I. Introduction to the Old Testament Online

Theology 101-02 • M1 Fall 2016 • 3 Credit Hours

II. Instructor, Office Location and Office Hours:
Instructor: Daniel J. Kuntz, PhD
Semester: Fall 2016 M1
Meeting Times: Tuesdays, 7-8 pm, 08/16/16 – 10/04/16
Meeting Room: Adobe Connect
Office: My Office at Decorah, IA
Home Phone: 586.277.1194
E-Mail Address: daniel.kuntz@brescia.edu

Office Hours: I teach for Brescia University part-time and online only. But you are welcome to call me at my home (after 8:00 pm in the evening or before 12:00 Noon is absolutely, utterly, unequivocally and without prejudice, prohibited). The most effective way to get in touch with me is to send an email with your question and I will respond in writing. If you wish to have an extended conversation about an issue we have discussed in a chat or elsewhere, send a telephone number along with days and times when I can reach you and we can have a more thorough conversation on the telephone.

“In each generation the solemn [seder] meal engaged the participants in the covenant relationship which God had established with their ancestors, and it looked forward as promise to God's final redemption of Israel.”

- Maria Boulding

III. Prerequisites: There are no prerequisites for this course.

IV. Required Texts and Materials: The texts below can be purchased through the MBS Brescia Online Bookstore system (http://bookstore.mbsdirect.net/brescia.htm). We do not recommend purchasing your texts from other online vendors only because they do not always stock the texts required and must purchase them from the publisher who may take a great deal of time getting them to your vendor—sometimes after the course begins. The MBS system can assure you the books you need and have them in your hands on time. In either case, it is your responsibility to know the material, be ready for our chats and complete quizzes and exams regardless of when the texts arrive to you. Beg or borrow the text from a friend if you must because the first several weeks of this course will be critical to the success of your term paper.

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C. The Holy Scriptures. Choose one of the following Christian Study Bibles:


OR


OR


OR

A Study Bible of your Choice or from Your own Religious Tradition with the approval of your instructor. Seek this approval with a convincing email indicating that your choice is consistent with characteristics of the scholarly Bibles listed above.

Additional Required and Recommended Materials: Students will be able to find all of the required and recommended materials for this course on the Moodle Platform as needed throughout the course. You might download them early, however, by scanning down the whole of the Moodle platform page.
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Please download the required exercises (the weeks in which they are available are listed below) and begin reading James Michener The Source. Complete the multiple-choice questionnaire as you work. Each worksheet is worth 3 points (out of 100 for the semester). They add up! So begin reading as soon as you can—it is a wonderful book!

<table>
<thead>
<tr>
<th>Week</th>
<th>Required Michener Worksheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #2</td>
<td>Michener #1, Chapter 1 “The Tell”</td>
</tr>
<tr>
<td>Week #3</td>
<td>Michener #2, Chapter 2 “The Bee Eater”</td>
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<tr>
<td>Week #5</td>
<td>Michener #3, Chapter 3 “Of Death and Life”</td>
</tr>
<tr>
<td>Week #6</td>
<td>Michener #4, Chapter 4 “An Old Man and His God”</td>
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</table>

V. This course serves as an elective option for 3 credit hour of the 6 Theology credit hours toward the GER. It also fulfills outcome #1 in writing clearly, thinking analytically and researching competently in the Term Paper Exegesis required toward the end of the semester.

VI. This course also fulfills one of the scripture requirements for all forms of the Theology degree.

VII. The following learning outcomes in this course for all degrees in Theology have been adapted from and serve to promote the outcomes of the Competency-Based Standards for the Formation, Ministry, and Life for Permanent Deacons in the United States. Some of these, related to the Old Testament canon, are outlined more specifically below:

A. The student will be able to understand the historical and cultural background, the overall context, and key themes of the Old Testament as a whole.¹

Guiding Question: What events and ideas in the ancient world have influenced the creation of the Hebrew Testament canon?

Specific Outcome: The student will be able to articulate how the scriptures have come together and the various influences that have helped to shape the Optional Writing of each text.

¹Related Brescia University Outcomes: This component fulfills the following Brescia University Educational Outcomes as outlined in the 2014-2016 Brescia University Undergraduate Catalog, p. 41: the thinking skills of logic and identification of sources the of ancient scriptural text; in the creative skill of perceiving the world from perspective of the scripture writers; and in the knowledge of the Jewish and early Christian religious traditions.

National Ministry Certification Standard(s): Students will be introduced to the scriptures as divinely inspired and shaped by the ideas, laws, concepts, and texts of the people of God within their cultural context. 3.1.2.

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Assessment tools: Class discussions, written compositions, and tests.

B. The student will be able to identify and demonstrate at least minimal use of some scholarly methods and tools of Old Testament interpretation; the student will also be able to appreciate some of the positive benefits of these methods and tools of interpretation for the humanities.²

Guiding Question: What are the scholarly methods used to analyze and interpret the Hebrew Testament scriptures?

Specific Outcome: The student will be able to articulate the major themes of scripture and his or her relation to Jewish and Christian teachings using scholarly methods of analysis and interpretation.


Assessment tools: Class discussions/questions, tests, written compositions, and oral reports.

C. The student who belongs to a particular Christian denomination will reflect on his/her own church’s attitude toward the Old Testament and toward modern biblical study.³

Guiding Question: How are my church’s core beliefs shaped by scholarly methods of analysis and interpretation of the scriptures?

Specific Outcome: The student will be able to articulate the relationships between scripture and worship, evangelization, social justice, and theological reflection.

²Related Brescia University Outcomes: This component fulfills the following Brescia University Educational Outcomes as outlined in the 2014-2016 Brescia University Undergraduate Catalog, p. 41: the thinking skill of interpreting data of scripture; in the research skills of finding and processing information, utilizing appropriate technology, and synthesizing information from disparate sources; in the communication skills of producing organized, purposeful Optional Writing in an appropriate style and of speaking articulately on the main issues of the New Testament scriptural text; and in the personal welfare value of continuing intellectual and spiritual development.

National Ministry Certification Standard(s): Students will be introduced to the major themes and concepts in scripture and tradition in the light of Church teaching, diverse cultural interpretation, and contemporary critical exegesis and hermeneutics. 3.1.3.

³Related Brescia University Outcomes: This component fulfills the following Brescia University Educational Outcomes as outlined in the 2014-2016 Brescia University Undergraduate Catalog, p. 41: thinking skills of applying logic to everyday life, interpreting the scriptural data, and evaluating judgments; in the research skill of investigating information; in the communication skills of speaking articulately and listening effectively; in the creative skill of perceiving the world from different perspectives and its implications for the value of global welfare; and in the human welfare values of respecting individual differences and appreciating diversity of cultures.

National Ministry Certification Standard(s): Students will be introduced to the use of the insights of scripture and tradition as a resource for worship, evangelization, social justice, and theological reflection. 3.1.1.

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Assessment tools: Class discussions/questions, tests, written compositions, and oral reports.

D. The student will gain some basic understanding of how the milieu of the authors of the Old Testament have helped to shape the can of scripture itself.

Guiding Question: How did the Old Testament canon emerge from its historical milieu?

Specific Outcome: The student will be able to articulate the relationship between scripture, particularly the Torah, and everyday human experience.


Assessment tools: Class discussions/questions, tests and oral reports.

VIII. Brescia University and Course Outcomes/Objectives:

While the outcomes listed below are course-specific, they reflect Brescia University’s Educational Outcomes

1. Students will hone their skills of analyzing and thinking critically as they complete their term paper exercise using the tools of modern scripture scholarship as a means of helping them to prepare for further work in this field, work in other academic disciplines, graduate work or future employment where such skills are highly valued.

2. Students will be able articulate the biblical, historical, and theological foundations for a commitment to social justice—articulated early in human history among the Old Testament prophets—by engaging with some of the questions raised by the Old Testament Prophets in order to provide insight into the questions of injustice that continue to wound our humanity today.

3. Students will be able to demonstrate an ability to apply the meaning of the Deuteronomic History to the scriptures as a dominant model of modern scripture scholarship by engaging with the related disciplines of archaeology, history, literature, philosophy, sociology, theology and more.

Related Brescia University Outcomes: This component fulfills the following Brescia University Educational Outcomes as outlined in the 2014-2016 Brescia University Undergraduate Catalog, p. 41: thinking skills of reasoning from hypothesis to conclusion, interpreting scriptural data, and identifying core issues; in the research skill of finding, observing, and investigating scriptural information and integrating it into daily life; in the communication skill of producing organized Optional Writing in reflection assignments in an appropriate style; in the global welfare value of recognizing the wonder of creation; in the human welfare value of promoting justice and peace; and in the personal welfare values of continuing intellectual development and seeking spiritual growth.

National Ministry Certification Standard(s): Students will identify the contents of the major biblical texts and concepts and their relationship to one another and human experience. 3.1.4.
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4. Students will be able to give examples of how the Old Testament scriptures reveal the God of History in the historical account of Israel’s relationship with God and to point out some of the ways Hebrew prophets have interpreted the meaning of this history in forum exercises.

5. Students will, in turn, be able to communicate the ways they interpret the histories of their own relationships with God, their higher power, or what animates their lives for their own on-going spiritual and/or cultural enrichment in their Theological Reflections.

6. Finally, as students discover the sacred embedded in the Old Testament scriptures, they will be encouraged to begin a life-long respect for the sacred among diverse peoples of many faith traditions so that Brescia students might model a respect for the sacred as an important part of the Brescia Difference.

IX. WELCOME TO AN INTRODUCTION TO THE OLD TESTAMENT (Instructional Techniques)

Christians, Jews, Muslims, scholars and anyone with interest, are perhaps first struck by the fact that this ancient anthology of books covers a thousand year history. Indeed, it was a “work-in-progress,” in very many ways, for nearly the whole of those thousand years. For this reason, we will have time for little else than to draw out some of the most important themes that run all throughout the Bible embedded in what the Jewish people call the Torah, the first five books of the Bible or the Pentateuch. The rich meaning of these five books is challenging to uncover because of our distance from it in time, the assumptions we bring to it and the various manuscripts of this text that have been discovered, even in our own era. We will therefore have to hit the ground running! Your commitment to this course should start early, so be sure to set aside time each day to study our primary texts of scriptures as well as to develop an understanding of our secondary text in Lawrence Boadt’s Reading the Old Testament. We can only unearth the spiritual riches of this great work by committing to it from a religious point of view, or analyzing it from a recognizing in it a committed ‘scientific’ point of view. We will attempt to do both and as we do, the words may well begin to leap off every page. So make good use of your time in this course—you may never have the opportunity to make this kind of study again!

X. Academic Requirements:
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1. **Quizzes (16%)**: Students are required to take all of the quizzes as scheduled on Moodle. Twelve questions will appear on each Multiple-Choice/True-False quiz worth up to four points each. Students will have twelve minutes to complete each weekly quiz, however, your instructor will take your four best quiz scores in the final calculation of your semester grade.

**Preparation for Quizzes** The material for your quizzes will be taken from the reading materials, the PowerPoint presentations, our Chat discussions, the Forums and the handout materials that are available to you. Your understanding of these materials is your responsibility so if there is something you do not understand, by all means, ask—either in the chat, by email or telephone. But again, please recognize that your knowledge of this material is your responsibility. The nature of online learning makes it impossible for one to know everything one needs simply by showing up to each chat.

If you know that you cannot take the quiz for reasons beyond your control, please let me know and we will work out a time when the quiz can be unlocked for you. (What constitutes this of course will be determined by your explanation and your instructor’s “common sense” judgment which will be final). If you fail to take the make up quiz or exam, you will not have a second chance to make it up unless this is cleared through your instructor.

**The Optional Worksheets.** As indicated above, the quiz and exam material will be taken from what is assigned each week. An excellent way to study for these quizzes is to download the optional worksheets for each chapter and fill in the blanks as you read to alert you to key principles, themes and the events that have shaped them. These worksheets are not required, and are not to be turned in. However, I highly recommend that you do them so that your open-book/note quizzes and exams will go smoothly and that you will finish. Finally, be sure to regularly check your timeline as a work-in-progress and familiarize yourself with it. You will remember a great deal more if you have memorized the dates that correspond to sequences of events that are critical to the meaning of much of our texts.

A second way to study for your quizzes is to cultivate the habit of asking yourself at the end of a reading section if you understand what you have just read. If not, go back and read it until you do. If you know the material well enough to explain it to another person, then move on. If you look out into the world of ‘Web Junk’ to seek help, limit your choices to those with the “.edu” or “.gov” domains because they will usually provide the most reliable information. You can always email or call me during the proper hours, and I will do my best to help you. The Librarians at the Brescia Library whom you may contact through the portal on the Moodle Platform are always eager to help!

2. **Michener Exercises (12%)**: Due on the dates indicated on the Moodle platform as indicated above. This book is so well-written that you will not want to put it down. It is an
account of how things might have been for the ancient Jewish peoples. The entire book itself will take you through an imaginative history of the Jewish people that begins about 3,500 BCE on up through the Second World War and a bit beyond. These Michener worksheets are designed to get you going on the readings during those weeks that you need a break with a good read! These chapters appear at approximately the appropriate times we are reading the Boadt chapters. They are worth up to 3 points each and can be downloaded from our Moodle Course Website.

3. Midterm (15%): The midterm is due on the day and time indicated on the Moodle platform. The midterm will consist of 50 multiple-choice questions based on the reading materials, lectures, reflections, quizzes, Michener exercises, the timeline and discussions. Each question will be worth .3 points for a total of 15 possible points. If you have been making good use of the optional worksheets as study guides, you will finish the quiz or exam well under the time you have to complete it. These are ‘open-note’ quizzes and exams, so be sure to keep your worksheets and quizzes together where you can easily find them. Finally, please be sure to begin the exam at least one hour before it is due. The lock-out time will cut you out of the exam when the clock runs out otherwise. If, for an extraordinary reason, you cannot complete the exam at the exam time, please follow the same procedure as indicated above for the quizzes. Again, your instructor’s decision on whether or not you may make up a missed exam is final.

4. Theological Reflection Exercise (10%): As indicated on the Moodle platform, this exercise is not due until the week after the midterm. It would be good for you, however, to read through the requirements and to think about questions soon so that you are much better prepared to write when you do write. Please number your answers, but do not repeat the questions in your essays. Turn in your reflection as one file, no less than two full-, but no more than three, double-spaced pages. Use a 12 point font, Times New Roman typeset with 1 inch margins all around. These formatting instructions will be part of your grade, so be sure that you follow them carefully. Late work will not be accepted, unless, at the discretion of your professor alone, a reasonable justification for its late submission is made clear.

The questions below are designed to encourage you to ask yourself some thoughtful, but challenging questions about Israel’s living relationship with God in history. At the same time, they are designed to challenge you to think back on events in your life that led to similar questions, and perhaps similar answers. You may well be surprised to find that your answers run bigger and deeper than your questions. Here are your questions:

I. Imagine that you have witnessed the complete destruction of the Jerusalem Temple by Nebuchadnezzar’s armies in 586 BCE. Then imagine the horrifying and perhaps conflicting reactions you would have (after you have recovered from your shock) as you reflected on its implications on your long long march to Babylon. As you reflect on the implications of these losses, ask yourself the following questions and give your own personal responses to them.
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a. “How is it possible that YHWH could use the treacherous King Nebuchadnezzar as the razor-sharp instrument of God’s power and anger to destroy (of all things) the Jerusalem Temple and take God’s people into Babylon?”

b. “How is it that YHWH’s power appears to be the weaker than the Babylonian god, Marduk and his pantheon of the gods in Babylon?”

c. Ask and answer at least one additional question of your own.

II. What impact might it have on you to learn (or at least to read) that some of the most of the important traditions of the Pentateuch itself might have been assembled long after the events (for example, very long after Abraham’s journey into Palestine or even several centuries after the Exodus from Egypt)? What have you understood this to mean for your faith or how does this change (or not) the way you previously understood the Bible?

III. What troubles you the most about our study of the scriptures so far in this course and why?

IV. What do you think is the most important or significant thing (that you may, in fact, want to discuss at a casual dinner party!) you have learned about the Old Testament, and why do you think this is important for people in the twenty-first century to know?

5. **Course Term Paper (15%)**: The course Term Paper is due on the day and time indicated on the Moodle platform (the 7th week). Take a look early at Appendix A (far below this syllabus but also on the Moodle Platform) for the instructions on how to write this paper. If you follow the instructions step by step, you should have no trouble preparing it. Students have very often started this project with a great deal of trepidation, but after carefully accomplishing it, they have recognized it as really quite easy and a rather good experience. As for your paper topics, see Appendix C (even further below) for a chart of the scripture passages about which you may write your term papers. Only one student per scripture verse or verses will be allowed (scholars call scripture verses that can stand on their own, even outside of their context, ‘pericopes.’ Most of you will be studying pericopes of this kind), so start looking over them soon and choose three that suit you best. Scripture verses will be assigned on a first-come, first-served, basis. Your three top picks must be turned in by chat time of our second week.

6. **The Discussion Forums (9%)**, posting six times as indicated in the Course Schedule (shown below and online). Each post is worth 1.5 points for each submission. Respond to the question or questions put to you in your first post. As you read your classmates’ posts, respond to at least one of them. You will get credit for your first and second posts only, so do a good job on them. You may certainly write more, but only the first two are worth credit. *Be sure to*
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**make this second post on time. The platform will lock out on the date and time indicated on Moodle.** You will no longer be allowed to post your #1 or #2 post.

**An 'A' forum post** should be at least a paragraph in length (that is, no less than four or five substantive sentences), one that clearly demonstrates a mastery or a command of the material asked about in the question, and one that is original to you (that is, you do not simply ‘regurgitate’ what either your texts or your instructor might say). As a way to further bolster your grade, include a well-chosen quote that sums up your view. Finally, your forum post would be honest. Feel free to disagree with each other or myself, but do this in a respectful and thoughtful manner—and in a way that is well supported by our course content.

Finally, there is this: your **Forum Posts and Discussion are yours alone.** I will not “weigh in” unless asked to do so in an email or in the chat. If you wish, call me in the afternoon or evening and I will have plenty of time to talk about some issue raised by the course more deeply. I always enjoy this.

7. **Timeline (8%):** Your timeline is to be completed by the day and time indicated on the Moodle platform. You may construct your timeline in any way that you wish as long as the most important dates, events, and their significance for the Jewish people in the ancient world are clearly displayed and that is easy for you to use as a reference.

8. **Final Exam (15%):** Due at the day and time indicated on the Moodle platform. Just as the midterm, the exam will consist of 50 multiple-choice and (a small number of) true-false questions based on the reading materials, Chat discussions/lectures, reflections, quizzes, and the timeline. Again, if you have made good use of the optional worksheets as you read each chapter, you will easily finish the exam in 60 minutes. If a student does not complete the exam on time, or he or she simply does not complete the exam without first making prior arrangements by the scheduled test day and time, the student will receive a zero for the exam. At the instructor’s discretion alone, however, a student may take a make-up quiz or exam if the instructor is convinced that the student has a legitimate and reasonable excuse for the absence.

**Course and Chat Etiquette:**

1. **Participation/Attendance:** Each student must attend each and every Chat. If the student simply logs-in and walks away for an hour or so, and the student is directly asked a question, the student will be counted absent. Absences will be noted and sent to the Division Chair as well as the Assistant Academic Dean for Online Courses. This is important not only for the student’s general knowledge of how the parts make up the whole, but for the student’s academic standing as well. For example, if your grade is at the top of the ‘B’ range, and your attendance is perfect, your grade may well ‘round up’ to an ‘A’. The converse is also true. If your grade is near the bottom of the ‘B’ range, for example, and you are absent more than 20%
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of our total chat time, your grade is sure to be ‘rounded down” to a ‘C’ grade. In fact, students who miss more than 20% of our chat room contact time may be denied credit for the course. Each chat will be recorded, so if you do miss for a very good reason, you will be able to catch up on the chats. For additional information on this 20%, Brescia-wide Attendance Policy, please see the 2014-2016 Brescia University Undergraduate Catalog on “Attendance,” p. 46:

You are expected to attend all classes. A student missing twenty percent or more of the scheduled class meetings for a course may be denied credit for that course unless there are extenuating circumstances and the student demonstrates adequate comprehension of course content. In full-semester courses, each instructor is free to set class attendance standards in the course syllabus. Students should consult each course syllabus and speak with the instructor immediately if attendance issues develop.”

Make-up work for absences must be arranged with the instructor prior to the missed class in order to receive full credit.

2. Plagiarism: While the internet has made it possible for students to pay for research papers online, it has also made checking students’ work for plagiarism with some rather sophisticated search engines. Academic honesty is a rigor to which we are all held to account. Plagiarism will result in at least a 0 for the assignment and notification to the Academic Dean of the student’s plagiarism. (See Brescia University Undergraduate Catalog, 2014-2016, p. 41, on Academic Integrity). For pointers on how to steer clear of “inadvertent” plagiarism, see: http://library.albany.edu/usered/plagiarism/index.html).

3. Late Work: Late work will not be accepted, unless at the discretion of your professor alone, the student has shown a reasonable and legitimate need for the late submission.

4. Cell Phones and Text Messaging. Cell Phones must be turned off during chat time. There is to be no communication with others outside of class or text-messaging others within the chat. If a student is caught engaging in any of these activities, the student will receive a “0” for class attendance and participation for that chat.

5. Students with Special Needs: Brescia University is committed to providing equal access to education for all students. Reasonable accommodations are available for students with a documented disability. If you have a documented disability and will need accommodations to participate fully in this course, please contact Mr. Dwight Ottman (dwight.ottman@brescia.edu). All academic accommodations must be approved through his office.

XI. Scale of Evaluation: See the grade chart immediately below for our grade scale:

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<table>
<thead>
<tr>
<th>Superior Work</th>
<th>95-100  = A</th>
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<tbody>
<tr>
<td></td>
<td>93-94.9  = A-*</td>
</tr>
<tr>
<td>Above Average Work</td>
<td>89-92.9  = B+</td>
</tr>
<tr>
<td></td>
<td>85-88.9  = B</td>
</tr>
<tr>
<td></td>
<td>83-84.9  = B-</td>
</tr>
<tr>
<td>Satisfactory or Average Work</td>
<td>79-82.9 = C+</td>
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<tr>
<td></td>
<td>75-79.9  = C</td>
</tr>
<tr>
<td></td>
<td>73-74.9  = C-</td>
</tr>
<tr>
<td>Below Average Work, but Passing</td>
<td>63-72.9 = D</td>
</tr>
<tr>
<td>Failing</td>
<td>62.9-Below = F</td>
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*Those of you who are working toward any of the degrees in Theology should aspire to this grade for every assignment.

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“Hear O Israel, the Lord is our God, the Lord is One”
(Shema Yisrael Adonai eloheinu Adonai ehad, Deuteronomy 6)

Course Schedule The course schedule listed below should be an accurate copy of what is on the Moodle platform. If a discrepancy between the two exist, please do let me know so that I can correct the error. Also, if there is a discrepancy between the two, the Moodle platform will always trump the schedule as it is listed below.
# Week 1. “Jeremiah: Tough Words for Yahweh’s People”

## The Hebrew Bible: Assignments for Week #1

**Monday, August 15, 2016 Week #1 Chat Prep** - Please read, view, write or complete in the order as listed below for Week #1:

1. Please Begin to Construct Your Own Historical Timelines—as you read—of the significant moments, the prophetic voices and the events inside and outside of the Bible that have had an impact on Israel’s unfolding, historical relationship with God. Format it in the way that works best for you. Click on the template below if you would like a suggested format. You will turn your timeline in by midnight, Thursday, October 6, 2016 or when you believe it to be complete.

2. Please read Daniel Kuntz: “A Very Brief History of some Old Testament Time.” The worksheet below is optional (not to be turned in, but to be used for your quizzes and exams). Please click below to download the worksheet.

3. Please read Lawrence Boadt, Chapter Eighteen: “Jeremiah and the Deuteronomc History.” The worksheet below is optional (not to be turned in, but to be used for your quizzes and exams). Please click below to download the worksheet.

4. Please Choose your top three scripture passages from the chart below and in the order of your preference, (this chart can also be found beginning at Appendix C of your syllabus). This choice will become the term paper on which you will complete toward the end of the semester. You may choose your scripture passage only from this chart. Your paper will be an in-depth study of this scripture passage (pericope). Please email your top three choices to me at daniel.kuntz@brescia.edu before next week's Chat time #2. Just one student per pericope and on a 'first come, first served' basis.

**Tuesday, August 16, 2016 Chat #1, 7 pm CDT; Attendance is required.**

5. Chat #1: D.J. Kuntz, PhD “Jeremiah: Tough Questions for Yahweh’s People” (Please click at the top of this page at #2. “Adobe Connect Live” this week and every week to enter our chat).

**Wednesday, August 17, 2016**

No assignments due today.

**Thursday, August 18, 2016**

No assignments due today.
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<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Details</th>
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<tbody>
<tr>
<td>Friday, August 19, 2016</td>
<td>No assignments due today.</td>
</tr>
<tr>
<td>Saturday, August 20, 2016</td>
<td>No assignments due today.</td>
</tr>
<tr>
<td><strong>Sunday, August 21, 2016</strong></td>
<td>6. <strong>Quiz #1</strong> on Kuntz: “Jeremiah: Tough Questions for Yahweh’s People” and Boadt Chapter Eighteen: “Jeremiah and the Deuteronomistic History.” Please complete the quiz by midnight tonight. You will have 12 minutes to complete the 12 multiple-choice questions.</td>
</tr>
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</table>
Week 2. The World in which the Old Testament Writers Lived

The Hebrew Bible: Assignments for Week #2

**Monday, August 22, 2016 Week #2 Chat Prep** - Please read, view, write or complete in the order as listed below for Week #2:

1. **Please skim through** Lawrence Boadt, Chapter One: “Introducing the Old Testament.” pp. The worksheet below is optional (not to be turned in, but used for your quizzes and exams). Please click below to download the worksheet.

2. **Please read** Lawrence Boadt, Chapter Three: “Archaeology and the Old Testament.” pp. The worksheet below is optional (not to be turned in, but to be used for your quizzes and exams). Please click below to download the worksheet.


4. **Please email to me by chat time tomorrow (Tuesday)** your top three pericopes (scripture verses) from the chart below (you can also find this chart at Appendix C of your Syllabus) to daniel.kuntz@brescia.edu.

**Tuesday, August 23, 2016 Chat #2**, 7 pm CDT; Attendance is required.

5. **Chat #2**: D.J. Kuntz, PhD “The World in which the Old Testament Writers Lived” (Please click at the very top top of this Moodle page at #2. “Adobe Connect Live” this week—and every week—to enter our chat).

**Wednesday, August 24, 2016**


**Thursday, August 25, 2016**

7. **Discussion Forum #2.1**: Please click below to enter the thread and post your response to the questions. Due by midnight tonight. At the very end of Boadt’s chapter on Archaeology, your author makes a rather astonishing statement to inspire a thoughtful discussion. “Archaeology can absolutely and unquestionably prove the Bible to be true or false.” In the light of the question just as it...
I. Introduction to the Old Testament Online

Theology 101-02 • M1 Fall 2016 • 3 Credit Hours

stands, please post your thoughts on the following questions: In your view, what do you think most people generally understand the phrase “The Bible is true (or false)” to mean? Give a specific example of at least one way from Boadt’s chapter on archaeology that might show the Bible to be a) “true” or b) “false” (and if you are feeling it... give both) according to this meaning? What part or element of the method of Archaeology (that is, pottery typology, etc.) that Boadt describes in chapter three might you think be most useful for studying scripture and why? Finally, what do you believe we should take away from our recent knowledge that the Dead Sea Scrolls have both affirmed much of what is present in our Old Testament texts and challenged others?

<table>
<thead>
<tr>
<th>Friday, August 26, 2016</th>
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<tr>
<td>No assignments due today.</td>
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<tr>
<th>Saturday, August 27, 2016</th>
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<td>No assignments due today.</td>
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<tr>
<th>Sunday, August 28, 2016</th>
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<tbody>
<tr>
<td>8. Michener Worksheet #1 on “The Tell” due by midnight tonight (please see above at #3 for the worksheet).</td>
</tr>
<tr>
<td>9. Discussion Forum 2.2. Please return to the thread at #7 above and this time respond to a classmate by midnight tonight.</td>
</tr>
<tr>
<td>10. Quiz #2 on Boadt Chapter 3, “Archaeology and the Old Testament” and Michener, “The Tell.” Please complete the quiz below by midnight tonight. You will have 12 minutes to complete the 12 multiple-choice questions.</td>
</tr>
</tbody>
</table>
### Week 3. Tools and Approaches

**The Hebrew Bible: Assignments for Week #3**

**Monday, August 29, 2016** Week #3 Chat Prep - Please read, view, write or complete in the order as listed below for Week #3:

1. **Please read Lawrence Boadt, Chapter Four:** “Literary Tools for Old Testament Study” The worksheet below is optional (not to be turned in, but to be used for your quizzes and exams). Please click below to download the worksheet.

2. **Please read James Michener, Chapter Two:** “The Bee Eater,” 77-111. Michener #2 worksheet is required and due Sunday by midnight. Please click below for the worksheet.

**Tuesday, August 30, 2016** Chat #3, 7 pm CDT; Attendance is required.

3. **Chat #3 D. J. Kuntz, PhD Tools and Approaches** (Please click at the very top of this Moodle page at #2. “Adobe Connect Live” this week—and every week—to enter our chat).

**Wednesday, August 31, 2016**

No assignment due today.

**Thursday, September 1, 2016**

No assignment due today.

**NB: Please look ahead to The Theological Reflection** due Saturday, September 24, 2016.

*Please see the instructions for this assignment by clicking below or on the Syllabus at #4 under Course Requirements).*

4. **Discussion Forum #3.1** due by midnight tonight. At a time when the overwhelmingly vast majority of the ancient Hebrews could not read, should we (can we?) accept oral traditions as history itself or should we classify them as stories that may nevertheless be deeply rooted in history? Why? What is Source Criticism and why might Scripture Scholars believe it to be one of the most important tools for peeling down the layers of the present text to its original meaning? Do you believe it is legitimate to turn some of the tools of science or methodology on the scriptures as one might study, say, biology or physics? Aristotle? Why or why not?

**Friday, September 2, 2016**

No assignment due today.

**Saturday, September 3, 2016**

No assignment due today.
<table>
<thead>
<tr>
<th>Sunday, September 4, 2016</th>
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<tbody>
<tr>
<td>5. <strong>Discussion Forum #3.2.</strong> Please return to the thread at #4 above and this time respond to a classmate by midnight tonight.</td>
</tr>
<tr>
<td>6. <strong>Michener Worksheet #2</strong> “The Bee Eater” due by midnight tonight (please see above at #2 for the required worksheet).</td>
</tr>
<tr>
<td>7. <strong>Quiz #3</strong> on Boadt: “Literary Tools for Old Testament Study” and Michener, “The Bee Eater.” Please complete the quiz below by midnight tonight. You will have 12 minutes to complete the 12 multiple-choice questions.</td>
</tr>
</tbody>
</table>
Week 4. The Torah and Scholarly Methods

The Hebrew Bible: Assignments for Week #4

<table>
<thead>
<tr>
<th>Monday, September 5, 2016 Week #4 Chat Prep</th>
<th>Please read, view, write or complete in the order as listed below for Week #4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please read Lawrence Boadt, Chapter Five: “The Pentateuch: The Five Books of Moses” The worksheet below is optional (not to be turned in, but to be used for your quizzes and exams). Please click below to download.</td>
<td></td>
</tr>
</tbody>
</table>

| 2. Please read through the handout entitled, “The Documentary Hypothesis: The JEDP Traditions,” Daniel J. Kuntz, PhD. |

| NB: The Quiz this week (Quiz #4) is due to be complete by Friday at midnight and will include the character each of the J, E, D, and P traditions (Four-Source Theory) as well as Boadt, “The Pentateuch: The Five Books of Moses.” |

<table>
<thead>
<tr>
<th>Tuesday, September 6, 2016 Chat #4, 7 pm CDT; Attendance is required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Chat #4: D.J. Kuntz, PhD “The Torah and Scholarly Methods” (Please click at the very top top of this Moodle page at #2. “Adobe Connect Live” this week—and every week—to enter our chat).</td>
</tr>
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<tr>
<th>Wednesday, September 7, 2016</th>
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<td>No assignment due today.</td>
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<th>Thursday, September 8, 2016</th>
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<td>No assignment due today.</td>
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<th>Friday, September 9, 2016</th>
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<tbody>
<tr>
<td>Quiz #4 on Boadt, “The Pentateuch: The Five Books of Moses” and the character each of the J, E, D, and P traditions (the Documentary Hypothesis Chart).</td>
</tr>
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<tr>
<th>Saturday, September 10, 2016</th>
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<tbody>
<tr>
<td>4. Midterm. Please complete this exam of 50 multiple-choice questions with 60 minutes to complete them by midnight tonight. The material will include the readings for weeks one through four as well as the chats. (The final exam will not be cumulative).</td>
</tr>
</tbody>
</table>
Sunday, September 11, 2016
9/11. A Day to Recollect. No assignments due. You deserve a break!
Week 5. Sin and Death, Covenant and Life

<table>
<thead>
<tr>
<th>The Hebrew Bible: Assignments for Week #5</th>
</tr>
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<tbody>
<tr>
<td>Monday, September 12, 2016 Week #5 Chat Prep - Please read, view, write or complete in the order as listed below for Week #5:</td>
</tr>
<tr>
<td>1. Please read Lawrence Boadt, Chapter Six: “Genesis 1-11: The Preface to Israel’s Story.” The worksheet below is optional (not to be turned in, but to be used for your quizzes and exams). Please click below to download.</td>
</tr>
<tr>
<td>NB: The Theological Reflection is due this Saturday by midnight.</td>
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<tr>
<td>2. Please read the scriptures: Genesis Chapters 1-11.</td>
</tr>
<tr>
<td>3. Please read James Michener, Chapter Three: “Of Death and Life,” 113-163. Michener #3 worksheet is required and due Sunday. Please click below to download the required worksheet.</td>
</tr>
<tr>
<td>Tuesday, September 13, 2016 Chat #5, 7 pm CDT; Attendance is required.</td>
</tr>
<tr>
<td>4. Chat #5 D. J. Kuntz, PhD “Sin and Death, Covenant and Life” (Please click at the top of this Moodle platform at #2. “Adobe Connect Live” this week—and every week—to enter our chat).</td>
</tr>
<tr>
<td>Wednesday, September 14, 2016</td>
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<tr>
<td>No assignments due today.</td>
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<td>Thursday, September 15, 2016</td>
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<td>No assignments due today.</td>
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<td>Friday, September 16, 2016</td>
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<td>No assignments due today.</td>
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<tr>
<td>Saturday, September 17, 2016</td>
</tr>
<tr>
<td>5. Theological Reflection due by midnight tonight. <em>See instructions for this assignment by clicking below or check the Syllabus at #4 under Course Requirements.</em></td>
</tr>
<tr>
<td>Sunday, September 18, 2016</td>
</tr>
</tbody>
</table>
### 6. Michener Worksheet #3 “Of Death and Life” due midnight tonight (please see above at #3 for the required worksheet).

### 7. Quiz #5 on Boadt, “Genesis 1-11: The Preface to Israel’s Story,” the scripture readings and Michener, “Of Death and Life.” Please complete the quiz below by midnight tonight. You will have 12 minutes to complete the 12 multiple-choice questions.
Week 6. Abraham: God’s Man of Faith

### The Hebrew Bible: Assignments for Week #6

**Monday, September 19, 2016 Week #6 Chat Prep** - Please read, view, write or complete in the order as listed below for Week #6:

1. Please read Lawrence Boadt, Chapter 7: “Genesis 12-50: The Patriarchs.”
The worksheet below is optional (not to be turned in, but to be used for your quizzes and exams). Please click below to download.

2. Please read the scriptures: Genesis Chapters 12–15; 22; 27–31; 39–45.

Michener #4 worksheet is required and due Sunday by midnight. Please click below for the required worksheet.

**Tuesday, September 20, 2016 Chat #6, 7 pm CDT; Attendance is required.**

4. Chat #6 D. J. Kuntz, PhD “Abraham: God’s Man of Faith” (Please click at the top of this Moodle platform at #2. “Adobe Connect Live” this week—and every week—to enter our chat).

**Wednesday, September 21, 2016**
No assignments due today.

**Thursday, September 22, 2016**
No assignments due today.

**Friday, September 23, 2016**
No assignments due today.

**Saturday, September 24, 2016**
No assignments due today.

**Sunday, September 25, 2016**

5. Michener Chapter Four Worksheet “An Old Man and His God” is due by midnight tonight (please see above at #3 for the required worksheet).
6. Quiz #6: on Boadt, “Genesis 12-50: The Patriarchs,” the scripture readings and “An Old Man and His God.” Please complete the quiz below by midnight tonight. You will have 12 minutes to complete the 12 multiple-choice questions.
# Week 7. Founding of a Nation

## The Hebrew Bible: Assignments for Week #7

**Monday, September 26, 2016 #7 Chat Prep** - Please read, view, write or complete in the order as listed below for Week #7:

1. Please read Lawrence Boadt, Chapter 8: “The Exodus from Egypt.” The worksheet below is optional (not to be turned in, but to be used for your quizzes and exams). Please click below to download.

2. Please read the scriptures: Exodus 1-6; 14-18

**Tuesday, September 27, 2016 Chat #7, 7 pm CDT; Attendance is required.**

3. Chat #7 D. J. Kuntz, PhD “Founding of a Nation” (Please click at the top of this Moodle page at #2. “Adobe Connect Live” this week—and every week—to enter our chat).

**Wednesday, September 28, 2016**

No assignment due today.

**Thursday, September 29, 2016**

4. Discussion Forum #7.1 due by midnight tonight. Please answer the cluster of questions that appear on the Discussion Forum thread by clicking below: The Israelite slaves might well have been skeptical of this Moses who came from Pharaoh’s household and who may indeed have been a contender for the rule of Egypt’s future. Claiming to be “one of them,” that is, truly a Jewish person, Moses claims for himself a Jewish heritage. How do the scriptures show that Moses has gained the Israelites’ trust, so much so that they are willing—in great numbers—to follow him out into a desert? While Moses succeeds at winning the Israelites’ trust, give at least one example from the assigned scripture readings which show that the Israelites also trust God, even after God’s 400 year silence. Finally, why does Boadt claim that the “Exodus Event” “marks the real beginning of the history of Israel as a people?” Do you agree? What alternative event might you think is more appropriate?

**Friday, September 30, 2016**

No assignment due today.

**Saturday, October 1, 2016**

5. Term Paper due by midnight tonight.
<table>
<thead>
<tr>
<th>Sunday, October 2, 2016</th>
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<tbody>
<tr>
<td>6. Discussion Forum #7.2. Please return to the thread at #4 above and this time respond to a classmate by midnight tonight.</td>
</tr>
<tr>
<td>7. Quiz #7 on Boadt, Chapter 8: “The Exodus from Egypt” scripture readings. Please complete this quiz by midnight tonight. You will have 12 minutes to complete the 12 multiple-choice questions.</td>
</tr>
</tbody>
</table>
# Week 8. The Promise of the Land

## The Hebrew Bible: Assignments For Week #8

**Monday, October 3, 2016 #8 Chat Prep** - Please read, view, write or complete in the order as listed below for Week #8:

1. **Please read Lawrence Boadt, Chapter Nine:** “The Covenant and Journey to Canaan: Exodus 19 through Numbers.” The worksheet below is optional (not to be turned in, but to be used for your quizzes and exams). Please click below to download.

2. **Please read the scriptures:** Exodus 19–24; 32–34; Leviticus 16–19; Numbers 21–24.

**Tuesday, October 4, 2016 Chat #8, 7 pm CDT; Attendance is required.**

3. **Chat #8 D.J. Kuntz, PhD** “The Promise of the Land” (Please click at the top of this Moodle page at #2. “Adobe Connect Live” this week—and every week—to enter our chat).

**Wednesday, October 5, 2016**
No assignment due today.

**Thursday, October 6, 2016**
4. **Timeline due by midnight tonight.** *See above at Week #1, #1 “Please Begin to Construct your Historical Timeline.”*

**Friday, October 7, 2016**
No assignment due today.

**Saturday, October 8, 2016**
5. **Final Exam** Please complete this exam of 50 multiple-choice questions with 60 minutes to complete them by midnight tonight by clicking below. The final exam will not be cumulative and will cover the material from week five to week eight.
I. Introduction to the Old Testament Online

*Theology 101-02 • M1 Fall 2016 • 3 Credit Hours*

**APPENDIX A**

**Course Term Paper Instructions**

1. **Course Term Paper (15 points).** "_____, An Exegetical Report." The student will write on a scripture passage chosen from the list at **Appendix C.** Please follow the outline as indicated below. Including Title and ‘Works Cited’ pages, your paper should be **no less than 8 full- and no more than 9 pages long.** The paper is to be typed with no grammatical, spelling, and/or typing errors in a Times New Roman font size of 12 points. Your text is to be aligned 1 – inch from the left and left-justified. It should be double-spaced with 1 inch margins on every side, using at least one quote from **each** of the following (but not limited to) the required sources:

I. Your **Old Testament** text and its study notes
II. Our **Lawrence Boadt** text
III. **At least one reputable Scholarly Biblical Commentary** of your choice. You are encouraged to use a Biblical Commentary that has an official standing in the religious tradition to which you belong. For example, one of the most prestigious Biblical Commentary in the Roman Catholic Church is the **Jerome Biblical Commentary.** It is an excellent commentary (whether or not you are Catholic) as it collects a great many interpretations with the best known scholarship. (If you are Catholic and wish to use this text, you may even find it in your parish library – ask your priest!). If you are not catholic, check with the local pastor or leader of your community what is appropriate to your tradition. They may even loan you their own. If you do not belong to a religious tradition, please try to get your hands on the **Jerome.** It is very readable with extensive notes. There are good commentaries listed below toward the end under under ‘Commentaries’ at **Appendix C.** Online Commentaries are not acceptable for the following reasons: Most of the online commentaries that are current are those for which you must have a subscription. (Attempts have famously been made to use the 1706 Matthew Henry scripture commentary online. It is not acceptable at the very least because it lacks the benefit of ancient manuscripts found in recent centuries. The **Dead Sea Scrolls** of 1947 is one good example of this). Online commentaries are usually very old and placed online because they are now in the public domain because the copyright on them has run out on them a long time ago.

IV. **You are encouraged to use a second Biblical Commentary** of your choice. They are often in the Reference section of the library and not often allowed to be checked out. Though a second commentary will certainly give your analysis depth as as second commentary makes it easier to write in the long run, you are not required to use a second commentary.

V. You must also use at least **two electronic articles or chapters of books** from which you quote at least once on an issue or a question related to your scripture verses from the **Brescia University Library Databases** or wherever they can legitimately be found. For Brescia go to Brescia.edu -> Academics -> Fr. Leonard Alvey Library (or to the portal at

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**Th101-06 Introduction to the Old Testament • Fall 2016-M2**
Dr. Daniel J. Kuntz
I. Introduction to the Old Testament Online

Moodle where you can simply click “Library Access”) -> then scroll down on the left to “Find” -> ebooks, articles, & more. Type in search terms that are broad at first. A number of books may appear in which only a single chapter is important to you or where you will find other, more relevant search terms. Check the readings you believe relate best to your study, read or skim the chapter or chapters from a book, or articles that need and take good notes. If you need help finding these and other resources, go to the right hand side of the Fr. Leonard Alvey Library website and click on Ask a Librarian. You will be taken to a chat link and to a Librarian who is always quite eager to help!

VI. Some students, when they have not been able to find sources that are helpful from within their own faith tradition, have even gone to their own pastors for help. You are highly encouraged to do this (but only to help you locate a commentary, not to do an interview). Your first or second commentary may well come from your pastor’s own library!

2. Works Cited Page. A ‘Works Cited’ page is required for your paper (formatted according to the MLA standard). Very often I skim through the ‘Works Cited’ page first before I move on to the beginning of the paper. Be sure that when you list a source on your Works Cited page that you have actually cited that work in your paper. Sometimes students a great list of works, having actually cited only one or two of them. These entries that have no corresponding citation in the text, I call them “ghosts of books.”

Cite your sources in-text after quotes or paraphrases, cite print books as author and page number; example, (Smith, 128). For ebooks or articles, cite them as Author and year published; example, (Smith, 2008). This may be different from the 8th edition of the MLA. But the MLA also indicates that your instructor may modify the form of these in-text citations (as I do here). Particularly in an age of electronic books, hard-copy page numbers are not always given. So, instead of the page number, please simply use the date published. Such texts can be checked by finding the ebook in the library and simply doing a search. Here, your author’s last name and the date published will correspond to the full citation you list in your ‘Works Cited’ page. A very easy way to help you structure your entry to the ‘Works Cited’ page is to go to ‘EasyBib’ at http://www.easybib.com/. Simply type in the required information for the MLA standard and it will configure your citation for you. Simply copy and paste the result into your ‘Works Cited’ page. Purdue University’s Writing Lab is also an excellent help for formatting your work according to the MLA standard. You can find this help at: https://owl.english.purdue.edu/owl/resource/747/01/.

You Are Required to use the Outline Below at Appendix B. Do not let what looks at first to be a bit confusing. You will find that it makes your job easier, in fact. Over the years, students have told me that by taking this outline step by step in a deliberate, careful and scholarly manner, they were pleased to find that it was all quite a bit easier than what they first believed. Some students have even adapted the basic framework of this outline for their future term papers.
through their college careers. One good way to proceed is to simply collect your research materials first. Once you have completed this, get to know the Documentary Hypothesis well and read what you have found carefully, taking the notes you need. Then, thinking critically, working toward a well-educated judgment about its content, proceed through these outline steps. Then ... type away, removing all the ‘fluff’ (this is easy to spot) later on.

Finally, I am always happy to discuss a paper with a student—or any other part of the course. Do not hesitate to call me any time after noon until about 8 pm (CDT) any day of the week at 563.277.1194.
I. Introduction to the Old Testament Online

Theology 101-02 • M1 Fall 2016 • 3 Credit Hours

APPENDIX B
The Outline

You must structure your paper according to the outline given below. Your grade will depend, in part, on how well you do this.

I. Title Page (Page 1)
   A. The title page should contain the title of your paper and your name centered. Then give the course number, course title, date and the instructor’s name, near the bottom of the page to the left.
   B. Number your pages. It is a mystery to me why many word processors cannot be made to begin a paper with the number 1 on the page after the title page, so you may include page 1 on your title page, or page 1 on the next page: whatever your software will allow. Number your ‘Works Cited’ page as well. Your term paper should be no less than 8 full- and no more than 9 double-spaced pages long.

II. Scripture Passage (Page #2)
   A. Type your Old Testament scripture passage in its entirety if it is less than one page; if not, paraphrase your passage to equal no more than one page, quoting the passages most important to your traditions’ major themes (that is, the themes of J, E, P, or D) and the points you are trying to make for you the argument of your paper.
   B. At the end of your passage, type at least three questions about your scripture passage that you would like to have answered by the end of your research that cannot be answered by simply reading the Scripture text itself.

III. Introductory Paragraph(s) (Roughly Page #’s 2-3)
   A. Identify the passage (subject title with scripture verses chosen from Appendix C) and the themes you wish to explore.
   B. Explain why you think the passage and its themes are worth exploring today.
   C. Provide a brief summary of how you will proceed.

IV. Critical Analysis of Your Scripture Passage (Roughly Page #’s 3-5/6):
   A. Give a summary of the major theological or literary themes found in the J, E, P or D - depending on the tradition from which your verses come. Check out especially Boadt, Chapter 5 on “The Pentateuch” if you need help with these traditions. In your research (using the required sources above), you may even find that your authors convincingly argue that the tradition within which your Scripture passage appears in the chart below is very different from their interpretation. If, based on your research, you believe the chart below to be incorrect, by all means, go ahead and make your case! This kind of an argument can certainly be motivating!
I. Introduction to the Old Testament Online

Theology 101-02 • M1 Fall 2016 • 3 Credit Hours

B. Explain how Source Criticism (how the source(s): J, E, P, or D traditions) is/are relevant to your research.

D. Give a summary of how you believe your particular scripture passage fits into the context of the J, E, P or D traditions, noting the passages in your text that relate directly to the tradition’s major themes.

E. Give a summary of the first commentary of your choice on your chosen scripture passage.

F. If you have a second Commentary, give a summary of it, noting the differences or similarities between the two.

G. Answer the three questions you asked in II. B.

V. Personal Reflection Paragraph (Roughly Page #6/7):
   A. Discuss the special issues that the passage raised for you while you did your research.
   B. What surprised you about doing this research?
   C. Do you agree or disagree with the commentaries that you have found?
   D. In what ways does this scripture study challenge or affirm your faith?
   E. How has this research changed the way you look at scripture and if so, in what way?

VI. Concluding Summary Paragraph (Roughly Page #8).
   Succinctly summarize what you have done.

VII. Works Cited Page (Roughly Page #9). Write your ‘Works Cited’ page according to the MLA format which you can find here at Purdue University: https://owl.english.purdue.edu/owl/resource/747/01/ If you have many, many sources, you may go beyond the 9 page limit, but only if it is the Works Cited page that brings you beyond page 9.

Course Term Papers are Due No Later Than Midnight, on the day indicated on the Moodle platform (7th Week).
## APPENDIX C

### The Scripture Passages

<table>
<thead>
<tr>
<th>The Yahwist Tradition (J)</th>
<th>The Elohist Tradition (E)</th>
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<tbody>
<tr>
<td>Creation of Humans (J) – Genesis 2:5-25</td>
<td>Sarah as Sister (E) – Genesis 20:1-18</td>
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<tr>
<td>Sin and the Fall (J) – Genesis 3</td>
<td>Sacrifice of Isaac (E) – Genesis 22:1-10, 16b-19</td>
</tr>
<tr>
<td>The Sin of Cain (J) – Genesis 4:1-16</td>
<td>Jacob Wrestles with God (E) – Genesis 32:22-32</td>
</tr>
<tr>
<td>Hagar and Ishmael (J) – Genesis 16</td>
<td>Exodus from Egypt (E) – Exodus 13</td>
</tr>
<tr>
<td>Sodom and Gomorrah (J) – Genesis 18-19</td>
<td>Theophany (E) – Exodus 19:1-9</td>
</tr>
<tr>
<td>Sarah as Sister (J) – Genesis 26</td>
<td>Ten Commandments (E) – Exodus 20:1-17</td>
</tr>
<tr>
<td>Joseph Story (J) – Genesis 37-50 (With E and P – summarize text)</td>
<td>Golden Calf (E) – Exodus 32-33</td>
</tr>
<tr>
<td>Jacob, Leah and Rachel (J) – Genesis 29</td>
<td>Complaints and Disputes (E) – Numbers 11-12</td>
</tr>
<tr>
<td>Plagues and Exodus (J) – Exodus 1-17 (With E and P – summarize text)</td>
<td>Balaam and the Moabites (E) – Numbers 22-24</td>
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<tr>
<td>Ritual Decalogue (J) – Exodus 34</td>
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<td>Spies (J) – Numbers 13-14</td>
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### Comparisons

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<tr>
<th>The Flood Story (J) (P) – Genesis 6-9</th>
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<tbody>
<tr>
<td>Comparison between the two traditions in Genesis.</td>
<td>Comparison of the two traditions with “The Flood” in <em>The Epic of Gilgamesh</em>.</td>
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</table>
### I. Introduction to the Old Testament Online

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<table>
<thead>
<tr>
<th>The Priestly Tradition (P)</th>
<th>The Deuteronomist Tradition (D)</th>
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<tbody>
<tr>
<td>Creation (P) – Genesis 1:1-2:4</td>
<td>Appointment of Elders (D) – Deuteronomy 1:6-8</td>
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<tr>
<td>Genealogy of Seth (P) – Genesis 5:1-28, 30-32</td>
<td>Threats of Revolt (D) – Deuteronomy 1:26-40</td>
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<td><strong>Table of Nations (P)</strong> – Genesis 10</td>
<td><strong>Advantages of Fidelity (D)</strong> – Deuteronomy 4:1-8</td>
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<td>Genealogy of Shem (P) – Genesis 11:10-27</td>
<td>The Decalogue (D) – Deuteronomy 5:6-21</td>
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<td><strong>Covenant of Circumcision (P)</strong> – Genesis 17</td>
<td>The Power of Yahweh (D) – Deuteronomy 7:17-26</td>
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<td>Abraham buys Machpelah (P) – Genesis 23</td>
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<td>Fall of Moses (P) – Exodus 6-7</td>
<td>Promises and Warnings (D) – Deuteronomy 11:8-17</td>
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<td>Exodus (P) – Exodus 12-14</td>
<td>The Place of Worship (D) – Deuteronomy 12:2-12</td>
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<td>Rebellion of Korah (P) – Numbers 16</td>
<td>Slaves (D) – Deuteronomy 15:12-18</td>
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<td>The Feasts: Passover and Unleavened Bread (D) – Deuteronomy 16:1-8</td>
</tr>
</tbody>
</table>

*Other Possible Resources at Your Library that are not required, but they may be helpful:*

**Dictionaries:**
- Anchor Bible Dictionary
- Dictionary of Biblical Interpretation
- Eerdmans’ Dictionary of the Bible
- Harper’s Bible Dictionary

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Dr. Daniel J. Kuntz
Concordances:
Eerdmans’ Analytical Concordance
NRSV Exhaustive Concordance

Commentaries:
Anchor Bible Series
Ancient Christian Commentary on Scripture
Collegeville Bible Commentary
Harper Collins Bible Commentary
International Bible Commentary
International Critical Commentary
Interpreters’ Bible
Jerome Biblical Commentary
New Jerome Biblical Commentary
Oxford Bible Commentary
Wycliffe Bible Commentary

Atlases:
Collegeville Atlas of the Bible
MacMillan Bible Atlas
New Atlas of the Bible

Histories:
Great Women of the Bible
Handbook of Life in Bible Times
Oxford Guide to People and Places of the Bible
Oxford History of the Biblical World
Women in Scripture
Halley’s Bible Handbook