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.  
Email: jecoleson@nts.edu
Office: (816) 268-5482
Office Hours: By appointment

Catalog Description

A study of the book of Exodus, with special attention to literary analysis, ancient Egyptian background, the Decalogue and the Covenant Code, other major theological concepts, and the person of Moses.

Course Narrative & Rationale

The Church of the Nazarene, together with the larger Wesleyan/Holiness movement and most Christian denominations, views the Bible as foundational, informing the life of the church. In addition, the Exodus was the foundational event in the formation of the nation of Israel. The Exodus continues to shape Jewish and Christian thought and action to the present day.

The first half of the book of Exodus is a narrative of depth and emotional intensity. Its second half comprises profound concepts in the form of legal code for ancient Israel in the land, and for the continued instruction of those who would live with integrity before God and with their neighbors.
brothers and sisters. Exodus richly rewards those willing to expend time and effort to understand its patterns and its message. The book is a treasure-trove; wealthy, indeed, are those who explore its depths.

Online discussion of Exodus, and of the other course texts, will be our primary learning strategy. An exegetical paper of 4,000-4,500 words will be a course-summative exercise.

**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. Outline the content of the book of Exodus  
   (accomplished by reading, and by online forum participation--i.e., assignment 1)
2. Summarize and evaluate the important positions regarding authorship, provenance, dating, occasion, and original audience of Exodus  
   (accomplished by reading, and by online forum participation--i.e., assignment 1)
3. Identify the major theological themes of Exodus, and discuss their contributions to Israelite, Jewish, and Christian theology (accomplished by reading, and by online forum participation--i.e., assignment 1)

4. Exegete, understand, and interpret most passages in Exodus, and use resulting insight(s) in current and future ministry assignment(s) (accomplished by reading, by online forum participation--i.e., assignment 1--and by assignment 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 (variously accomplished by course reading, by online forum participation--i.e., by assignment 1--and by assignment 2).

(Similarly, this course will aid students in process toward ordination in other denominations.)

Required Texts

Course Outline

Unit 1: Introductions – Week 1
  • Course introduction
  • Syllabus
  • Personal introductions

Unit 2: Preparation – Weeks 2-3
  • Foundling and fugitive - Exodus 1-2
  • Called and sent – Exodus 3-4

Unit 3: Escalating Power Encounters – Weeks 4-8 (including R & R week)
  • The first nine plagues – Exodus 5-11
  • The first Passover – Exodus 12-13
  • The crossing – Exodus 14:1--15:21
  • The Exodus in film – The Ten Commandments and Prince of Egypt

Unit 4: Arrival at Sinai – Weeks 9-10
  • Shore to summit – Exodus 15:22--19:25
  • The Ten Words – Exodus 20:1-17; Deuteronomy 5:1-21

Unit 5: Code and Cultus – Weeks 11-12
  • The Covenant Code – Exodus 20:18--23:33
  • Instructions for the Tabernacle, its functions, and its functionaries – Exodus 24-31

Unit 6: Crisis and Cooperation – Weeks 13-14
  • Rebellion and reconciliation – Exodus 32-34; Acts 7
  • Construction of the Tabernacle – Exodus 35-40

Course Assignments

1. Online interaction (70% of course grade)

Posting to discussion forums and reading the posts of other class members is the online equivalent of attending and participating in class in an on-campus course. In the online environment--precisely because face-to-face contact is not possible--professor-with-student(s) and student(s)-with-student(s) interaction is indispensable for a positive learning experience. With this in mind, the following practices are weekly minimal expectations for this course:
  • Remember: minimal does not mean “A” work, nor an “A” grade.
  • Normally, each student is to write at least five (5) quality posts or responses to the professor’s or other students’ posts in discussion forums. Posts are to be spread over at least three (3) days each week.
  • For purposes of forum postings, each week will begin at 12:01 a.m. (U.S. Central Time) Sunday, and end at 12:00 p.m., Saturday midnight (U.S. Central Time).
  • Students are strongly encouraged to read all new posts at least five (5) days per week.

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• A “quality” post begins a new topic, brings to bear critical reflection on another’s post, or moves discussion in a new direction. Both number and quality of posts will influence this section of the course grade.
• A “quality” post reflects reading and study of the text of Exodus, and of the other course texts, Cole and Hoffmeier, as indicated in the “Course Calendar,” below.
• The professor has learned from experience that original posts of fewer than three hundred (300) words in length almost never are “quality” posts. It simply takes that many words, or more, to develop most ideas in this dialogical format for others to see where you are going, so as to be able to respond intelligently and wisely. Thus, “normal” original posts will be counted only if they are at least three hundred words in length; “normal” response posts will be counted only if they are at least one hundred fifty (150) words in length.
• Correct and appropriate spelling, punctuation, grammar, syntax, usage, and other “best practices” of academic writing are expected in all posts. Plan to use the resource, “Better Academic Writing,” regularly and thoroughly.
• Students who have taken classroom courses with this professor will recognize that this on-going assignment combines weekly essay (albeit, usually with shorter “essays”) and discussion components of his classroom courses, and will continue to improve their expositional skills.

Assessment of online participation normally will be posted weekly, using letter grades. (Course Outcomes: Numbers 1, 2, 3, 4, variously throughout the course)

2. Exegetical paper (30% of course grade)
An exegetical paper 4,000-4,500 words in length, on a single pericope, is the culminating course assignment. Each student should request the professor’s approval of his/her chosen pericope no later than March 15. The paper is due by 11:55 p.m. (U.S. CDT), Monday, May 5. (Course Outcomes: Primarily numbers 3 and 4)

### Distribution of Student Learning Hours

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<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Online participation in forums</td>
<td>100</td>
</tr>
<tr>
<td>Reading</td>
<td>35</td>
</tr>
<tr>
<td>Writing of final exegetical paper</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>160</td>
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**Submitting Assignments; Posting Grades**
Forum postings and the final exegetical paper are to be submitted in our Moodle course.

**Form and Style Expectations**
All written work, including forum posts, 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 is the short style sheet, “Better Academic Writing,” included in the course 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**
It is not possible to make up forum postings--e.g., five (5) extra postings during Week 3 will not compensate for zero (0) postings during Week 2. Also, because of Commencement timelines, the final exegetical paper can be accepted only until 11:55 p.m. (U.S. CDT), Monday, May 5.

**Additional Costs**
For this course, the professor anticipates only the costs of NTS tuition and course texts.

**Course Grading**
1. Online interaction will constitute seventy percent (70%) of the course grade.
2. A final exegetical paper will constitute thirty percent (30%) of the course grade.
Grades will be posted as letter grades; descriptions are included in the NTS Student Handbook.

**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 in the past.

**Class “Attendance”**
If a student does not meet class participation standards in our online environment for four or more weeks, the professor may automatically fail that student.
# Course Calendar

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<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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| Feb 3      | 1    | **Readings:** Cole’s *Exodus*, pages 11-52.  
**Forum postings:** Each student is to post a personal introduction by Tuesday, and is to respond to at least four other introductory posts by Friday. In your introduction, please include: 1.) Pertinent/appropriate personal information--including photo(s), if you care to; 2.) A short description of your current ministry and/or volunteer position(s); 3.) A short reflection on one or two aspects of (or insights into) Genesis, of which you hope to gain a better understanding through this course. |
| Mar 3      | 5    | **Readings:** Exodus 12-13; Cole on Exodus 12-13.  
**Forum postings:** As indicated in forum guidelines. |
| Mar 10     | 6    | **Readings:** Exodus 14:1--15:21; Cole on Exodus 14:1--15:21; Hoffmeier, chapters 3-5.  
**Forum postings:** As indicated in forum guidelines.  
**Final exeg. paper:** Clear proposed pericope with professor by March 15. |
| Mar 17     | 7    | Reading and Research Week |
| Mar 24     | 8    | **Viewings:** DeMille’s *The Ten Commandments; The Prince of Egypt*.  
**Forum postings:** As indicated in forum guidelines. |
**Forum postings:** As indicated in forum guidelines. |
| Apr 7      | 10   | **Readings:** Exodus 20:1-17; Deuteronomy 5:1-21; Cole on Exodus 20:1-17; Hoffmeier, chapter 8.  
**Forum postings:** As indicated in forum guidelines. |
**Forum postings:** As indicated in forum guidelines. |
| Apr 21     | 12   | **Readings:** Exodus 24-31; Cole on Exodus 24-31; Hoffmeier, chapters 9-11.  
**Forum postings:** As indicated in forum guidelines. |
| Apr 28     | 13   | **Readings:** Exodus 32-34; Acts 7; Cole on Exodus 32-34.  
**Forum postings:** As indicated in forum guidelines. |
| May 5      | 14   | **Readings:** Exodus 35-40; Cole on Exodus 35-40.  
**Forum postings:** As indicated in forum guidelines.  
**Final exegetical paper:** Submit by 11:55 p.m. (U.S. CDT) Monday, May 5. |

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