



## B110 Introduction to the Old Testament

3 credits. Prerequisites: *None*.

*For Horizon students, this course is transferable to the University of Saskatchewan.*

Saskatoon Campus Livestream Video on Demand

September 8–12, 2025  
Module A  
Monday–Friday, 9am–4pm SK (11am–6pm ET)

Rev. Stephen Barkley, DPT  
[stephen.barkley@mcs.edu](mailto:stephen.barkley@mcs.edu)  
[stephenbarkley.com](http://stephenbarkley.com)

---

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

---

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

### Course Goals

#### Course Description

This course is a general introduction to the content and theology of the Old Testament/Hebrew Bible. It will survey key portions according to the ancient near eastern cultural, social, religious, and literary environment and highlight the theological importance of the Old Testament, including the nature of God revealed, for Christian life and ministry in the present-day.

#### Relationship to Horizon and MCS’s Missions

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

#### Core Competencies and Learning Outcomes



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

1. Interpret the Old Testament in reference to the ancient Near Eastern context.
  - *Assessment:* Research and Reflection Paper, Reading and Response

2. Explain the character of God as revealed in the Old Testament.
  - *Assessment*: Research and Reflection Paper, Reading and Response
3. Use the entry-level resources necessary for researching the Old Testament.
  - *Assessment*: Glossary Quizzes, Research and Reflection Paper
4. Explain or identify key terms in Old Testament studies.
  - *Assessment*: Glossary Quizzes, Research and Reflection Paper
5. Apply the theological witness of the Old Testament to contemporary issues.
  - *Assessment*: Research and Reflection Paper, Reading and Response
6. Articulate the narrative structure of the Old Testament including how it anticipates New Testament developments.
  - *Assessment*: Biblical Narrative, Research and Reflection Paper

## **Course Work**

### **Required Readings**

Hill, Andrew E. and John H. Walton. *A Survey of the Old Testament*. 4<sup>th</sup> Edition. Grand Rapids: Zondervan Academic, 2023. ISBN: 9780310119562

[DTL Link](#)

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

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

\*\*While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

### **Course Assignments and Activities**

#### 1. *Biblical Narrative: Quiz and Video* – 20%

The Old Testament tells a complex story that spans centuries. In order to understand where the details of the Old Testament fit into the bigger picture, students will complete this two-part assignment.

*Part One—Populi Quiz* (10%): Students will complete a 30-minute closed-book quiz on Populi where they will be required to place events and literature from the Old Testament into chronological order.

If revisions are required, students will be sent a sheet containing all the items from the quiz, out-of-order. They must place the items in order using any resources at their

disposal (e.g., class recordings, textbook, etc.) Since revisions change the nature of the assignment from closed to open-book, the grade for successful revisions will be 70%. *Part Two—Video Report (10%)*: Students will follow up the quiz by recording a video report where they explain three unique ways that the narrative themes of the Old Testament are fulfilled in the New Testament.

This assignment will enable students to increase their competency in biblical and theological literacy by assessing their capacity to see the big picture of the Old Testament and understand how the details fit into the broader story. For this assignment to be considered complete, the following points must be observed:

- Populi Quiz:
  - The quiz is closed-book: students will close all study aids before beginning the quiz.
  - The quiz will be available at the end of module week. Students may complete the quiz any time before the due date.
- Video Report:
  - The video must be 5–7 minutes long.
  - The video should be uploaded to a cloud service of the student’s choice (e.g., OneDrive, Dropbox, Loom, YouTube, etc.) and the link to the completed video submitted on Populi. There is no need to share this video publicly.
  - Students should choose three distinct narrative themes that are fulfilled in the New Testament.
  - Students should quote appropriate Old Testament and New Testament scripture references for each of the three chosen themes.
- Related learning outcomes: #6.
- **Assignment length:** 30-minute quiz, 5–7-minute video.
- **Quiz due date:** Monday, September 15.
- **Video due date:** Monday, September 22.

## 2. *Reading & Response – 25%*

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

*Question 1 (Law)*: The books of the Law cover a lengthy timeframe from creation to the edge of the promised land. Despite the diverse range of these books, they form a unified whole. Choose an enduring theme that ties these five books together and explain how that theme is developed in each book.

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

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

Answers should draw substantially on material from the assigned readings:

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

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

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

- Video responses should be 3–5 minutes long each.
- Responses should include specific reference (with page number) to at least three separate quotations from the textbook.
- Responses must include specific reference to relevant passages of Scripture from the relevant division of the Old Testament (Law, Prophets, or Writings).
- The video should be uploaded to a cloud service of the student’s choice (e.g., OneDrive, Dropbox, Loom, YouTube, etc.) and the link to the completed video submitted on Populi. There is no need to share this video publicly.
- Related learning outcomes: #1, 2, 5.
- **Assignment length:** Three 3–5-minute videos.
- **Due dates:**
  - Question 1 (Law): Friday, September 19.
  - Question 2 (Prophets): Tuesday, September 30.
  - Question 3 (Writings): Monday, October 6.

### 3. *Glossary Quizzes* – 20%

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

If revisions are required, students will prepare a glossary for submission in the comment section of the Populi quiz. This glossary should contain brief definitions (no more than 30 words per term) of every term marked wrong in the quiz. Since revisions change the nature of the assignment from closed to open-book, the grade for successful revisions will be 70%.

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

- The quizzes are closed-book: students will close all study aids before beginning each quiz.
- Quizzes will be available at the end of module week. Students may complete the quiz any time before the due date.
- Related learning outcomes: #3, 4.
- **Assignment length:** 2 x 30-minute quizzes.
- **Due dates:**
  - Quiz 1: Thursday, September 25.
  - Quiz 2: Wednesday, October 8.

#### 4. *Research & Reflection Paper* – 35%

Students will write a research and reflection paper centered on an attribute of God. The research portion of the paper will explore this attribute by drawing on material from the Law, Prophets, and Writings as well as scholarly sources. The reflection portion of this paper will explore how the chosen attribute of God can speak to a specific contemporary situation.

This assignment will enable students to increase their competency in biblical and theological literacy by gaining a deeper understanding of God's character as revealed throughout the Old Testament and exploring how that can inform daily life. For this assignment to be considered complete, the following points must be observed:

- The student will choose one characteristic of God as listed in ch. 45 of the textbook:
 

○ Creator	○ Righteous and Just
○ Wise	○ Compassionate and Gracious
○ Only God	○ Covenant-Making God
○ Holy	○ Loyal
○ Transcendence	○ Redeemer
- The character of God should be supported with three well-researched scripture passages from each part of the Old Testament: Law, Prophets, and Writings.
- Scripture passages should be understood within their historical-cultural and narrative context.
- Key terms related to the study of the chosen passages should be used accurately.
- Sources:
  - Students are expected to use a minimum of four academic sources, not including the Bible, notes from a Study Bible, and textbook. Sources should include biblical commentaries to aid in understanding the chosen passages in context and at least one article from a Bible Dictionary.

- Sources should be current. Publication dates should be at least post 1990 and ideally post 2000.
- Sources should be scholarly. Websites and online commentaries (e.g., Enduring Word, Got Questions, etc.) are not acceptable. The online [Digital Theological Library](#) should be your first stop for research material.
- A Loom video demonstrating how to search for sources on DTL will be linked to the assignment in Populi.
- The submission should include a title page, paper, and bibliography as specified in the [Horizon & MCS Format Guide](#). The paper should include:
  - A brief introductory paragraph that sparks interest in the theme
  - A clear thesis statement
  - Two headings: Research and Reflection
  - A brief conclusion that summarizes the paper and points forward
- The reflection portion of the paper should describe a *specific* situation (personal, or church-related) faced by the student and explore how God's character as researched in the first section relates to the situation. This section should be 300–400 words.
- The assignment should be submitted to Populi by the date specified as a Word Document (.docx or .rtf).
- Related learning outcome(s): #1–6.
- **Assignment length:** 2,000 words (acceptable range: 1,800–2,200), excluding footnotes and bibliography.
- **Due date:** Tuesday, October 14.

### Video-on-Demand (VOD) Student Requirements

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

- For this course, VOD students have different assignment due dates as in-class students.
  - *Biblical Narrative: Quiz and Video*
    - **Quiz Due Date:** Tuesday, October 7
    - **Video Due date:** Tuesday, October 14
  - *Reading & Response*
    - **Question 1 (Law):** Friday, September 19
    - **Question 2 (Prophets):** Tuesday, September 30
    - **Question 3 (Writings):** Monday, October 6
  - *Glossary Quizzes*
    - **Quiz 1:** Thursday, September 25
    - **Quiz 2:** Wednesday, October 8
  - *Research & Reflection Paper*
    - **Due date:** Thursday, October 16
- Students will watch the lectures according to the following schedule:
  - Day 1 (Classes 1–2) Lectures and Report due Saturday, September 13, 2025

- Day 2 (Classes 3–4) Lectures and Report due Thursday, September 18, 2025
- Day 3 (Classes 5–6) Lectures and Report due Tuesday, September 23, 2025
- Day 4 (Classes 7–8) Lectures and Report due Monday, September 29, 2025
- Day 5 (Classes 9–10) Lectures and Report due Saturday, October 4, 2025
- VOD students will submit a 2–3-minute video report that 1) affirms they have watched the required recordings, 2) summarizes one thing they learned that week to help them reach the learning outcomes, and 3) ask one question that arose from the class recordings.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

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

Classroom time	30 hrs	N/A	N/A
1. Biblical Narrative: Quiz and Video	5 hrs		20%
a. Quiz		Sept 15	
b. Video		Sept 22	
2. Reading and Response	35 hrs		35%
a. Question 1 (Law)		Sept 19	
b. Question 2 (Prophets)		Sept 30	
c. Question 3 (Writings)		Oct 6	
3. Glossary Quizzes	5 hrs		20%
a. Quiz 1		Sept 25	
b. Quiz 2		Oct 8	
4. Research and Reflection Paper	20 hrs	Oct 14	25%
Total = 95 hrs			

All assignments are due at 11:59pm **SK time**, unless otherwise indicated.

### Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

### Class & Listening Schedule

Unit	Class	Topic	Listening	Textbook
Intro	Class 1: Sept 8 morn	<ul style="list-style-type: none"> <li>● Getting to know each other</li> <li>● Why the Old Testament?</li> </ul>	<ul style="list-style-type: none"> <li>● Psalm 78, 135, 150</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 1</li> </ul>
Law	Class 2: Sept 8 aft	<ul style="list-style-type: none"> <li>● The Tanakh</li> <li>● Introduction to the Torah</li> <li>● Genesis</li> </ul>	<ul style="list-style-type: none"> <li>● Gen 1–4, 12:1–8, 50:15–26</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 4</li> </ul>
	Class 3: Sept 9 morn	<ul style="list-style-type: none"> <li>● Exodus</li> <li>● Leviticus–Deuteronomy</li> </ul>	<ul style="list-style-type: none"> <li>● Exod 3, 20, 34</li> <li>● Deut 6</li> </ul>	<ul style="list-style-type: none"> <li>● Chs. 5–8</li> </ul>

Prophets	Class 4: Sept 9 aft	<ul style="list-style-type: none"> <li>• Introduction to the Former Prophets</li> <li>• Joshua</li> <li>• Judges</li> </ul>	<ul style="list-style-type: none"> <li>• Josh 3–4</li> <li>• Judg 13–16</li> </ul>	<ul style="list-style-type: none"> <li>• Chs. 11, 12</li> </ul>
	Class 5: Sept 10 morn <i>*Chapel: 10:15am-11:30am SK*</i>	<ul style="list-style-type: none"> <li>• Samuel</li> <li>• Kings</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Sam 8</li> <li>• 2 Sam 7</li> <li>• 1 Kgs 11–12</li> <li>• 2 Kgs 25</li> </ul>	<ul style="list-style-type: none"> <li>• Chs. 14, 15</li> </ul>
	Class 6: Sept 10 aft	<ul style="list-style-type: none"> <li>• Introduction to the Latter Prophets</li> <li>• Isaiah</li> </ul>	<ul style="list-style-type: none"> <li>• Isaiah 6–7, 40, 53, 61</li> </ul>	<ul style="list-style-type: none"> <li>• Chs. 27–28</li> </ul>
	Class 7: Sept 11 morn	<ul style="list-style-type: none"> <li>• Jeremiah</li> <li>• Ezekiel</li> <li>• The Twelve</li> </ul>	<ul style="list-style-type: none"> <li>• Jer 20</li> <li>• Ezek 36</li> <li>• Joel 2</li> <li>• Mal 4</li> </ul>	<ul style="list-style-type: none"> <li>• Chs. 29, 31</li> <li>• Choose one of chs. 33–44</li> </ul>
Writings	Class 8: Sept 11 aft	<ul style="list-style-type: none"> <li>• Introduction to the Writings</li> <li>• Psalms</li> <li>• Proverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Psalm 1–2, 13</li> <li>• Prov 1, 8, 10</li> </ul>	<ul style="list-style-type: none"> <li>• Chs. 22, 23</li> </ul>
	Class 9: Sept 12 morn	<ul style="list-style-type: none"> <li>• Job</li> <li>• The Megillot</li> </ul>	<ul style="list-style-type: none"> <li>• Job 1–2, 38, 42</li> <li>• Ruth 1–4</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 21</li> <li>• Choose two of chs. 13, 18, 24, 25, 30</li> </ul>
	Class 10: Sept 12 aft	<ul style="list-style-type: none"> <li>• Chronicles</li> <li>• Ezra-Nehemiah</li> <li>• Daniel</li> <li>• Conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Chr 16</li> <li>• Ezra 1, 9–10</li> <li>• Daniel 7</li> </ul>	<ul style="list-style-type: none"> <li>• Chs. 16, 17, 32</li> </ul>

- Revision week is October 20–24. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after October 24.

## **Academic Policies**

### **General Assignment Guidelines**

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

### **Extensions**

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

### **Late Assignments**

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

### **Assignment Completion**

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### **Assignment Revisions**

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### **Horizon and MCS's College Assessment of Student Work**

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was <b>beginning to meet</b> one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

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

### Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in

a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### **Accessible Learning Services Information**

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### **Class Attendance (On Campus or Livestreaming)**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Livestreaming Etiquette**

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

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.

- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

## **Bibliography**

### ***General Old Testament***

Alter, Robert. *The Art of Biblical Narrative*. Revised and updated edition. New York: Basic Books, 2011.

\_\_\_\_\_. *The Hebrew Bible: A Translation with Commentary*. 3 Vols. New York: W. W. Norton and Company, 2019.

Bible Project. "Book Overviews." *BibleProject.com* Accessed July 31, 2024.  
<https://bibleproject.com/explore/book-overviews>.

Boda, Mark J. *The Heartbeat of Old Testament Theology: Three Credal Expressions*. Grand Rapids: Baker Academic, 2017.

Boyd, Gregory A. *Crucifixion of the Warrior God: Interpreting the Old Testament's Violent Portraits of God in Light of the Cross*. 2 Vols. Minneapolis: Fortress Press, 2017.

Brueggemann, Walter. *Theology of the Old Testament: Testimony, Dispute, Advocacy*. Minneapolis: Fortress Press, 1997.

DeRouchie, Jason S., ed. *What the Old Testament Authors Really Cared About: A Survey of Jesus' Bible*. Kregel Academic, 2013.

Goldingay, John. *Old Testament Theology: Israel's Gospel*. Downer's Grove: IVP Academic, 2003.

\_\_\_\_\_. *Old Testament Theology: Israel's Faith*. Downer's Grove: IVP Academic, 2006.

\_\_\_\_\_. *Old Testament Theology: Israel's Life*. Downer's Grove: IVP Academic, 2016.

Hill, Andrew E. and John H. Walton. *A Survey of the Old Testament*. 4<sup>th</sup> Edition. Grand Rapids: Zondervan Academic, 2023.

House, Paul R. *Old Testament Theology*. Downers Grove: InterVarsity Press, 1998.

Idestrom, Rebecca G. S. *Show Me Your Glory: The Glory of God in the Old Testament*. Eugene, OR: Pickwick, 2023.

Schreiner, Thomas R. *Covenant and God's Purpose for the World*. Short Studies in Biblical Theology. Wheaton: Crossway, 2017.

Tabb, Brian J. and Andrew M. Kings, eds. *Five Views of Christ in the Old Testament*. Grand Rapids, MI: Zondervan Academic, 2022.

### **Law**

Alexander, T. Desmond and David W. Baker, eds. *Dictionary of the Old Testament: Pentateuch*. Downers Grove: InterVarsity Press, 2003.

Arnold, Bill T. *Encountering the Book of Genesis*. Grand Rapids: Baker Books, 1998.

*The Epic of Gilgamesh*. Translated by Maureen Gallery Kovacs. Stanford: Stanford University Press, 1989.

Friedman, Richard Elliott. "Torah." In *The Anchor Yale Bible Dictionary*, edited by David Noel Freedman, 2:605–22. New York: Doubleday, 1992.

Robinson, Marilynne. *Reading Genesis*. Toronto: McClelland and Stewart, 2024.

Volf, Miroslav and Ryan McAnnally-Linz. *The Home of God: A Brief History of Everything*. Grand Rapids: Brazos Press, 2022.

### **Prophets**

Arnold, Bill T. and H. G. M. Williamson, eds. *Dictionary of the Old Testament Historical Books*. Downers Grove: IVP Academic, 2005.

Barkley, Stephen D. *Pentecostal Prophets: Experience in Old Testament Perspective*. Wipf and Stock, 2023.

Boda, Mark J. and J. Gordon McConville, eds. *Dictionary of the Old Testament Prophets*. Downers Grove: IVP Academic, 2012.

Brueggemann, Walter. *1 & 2 Kings*. Smyth & Helwys Bible Commentary. Macon: Smyth & Helwys, 2000.

\_\_\_\_\_. *Isaiah 1–39*. Westminster Bible Companion. Louisville: Westminster John Knox Press, 1998.

\_\_\_\_\_. *Isaiah 40–66*. Westminster Bible Companion. Louisville: Westminster John Knox Press, 1988.

\_\_\_\_\_. *The Prophetic Imagination*. 40<sup>th</sup> Anniversary edition. Minneapolis: Fortress Press, 2018.

Buber, Martin. *The Prophetic Faith*. Princeton: Princeton University Press, 2016.

Childs, Brevard S. "The Canonical Shape of the Prophetic Literature." *Interpretation* 32 (1978) 45–55.

Darr, Kathryn Pfisterer. "The Book of Ezekiel: Introduction, Commentary, and Reflections." In *The New Interpreter's Bible*, vol 6, 1073–1607. Nashville: Abingdon Press, 2001.

- Heschel, Abraham J. *The Prophets*. New York: Perennial Classics, 2001.
- Keller, Timothy. *Judges for You*. Epsom: The Good Book Company, 2013.
- Lundbom, Jack R. "Prophets in the Hebrew Bible." *Oxford Research Encyclopedia of Religion*. 9 May. 2016; Accessed 10 Jul. 2024.  
<https://oxfordre.com/religion/view/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-109>.
- Miller, Paterick D. "The Book of Jeremiah: Introduction, Commentary, and Reflections." In *The New Interpreter's Bible*, vol 6, 553–926. Nashville: Abingdon Press, 2001.
- Oh, Abraham Sung-Ho. *Oh, That You Would Rend the Heavens and Come Down! The Eschatological Theology of Third Isaiah (Isaiah 56-66)*. Cambridge: Lutterworth Press, 2014. <https://doi.org/10.2307/j.ctt1cgfltz.5>.
- Shead, Andrew G. *A Mouth Full of Fire: The Word of God in the Words of Jeremiah*. New Studies in Biblical Theology, 29. Downers Grove: InterVarsity Press, 2012.
- Tsumura, David Toshio. *The First Book of Samuel*. The New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2007.
- Tully, Eric J. *Reading the Prophets as Christian Scripture: A Literary, Canonical, and Theological Introduction*. Grand Rapids, MI: Baker Academi, 2022.

### **Writings**

- Collins, John J. *The Apocalyptic Imagination: An Introduction to Jewish Apocalyptic Literature*. 2<sup>nd</sup> ed. Grand Rapids: Eerdmans, 1998.
- Fyall, Robert S. *Now My Eyes Have Seen You: Images of Creation and Evil in the Book of Job*. New Studies in Biblical Theology 17. Downers Grove: InterVarsity Press, 2002.
- Goldingay, John. *Psalms*. 3 Vols. Baker Commentary on the Old Testament Wisdom and Psalms. Grand Rapids: Baker Academic, 2006.
- Kidner, Derek. *The Wisdom of Proverbs, Job & Ecclesiastes: An Introduction to Wisdom Literature*. Downers Grove: InterVarsity Press, 1985.
- Longman III, Tremper and Peter Enns, eds. *Dictionary of the Old Testament: Wisdom, Poetry and Writing*. Downers Grove: InterVarsity Press, 2008.
- Smith-Christopher, Daniel L. "The Book of Daniel: Introduction, Commentary, and Reflections." In *The New Interpreter's Bible*, vol 7, 17–152. Nashville: Abingdon Press, 2001.
- Terrien, Samuel. *The Psalms: Strophic Structure and Theological Commentary*. The Eerdmans Critical Commentary. Grand Rapids: Eerdmans, 2003.
- Waltke, Bruce K. *The Book of Proverbs: Chapters 1–14*. The New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2004.
- Waltke, Bruce K. *The Book of Proverbs: Chapters 15–31*. The New International Commentary on the Old Testament. Grand Rapids: Eerdmans, 2005.