Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose
- Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: Joseph Coleson, Ph.D.
Email: jecoleson@nts.edu
Office: (816) 268-5482
Office Hours: By appointment

Catalog Description
A study of the major theological concepts of the Old Testament writings from the perspective of the ancient settings, and with the use of biblical theological language. The close relationship between the Old and the New Testaments also is stressed.

Course Narrative & Rationale
This course represents the opportunity to begin reading Old Testament theology, to learn about important contributors and their contributions to the discipline of Old Testament theology, and to begin doing Old Testament theology for oneself.

To be worthy of the confidence placed in us as persons competent to minister, those following the calling of Christian ministry must acquire the knowledge and the tools of the profession. Part of this knowledge is our grounding in the history of the theological approaches to the
Bible; one of the tools is the ability to do Old Testament theology. This includes interacting with others through the theological thinking they have committed to writing; beginning, oneself, to think and write theologically; and holding one’s own in theological discussion with others.

**Degree Objectives**
This course addresses particularly the following NTS Degree Program Objectives:

- **MDiv Objective 2**: Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments
- **MACFD Objective 1**: Appropriate and enhance the student’s ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry
- **MAICS Objective 4**: Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting
- **MA(TS) General Academic Track Objective 1**: Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships
- **MA(TS) General Academic Track Objective 2**: Students will demonstrate the ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons
- **MA(TS) Research Track Objective 1**: Students will gain specialized knowledge in designated theological disciplines as a basis for further graduate studies
- **MA(TS) Research Track Objective 2**: Students will develop skill in academic research and writing as a basis for further graduate studies.

**Course Outcomes**
Upon completion of this course, the student will be able to:

1. Identify and articulate a number of significant themes and issues in OT theology (accomplished primarily by assignments 1 and 2)
2. Express the importance of OT theology as a discipline (accomplished primarily by assignments 1 and 2)
3. Summarize and critique a variety of approaches to OT theology (accomplished primarily by assignments 1 and 2)
4. Create/adapt and defend/improve a “Wesleyan” OT theology (accomplished primarily by assignments 1 and 3)
5. Demonstrate an increasing incarnation of both the Old and the New Testaments into life and ministry, with integrity and imagination (accomplished primarily by assignment 3).
**Church of the Nazarene COSAC Competencies**

The following competencies will be enhanced through your participation in this course:

- **CN 1** Ability to identify the literary structure and the main story line of the Old Testament
- **CN 2** Ability to identify the books of the Old Testament by genre(s)
- **CN 3** Ability to identify the basic thrust of each major section of the Old Testament
- **CN 5** Ability to describe the historical context of the major sections of the Old Testament
- **CN 7** Ability to describe the major theological concepts of the Old Testament
- **CN 15** Ability to describe how the Bible came into being, up to contemporary translations
- **CN 21** Ability to demonstrate understanding of the sources of theological reflection, its historical development, and its contemporary expressions
- **CN 22** Ability to articulate the distinctive characteristics of Wesleyan theology
- **CN 23** Ability to identify and explain the Doctrine of Holiness from a Wesleyan perspective
- **CP 1** Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning
- **CP 2** Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry
- **CP 10** Ability to synthesize, analyze, and reason logically for discernment, assessment, and problem solving, and to live with ambiguity
- **CP 11** Ability to analyze the validity of arguments and to identify their presuppositions and consequences
- **CP 22** Ability to prepare, organize, and deliver biblically sound sermons using appropriate techniques and skills in culturally appropriate ways (variously accomplished by course reading; class attendance/participation; assignments 1, 2, 3).

**Required Texts**


**Course Outline (May/June Class Sessions)**

**May 21** — Syllabus; Ollenburger, pp. 3-29, 497-506

**22** — Ollenburger, pp. 33-114

**23** — Ollenburger, pp. 117-241

**24** — Ollenburger, pp. 245-373

**25** — Ollenburger, pp. 377-494

**May 29** — Brueggemann, pp. 1-244

**30** — Brueggemann, pp. 245-420

**31** — Callen, pp. 1-122

**June 1** — Callen, pp. 123-211
**Course Written Assignments**

1. Two, 2,000-word, pre-module written text reviews constitute 20% of the course grade.
   The parameters of this expectation are posted in the appropriate places in the Moodle course.
   (course outcomes: primarily numbers 1, 2, 4, and 5)

2. Five, 600-word, in-module essays constitute 50% of the course grade.
   Essays are assigned daily, but you may write as few as five essays, if you wish, as only the five
   essays with the best grades will factor into the course grade. Most essay assignments will be
   available in Moodle by May 1, so you may draft them ahead of their due dates, if you wish.
   (course outcomes: primarily numbers 1, 2, and 3)

3. A post-module position paper constitutes 30% of the course grade.
   A 3,500-4,000-word “position” paper is the culminating course assignment; its parameters will
   be formulated collaboratively during the first week of class sessions. The paper is due July 13.
   The ten hours of post-module online participation noted immediately below is strongly
   encouraged as a way of adding to our collaborative learning, but will not be figured into the
   course grade. We will decide together on formatting, etc., during the module.
   (course outcomes: primarily numbers 4 and 5)

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th></th>
<th>pre-module hours</th>
<th>module hours</th>
<th>post-module hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>28</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Writing</td>
<td>23</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>51</td>
<td>58</td>
<td>45</td>
</tr>
</tbody>
</table>

**Submitting Assignments; Posting Grades**

All assignments are to be submitted in the “Assignments” section(s) of our Moodle course.
All grades will be posted as letter grades in the “Grades” section of our Moodle course. Grade
descriptions are included in the NTS Student Handbook.

**Form and Style Expectations**

All written work is to exhibit best practices for graduate-level academic writing. The NTS faculty
have adopted Turabian as the Seminary standard; each student should own a copy of the latest
edition of Turabian, and should use it conscientiously. A convenient summary of common issues
of concern is included in the general resources section of the NTS Moodle platform.
**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people often have used language to imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in writing. All written work presented to meet requirements of this course will use gender-inclusive language.

**Policy Regarding Late Work**

In justice to all students, no written work will be accepted late. Daily essays are due at class time—defined, for this purpose, as 5:50 p.m. of each class period during the summer session.

**Additional Costs**

The professor does not anticipate additional costs for this course, beyond NTS tuition and fees, and the cost of textbooks.

**Course Grading**

Written work for the course is set forth in the section, “Course Written Assignments.” In addition, class attendance during the module will affect the course grade, as noted below in the section, “Class Attendance.”

**Reasonable Modifications**

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity, or would fundamentally alter the nature or purpose of the program or activity. Any student needing accommodation(s) should contact the Office of the Registrar. S/he also should contact the professor no later than the end of the first week of our course to discuss learning needs, and adaptive strategies that have been beneficial to the student in the past.

**Class Attendance**

Class attendance is essential for realizing maximum benefit from this educational experience. If a student is absent for more than the equivalent of one full class session, the course grade will be lowered. Absence(s) totaling more than the equivalent of two full class sessions may cause a student to fail the course. Prior notification of any absence is expected, if possible; the professor is to be notified of the reasons for/circumstances of all absences as soon as possible.

Daily attendance records must be reported for those obtaining Veterans Administration and/or Department of Education benefits. It is the student’s responsibility to notify the professor if attendance is to be reported.
**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 9</td>
<td>1</td>
<td>Pre-Module Begins Begin reading of course texts.</td>
</tr>
<tr>
<td>Apr. 16</td>
<td>2</td>
<td>Continue reading of course texts.</td>
</tr>
<tr>
<td>Apr. 23</td>
<td>3</td>
<td>Continue reading of course texts. First text review due Apr. 28; see assignment in Moodle course.</td>
</tr>
<tr>
<td>Apr. 30</td>
<td>4</td>
<td>Continue reading of course texts.</td>
</tr>
<tr>
<td>May 7</td>
<td>5</td>
<td>Continue reading of course texts.</td>
</tr>
<tr>
<td>May 14</td>
<td>6</td>
<td>Continue reading of course texts. Second text review due May 18; see assignment in Moodle course.</td>
</tr>
<tr>
<td>May 21</td>
<td>7</td>
<td>Module face-to-face begins Class attendance expected. Short (600-word) essays due. You may choose to submit 1, 2, 3, 4, or 5 essays during the first week, but none will be accepted late.</td>
</tr>
<tr>
<td>May 28</td>
<td>8</td>
<td>Module face-to-face continues Class attendance expected. Short (600-word) essays due. You may choose to submit 0, 1, 2, 3, or 4 essays during the second week, but none will be accepted late.</td>
</tr>
<tr>
<td>June 4</td>
<td>9</td>
<td>Post-Module begins Begin work on post-module position paper; interact with classmates in Moodle forum(s).</td>
</tr>
<tr>
<td>June 11</td>
<td>10</td>
<td>Continue work on post-module position paper; interact with classmates in Moodle forum(s).</td>
</tr>
<tr>
<td>June 18</td>
<td>11</td>
<td>Continue work on post-module position paper; interact with classmates in Moodle forum(s).</td>
</tr>
<tr>
<td>June 25</td>
<td>12</td>
<td>Continue work on post-module position paper; interact with classmates in Moodle forum(s).</td>
</tr>
<tr>
<td>July 2</td>
<td>13</td>
<td>Continue work on post-module position paper; interact with classmates in Moodle forum(s). Course evaluations to be released by the Dean’s Office.</td>
</tr>
<tr>
<td>July 9</td>
<td>14</td>
<td>Post-module position paper due July 13; see assignment in Moodle course.</td>
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</tbody>
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