

St Andrew's Greek Orthodox Theological College

B7110A Introduction to the Old Testament



Semester One, 2022

Teaching Staff:

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Consultation Times:	By appointment. First contact by email preferred.

B7110A Introduction to the Old Testament

Semester One, 2022

Credit value:	9 credit points
Mode of study:	On campus or online
Pre-requisite units:	None
Co-requisite units:	None
Units excluded:	B7101 Introduction to Biblical Studies; B8101 Introduction to Biblical Studies; B8110 Introduction to the Old Testament

Scheduled times and Venues:	Internal: Monday 6-9pm, on campus. External: Online. Zoom live Monday 6-9pm.
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Teaching Staff:	Name:	Dr Lydia Gore-Jones
	Qualifications:	BA Hon. (Macquarie 2013); MA (UNSW 2002); PhD (Macquarie 2018)
	Email:	lgorejones@sagotc.edu.au
	Consultations times:	By appointment. First contact by email preferred.

Workload:	Weeks in Teaching Session:	12 weeks
	Timetabled hours/week:	3 hours
	Study and Assignments	8 hours personal study/week

Curriculum Objectives

This course unit introduces students to the critical study of the Old Testament, its literary forms, historical and cultural contexts and theological themes. It provides a solid foundation for further biblical and theological study and forms part of a Major in the Discipline of Biblical Studies.

Learning Outcomes

At the end of this unit, students will be able to:

1. Present clear statements of the major contents of the books of the Old Testament
2. Identify the main historical, social and cultural factors that provided the context of the composition of the Old Testament
3. Engage critically with significant introductory secondary literature in the study of the Old Testament

4. Utilise basic skills in performing historical-critical exegesis of Old Testament texts
 5. Apply insights from their study to Christian life and ministry within their particular context
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Content

1. Outline of the books of the Old Testament
2. Historical, cultural, political and religious contexts of the Old Testament materials
3. Approaching the books of the Old Testament as literary works
4. Key methodologies of biblical interpretation
5. Developing skills in exegesis and writing an exegetical essay
6. Key Old Testament themes

Unit Weekly Schedule

Topic 1	Introduction to the unit: Canons, Traditions, People and Land
Topic 2	The Pentateuch and biblical interpretation
Topic 3	The Beginning: Genesis part 1
Topic 4	The patriarchs: Genesis part 2
Topic 5	The Exodus and journey in the wilderness
Topic 6	The Book of Deuteronomy
Topic 7	Israel among the Canaanites: Joshua and Judges
Topic 8	Samuel and David: Book of Samuel
Topic 9	Kings and Prophets: Book of Kings
Topic 10	The prophetic spirit: Jeremiah, Isaiah and Ezekiel
Topic 11	Book of Daniel and other Second Temple writings
Topic 12	Wisdom literature

Learning Resources

Required Texts

1. *Holy Bible*, New Revised Standard Version (NRSV), also available online; and the Orthodox Study Edition, Thomas Nelson, 2008.
2. Lawrence Boadt, *Reading the Old Testament*. Rev. & updated by Richard Clifford & Daniel Harrington. New York: Paulist Press, 2012.

(The following resources are useful for research and assignments. You are encouraged to consult them, but do not have to purchase.)

One-Volume Bible Commentaries:

Eerdmans Commentary on the Bible. Edited by James D. G. Dunn and John W. Rogerson. Grand Rapids: Eerdmans, 2003.

The New Interpreter's Bible: One-Volume Commentary. Edited by Beverly R. Gaventa and David Petersen. Nashville: Abingdon, 2010.

The New Jerome Biblical Commentary. Edited by Raymond E. Brown, Joseph A. Fitzmyer, and Roland E. Murphy. Englewood Cliffs, NJ: Prentice-Hall, 1990.

The Oxford Bible Commentary. Edited by John Barton and John Muddiman. Oxford: Oxford University Press, 2001.

Major Series of Old Testament Commentaries:

Abingdon Old Testament Commentary. Nashville: Abingdon Press.

The Ancient Christian Commentary on Scripture. InterVarsity Press.

The Anchor Bible. New Haven, CT: Yale University Press.

Hermeneia. Minneapolis: Fortress Press.

International Critical Commentaries. London and NY: T&T Clark.

Other Useful Resources:

Anderson, Bernhard W. *Understanding the Old Testament*. 5th ed. Upper Saddle River NJ: Pearson Prentice Hall, 2007.

Arnold, Bill T. and Bryan E. Beyer. *Encountering the Old Testament: A Christian Survey*, 2nd ed. Grand Rapids, MI: Baker, 2008.

Bellinzoni, Arthur J. *The Old Testament: an introduction to biblical scholarship*. Amherst, NY: Prometheus Books, 2009.

Binz, Stephen J. *The God of freedom and life: a commentary on the Book of Exodus*. Rev. ed. Collegeville: Liturgical Press, 2011.

Blenkinsopp, Joseph. *Isaiah 40-55: a new translation and commentary*. New Haven Conn: Yale University Press, 2009.

Brueggemann, Walter. *Genesis*. Louisville, Ky: Westminster John Knox, 2010.

Cole, R. Alan. *Exodus: an introduction and commentary*. Downers Grove, Ill: IVP Academic, 2008.

Cronk, George, *The Message of the Bible, an Orthodox Christian Perspective*. Crestwood NY: St Vladimir's Seminary Press, 1990.

David P. Barrett, *ESV Concise Bible Atlas*. Wheaton, IL: Crossway, 2012.

- Drane, John. *Introducing the Old Testament*. 3rd ed. Minneapolis: Fortress Press, 2011.
- Fitzmyer, Joseph. *The One Who is to Come*. Grand Rapids: Eerdmans, 2007.
- Keck, Leander. *The New Interpreter's Bible Old Testament Survey*. Nashville, TN: Abingdon Press 2006
- Paul, Shalom. *Isaiah 40-66: translation and commentary*. Grand Rapids: Eerdmans, 2012.
- Pentiuc, Eugen J. *The Old Testament in Eastern Tradition* Oxford: Oxford University Press, 2014.
- Stromberg, Jacob. *An Introduction to the Study of Isaiah*. London: T. & T. Clark, 2011.
- Stylianopoulos, Theodore G. 'Perspectives in Orthodox Biblical Tradition', *Greek Orthodox Theological Review* 47 (2002), 327-338.
- Vogt, Peter T. *Interpreting the Pentateuch: an exegetical handbook*. Grand Rapids, MI: Kregel Publications, 2009.
- Waltke, Bruce K. *The Book of Proverbs*. NIC series. Grand Rapids: Eerdmans, 2004.

(For more resources, especially on specific topics covered in this unit, see "For Further Reading", in Boadt, *Reading the Old Testament*, pp.483–9.)

Assessment

Assessment tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, the required assessment tasks will enable students to demonstrate how successfully they can:

1. Present a critical analysis of a book or books of the Old Testament [Outcomes 1, 2, 3]
2. Interpret passages from the Old Testament using an accepted exegetical methodology [Outcomes 1, 2, 3, 4]
3. Produce a thematic analysis of a key Old Testament theme or critical issue, with application to life and ministry in the contemporary context [Outcomes 1, 3, 4, 5]

Please submit all written assignments with a cover sheet as one document, online on the Moodle site.

Students are strongly recommended to submit a draft of their assignment to Studiosity for feedback before formal submission (link available on Moodle site). This is a compulsory requirement for the exegetical essay.

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
1. Tutorial participation	10%	weekly	1, 4 and 5
2. Exegetical essay	20%	March 14	2, 3 and 4
3. Thematic essay	30%	May 16	1, 3, 4 and 5
4. Final exam	40%	June 14	1, 2, 4 and 5

Detailed information on assessment tasks and assessment standards

Assessment Item 1

Tutorial participation

Due date: weekly and ongoing
Value: 10%

Students are expected to discuss each tutorial topic. Both internal and external students should provide a comment on the weekly tutorial topic briefly (100-200 words would be sufficient) in the online discussion forum. Your response is due by Friday of each following week by 11.00pm. You need to post your answer before you can see the answers of everybody else. You should also discuss the points raised by your fellow students. Your response should draw on the source material set in the topic each week.

Marking Criteria

	High Distinction	Distinction	Credit	Pass	Fail
Use of sources	Offers critical response to source material provided and substantiates response with additional relevant material	Offers critical response to source material provided	Refers to relevant source material provided for topic	Makes reference to some source material, but citation inadequate and/or important examples omitted	Makes no reference to sources provided
Knowledge of subject matter	Introduces new or expanded ideas that reflect high level critical thinking on the topic and demonstrates practical application	Presents or expanded ideas and makes a practical application	Illustrates basic knowledge of topic without applying or expanding idea(s); properly uses discussion vocabulary	Displays only a minimal grasp of the concepts covered	Displays no understanding of the central concepts
Addresses assigned topic	Directly answers the question(s) asked, providing additional insights	Directly answers the question(s) asked	Indirectly answers the question(s) asked	References question(s) but does not address it/them	Does not address the assigned question(s)
Engages with other students	Expands ideas demonstrating high level critical thinking	Offers critical response	Demonstrates basic knowledge of topic without applying or expanding ideas	Offers only superficial response (eg acknowledgement or agreement)	Does not engage with posts by other students

Assessment Item 2

Exegetical Essay

Due date: March 14

Value: 20%

Word Limit: 1,000 words

Genesis 22: 1-14 is also known as the “Binding of Isaac” or the “Sacrifice of Isaac.” Why is it an important passage? In what way could it be challenging to its reader? How would you respond to the challenge?

Write an exegetical essay on this passage to address the above or another question/questions of your own in relation to the meaning of the passage. You should write in the formal essay style, presenting a central argument. The essay should incorporate references to at least five commentaries and/or scholarly articles, using footnotes and including a bibliography.

Assessment Item 3

Thematic Essay

Due date: May 16

Value: 30%

Word Limit: 1,500 words

*Two central themes found in **Isa 50-55** are Zion and the Servant of God. How are they portrayed in this passage? What theological message do the themes convey? In what way(s) do they still speak to us today?*

Be sure to support your discussion and argument with textual analysis and engagements with at least five scholarly works.

Assessment Item 4

Final Exam

Date: June 14

Value: 40%

Duration: 1.5 hours

Information on the format, contents, scope of the exam as well as how to prepare will be given later in the semester.

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

Student submits an assignment worth 50 marks 4 days late.

Total mark available=50
Penalty: 4 days late = 5% of 50×4 = 10 mark penalty
The student's original mark is 40.
Final mark =40-10=30

Grounds for Extension

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar / Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Member Institution setting out the extreme circumstances. The appropriate Member Institution's committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the [SCD Handbook](#).

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the MI and meets the needs of its stakeholder are the property of the Member Institution.

HOW ASSIGNMENTS ARE GRADED

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage score	85-74%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge incorporating highly distinctive insight into deeper and more subtle aspects of the topic	Substantial factual and conceptual knowledge incorporating distinctive insight into deeper and more subtle aspects of the topic	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual knowledge to serve as a basis for further study	Inadequate factual and conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and	Evidence of imagination, originality, and independent	Ability to construct well-reasoned and coherent	Ability to construct sound argument based on evidence	Inability to construct coherent argument

	independent thought	thought	argument based on discriminating use of evidence		
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills (Continued on next page)
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contribution to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others

Some Advice on Essay Writing

Approaches to Essay Writing

In my experience there are two major modes of essay writing, which arise from different areas of learning and which reflect slightly different emphases:

i) A Science or Social Science approach

This approach is strongly influenced by the scientific method, and commonly consists of the following parts:

1. An introduction stating the hypothesis to be investigated;
2. A statement of method (how are you planning to investigate this problem?);
3. The main body which outlines the evidence in a systematic and logical manner;
4. A conclusion which reflects on the validity of the hypothesis in the light of the evidence.

The emphasis in this approach is on a clear and rational investigation of the topic, using a clearly identified method and supported by appropriate evidence. The most commonly used approach to referencing one's sources is the Harvard or in-text referencing system.

ii) A Humanities approach

A Humanities approach has certain clear similarities, but with a different emphasis:

1. An introduction which draws attention to the topic to be discussed, often in a creative way to capture the interest of the reader;
2. A main body of content which outlines the main points of the argument in a fluent and coherent way;
3. A conclusion which summarises the main points of the discussion, preferably with a link back to the theme of the introduction.

The emphasis here is less on method and more on a creative and eloquent discussion of the topic. The coherence of the argument should be just as rigorous as with the first approach, but with more emphasis on style and fluency. The most commonly used approach to referencing one's sources is to use footnotes or endnotes; on occasions a footnote or endnote may be used not just to cite a source, but to add a comment or aside to the argument.

Qualities of a Good Paper

Irrespective of the approach used, a good paper will include:

- i) an interesting introduction which outlines the nature of the topic and preferably a central thesis;
- ii) logically structured content linked together by a clear flow of argument;
- iii) engagement with and good understanding of a number of key issues/questions relevant to the topic;
- iv) a conclusion which highlights the main points of the analysis and draws the discussion to a fitting close;
- v) plenty of references to secondary sources and/or the Bible as appropriate to the topic, using a consistent referencing style (footnote, endnote or in-text);
- vi) relatively few grammatical inaccuracies.

Assessment Criteria

Based around the points listed above, the following major criteria will be used in assessing your written work:

1. Breadth and understanding of the content
2. Relevance, originality and accuracy of the content to the objectives of the task
3. Quality of argument (logic, structure, originality)
4. Depth of analysis and conclusions
5. Evidence of wide reading and appropriate use of sources
6. Competence in writing at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, word usage, sentence structure, logical relations, style and presentation.

Other Essay Writing Tips

Quotations

- Quotations are intended to illustrate a point which you, the author, are making, and to bring a range of different perspectives into the argument.
- Quotations from key protagonists/representatives of a position are particularly worthwhile
- A quotation is generally chosen on the basis of one of the following criteria:
 - i) it sums up a particular viewpoint with special clarity;
 - ii) it illustrates the point you are making in specific terms or via a specific example;
 - iii) it provides a distinctive or original perspective on the topic.

References

- References are intended to enable the reader to follow up on a particular item of information or quotation for themselves. Therefore they need to provide adequate information to enable the reader to find the material as accurately and rapidly as possible.
- Either in-text referencing or footnotes may be used, providing a consistent and appropriate style is maintained. Page numbers should always be included.
- Both direct quotations and a section of material taken from a particular source should be referenced.
- Biblical texts can be referenced simply by providing the book, chapter and verse in brackets in the main text [eg (Gen 1:1)]
- Footnotes can also be used to include authorial comments on the material in the main text, although generally this should be used sparingly.

Bibliographies

- Bibliographies are included to provide an overview of all the texts used, as well as to supplement the information in the references.
- Each entry should include the author, the date of publication, the title of the work, the place of publication and the publisher. The place of publication should be a town, city or suburb, not a state or country.

- For the Bible, simply put *The Bible*, followed by the particular version used.
- For internet material, you should put the full address which would enable the reader to find the specific webpage(s) used. You may also want to put the date you accessed the material.

General

- Titles of books or films should always be in italics or underlined. Titles of chapters or articles should be in quotation marks, with the title of the book or journal which it came from in italics or underlined.

Referencing Style Guide

http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Online Student Resources

Moodle



St Andrew's Theological College delivers a number of units using the Moodle online learning management system. This secure and integrated platform provides students with access to lecture recordings, essential and recommended readings, forum discussions, and assessment task information.

Log-in credentials are supplied upon the commencement of studies.

Website: www.moodle.sagotc.edu.au

Liberty OPAC Database



Our OPAC database allows students access to the library catalogue here on-site at St Andrew's with the prospect of borrowing via mailing (price of postage must be paid by the student on return). Our OPAC search provides students with an image, short description and availability of each text. Please contact the library as help is readily available. Visit our website for further details on library hours, services, and contact information.

Students also have access to the databases below through the online catalogue's Federated Search module. Log-in credentials and instructions for the catalogue to be provided in due course.

Website: <http://sagotc.softlinkhosting.com.au>

JSTOR



JSTOR is a digital library that provides online books, primary sources and current issues of journals. It provides full-text searches of almost 2,000 journals. It is a part of ITHAKA, a not-for-profit organisation helping the academic community use digital technologies to preserve scholarly records and to enhance research and teaching in sustainable ways.

See the following link for **detailed instructions** on how to search and navigate content on JSTOR: <https://guides.jstor.org/how-to-use-jstor/>

EBSCOhost Research Platform



EBSCOhost is an intuitive online research platform used by thousands of institutions and millions of users worldwide. St Andrew's is currently subscribed to 3 databases through EBSCOhost. These are listed as follows.

ATLA Religion Database

The ATLA (American Theological Library Association) Religion Database features articles and book reviews in the fields of Systematic Theology, Patristic Studies, Biblical Studies, and Church History. It contains more than 1.6 million bibliographic records.

Religion and Philosophy Collection

This collection features more than 300 full-text journals and magazines on various religious and philosophical topics.

eBooks (Religion Collection)

This eBook collection covers a broad range of subjects, including Church History, Theology, Ecclesiology, and Biblical Studies. Titles range from introductory texts for undergraduates to more complex works for advanced scholars.

Detailed video tutorials for navigating and using general content on EBSCO are available here: <https://ebSCO.libguides.com/home>

Detailed video tutorials for navigating, printing, saving and downloading EBSCO eBooks are available via the following link:
<https://ebSCO.libguides.com/ebooks/basics>

To **download and annotate** eBooks from EBSCO, you will require an **Adobe ID** and the **Adobe Digital Editions** program. These may be obtained via the following webpages:

<https://helpx.adobe.com/au/manage-account/using/create-update-adobe-id.html>

<https://www.adobe.com/au/solutions/ebook/digital-editions/download.html>

Oxford Reference Online

Oxford Reference Oxford Reference Online spans 25 different subject areas, bringing together 2 million digitised entries across Oxford University Press's *Dictionaries, Companions, and Encyclopedias*.

See the following link for **detailed instructions** on how to search and navigate content on Oxford Reference Online: <https://www.oxfordreference.com/help>

Early Church Texts



The Early Church Texts website gives students access to numerous Greek and Latin primary sources from the first to fifth centuries. The texts have online dictionary links, English translations, a search facility and notes. There are over 2,000 pages of printable material.

See the following **video tutorial** for navigating and using Early Church Texts:

<https://www.youtube.com/watch?v=lec6TJ8ajoQ&feature=youtu.be>

Studiosity

Studiosity is a free, after hours, online learning advice service. It provides advice to students on academic writing, referencing, sentence structure, study skills, exam preparation, online search skills, numeracy, statistics, accounting, and more. There are two types of support available; 1) Writing Feedback: Review of assessment drafts for academic literacy, including structure, spelling, grammar, punctuation and referencing. No review of content, editing or proofreading is available. 2) Connect Live: A real life tutor will be waiting online to help the student. Live tutors are available 3pm – 12am every day.

Website: <https://studiosity.com/connect/users/pin/new>

(Students must create their unique student profile through the given link)

If you have any questions about these databases and their utilisation, please feel free to contact your Lecturer or:

- **Fr Stavros Agoroudis** (Librarian) at library@sagotc.edu.au or (02) 9549 3105.
- **Fr Irenaeus Triantis** (IT Registry Officer) at moodle@sagotc.edu.au or 9549 3101.