From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 6. In terms of learning objectives the course is fairly average. Being a freshman-level course, there are no critical thinking exercises using modes such as discussion boards, term papers, or essays. So most of this is cognitive (“knowledge” or “understanding,” not objectives like synthesis or application), that is, learning facts, theses, and principles. However, in terms of time spent on task, the course is quite time intensive. There is a full set is video lectures to watch, a main textbook to read through (Geisler’s Popular Survey of the Old Testament), a secondary textbook to read, and the narrative books of the Old Testament to read through.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 7. Even though the amount of reading for this course looks relatively light (two textbooks, but neither very large), students should not be fooled into thinking that this course requires a light workload. The main textbook, by Geisler, has reading questions (Hindson’s Courageous Faith is the secondary textbook), and there is in a sense an added “third” textbook in that students read through all the narrative books of the Old Testament. In addition students will spend time reviewing their notes in Hindson’s Old Testament Survey Notes worktext (a “fourth” textbook so to speak) as they prepare to take tests. So for a freshman class this has reading that is a little above average.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 7. This class is heavily based on the lectures, in fact the two tests are almost entirely based on the lectures.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?
Level of demand = 7. Since the two tests make up, together, 70% of the student’s grade, tests are critical in this course. For a freshman level course the tests are fairly detailed. For instance, the student is expected to know dates such as the date of the exodus of the Israelites from Egypt, and is expected to know what specific prophecies of Daniel refer to.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the discussion board requirements in this course?

Level of demand = 0. There are no discussion board requirements for this course.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the written paper requirements in this course?

Level of demand = 4. The only written assignments in this involve answering reading questions at the end of each chapter in Geisler’s textbook (Popular Survey of the Old Testament). But these are not all the reading questions, just select ones (usually either one or two per chapter out of a total of 5-6). Though a few of these questions require analytical thought, for the most part the answers are easy to find in the readings.

Additional comments:

Students should know that this course does require a good amount of time each week. There is no way, for instance, that they should even try to skip any of the video lectures and just look at the lecture notes in Hindson’s Old Testament Survey Notes. If students wish to do well on the tests, they need to see and hear the things that Hindson focuses on, the things he sees as important in each Old Testament book, and this is not always apparent with all the notes he has on each book in the printed text. Though students report that they spend more time on this course than other freshman level courses at LU, at the same time well over 90% report that it was a great course, that they learned a lot of valuable and applicable things about the Old Testament, and that the tests and assignments were fair.
## COURSE CHART

**BIBL 105**


### Bible

<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING</th>
<th>VIEWING</th>
<th>LEARNING ACTIVITIES</th>
<th>PERCENT</th>
<th>DATE DUE</th>
</tr>
</thead>
</table>
| 1           | Geisler, chs. 1–5 Bible (Reading Report*)
Gen 1–22     | Video Lessons 1–5
Hindson, pp.2–21 | Contact Information | 0       |
| 2           | Geisler, chs. 5–6 Bible (Reading Report*)
Gen 23–50
Ex 1–40     | Video Lessons 6–10
Hindson, pp.22–33 |          |
| 3           | Geisler, chs. 7–12 Bible (Reading Report*)
Leviticus – Judges 1–7 | Video Lessons 11–15
Hindson, pp.34–54 | Chapter Questions: Part 1 | 10      |
| 4           | Geisler, chs. 13–18 Bible (Reading Report*)
Judges 8 – 2 Chronicles | Video Lessons 16–21
Hindson, pp.54–82 | TEST 1 | 30      |
| 5           | Geisler, chs. 19–23 Bible (Reading Report*)
2 Chronicles – Esther | Video Lessons 22–24
Hindson, pp.82–92 |          |
| 6           | Geisler, chs. 24–29 Bible (Reading Report*)
Job – Ecclesiastes | Video Lessons 25–28
Hindson, pp.94–110 | Chapter Questions: Part 2 | 10      |
| 7           | Geisler, chs. 30–37 Bible (Reading Report*)
Song of Sol. – Ezekiel | Video Lessons 29–32
Hindson, pp.110–131 |          |
| 8           | Geisler, chs. 32, 34, 35, 38, & 39 Bible (Reading Report*)
Daniel & all Minor Prophets | Video Lessons 33–35
Hindson, pp.132–160 | Chapter Questions: Part 3
Reading Report*
TEST 2 | 10      |

**TOTAL** 100

*Use the Reading Report Form (About Your Course>Course Overview and Guide)
READING REPORT

The student is expected to read all of the 17 historical books of the Old Testament during the time frame of this class. The chart below should be filled out after the student has read that particular book of the OT. The Student must also read the assigned chapters in “A Popular Survey of the Old Testament” and “Courageous Faith”. Save and submit this form through the assignment link. DO NOT MAIL IT IN! Just type your name in the signature blanks at the bottom.

<table>
<thead>
<tr>
<th>OLD TESTAMENT BOOK</th>
<th>DATE READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENESIS</td>
<td></td>
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<tr>
<td>EXODUS</td>
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<tr>
<td>LEVITICUS</td>
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<td>NUMBERS</td>
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<td>DEUTERONOMY</td>
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<td>JUDGES</td>
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<td>RUTH</td>
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<tr>
<td>1 SAMUEL</td>
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<td>2 SAMUEL</td>
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<tr>
<td>1 KINGS</td>
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<td>2 KINGS</td>
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<tr>
<td>1 CHRONICLES</td>
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<tr>
<td>2 CHRONICLES</td>
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<tr>
<td>EZRA</td>
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<tr>
<td>NEHEMIAH</td>
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<tr>
<td>ESTHER</td>
<td></td>
</tr>
</tbody>
</table>

I have read all of the books during the course of this study as stated above,

____________________________________________________

(student’s signature)

I have read all of the assigned chapters in “A Survey of the Old Testament” and “Courageous Faith”

____________________________________________________

(student’s signature)
COURSE SYLLABUS

SCHOOL OF RELIGION

BIBL 105
OLD TESTAMENT SURVEY

COURSE DESCRIPTION
An introduction to the authorship and contents of the Old Testament books. Special attention will be given to important persons, places and events, as well as to key chapters in the Old Testament revelation.

RATIONALE
A student of God’s Word must consider the value of the Old Testament for their lives. Not only is the Old Testament the history of the Jewish people, but it holds God’s earliest teachings of sin, repentance, and justification. This course identifies the points of importance for a more complete, historical and contextual understanding of God’s revelation to man.

I. PREREQUISITES
None.

II. REQUIRED RESOURCE PURCHASES


18 DVD/VHS Video Lesson Set available only from MBS Direct.

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio and video equipment
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to LU students.)
D. Study Bible; any faithful version
E. TV and VCR/DVD player

IV. **Measurable Learning Outcomes**

Upon successful completion of this course, the student will be able to:

A. State the purpose of the Old Testament.
B. Summarize the dates, theme, and content of each of the Old Testament books.
C. Place each book in overall historical-chronological sequence.
D. Summarize the history of Israel from the time of its founding fathers to the captivity and restoration.
E. State the role of Christ in Old Testament typology and prophecy.

V. **Course Requirements and Assignments**

A. Textbook and Bible readings
B. Chapter Questions (Parts 1, 2, & 3)

The textbook, *A Popular Survey of the Old Testament*, has a series of discussion questions at the end of each chapter. A list of questions that must be answered is included in the Course Content section under the module/week that each part is due (weeks 3, 6, and 8). Each question must be written out and then answered. Students will use the textbook to answer the questions (cite the page numbers where the answers are found) as well as interact with what the textbook states. Again, this assignment will be submitted in three parts: Part 1 in Week 3, Part 2 in Week 6, and Part 3 in Week 8.

C. Reading Report

Students are required to read all of the historical books of the Old Testament (Genesis through Esther) and both textbooks. During Week 8, a reading report form will be submitted showing what was read. (See About Your Course>Course Overview and Guide for the Reading Report form.)

D. Tests (2)

Students will complete two tests: a mid-term and a final. These tests are objective in nature (comprising of true/false, matching and multiple-choice questions). The mid-term will cover the lessons on the Historical books (Lessons 1–21) and the final will cover the Poetic and Prophetic books (Lessons 22–35).
VI. **Course Grading and Policies**

### A. Weight

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Questions (3 parts at 10% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Reading Report</td>
<td>10%</td>
</tr>
<tr>
<td>Test 1 (Lessons 1–21)</td>
<td>30%</td>
</tr>
<tr>
<td>Test 2 (Lessons 22–35)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### B. Scale

- A = 92–100
- B = 84–91
- C = 74–83
- D = 65–73
- F = 0–64

### C. Grading Policies

No extra credit will be given to students—so do not ask! Failure to follow the directions properly (for any of the assignments) will result in a lower grade and the student will not be allowed to resubmit any work that was done improperly. If you do not understand the directions, ask for clarification beforehand and not after you submit the assignment.

Please allow the professor one week to grade assignments. (If you need it graded sooner than that, email the professor with your legitimate reasons and it will be considered.)

### D. Assignment Policies

Assignments must be typed in Microsoft Word; assignments using other computer programs will not be accepted for grading. The student’s name, course #, assignment identifier, and the date should appear on each document. The document must be named before attempting to submit it.

The tests are administered by Blackboard, and you will see them as you move through the modules in the Course Content section. A reliable Internet connection is essential. If the connection is lost during the test, only the saved portion of the test will be recorded. Once a test is opened, you are committed to taking it. The test must be completed within the allotted time limit; failure to do so may result in a reduction of your grade.

### E. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.