Essential Information

Please refer to the following resources for information essential to 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 Hebrew historical writings from the Persian (early Second Temple) Period of Judah’s history. Ezra/Nehemiah and Chronicles are the primary sources; attention also is given to Haggai and Esther. The theological, political, and cultural changes wrought by Judah’s exile and return are a major focus.

Course Narrative & Rationale

The faculty of NTS view the Bible as foundational, informing all the life of the church. We believe this view accords with historic Christianity, as well as with the direction of God found in the Bible itself.

The book of Chronicles constitutes what we may call a “second history” of Israel before the division of the Israelite monarchy, and of Judah particularly, following that division. Chronicles
offers a valuable second point of view and, often, material unknown to, or unincorporated by, the Deuteronomistic authors.

Ezra/Nehemiah is our most important source for the state of the tiny third-level province of Judah in the first century after the return. How the Jewish people reestablished themselves in their ancient homeland is a fascinating story of great theological import. We could say more—but not now.

The principle learning methodologies for the course comprise reading of the course texts, including the biblical texts; a series of short essays; classroom lecture and discussion; and the writing of a course-final exegetical paper on a specific biblical pericope.

**Degree Program 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
- **MDiv Objective 5**: Understanding of local and global [and temporal] diversity through the investigation of cultural contexts, to enable the church to proclaim effectively and to embody the mission of God
- **MACFD Objective 1**: A deep personal commitment to God and God’s Church and a passionate, vital, and redemptive ministry formed through an ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and through participation in the life of the church
- **MAICS Objective 1**: Knowledge of the Christian faith understood in its biblical foundations, historical developments, and theological expressions
- **MAICS Objective 2**: Articulation of the biblical-theological understandings of the *missio Dei* in ways that assist the church’s response to God’s call to participate in that mission
- **MA(TS) General Academic and Research Tracks Objective 1**: Skill in academic research and writing
- **MA(TS) General Academic and Research Tracks Objective 2**: Knowledge of the major theological disciplines and their interrelationships
- **MA(TS) General Academic and Research Tracks Objective 3**: Ability to use the theological disciplines to reflect and engage the world as informed, thinking, Christian persons
- **MA(TS) Research Track Objective 4**: Ability to do theological research, critical theological reflection, and graduate-level academic writing.

(Other degree program objectives also will be addressed, though not all so directly as these.)
Course Outcomes
Upon completion of this course, the student will be able to:

1. Summarize the content of the books of Chronicles, Ezra-Nehemiah, Haggai, & Esther
   (accomplished by: reading of course texts; classroom attendance/participation; written assignments 1 & 2)
2. Summarize and evaluate the important positions regarding authorship, provenance, dating, occasion, and original audience of these books
   (accomplished by: reading of course texts; classroom attendance/participation)
3. Identify the major theological themes of these books, and discuss their contributions to Israelite, Jewish, and Christian theology
   (accomplished by: reading of course texts; classroom attendance/participation; written assignments 1 & 2)
4. Exegete, understand, and interpret most passages in these books, and use resulting insight(s) in current and future ministry assignment(s)
   (accomplished by: reading of course texts; classroom attendance/participation; written assignments 1 & 2)

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 16** Ability to identify the steps of historical, literary, and theological analysis used in exegesis

**CN 17** Ability to exegete a passage of Scripture using the steps referred to above

**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
   (accomplished by: readings; attendance/participation; written assignments).
Required Texts


Course Outline: Anticipated Module-Week Lecture/Discussion

Monday, June 10 – Personal and course introductions; syllabus review; The Persian Period: geography and history; I Chronicles 1-9

Tuesday, June 11 – I Chronicles 10-29; 2 Chronicles 1-9

Wednesday, June 12 – 2 Chronicles 10-36

Thursday, June 13 – Haggai; Ezra-Nehemiah

Friday, June 14 – Esther; Jonah; Ruth

(For the schedule of pre- and post-Module forum, short essay, and final exegetical paper assignments, see “Course Schedule” below, and the weekly assignments schedules in our Moodle course.)

General Description of Course Written Assignments

1. Seven, 600-word exegetical (or other) essays constitute 70% of the course grade.
   Eight essays will be assigned; for each student, the single essay with the lowest letter grade will not be factored into the course grade. Details of these essay assignments are in the assignments sections of our Moodle course.
   (Course Outcomes: Numbers 1, 3, 4, variously)

N.B.: An important purpose of these short-essay assignments is to give students sustained opportunities to improve both the content and the mechanics of their writing. This is the major reason for the allotment of three hours of writing time per paper in the “Distribution of Student Learning Hours” in the chart below. Each student should schedule time for multiple proof-readings and, potentially, revision(s) of each of these short essays, before posting to Moodle. With respect both to content and to quality of writing, the bar purposely is set quite high. Fewer and shorter written assignments, with an emphasis on quality of writing, will make you a better writer--as longer assignments, often produced with less attention to quality of writing, usually cannot do.

2. A final exegetical paper constitutes 30% of the course grade.
   A 3,500-4,000-word exegetical paper is the culminating course assignment. Selection of the pericope for exegesis; approaches to developing and writing the paper; issues of content, formatting, citations, the mechanics of academic writing; etc. will be discussed during the week of the Module. This paper is due at or before 11:55 p.m./23:55 hours (CDT), **August 2**.
   (Course Outcomes: Primarily numbers 3, 4)
### Distribution of Student Learning Hours

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<thead>
<tr>
<th></th>
<th>pre-module hours</th>
<th>module hours</th>
<th>post-module hours</th>
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</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td></td>
<td>32</td>
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<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>4</td>
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<td>30</td>
</tr>
<tr>
<td>Reading</td>
<td>40</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Writing</td>
<td>12</td>
<td>0</td>
<td>32</td>
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<tr>
<td>Other Assignments and Learning Activities</td>
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<td>0</td>
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<tr>
<td>Exams &amp; Quizzes</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
<td>32</td>
<td>66</td>
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#### 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’s *Manual of Style* 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 some of the more common issues of concern, “Better Academic Writing,” is included in the course resource materials in Moodle.

#### 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

The short essays and the final exegetical paper are due as indicated in the assignments sections of our Moodle course. In justice to all students, no written work submitted late can earn an A grade. In addition, the final exegetical paper cannot be accepted late.

#### Additional Course Costs

No additional course costs are anticipated, 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,” with details in the respective section(s) of our Moodle course. In addition, class attendance may 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. Students needing accommodation(s) should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for 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 six hours of class time during our one-week, on-campus module, the course grade will be lowered. Absences totaling more than eight hours of class time during our one-week, on-campus module may cause a student to fail the course. When possible, prior notification of the professor for any absence is expected; in any case, the professor is to be notified of the reasons for/circumstances of all absences as soon as possible.

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.

**Audio and Video Recordings**
In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolled in video-conferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the video-conferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.
## Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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</table>
| Apr 29-May 4  | 1 Pre-Module Begins | Reading of course texts  
Individually introductions through Week 1 Forum in Moodle |
| May 6-11      | 2    | Reading of course texts  
Short essay #1—see assignment in Moodle |
| May 13-18     | 3    | Reading of course texts  
Short essay #2—see assignment in Moodle |
| May 20-25     | 4    | Reading of course texts  
Short essay #3—see assignment in Moodle |
| May 27-Jun 1  | 5    | Reading of course texts  
Short essay #4—see assignment in Moodle |
| June 3-8      | 6    | Reading of course texts  
No expectation of written work |
| June 10-14    | 7 Module (in-class) | Class attendance  
Outside-of-class informal discussion  
No expectation of written work |
| June 17-22    | 8 Post-Module begins | Preparation/selection of exegetical paper pericope  
No expectation of written work |
| June 24-29    | 9    | Short essay #5: exegetical paper proposal—see assignment in Moodle |
| July 1-6      | 10   | Short essay #6—see assignment in Moodle |
| July 8-13     | 11   | Short essay #7—see assignment in Moodle |
| July 15-20    | 12   | Short essay #8—see assignment in Moodle |
| July 22-27    | 13   | Work on final exegetical paper—submission not yet expected  
Course Evaluations (approximate release time by the Dean’s Office) |
| July 29-Aug 2 | 14   | Final exegetical paper submitted—see assignment in Moodle  
Synopsis of paper posted to Week 14 Forum in Moodle |