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 affords the opportunity to begin (or continue) reading broadly in 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**: Enhancement of the student’s ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and effective 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), both tracks, Objective 1**: Skill in academic research and writing
- **MA(TS), both tracks, Objective 2**: Knowledge of the major theological disciplines and their interrelationships
- **MA(TS) both tracks, Objective 3**: Ability to use the theological disciplines to reflect on 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 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 by assignments 1, 2, and 3)
2. Express the importance of OT theology as a discipline (accomplished primarily by assignments 1 and 3)
3. Summarize and critique a variety of approaches to OT theology (accomplished primarily by assignments 1, 2, and 3)
4. Create/adapt and defend/improve a “Wesleyan biblical theology” (accomplished primarily by assignments 2 and 4)
5. Demonstrate an increasing incarnation of both the Old and the New Testaments into life and ministry, with integrity and imagination (accomplished primarily by assignments 2 and 4).
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

Timeline of Proposed In-Class Discussion
May 19 — Syllabus; Ollenburger, pp. 3-29, 497-506
20 — Ollenburger, pp. 33-494
21 — Brueggemann
22 — Janzen
23 — Trajectories; benedictions


**Course Assignments**

1. A 2,000-word pre-module review of Janzen’s text will constitute 10% of the course grade.
   The parameters of this expectation are posted in Week 5 of our Moodle course.
   (course outcomes: primarily numbers 1, 2, and 5)

2. **Class attendance will constitute 20% of the course grade.**
   Essentially, class attendance will open the possibility of a course grade of B, or higher.
   (course outcomes: primarily numbers 1, 3, 4, and 5)

3. **Four, 600-word, post-module essays will constitute 40% of the course grade.**
   Essay assignments will be posted to Moodle during our week of class sessions, May 19-23.
   (course outcomes: primarily numbers 1, 3, and 4)

4. **A post-module, course-final paper constitutes 30% of the course grade.**
   A 4,000-4,500-word “position” paper is the culminating course assignment; we will formulate
   its parameters collaboratively during our week of class sessions. The paper is due **July 11**.
   (course outcomes: primarily numbers 4 and 5)

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</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></td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>34</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Writing</td>
<td>10</td>
<td>0</td>
<td>43</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><strong>TOTAL</strong></td>
<td>44</td>
<td>43</td>
<td>63</td>
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</tbody>
</table>

**Submitting Assignments; Posting Grades**

All assignments are to be submitted in the weekly assignments sections of our Moodle course.
All grades will be posted as letter grades in the grades section of our Moodle course. Grade
descriptions are to be found on page 45 of the NTS *Catalog*.

**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**
Written work posted late to our Moodle course cannot earn a grade higher than B+. In justice to all students, written work will be accepted no later than two weeks following its due date.

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

**Course Grading**
Expectations for written work are set forth in “Course Assignments,” above, and weekly in our Moodle course. See also the section, “Class Attendance,” below.

**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. 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. Of the twenty percentage points allotted to class attendance in the course grade, each of the first four hours of class absence will result in the deduction of one percentage point; each hour of class absence after the first four will result in the deduction of two percentage points.

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.
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 enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week of:</strong> Apr 7</td>
<td>1</td>
<td>Pre-Module Begins</td>
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<tr>
<td></td>
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<td>Begin reading of course texts.</td>
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<tr>
<td>Apr 14</td>
<td>2</td>
<td>Continue reading of course texts.</td>
</tr>
<tr>
<td>Apr 21</td>
<td>3</td>
<td>Continue reading of course texts.</td>
</tr>
<tr>
<td>Apr 28</td>
<td>4</td>
<td>Continue reading of course texts.</td>
</tr>
<tr>
<td>May 5</td>
<td>5</td>
<td>Continue reading of course texts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written review of Janzen’s text due May 10; see assignment in Moodle course.</td>
</tr>
<tr>
<td>May 12</td>
<td>6</td>
<td>Continue reading of course texts.</td>
</tr>
<tr>
<td>May 19</td>
<td>7</td>
<td>Module face-to-face begins</td>
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<tr>
<td></td>
<td></td>
<td>Class attendance expected.</td>
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<tr>
<td>May 26</td>
<td>8</td>
<td>Post-Module begins</td>
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<tr>
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<td></td>
<td>Essay #1 due May 30; see assignment in Moodle course.</td>
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<tr>
<td>June 2</td>
<td>9</td>
<td>Essay #2 due June 6; see assignment in Moodle course.</td>
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<tr>
<td></td>
<td></td>
<td>Begin work on course-final paper.</td>
</tr>
<tr>
<td>June 9</td>
<td>10</td>
<td>Essay #3 due June 13; see assignment in Moodle course.</td>
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<tr>
<td></td>
<td></td>
<td>Continue work on course-final paper.</td>
</tr>
<tr>
<td>June 16</td>
<td>11</td>
<td>Essay #4 due June 20; see assignment in Moodle course.</td>
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<td>Continue work on course-final paper.</td>
</tr>
<tr>
<td>June 23</td>
<td>12</td>
<td>Continue work on course-final paper.</td>
</tr>
<tr>
<td>June 30</td>
<td>13</td>
<td>Continue work on course-final paper.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course evaluations to be released by the Dean’s Office.</td>
</tr>
<tr>
<td>July 7</td>
<td>14</td>
<td>Course-final paper due July 11; see assignment in Moodle course.</td>
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