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 & Degree Program 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.  E-mail: jecoleson@nts.edu
Office: (816) 268-5482
Office Hours: By appointment

Catalog Description
A study of the book of Joshua, giving attention to historical background, historical geography, the promise-fulfillment motif, and the Deuteronomic understanding of Israel’s history.

Course Narrative & Rationale
The Church of the Nazarene, together with the larger Methodist/Wesleyan/Holiness movement and most Christian denominations, views the Bible as foundational, informing all the life of the church. The book of Joshua, though largely unknown in the church (except for the tumblin’ down of the walls of Jericho!), makes a vital contribution to the whole of Scripture.

The story of Israel’s entry into the promised land of Canaan under Joshua stands as the culmination of God’s rescue of Israel from oppression and slavery. Now they would occupy the land of God’s promise to the Patriarchs and Matriarchs. The second half of Joshua often is neglected in our preaching and
teaching, but it gives concrete record, tribe by tribe, of the real fulfillment of God’s promise. God is trustworthy; God does what God promises to do.

Finally, that God had commanded Israel to enter Canaan and destroy all its people, and that Israel carried out this command, is a common but mistaken reading of Joshua 6-12. We will learn to read this section correctly, and assess implications following from a corrected reading.

Our in-class week of lectures, large- and small-group discussions, etc., will be a large part of our learning in this course. In addition, a primary learning strategy will be a series of pre- and post-class-session short essays. An exegetical paper of 4,000-4,500 words will serve as a course-summative exercise.

**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**: 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. Identify the content of the book of Joshua, including persons, places, and events
   (Accomplished by course reading; in-class participation; assignment 1)
2. Summarize the important positions regarding authorship, provenance, dating, occasion, and audience of Joshua
   (Accomplished by course reading; in-class participation; assignment 1)
3. Identify the major theological themes of Joshua, and discuss their contributions to Israelite, Jewish, and Christian theology
   (Accomplished by course reading; in-class participation; assignment 1)
4. Exegete, understand, and interpret most passages in Joshua, and use these insights in current and future ministry assignment(s)
   (Accomplished by course reading; in-class participation; assignments 1, 2).
Church of the Nazarene COSAC Competencies

This course is designed to aid those in process toward ordination in the Church of the Nazarene in their development of (at least) the following COSAC competencies:

- **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
- **CH 2** Ability to make theologically based ethical decisions in complex and/or paradoxical contexts.
  (Variously accomplished by course reading; online participation; assignments 1 and 2.)
  (Similarly, the course will aid students in process toward ordination in other denominations.)

Required Texts


Course Outline: Anticipated Module-Week Lecture/Discussion

Mon, Jan 20 – Personal introductions; syllabus review; geography of Canaan/Israel; Joshua 1

Tue, Jan 21 – Joshua 2-6

Wed, Jan 22 – Joshua 7-12

Thu, Jan 23 – Joshua 13-24 (with a glance at Judges 1:1--3:6)

Fri, Jan 24 – Twenty-first-century contextualizations

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

NTS – Spring, 2014 – OTL621 Joshua (Module, Jan 20-24)
**General Description of Course Written Assignments**

1. Seven, 600-word exegetical (or other) essays will constitute 70% of the course grade.

   Eight essays will be assigned; for each student, the essay with the lowest letter grade will not factor into the course grade. Details of these are in the assignments sections of our Moodle course.

   (Course Outcomes: Numbers 1-4, 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 essay 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. If you take this opportunity seriously throughout the course, you will find that 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 the writing process itself--usually cannot do.

2. A final exegetical paper will constitute 30% of the course grade.

   An exegetical paper of 4,000-4,500 words is the culminating course assignment. We will discuss selection, approaches to exegetical writing, the mechanics of academic writing, and other issues during the week of the Module. This paper is due at or before 11:55 p.m./23:55 hours (CDT), **March 14**.

   (Course Outcomes: Primarily numbers 3 and 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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<tbody>
<tr>
<td>Face-to-face class sessions</td>
<td></td>
<td>32</td>
<td></td>
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<tr>
<td>Online participation in forums, groups, etc.</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Reading</td>
<td>25</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>Writing</td>
<td>9</td>
<td>0</td>
<td>40</td>
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<tr>
<td>Other assignments and learning activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Exams &amp; quizzes</td>
<td>0</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>32</strong></td>
<td><strong>76</strong></td>
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**Methods for Submitting Assignments**

Written work is to be posted to designated forums or assignments sections of our Moodle course.

**Form and Style Expectations**

NTS has 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 our Moodle course resources; it is titled, “Better Academic Writing.”
**Inclusive Language**

NTS is committed to the equality of women and men. Recognizing that people too 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.

**Policy Regarding Late Work**

Short (weekly) essays submitted late cannot earn a grade higher than B+. Essays will not be accepted more than two weeks late. The final paper/project, due March 14, cannot be accepted late.

**Additional Costs**

The professor does not expect course costs beyond NTS tuition and fees, and course textbooks. The professor cannot estimate Individual students’ costs (if any) for travel, meals, and lodging.

**Course Grading**

Written work for this course is set forth above in the section, “General Description of Course Written Assignments,” with details in the respective sections of Moodle. 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 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.

Attendance records must be reported for those obtaining VA 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.

NTS – Spring, 2014 – OTL621 Joshua (Module, Jan 20-24)
Students enrolling in video-conferencing courses and/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 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>Dec 9-14</td>
<td>1</td>
<td>Pre-Module begins</td>
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<tr>
<td></td>
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<td>Personal introductions in Moodle Forum</td>
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<tr>
<td>Dec 16-21</td>
<td>2</td>
<td>Short essay #1 in Moodle, Saturday, December 21, 11:55 p.m./23:55 hrs. (CST)</td>
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<td>Dec 23-28</td>
<td>3</td>
<td>Week of Christmas; no written work due</td>
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<tr>
<td>Dec 30-Jan 4</td>
<td>4</td>
<td>Short essay #2 in Moodle, Saturday, January 4, 11:55 p.m./23:55 hrs. (CST)</td>
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<tr>
<td>Jan 6-11</td>
<td>5</td>
<td>Short essay #3 in Moodle, Saturday, January 11, 11:55 p.m./23:55 hrs. (CST)</td>
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<tr>
<td>Jan 13-18</td>
<td>6</td>
<td>No written work due</td>
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<tr>
<td>Jan 20-25</td>
<td>7</td>
<td>Module face-to-face</td>
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<td>Class sessions, NTS at KC – 1 p.m., Monday (01/20), through 12 noon, Friday</td>
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<td>(01/24)</td>
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<td>Jan 27-Feb 1</td>
<td>8</td>
<td>Post-Module begins</td>
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<td>Short essay #4 in Moodle, Saturday, February 1, 11:55 p.m./23:55 hrs. (CST)</td>
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<td>Feb 3-8</td>
<td>9</td>
<td>Short essay #5 in Moodle, Saturday, February 8, 11:55 p.m./23:55 hrs. (CST)</td>
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<td>Feb 10-15</td>
<td>10</td>
<td>Short essay #6 in Moodle, Saturday, February 15, 11:55 p.m./23:55 hrs. (CST)</td>
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<td>Feb 17-22</td>
<td>11</td>
<td>Short essay #7 in Moodle, Saturday, February 22, 11:55 p.m./23:55 hrs. (CST)</td>
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<td>Feb 24-Mar 1</td>
<td>12</td>
<td>Short essay #8 in Moodle, Saturday, March 1, 11:55 p.m./23:55 hrs. (CST)</td>
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<tr>
<td>March 3-8</td>
<td>13</td>
<td>No written work due in Moodle</td>
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<td>Course Evaluations--approximate release time by the Dean’s Office</td>
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<tr>
<td>Mar 10-14</td>
<td>14</td>
<td>Exegetical paper due in Moodle</td>
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<td></td>
<td></td>
<td>Friday, March 14, 11:55 p.m./23:55 hrs. (CDT)</td>
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<td></td>
<td></td>
<td>This assignment cannot be accepted late.</td>
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</tbody>
</table>