that can be used although taking your own images is preferred (CET has digital

cameras available if you need a camera; use at least 8 meg images). Learning Gimp, Picasa [Google] or Photoshop [Adobe] are a great tools for editing images and developing your skills in graphics editing may help in future employment and presentations. Picasa and Gimp are free downloads. Best not to use your Phone for pictures. Note the difference between taking a photo and a snapshot.

Audio: Prepare an audio reading of your script.

CET has some USB mics that you may be able to borrow and the sound studio is available in Jenks if you sign up to use them. Do not record on cheap computer built-in mics as the sound to noise ratio will wreck the power of your sound. Sound effects also may add to your presentation. It should then be cleaned up, normalized and edited in Audacity [from Google] (computer lab; also free on from web) into *.wav or *.mp3 format (44,100 mhz at least 56-96 kbps—watch out for background noise, Mac *.aif files are proprietary and not acceptable).

PowerPoint: The images (*.jpeg) should then be sequenced, audio (*.wav or *.mp3) mixed in PowerPoint using the techniques of digital storytelling coordinating the images and the audio into a compelling story format. Your whole script/story and the names and jobs each person in your group did should be placed in the “Notes” section of the first slide of your PowerPoint presentation as well a statement of your granting approval for this project to be further edited and placed online. Footnote where you got all images in the “notes” section under each slide in your PowerPoint slides. Your PowerPoint presentation should begin and end with a visual of the text of the DASV of the proverb (see examples online at my site (Proverbs)).

Everything you hand in should have the Proverb reference on it as well as the members of your group listed. Make sure everything is labeled with the Proverb (Prov11_24) and your group members name(s). PPT file name format: Prov12_14_KimSmith (where Kim is the editor-in-chief).

Hint: PowerPoint can animate and do all sorts of special effects.

Beware: subtle and simple is good (simple cuts/fades). In your face, spinning meaningless twirling effects, etc. are cheesy.

Process summary for Digital Storytelling: So your group will basically develop:

- 1) **proverbial story script** (most important part, foundational we will go through 2 drafts), --see examples of good

stories online; realistic, moving, compelling, inspiring, witty, relevant to expressing the meaning of the Proverb. It is most important to get the story right as it is the foundation of everything that follows.

- 2) **shoot/edit images** (take the images, then Photoshop, Picasa or Gimp edit them), identify who took each picture, *.jpeg images at least 800x600 generally saved in 8-10 level compression. Move away from snapshots to artistic photos that are creative and engaging visually and relevant to the story. Develop a storyboard so you will know what to shot for each movement of your story. Blackboard (make sure it is clearly labeled with your name and title). Should be changing pictures every 6-10 seconds of the narration.
- 3) **narrate a sound recording/editing** (*.mp3 or *.wav, not *.aif or *.mov; mono [not stereo]), --put these up on Blackboard, and (labeled Prov_11_4Osgood). Should be 3-4.5 minutes.
- 4) **develop a PowerPoint** (mixing and sequencing sound/images; putting the script and names of collaborators in the notes section of the first slide). The PowerPoint should run by itself and take about 3-4.5 minutes. The whole thing should play smoothly once begun.
- 5) Develop file structure: Prov11_12Osgood folder with two sub-folders: Images and Audio where you put your pictures and sound files. Put your *.ppt PowerPoint file Prov11_12Osgood in the main folder. Turn it in on a CD or jump drive or whatever.

Please take seriously the formatting suggestions above as this will be part of the consideration in your grade (i.e. did you follow directions).

What we will be doing is learning how to write, not on paper but on the screen. What potentials does the screen have that paper doesn't? How is digital storytelling different than print text writing or oral story telling? How can text, image, animation, and audio be combined to make a compelling story illustrating the meaning of the proverb and potently communicating its wisdom? What makes a story compelling, engaging, and powerful? What kinds of characters, mood, storyline and plot tensions will heighten the power of the story? In short, explore your creativity in making a proverb come alive in a modern story context.

You may want to write your story off only half of the saying (e.g. Prov. 11:1a) instead of trying to do both sides of the parallel lines. **Getting a good compelling story going is the most important part** and foundation of the rest of the project (focus on character issues, avoid “Gordonese” and college lingo, rather address the broad universally compelling life issues based on the proverb). You will turn in a draft of your story and then the final version will be imbedded in the final slide “Notes” of your PowerPoint presentation listing the people in your group. Your story should begin with the proverb in the Heading and end with the proverb worked into your conclusion.

Stories have a **beginning** introducing characters, setting and issues. The **middle** is some problem, struggle or issue arises and is dealt with. The **conclusion/end** pulls the story together into the proverb and closes the issues, etc. Plot sequencing events and character interaction/development are key. The story should be compelling, believable, engaging and offering penetrating insights into the nature of the proverb and life. Perhaps the best way to get started is to go to the web site and see former examples of what the final product can look like. Do not ape these online projects as we want to see your creativity, but do note how those videos were structured and how they were or were not effective. If you do a “Southpark” kind of cartoon thing than much of the above is out the window.

We will teach you the basics of Gimp/Picasa and the Audacity programs. Training on these programs are available at www.gordon.edu/atomiclearning (or something like that). Be careful of cheesy special effects. Subtle and simple is good. PowerPoint animations skills will also be taught. Simple cuts and fade up/down are preferred over flying things around—just because you can doesn’t mean you should. The power of the story line as it illustrates the proverb is the baseline on which all else is built.

The visuals and audio should reinforce and enhance the story line. All images should have the date which they were taken and photographer who took the picture attached to the file: “Prov10_1A_Slide01_Bernolli9_10_06”. Move beyond snapshots to artistically shot photos. What is the difference between a snap shot and an artistic picture?

If you do any Gimp/Picasa/Photoshop special effects turn in the original as well as the special effect version. You will probably want

to crop, resize, brightness/contrast, dodge/burn and clone your images to get the best results. Take your photos landscape rather than portrait (up/down) to match a 800x600 landscape *.jpeg output. Gimp/Picasa/Photoshop has some interesting special effects (vid. Filters) but be careful they can be detracting if you are not really careful. There is a fine line between creativity and weirdness. . . don't cross the line.

Ask yourself the following questions:

- Did we turn materials in on time?
- Does the story fit and powerfully illustrate the proverb?
- Is the story compelling [interesting, moving, penetrating]?
- Do the graphics enhance the presentation? Have they been cropped, brightness/contrast set right, sized to 800x600 or better, landscape, enhanced to best communicate what the story is trying to say? Are they properly labeled?
- Is the audio clear [no background noise] and well-done and expressive? Male/female voices for the right audio roles? [use *.wav file or *.mp3 at 56-96 kbps, 44,100 hz mono). Do the whole story and then break up the audio to be attached to each particular slide: [Prov10_1aSlide01 file naming title format]
- Does the PowerPoint enhance the presentation? Are the animations subtle or flashy? Does it flow well automatically without having to click through things?
- Is this ready for the web i.e. is it a finished product? [I'll turn the best ones into videos for the web]
- Would we be proud to have others use this as a resource on the web? Would it be meaningful to churches and individuals surfing the web?
- Will editing need to be done or has this been proof read and edited (image & sound) well? Does it look professional?
- Look at previous examples on the web site. What works and what doesn't? Why?
- How do the digital tools (PowerPoint, Gimp/Picasa/Photoshop, Audacity) work and how can they be used to enhance the telling of the story.

The standard grade will be an 8 for doing what is expected. 9's for special and 10's for incredible work. 7's and 6's for falling below the standard, and 5 and below that for unacceptable work. Most projects will be given 8 if expectations are met. Imagine, create envision and implement your idea. How can text, sound, images and animation be used to enhance your story?

The goal is to put many of these online to help folks in the Internet community understand the meaning of individual Proverbs in a visual story format. As these will be made freely available churches may like to use them in instructional and worship contexts. The point is to use your learning to go beyond the classroom to help others anywhere on the planet. Here's a chance to make a world wide (web) significant contribution.

Software:

We will be develop skills with the following software applications:

Graphics editing: Gimp [This is loaded on the computer lab machines under the Windows boot side] you can freely download this program at (Mac or Win): <http://www.gimp.org/>

Sound recording and editing: Audacity [from Google. This is also loaded on the computer lab machines under the Windows boot side] You can freely download this from the web (Mac or Win):

Multimedia development: PowerPoint (Microsoft Office)—Gordon has Microsoft Office cheap for students.

Two graphics sites that we can pull images from are:

<http://www.sxc.hu/> and <http://www.clipart.com/en/>

Clipart.com has to be joined for a week (ca. \$14).

Schedule for Proverbs Project: Blackboard **Digital Drop Box** story/images/audio
Final PowerPoint project

Make sure when you turn things in they are ALWAYS labeled for the Proverb and your group leader.

Hand in the story (hardcopy):	Oct 17
Hand in second draft (hard copy):	Oct. 30
Hand in the images: leader confirm to prof.	Nov. 6
Hand in the audio: leader confirm to prof	Nov. 6
Hand in the PowerPoint final mix	Nov. 20

Final PowerPoint remember to put the story and a list of those who were in your group in the "Notes" section of the first slide, list you're your group members did, who took what images, sound etc. and where they were gotten, and the statement granting permission to edit and post on the web. Group leader should also fill out and turn in a group evaluation form (as should group members)

Final mix handed in on labeled CD or jump-drive all files in a single folder (Prov_11_3_Branson (name of group

leader)

**Under that folder should have a sub-folder
“Images”—keep your original as well as edited
images in that folder.**

Prov10_1A_Slide04_AbbySmith.jpg;

**Audio in a “Sound” subfolder (*.mp3 or *.wav NOT *.aif
or *.mov)**

**It must be PC (not Mac) functional. Try it on a couple
computers before you turn it in.**

Group Members Name _____ Team Leader _____ Proverb _____

Proverbs Project Evaluation Sheet

Story Line—well written	2	4	6	8	10
Story effectiveness (engaging, compelling)	2	4	6	8	10
Images (quality, connection)	2	4	6	8	10
Sound (clarity, expressiveness)	2	4	6	8	10
PowerPoint implementation	2	4	6	8	10
Readiness for use online audience (web readiness)	2	4	6	8	10
Timeliness	2	4	6	8	10
Connection with Proverb	2	4	6	8	10
Files labeled and organized (images & sound sub-folders ppt all in appropriate folder, notes in PowerPoint with all info)	2	4	6	8	10

Final Score: _____

Each member of the group will fill out one of these:

Name _____

Proverb _____

Group Member participation evaluation from the group members:

Main Editor: _____ Verse in Proverbs: Proverbs _____
 Evaluation: 2 3 4 5 6 7 8 9 10

Member: _____ **Task performed:** _____
 Evaluation: 2 3 4 5 6 7 8 9 10

Member: _____ **Task performed:** _____
 Evaluation: 2 3 4 5 6 7 8 9 10

Member: _____ **Task performed:** _____
 Evaluation: 2 3 4 5 6 7 8 9 10

Member: _____ **Task performed:** _____
 Evaluation: 2 3 4 5 6 7 8 9 10

Member: _____ **Task performed:** _____
 Evaluation: 2 3 4 5 6 7 8 9 10

Editor's Evaluation Sheet: Audio Transcription Groups
Quality, Timeliness, Proper formatting

Lecture Title Transcribed: _____

Lecture Number: _____

Main Editor: _____

Member Name: _____

Evaluation: 2 3 4 5 6 7 8 9 10

Member Name: _____

Evaluation: 2 3 4 5 6 7 8 9 10

Member Name: _____

Evaluation: 2 3 4 5 6 7 8 9 10

Member Name: _____

Evaluation: 2 3 4 5 6 7 8 9 10

Member Name: _____

Evaluation: 2 3 4 5 6 7 8 9 10

Member Name: _____

Evaluation: 2 3 4 5 6 7 8 9 10

Member Name: _____

Evaluation: 2 3 4 5 6 7 8 9 10

Titler: _____

Evaluation: 2 3 4 5 6 7 8 9 10

Signature of group Editor: _____

Course Requirements Summary:

Quizzes: will be over the stories from the biblical text, the reading of the various online articles and memory work.

Exams: will be over the class discussions/notes and memory verses.

Audio Transcription: Phillips/Kline lecture transcriptions

Digital Storytelling: Proverbs project

Tentative Assignment Schedule:

- Aug. 30
Thurs. Introduction to Course – What is the “Old” Testament and why study it? Does the God of the universe communicate to humankind? If so, how (Revelation, inspiration, authority, text transmission, canon, translation)? Why do I believe there is a God in the first place?
- Sept. 4
Tues. Origins – various approaches
Universe and humankind
Break up into groups for transcription and select a lecture to transcribe with your group.
- Sept. 6
Thurs. **Quiz over Genesis I** assignments:
Read: “Challenge from Pluralism” by D. A. Carson—online
For all articles in this class there are audio available for your listening pleasure.
Read Bible – Gen 1-25—check out the DASV audio/text
Memorize: Gen 1:27, 2:24 + Biblerobics Gen. 1-22
Be able to answer questions based on stories in Gen 1-25 (see Syllabus pp. 19ff which gives a list of which stories you should know) – see also the online multiple choice quizzier for a fun way to check and challenge your knowledge
Be able to answer multiple choice questions on the Carson article.
Be working on your transcription to be turned in to editor on Tues.
- Sept. 11
Tues. Patriarchal narratives – Abrahamic covenant, faith and obedience.
Scribes turn in: Initial Individual Transcription of your lecture to your editors

- Sept. 13
Thurs. **Quiz over Genesis II** assignments:
B – Read Gen 26-50
Read OFA [Our Father Abraham]– pp. 1-16 (study guide questions 1-26);
Be able to answer multiple choice questions on this material
Memorize: Gen. 15:6; 50:20
Be able to answer questions based on the stories in Gen 26-50 (see story list below in syllabus)
Know the Genesis Biblerobics exercise
Watch video for lecture 5: Days of Genesis
- Sept. 18
Tues. Patriarchal narratives – Joseph
Editor works Transcriptions up: edited together, listening through the lecture for accuracy and adding paragraphing.
Adding meta-data : what lecture was done, who the editor was and names of scribes and titler
- Sept. 20
Thurs. **Quiz on Exodus** assignments:--may have to miss this day
B – Read Exodus 1-20, 32-34
Read: Allen-Bloody Bridegroom—online
Spend 10 minutes browsing the gallery of 90 pictures of Sinai on the web site (Exodus).
Memorize: Ps 23:1-3
Be able to answer questions based on the stories in Exodus
Be able to answer multiple choice questions based on the Bloody-Bridegroom article.
- Sept. 25
Tues. **Group Titler** adds section **titles** and writes a 3-5 sentence **abstract** of the transcribed lecture and **turns it into the prof.** electronically posting it on Blackboard.
Law, tabernacle and Sinai
- Sept. 27
Thurs. **Quiz on Leviticus** assignments:
B – Read Leviticus 1-6, 10-12, 16, 23, 25-26. Be able to answer questions on the stories.
Read: Key/Allen, “The Levitical Dietary Laws in the Light of Modern Science,” –online. Be able to answer questions on this article.
Memorize: Ps. 23:4-6
OFA – 160-62 (Q 36, 37), 203-208 (Q 15-24)
Form group for Proverbs project (4-7 per group)

- Oct. 2 Leviticus – Worship and feasts
Tues. **Group picks a proverb to work on**
- Oct. 4 **Quiz on Numbers** assignments:
Thurs. B – Read Numbers 5-6, 11-17, 20-24, 27, 35-36.
 Be able to answer questions on the stories.
 Memorize: Lev. 19:2, 18;
 Read OFA – 115-18 (Q 13-21); 122-25 (Q 28).
 Be able to answer questions on this reading.
 Work on storyline for Proverb project in class.
 **Watch video Lecture 10 Jacob and Joseph finishing
 Genesis**
- Oct. 9 Wilderness wanderings
Tues. Work on developing your Proverbs storyline
- Oct. 11 **Exam 1** + Deuteronomy assignments:
Thurs. B – Read Deuteronomy 1-8, 12, 17-20, 27-28, 34
 (good review of what we've already read)
 Memorize: Deut. 6:4-5; Num. 6:24-26
 The Exam is over the class discussion materials and Deut.
 assignments.
- Oct. 16 Torah and the Land
Tues. **Turn in first draft of proverbs story (Weds. Oct. 17 by
5:00 PM)**
- Oct. 18 **Quad Exams:** – we've got the day off—enjoy
Oct. 18-19 Fall long weekend Recess—rejoice
- Oct. 23 Finishing up the Torah
Tues. Storyboard the pictures you will need for your proverbs
 project; work on second draft of story.
- Oct. 25 **Quiz on Joshua** assignments
Thurs. B – Read Joshua 1-12, 20-21
 Read Coppenger on War and the Golden Rule?
 Be able to answer questions on this article.
 Memorize: Ps 100:1-2; Josh 1:8
 Be able to answer questions based on the stories in Joshua
- Oct. 30 Joshua and Conquest – the Land

- Tues. **Proverbs project second draft should be ready**
- Nov. 1 **Quiz on Judges** assignments
 Thurs. B – Read Judges 1-21 and Ruth 1-4
 Memorize: Ps. 100:3-5
 Be able to answer questions based on the stories in Judges-Ruth and from your readings.
Watch video 16 on Balaam and Deut.
- Nov. 6 Day of Prayer: no class Judges discussion
 Tues. **Proverbs project Audio/Pictures due:**
Record the audio for your proverbs story and take/edit pictures—editor confirms fact this is done
- Nov. 8 Judges discussion
 Thurs. **Quiz on 1 Samuel** assignments
 B – Read 1 Samuel 1-31 and Ps 1, 3, 8, 13, 15, 22-23
 Memorize: 1 Sam 15:22; 16:7
 Spend 45 minutes in "Get Lost in Jerusalem" checking out:
 Area G excavations (read discussion on what you are seeing in Area G and Warren's Shaft), Warren's Shaft, Hezekiah's Tunnel Pool of Siloam, Tomb of the kings, (read the discussions there and look around). Kidron Valley (Absalom's Pillar), Western/Wailing Wall, Temple Mount/Dome of the Rock, know how to get around so you don't Get Lost in Jerusalem. Be able to answer questions on things you saw there.
 Be able to answer questions based on the stories in 1 Samuel and readings
- Nov. 13 Judges Discussion
 Tues.
- Nov. 15 **Exam 2 + 2 Samuel** assignments
 Thurs. The exam will be over the class discussions from the last exam + the "Quiz" assignments on 2 Sam. and 1 Kgs.
 B – Read 2 Samuel 1-24
 Memorize: Ps 51: 5, 7, 10-11
 Be able to answer questions based on the stories in 2 Samuel
- Nov. 20 1 Samuel discussion continued
 Tues. **Proverbs PowerPoints turned in before Thanksgiving break**

Nov. 21-25 Thanksgiving Recess –Turkey day

Nov. 27 **TUESDAY: Note this is due on a Tues. not the normal Thurs.**

Tues. Quiz: B – Read 1 Kings 1-22; know stories
 B—Read Ecclesiastes 1-3, 12; know content
 Roy Zuck, “God and Man in Ecclesiastes,” BSac 1991.
 Be able to answer questions on this article.

Watch Lecture video 21 on Samson and Ruth

Nov. 29 **Quiz on the Wisdom** assignments:

Thurs. B – Proverbs 1-11, 31; Job 1-6; 35-42, Song of Songs 1-4
 Memorize: Ps 139:8, 23-24
 Be able to answer questions based on the stories in Job 1-3,
 38-42; Prov 1-7, 31.

Dec. 4 Discussion on 1 Kings

Tues.

Dec. 6 **Quiz on Post-exilic books + select Psalms**

Thurs. B- Read Psalms 51, 73, 109, 119:1-16; 136-137, 139.
 Be able to answer questions on these Psalms 51, 139
 B – Read Ezra 1, 3-4, 9, Nehemiah 1-4, 8-9, 13; Esther and
 know stories
 Read John Day’s article on the “Imprecatory Psalms” and
 be able answer questions on it.
 Memorize: Job 1:21

Dec. 11 Poetry highlights

Tues.

Dec. 13 **Quiz on Prophets assignments.—last day of classes**

Thurs. B – Read Hosea 1-6, Amos 1-2, Jonah, Dan. 1-6, Isa. 1-11,
 40, 53
 Memorize: Isa 53:6; 40:31
 Quiz – Know stories Hos 1-6, Jonah, Dan. 1-6, Isa 1, 6, 53

Final Exam over class discussions since the last exam and memory verses
 Read Jer. 1-8; Habakkuk and know content for Jer. 1-3 and Hab.
**(1:15 T/R class—Dec 17 [Mon.] at 2:30-4:30; 3:00 T/R class—Dec. 17
 [Mon.] at 9:00-11:00)**—All Finals must be taken at the time scheduled by
 the registrar—no exceptions. **Make your study and flight plans
 accordingly.**

LIST OF STORIES YOU SHOULD KNOW IN DETAIL

GENESIS

7 days of creation
 Garden of Eden and the Fall
 Cain and Abel
 Flood
 Noah's drunkenness
 Tower of Babel
 Abram's Call (Gen 12)
 Abram in Egypt – Sarah's situation (Gen 12)
 Abraham rescues Lot – Melchizedek (Gen. 14)
 Hagar and Ishmael (Gen 16)
 Covenant and Circumcision (Gen 17)
 Abraham, Lot, & Sodom (Gen 18-19)
 Abraham's sacrificing of his son (Gen 22)
 How Isaac met Rebekah (Gen 24)
 Birth and relationship of Jacob & Esau; birthright (Gen 25)
 Jacob getting the blessing (Gen 27)
 Jacob at Bethel (Gen 28)
 Jacob's getting his wives and Laban's goods (Gen 29f)
 Jacob's wrestling with the angel (Gen 32)
 Dinah and the Shechemites (Gen 34)
 Joseph's dreams and bondage (Gen 37)
 Judah and Tamar (Gen 38)
 Joseph and Potiphar's wife (Gen. 39)
 Joseph & Cupbearer/Baker dreams (Gen 39-40)
 Pharaoh's dreams (Gen 41)
 Joseph and his brothers to Egypt for food (Gen 42-43)

EXODUS

- 1) Mid-wives and the infants (Ex 1)
- 2) The birth of Moses (Ex 2)
- 3) Moses meeting his wife (Ex 2)
- 4) Burning bush (Ex 3)
- 5) God's calling of Moses [Moses' excuses] (Ex 4)
- 6) Contest between Moses and the Magicians (Ex 7-8)
- 7) Slaying of the firstborn (Ex 11)
- 8) The first Passover (Ex 12)
- 9) Red Sea (Ex 13-14)
- 10) Manna (Ex 16)
- 11) Rock-water (Ex 17)
- 12) Ten Commandments (Ex 20)
- 13) Tabernacle (Ex 25-27; 36-38)
- 14) Golden calf (Ex 32)

NUMBERS

- 1) Nazirite vow (Num 6)
- 2) Miriam's and Aaron's rebellion (Num 12)
- 3) Spies (Num 13)
- 4) Korah, Dathan & Abiram rebellion (Num 16)
- 5) Aaron's budding rod (Num 17)
- 6) Moses and the rock (Num 20)
- 7) Bronze snake (Num 21)
- 8) Balaam's "cursing" (Num 22-24)
- 9) Know what 5 feasts are in Israel (Num 28:16-29:15)
- 10) Levitical cities and cities of refuge (Num 35)

LEVITICUS

What were the 5 types of sacrifices (Lev 6-7)

What were the 2 requirements for eating (Lev 11)

Land animals

Fish

What two things could the Jews not eat (Lev 7:22ff)

Nadab & Abihu (Lev 10)

Describe the day of Atonement

What are the 5 feasts of Israel (Lev 23)

What is done on the Sabbath year? (Lev 25)

What is the jubilee year? (Lev 25)

What were the blessings and curses (Lev 26)

DEUTERONOMY

Kosher rules for clean land animals and fish (Dt 14)

[Hint: two rules for each]

Names of the three major feasts (Dt 16)

King's duties (Dt 17)

Prophet (Dt 13:1-5; 18:14-22)

Cities of refuge (Dt 19)

Blessings and curses (Dt 27-28)

Joshua taking leadership (Dt 31)

Song of Moses (Dt 32)

Death of Moses (Dt 34)

JOSHUA

Crossing the Jordan

Taking of Jericho

Achan's Sin

Attacks on Ai

Gibeonite Deception

Sun Standing Still

Covenant renewal at Shechem

JUDGES

Ehud
 Deborah & Barak
 Gideon [Fleece & drinking separation; Golden Ephod]
 Abimelech & Jotham's parable
 Jephthah
 Samson [wife, prostitute, Delilah]
 Danite migration
 Benjaminite warfare & wives (Levite's concubine)
 Ruth/Naomi/Boaz story

I SAMUEL

Birth of Samuel (1 Sam 1)
 Philistines Capturing the ark (1 Sam 4)
 Samuel anoints Saul (1 Sam 9)
 Jonathan's defeat of Philistines (1 Sam 14)
 Lord rejects Saul: Amalekites (1 Sam 15)
 Anointing of David (1 Sam 16)
 David and Goliath (1 Sam 17)
 Saul's attempts to kill David (1 Sam 19)
 David & the priests of Nob (1 Sam 21)
 David's twice sparing of Saul (1 Sam 24, 26)
 Abigail & Nabal (1 Sam 25)
 The Witch of Endor (1 Sam 28)
 Death of Saul (1 Sam 31)

2 SAMUEL

Conflict of David & Ishbosheth (2 Sam 2-4)
 Ark brought to Jerusalem (Uzzah & sinning 2 Sam 6)
 Davidic covenant (2 Sam 7)
 Mephibosheth (2 Sam 9)
 David and Bathsheba (Nathan; 2 Sam 11-12)
 Amnon & Tamar (2 Sam 13)
 Absalom (2 Sam 14-18)
 Plagues (2 Sam 24)

I KINGS

Solomon becomes king (1 Kgs 1)
 Solomon's wisdom (1 Kgs 3)
 Solomon & the temple (1 Kgs 5-6)
 Solomon's prayer of dedication (1 Kgs 8)
 Solomon & the Queen of Sheba (1 Kgs 10)
 Rehoboam's mistake (1 Kgs 12)
 Jeroboam's sin (1 Kgs 12:25ff)
 Man of God from Judah (1 Kgs 13)

Ahijah's prophecy against Jeroboam
 Elijah and the ravens
 Elijah and the widow of Zarephath
 Elijah and the prophets of Baal
 Elijah at Horeb (Sinai)
 Naboth's vineyard
 Ahab's repentance
 Micaiah's prophecy against Ahab

2 Kings

Ahaziah's messengers to Elijah (2 Kgs 1)
 The Translation of Elijah (2 Kgs 2)
 Go up bald head (2 Kgs 2)
 Poor and rich women & Elisha (2 Kgs 4)
 Naaman (2 Kgs 5)
 Binding Arameans (2 Kgs 6)
 Famine in Samaria (2 Kgs 6-7)
 Jehu's purge (2 Kgs 9-10)
 Jehoida's impact (Joash) (2 Kgs 11-12)
 Exile of Israel (2 Kgs 17)
 Sennacherib's threat (2 Kgs 18)
 Hezekiah's illness (2 Kgs 20)
 Josiah & book of the law (2 Kgs 22)
 Fall of Jerusalem (2 Kgs 25)

Ezra:

Cyrus' edict (1)
 Temple building & opposition (3 & 4)
 Darius' letter and temple completion [passover] (6)
 Artaxerxes letter & Ezra's return (7 & 8)
 Intermarriage problem (9 & 10)

Nehemiah

Nehemiah's burden: wall (1)
 Nehemiah's request (2)
 Wall inspecting (2)
 Opposition (4)
 Ezra's law reading & confession of sin (8 & 9)
 Nehemiah's reforms (13)

Esther

Vashti Deposed (1)
 King's search for a queen (2)
 Haman's plot (3)
 Esther's trap (5)
 Mordecai Honored (6)
 Haman hanging (7)
 Purim Celebration (9)