Syllabus

COURSE DESCRIPTION

Old Testament Survey is designed to provide learners with a rich learning experience that engrosses them in the scripture of the Old Testament. The activities are designed to provide a more practical experience for learners to apply the scripture to current life situations. Learners will experience in-depth discussions and personal reflection on the material presented in this course.

COURSE OBJECTIVES

After completing this course the learners will be able to meet the overall course objectives as described below.

• Describe the historical setting of the four major sections of the Old Testament, including historical events, geography, and archaeology.

• Explain the fundamental message of each of the four major sections of the Old Testament and give a synthetic view of the contents.

• Survey the Scriptures to identify and relate the spiritual principles found in each of the four major sections of the Old Testament to practical Christian living.

COPYRIGHT INFORMATION

Adapted from the Old Testament Survey Study Guide by Roy R. Matheson, Th.D.

Instructional Designer: Goldie Fleming

Graphics Designer: Angela Longnecker

Web Designer: Fred Schultz

Web Designer: Eric Pement

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GRADING

Your grade for this course will consist of:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Unit 1 Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Unit 2 David Outline</td>
<td>10%</td>
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<tr>
<td>Unit 3 Job Essay</td>
<td>20%</td>
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<tr>
<td>Discussion Board Participation</td>
<td>20%</td>
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<tr>
<td>Reading Reports</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
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</tbody>
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Letter grades are determined by the following scale:

<table>
<thead>
<tr>
<th>Grade Symbol</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95% or higher</td>
</tr>
<tr>
<td>A-</td>
<td>94 - 94.9%</td>
</tr>
<tr>
<td>B+</td>
<td>93 - 93.9%</td>
</tr>
<tr>
<td>B</td>
<td>87 - 92.9%</td>
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<tr>
<td>B-</td>
<td>86 - 86.9%</td>
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<td>C+</td>
<td>85 - 85.9%</td>
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<tr>
<td>C</td>
<td>77 - 84.9%</td>
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<tr>
<td>C-</td>
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<tr>
<td>D</td>
<td>71 - 74.9%</td>
</tr>
<tr>
<td>D-</td>
<td>70 - 70.9%</td>
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<tr>
<td>F</td>
<td>Below 70%</td>
</tr>
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GENERAL REQUIREMENTS

Communication

1. **Discussion Board Participation.** One of the great advantages of an online course over a traditional correspondence course is the ability to communicate and share ideas. You will be required to participate in a number of regular (usually weekly) discussions on select topics. You should check the Discussion Board in the Blackboard course site frequently and participate in any active discussions. Successful participation in a course discussion typically includes the following:

   - You post one new message of your own for any given topic, the week that it is being discussed.
   - You read the messages posted by others and reply to at least one of them in a reasonable amount of time or as otherwise instructed by your professor.
   - Your postings should be thorough and thoughtful. Just posting an "agree/disagree with your comment" or an "I think the same" to someone else's thoughts is not considered to be an adequate response.

2. **E-mail.** You will on occasion need to send an e-mail to the instructor. Due to the large number of e-mail messages received by the instructor, it is very important that all e-mail messages that you send meet the following criteria:
• The subject line MUST contain with the course name. This lets the professor know which course you are sending me a message about.
• You need to include your full name somewhere in the message. It is not always possible to tell what a person's name is from his or her e-mail address. Please remember to do this for all e-mails, not just the first one. If you do not include these things in an e-mail that you send your professor, then they cannot promise that they will get to your message in a timely manner—if at all.

Reading Assignments

One of the essential aspects of each course is the reading assignments. It is expected that you will complete all the required reading, by the date due (if specified), so that you are able to effectively participate in the online discussions as well as for your own benefit in being able to grasp the concepts being taught in the lesson.

Lesson Reflective Assignments

There are often smaller activities that are assigned in any given week that are designed to help you further understand the concepts or applications being taught. It is expected that you complete these activities as you progress through the related lesson materials. Unless it is otherwise stated in the syllabus, lesson activities are not graded and do not affect your final grade. However, your completion of these activities may help you do better in other assignments in this course.

Papers and Assignments

Assignments must be submitted electronically, only in a Microsoft Word compatible file using the digital dropbox located in the Tools area of the Blackboard course site. Within the Microsoft Word document, your assignment must take the following format:

• prefaced with a separate title page, which should include the title of the paper; the name of the course; the date; your name and address; and your student identification number
• On 8 1/2-by-11-inch paper
• Font size 12 points
• Double-spaced
• Bordered by a one-inch margin on all sides
• Correct in grammar, punctuation, and spelling. No more than four errors per page are acceptable
• Documented in MLA style if citations are necessary (see the Student Union, How to Write a Paper, and other MLA resources for more details On MLA style)

A list of resources used in this course is located in the Syllabus. This list of resources may be helpful in your research as you prepare the papers assigned for this course. Possible places that you could find these resources include your pastor, a friend, or a library (church, school, or public). If the library nearest you does not have the book you want, they may be able to obtain it through an inter-library loan program. You may even wish to purchase some of these books for your own personal library. You are encouraged to consult any outside references and it is recommended that you also cite other applicable Scriptures.
**SPECIFIC REQUIREMENTS**

**Unit 1 Paper**

Choose ONE of the following options. Where possible, support your statements with Scripture references. This paper should be between 7-10 pages long. Lessons 1-3 will help you prepare this paper.

1. Do a character study on the life of Abraham, Jacob, or Joseph. A character study should describe the major events of the individual’s life and the spiritual principles in these events that you believe are applicable to you today. Give some specific examples showing how the application of these spiritual principles might affect your life.

2. Describe the nature of the Abrahamic covenant and its significance for the nation of Israel. How has your life been affected by this covenant?

3. What are some lessons that can be learned from the Israelites’ experience in the Exodus and wilderness wanderings? Choose one or more lessons and describe how you might be affected by applying it (them) to your life.

**David Outline**

Write a one page outline that describes the events that were most significant to the rise and fall of David. Include a summary of why you selected those events.

**Reading Report 1**

In this report you are to estimate what percentage of the assigned reading you completed from Lessons 1-3. The report can be found in the Exams area of Blackboard.

**Job Essay**

In this activity you will write a 4-5 page essay describing the main events in Job's life. Be sure to address the following questions in your essay:

- List and explain the main events in Job's life (1-2 paragraphs).
- What is the significance of the events in Job's life? (1-2 paragraphs)
- List Job’s friends and summarize their arguments (2-3 paragraphs).
- Why did God allow the affliction upon Job? (1 paragraph)
- What did you learn from Job and his experiences? State specific examples of how his experiences relate to your life. (3-4 paragraphs).

**Reading Report 2**

In this report you are to estimate what percentage of the assigned reading you completed from Lessons
4-7. The report can be found in the Exams area of Blackboard.

**Reading Report 3**

In this report you are to estimate what percentage of the assigned reading you completed from Lessons 8-10. The report can be found in the Exams area of Blackboard.

**Reading Report 4**

In this report you are to estimate what percentage of the assigned reading you completed from Lessons 11-14. The report can be found in the Exams area of Blackboard.

**EXAMS**

Check the **Grading** section of the syllabus to find out how each exam/quiz contributes to your final grade.

All of the exams/quizzes will be available online from the Blackboard course site, anytime during the week that it is to be completed, according to the schedule in the syllabus.

Although you are not required to secure a proctor, you are still **NOT** allowed to use any books or other materials (unless otherwise instructed by your professor or noted for a specific exam). You will have a limited amount of time to complete each exam and once you have started an exam, you will not be permitted to close it and return later (it must be completed in one sitting).

**Final Exam**

This is a comprehensive exam, covering all the material covered in lessons 1 to 14. The exam is not “open-book” and as such you are not permitted to use any course materials or notes. You have 1 hour and 15 minutes to complete the exam.
Procedures

Each week you are expected to visit the course site a minimum of 2 to 3 times. What specific day or time is really up to you, unless your professor informs you otherwise. Each time you visit the course site you should do the following:

- Read any new Announcements that have been posted
- Read any new messages in the Discussion Boards
- Respond to these new Announcements and Messages appropriately

At some time, each week, you should study the lesson(s) assigned, actively read any reading assignments, complete and submit any exams or assignments if there are any due for that given week. Also, in anticipation of some of the major assignments, you ought to be aware of the next major paper, project or exam so that you are ready to submit that when it is due. If you are ever not going to be unable to meet an assignment deadline, you should contact your professor (they may be able to work with you in either arranging makeup or permitting you to submit an assignment late - any late penalties will be determined by your instructor).
References


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