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 book of Deuteronomy, including literary analysis, consideration of its covenantal framework, its legal forms, and other major theological concepts.

Course Narrative & Rationale
The Church of the Nazarene, together with the larger Wesleyan/Holiness movement and most Christian denominations, views the Bible as a foundational document, informing all the life of the church. The Christian canon includes the thirty-nine books of the Hebrew Scriptures; as the capstone of its first major section, the Pentateuch, Deuteronomy both requires and rewards careful study. Whatever the timing of its present form, Deuteronomy includes material important to our understanding of Israel's formation and development as a people finding its way with the God who brought them from slavery to nationhood. In the development of Second Temple Judaism following the Babylonian Exile, no book is more important than Deuteronomy.

Moreover, Deuteronomy is central to understanding ourselves as Christians. Jesus' teachings, as well as his disputations with those who made themselves his theological opponents, are heavily sourced in--better, are midrashim upon--Deuteronomy, more than any other portion of the Hebrew
Scriptures. Paul and the other New Testament writers were steeped in Deuteronomic theology, and understood their agreements with it, as well as their developments beyond it.

Wesleyans, together with all our Christian brothers and sisters, need to know and understand the proper place of Deuteronomy in the larger story of God’s redemptive purposes. If we misunderstand Deuteronomy, we certainly will misunderstand much else; if we understand Deuteronomy as God intended it, we are much more likely to get the rest of the story right, also.

Primary teaching methodologies in this course are the close reading of Deuteronomy and other course texts, in-class lecture/discussion, weekly short-essay assignments, and a course-final exegetical paper.

**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
- 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.

**Course Outcomes**

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

1. Outline the content of the book of Deuteronomy  
   (accomplished by course readings, class attendance/participation, assignment 1)
2. Summarize the important positions regarding authorship, provenance, dating, occasion, and audience of Deuteronomy  
   (accomplished by course readings, class attendance/participation, assignment 1)
3. Identify the major theological themes of Deuteronomy, and discuss their contributions to Israelite, Jewish, and Christian theology  
   (accomplished by course reading, class attendance/participation, assignments 1 & 2)
4. Exegete, understand, and interpret most passages in Deuteronomy, and use these insights in current and future ministry assignment(s)  
   (accomplished by course reading, class attendance/participation, assignments 1 & 2).
Church of the Nazarene COSAC Competencies

While none of these will be realized completely, the following competencies will be enhanced, directly or indirectly, 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 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 (each accomplished in part by course readings, class attendance/participation, and assignments 1 & 2).

Required Texts


Anticipated Schedule of Text Readings/In-Class Discussion

<table>
<thead>
<tr>
<th>Date</th>
<th>Text</th>
<th>Date</th>
<th>Text</th>
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<tbody>
<tr>
<td>Sept. 9</td>
<td>Personal and course introductions; Deuteronomy 1</td>
<td>Oct. 28</td>
<td>Deuteronomy 14-16</td>
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<tr>
<td>Sept. 16</td>
<td>Deuteronomy 2-4</td>
<td>Nov. 4</td>
<td>Deuteronomy 17-19</td>
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<tr>
<td>Sept. 23</td>
<td>Deuteronomy 5</td>
<td>Nov. 11</td>
<td>Deuteronomy 20-22</td>
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<tr>
<td>Sept. 30</td>
<td>Deuteronomy 6-7</td>
<td>Nov. 18</td>
<td>Deuteronomy 23-25</td>
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<tr>
<td>Oct. 7</td>
<td>Deuteronomy 8-10</td>
<td>Nov. 25</td>
<td>Deuteronomy 26-30</td>
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<tr>
<td>Oct. 14</td>
<td>Deuteronomy 11-13</td>
<td>Dec. 2</td>
<td>Deuteronomy 31-34</td>
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<tr>
<td>Oct. 21</td>
<td>Reading and Research Week</td>
<td>Dec. 9</td>
<td>“Deuteronomy in the Congregation”</td>
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Course Essay Assignments
1. Seven 600-word exegetical essays will constitute 70% of the course grade.
Eleven weekly essays will be assigned, each of six hundred (600) words minimum length. For each student, the seven essays earning the highest grades will count toward the course grade.
(Course outcomes: Numbers 1, 2, 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. The passage chosen for exegesis is to be cleared with the professor by October 28. The paper is due December 9.
(Course Outcomes: Primarily numbers 3 and 4)

Distribution of Student Learning Hours

<table>
<thead>
<tr>
<th>Distribution of Student Learning Hours</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Face-to-face class sessions (clock hours)</td>
<td>39</td>
</tr>
<tr>
<td>Reading (primarily Deuteronomy and course texts)</td>
<td>51</td>
</tr>
<tr>
<td>Writing (weekly essays, three hours per essay, and final exegetical paper)</td>
<td>55</td>
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<tr>
<td>TOTAL</td>
<td>145</td>
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Submitting Assignments
Weekly essays are to be submitted in the assignments section of the Moodle course.

Form and Style Expectations
The faculty of NTS have adopted Turabian’s text on form, style, usage, and other writing issues. Written work is expected to conform to best practices, as set forth in Turabian. For convenience, a summary of the most commonly problematic issues in written work presented in the professor’s courses over the years is included in Moodle course resources; it is titled, “Better Academic Writing.”

Inclusive Language
Nazarene Theological Seminary is committed to the equality of women and men. Recognizing that people often use language in ways that 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 accepted to meet course requirements will have employed gender-neutral or gender-inclusive language, as needed.
**Policies Regarding Late Work**

Essays submitted late cannot earn a grade higher than B+. Essays submitted more than two weeks late can factor into the course grade only as an essay grade of “F.” The final exegetical paper cannot be accepted late.

**Additional Costs**

No additional course costs are expected beyond NTS tuition, fees, and textbooks.

**Course Grading**

Any weekly essay earning a grade of C+ or lower may be rewritten and resubmitted within two weeks of the grade’s posting; resubmitted essays may earn a grade of B, but not higher. The seven essays contributing to the course grade will be weighted at ten percent (10%), each. The final exegetical paper will be weighted at thirty percent (30%) of the course grade. Assuming consistent class attendance and submission of written assignments of graduate-level quality, the student may expect to earn a course grade of A or B.

**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 in 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 professor--preferably no later than the end of the first class session--to discuss learning needs and adaptive strategies that have been beneficial 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 class hours, the course grade will be lowered. Absences totaling more than eight hours almost certainly will cause a student to fail the course. Prior notification of the professor for any absence is expected, when possible; 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**

To foster a safe learning environment in which various viewpoints are respected, both audio and video recordings and transcriptions thereof, by students, are prohibited without the express permission of the faculty member in charge of the course. If permission is granted, redistribution of
such recordings and transcriptions outside the scope of the course is prohibited as a matter of Seminary policy.

Students enrolling in video-conferencing courses and/or participating in certain synchronous Moodle activities should be aware that images and voices are transmitted digitally through the video-conferencing equipment and may be recorded. Continued enrollment in such a course constitutes the student’s expression of willingness to participate in the course under 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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<tbody>
<tr>
<td>9/9</td>
<td>1</td>
<td>Personal and course introductions</td>
</tr>
<tr>
<td>9/16</td>
<td>2</td>
<td>Essay #1; details in assignments section of Moodle course</td>
</tr>
<tr>
<td>9/23</td>
<td>3</td>
<td>Essay #2; details in assignments section of Moodle course</td>
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<tr>
<td>9/30</td>
<td>4</td>
<td>Essay #3; details in assignments section of Moodle course</td>
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<td>10/7</td>
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<tr>
<td>10/14</td>
<td>6</td>
<td>Essay #5; details in assignments section of Moodle course</td>
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<tr>
<td>10/21</td>
<td>7</td>
<td>Reading and Research Week</td>
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<tr>
<td>10/28</td>
<td>8</td>
<td>Essay #6; details in assignments section of Moodle course</td>
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<tr>
<td>11/4</td>
<td>9</td>
<td>Essay #7; details in assignments section of Moodle course</td>
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<td>11/11</td>
<td>10</td>
<td>Essay #8; details in assignments section of Moodle course</td>
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<td>11/18</td>
<td>11</td>
<td>Essay #9; details in assignments section of Moodle course</td>
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<tr>
<td>11/25</td>
<td>12</td>
<td>Essay #10; details in assignments section of Moodle course</td>
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<tr>
<td>12/2</td>
<td>13</td>
<td>Essay #11; details in assignments section of Moodle course</td>
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<td>Course evaluations (approximate release time by the Dean’s Office)</td>
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<tr>
<td>12/9</td>
<td>14</td>
<td>Final exegetical paper due</td>
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