OLD TESTAMENT SURVEY  
Course: OT 5102  
R. Kirk Kilpatrick  
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Dean, Master and Undergraduate Programs  
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Email: Kkilpatrick@mabts.edu  
Spring Term  
January-May, 2015  
Master Degree Programs

Course Description:  
OT 5102 is the second term of a two-term survey of the Old Testament. This term will include a study of Job-Malachi.

Course Objectives:  
During the course of the year the student will gain general knowledge by way of Old Testament introduction; a better understanding of the theological themes of the Old Testament (God’s nature, salvation, judgment, Messiah, etc.); a better understanding of the purpose and meaning of individual books; and, a sense of the Messiah's presence in the Law, the Prophets, and the Writings.

During the second term of Survey:

1) The student will gain a general understanding of the contents of Job-Malachi.
2) The student will gain a general understanding of the theological themes in these books.
3) The student will gain an increased appreciation for the doctrinal and practical value of these books.
4) The student will gain an increased awareness of the Messiah's presence in the Old Testament.

Course Textbooks:

The Holy Bible.


Course Requirements:

Attendance: Please pay special attention to attendance requirements as listed in the catalog. Also note the requirements for Tuesday chapel attendance. Each student is responsible for tracking his/her own absences. Role will be taken at the beginning of class. If a student is tardy, it is the student's responsibility to notify the professor at the end of class. Students have a maximum of nine absences during the course term. Three tardy marks are equal to one absence.

Practical Missions: Please pay special attention to the Practical Missions requirements as listed in the catalog. Completion both of your Practical Missions assignments and your personal witnessing activity are mandatory for course credit.

Testing and Evaluation: The average of the grades from the research paper (33.3%), the midterm exam (33.3%), and the final exam (33.3%) will constitute the final grade for the course. Reading should be done before the material is covered in class—both from the Bible and from the text for the course. A percentage of each exam will deal with the amount of reading to date. While review sheets may be retained by the students, all exams will be retained by the professor after student review of the completed and graded tests.

Office Hours:  
Usually the professor will be available to meet with students after class. Students who need to confer with the professor are encouraged to schedule a time through the faculty secretaries’ office.
Late Work: An exam may only be made up if the absence is excused. The term paper will not be accepted after the final exam date.

Class Conduct:

1. All talking should stop when the bell rings. Students should be attentive to the prayer requests of other class members. Whoever has the floor should not be interrupted whether it is the professor or a fellow student asking a question when called upon.

2. No one is to leave the classroom until the class ends unless it is an emergency.

3. Computers, cell phones, and other electronic devices may only be used for taking notes or other class related activities. Surfing the internet, texting, tweeting, etc. are not permitted. Students who abuse this policy will not be allowed to bring such devices to class.

4. Class is not dismissed until the professor dismisses the class (even after the bell rings).

5. Students should exhibit a Christ-like attitude and demeanor at all times.

After a warning, points will be deducted from the student’s grade for violation of any of the above rules.

Grading scale (per catalog, p. 72-73)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100</td>
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<tr>
<td>A-</td>
<td>95-96</td>
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<tr>
<td>B+</td>
<td>93-94</td>
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<tr>
<td>B</td>
<td>90-92</td>
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<tr>
<td>B-</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>84-86</td>
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<tr>
<td>C</td>
<td>81-83</td>
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<tr>
<td>C-</td>
<td>77-80</td>
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<tr>
<td>D+</td>
<td>75-76</td>
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<tr>
<td>D</td>
<td>72-74</td>
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<tr>
<td>D-</td>
<td>70-71</td>
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<td>F</td>
<td>69 and below</td>
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OLD TESTAMENT SURVEY
Course: OT 5102

Week 1: January 20-22
Reading: Job
W&W 495-511.

Week 2: January 27-29
Reading: Psalms

Week 3: February 3-5
Reading: Psalms

Week 4: February 10-12
Reading: Proverbs, Ecclesiastes, and Song of Songs
W&W 527-554.

Week 5: February 17-19
Reading: Obadiah & Joel
W&W 439-444; 423-429.
IOTPB 308-18; 390-402.

Week 6: February 24-26
Reading: Hosea & Amos,
W&W 414-22; 430-38.
IOTPB 64-124.

Week 7: March 3-5
Reading: Jonah & Nahum
W&W 445-452; 459-64.
IOTPB 47-63; 261-73.
Spring Break (no classes) March 6-23

Week 8: March 24-26
Reading: Isaiah & Micah
W&W 367-79; 453-58.
IOTPB 125-96.
Midterm exam (TBA)

Week 9: March 31-April 2
Reading: Isaiah & Micah
W&W 367-79; 453-58.
IOTPB 125-96.

Week 10: April 7-9
Reading: Isaiah & Micah
W&W 367-79; 453-58.
IOTPB 125-96.

Week 11: April 14-16
Reading: Zephaniah, Jeremiah (Lamentations) & Habakkuk
W&W 472-77; 380-93; 555-60; 465-71.
IOTPB 197-208; 223-60; 319-334; 209-23.
Good Friday, April 18th, Seminary closed

Week 12: April 21-23
Reading: Ezekiel & Daniel
W&W 394-413.
IOTPB 274-307; 335-61.

Week 13: April 28-30
Reading: Ezekiel & Daniel
W&W 394-413.
IOTPB 274-307; 335-61.

Week 14: May 5-7
Reading: Haggai & Zechariah
W&W 478-89.
IOTPB 362-89.

Week 15: May 12-14
Reading: Malachi
W&W 490-94.
IOTPB 403-13.

Week 16: May 19-20
Exams

The Professor reserves the right to make any necessary changes
During the semester to the information provided in this syllabus.

*Research Paper Due May 14th*
SELECT BIBLIOGRAPHY

For a bibliography of individual biblical books, see the professor’s Old Testament survey notes and the textbook.

Old Testament Canon/Textual Criticism


Introductions and Surveys


1 An asterisk indicates a conservative work.


**Old Testament Histories**


**Other Helpful Works**


### Rubric for Research Papers

<table>
<thead>
<tr>
<th>Grade</th>
<th>A (20-19 points)</th>
<th>B (18-17 points)</th>
<th>C (16-15 points)</th>
<th>D (14 points)</th>
<th>E (13-0 points)</th>
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<td></td>
<td>Excellent in every way and easy to read and follow the thought/ logic with outstanding analysis and well-supported conclusions.</td>
<td>A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.</td>
<td>Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.</td>
<td>Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.</td>
<td>Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.</td>
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<td>Presentation of Ideas (Content)</td>
<td>Uses a logical structure appropriate to paper’s subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.</td>
<td>Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to most important idea. Some logical links may be faulty, but each paragraph clearly relates to the paper’s central idea.</td>
<td>May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.</td>
<td>May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper’s thesis.</td>
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<td>Organization and flow (Content)</td>
<td>Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper’s audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.</td>
<td>Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.</td>
<td>Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.</td>
<td>May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.</td>
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<td>Style (Content)</td>
<td>Excellent use of Turabian. Provides excellent bibliography and uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.</td>
<td>Good use of Turabian. Provides good bibliography and begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.</td>
<td>Fair use of Turabian. Provides a bibliography but often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has a lapse in logic.</td>
<td>Poor use of Turabian. Poor bibliography supplied and depends on clichés or over generalizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.</td>
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<td>Turabian use, Research and Support</td>
<td>Almost entirely free of spelling, punctuation, and grammatical errors.</td>
<td>May contain a few errors, which may annoy the reader but not impede understanding.</td>
<td>Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.</td>
<td>Usually contains either many mechanical errors or a few important errors that block the reader’s understanding and ability to see clear connections between thoughts.</td>
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<td>Mechanics</td>
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**Total Points**

Grade: ____________________
I have read and understand this syllabus for Old Testament Survey 5102:

Name/Date: __________________________________________________________