

BIB 904 – A Chronological Approach to the Old Testament

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3
Target Audience: 9th - 12th grade teachers
Course Access: <http://ce-connect.fresno.edu>

Course Description

Is the Old Testament a mystery to you? Do you think of it as totally irrelevant for the 21st Century? Well I have great news for you. What you will learn in this course will be extremely relevant for your personal walk with the Lord, as well as for your understanding and interpreting the cultural, spiritual, and social issues in the world today. Though the Old Testament was written many years ago, in a different language and culture, you'll be amazed at how up-to-date it truly is when you compare it with our present day social, cultural and geo-political landscape.

This course will take you on a very exciting and informative journey into the ancient world of the Bible as the people and events unfolded throughout history. You will be using a chronological approach to focus your understanding of the Old Testament History and Literature. So prepare yourself for this exciting adventure by prayer, exploration and personal interaction with the material at hand.

Required Texts and Course Materials

Textbooks and Readings:

- Benware, Paul N. *Survey of the Old Testament*. Chicago, IL: Moody Publishers, 2003.
- Merrill, Eugene H. *An Historical Survey of the Old Testament*, Grand Rapids, MI: Baker Academic, Baker Publishing Group, (2nd ED.), 2001.
- **Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You can order the book directly from the publisher or from one of several discount aggregators (for example):
www.amazon.com // www.half.com // www.isbns.net // www.google.com/shopping

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).

www.moodle.org // www.demo.moodle.org // www.docs.moodle.org

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

National Standards Addressed in This Course

This course uses the National Standards for Historical Thinking - <http://www.nchs.ucla.edu/history-standards>. They include the following five standards:

1. Chronological Thinking
 - Distinguish between past, present, and future time.
 - Identify the temporal structure of a historical narrative or story.
 - Establish temporal order in constructing their [students'] own historical narratives.
 - Measure and calculate calendar time.
 - Interpret data presented in time lines and create time lines.
 - Reconstruct patterns of historical succession and duration.
 - Compare alternative models for periodization.
2. Historical Comprehension
 - Identify the author or source of the historical document or narrative.
 - Reconstruct the literal meaning of a historical passage.
 - Identify the central question(s).
 - Differentiate between historical facts and historical interpretations.
 - Read historical narratives imaginatively.
 - Appreciate historical perspectives.
 - Draw upon data in historical maps.
 - Utilize visual and mathematical data.
 - Draw upon the visual, literary, and musical sources including.
3. Historical Analysis and Interpretation
 - Compare and contrast differing sets of ideas.
 - Consider multiple perspectives.
 - Analyze cause-and-effect relationships.
 - Draw comparisons across eras and regions in order to define enduring issues..
 - Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
 - Compare competing historical narratives.
 - Challenge arguments of historical inevitability.
 - Hold interpretations of history as tentative.
 - Evaluate major debates among historians.
 - Hypothesize the influence of the past.
4. Historical Research Capabilities
 - Formulate historical questions.

- Obtain historical data.
- Interrogate historical data.
- Identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place.
- Employ quantitative analysis.
- Support interpretations with historical evidence.

5. Historical Issues-Analysis and Decision-Making

- Identify issues and problems in the past.
- Marshal evidence of antecedent circumstances.
- Identify relevant historical antecedents.
- Evaluate alternative courses of action.
- Formulate a position or course of action on an issue.
- Evaluate the implementation of a decision.

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Design A Timeline, Including Characters & Events for the Old Testament	NCHS-1	CE-1
2. Visually place people and events in their proper historical sequence and reconstruct an "Overview" of the Old Testament using the acronym (MyBaSKET)	NCHS-2	CE-3
3. Analyze the various cause/effect events in the life of Israel and their relationship to us today	NCHS-3	CE-3

	<p>reliability of Scripture is the most important to you and why. (Assignment 1.1)</p> <p>7. Watch Lesson Two of Dr. Yohn's video and read pages 19-34</p> <p>8. Write a two-page paper on which of the three flows of thought was most significant to you and why. (Assignment 1.2)</p> <p>9. Watch Segment one and two of Dr. Yohn's video.</p> <p>10. Design and post a timeline including the following Key Characters and Events: Adam & Eve; Cain & Abel; Seth; Noah; Ham, Shem & Japheth (creation, fall, flood, nations & Babel) up to the Tower of Babel (Assignment 1.3)</p> <p>11. Discuss and post your observations from the PowerPoint Presentation: (1) What information was totally new to you? (2) What main principle did you derive from the PP? (3) What issues did the PP raise in your mind for which you would like more insight? (Forum 1.4)</p> <p>12. Create a skit that challenges students to demonstrate Noah preaching to the people, building the ark, gathering the animals, living in the ark for 1 year and 10 days and leaving the ark</p>	<p>10 pts</p> <p>20 pts</p> <p>10 pts</p>	<p>2 hrs</p> <p>2 hrs</p> <p>1 hr</p> <p>2 hrs</p> <p>2 hrs</p> <p>3 hrs</p>
<p>Module 2 – Exploring the Old Testament Through the Patriarchs (The Beginnings)</p>	<p>Module 2 – Reading/Viewing/Designing/Writing Assignments</p> <p>1. Read pages 32-79 (47 pages). "Survey of the Old Testament" (Paul N. Benware) This will take the student through the Beginnings of the Nation Israel with a focus on the Patriarchs & Exodus (Abraham to Moses)</p> <p>2. Read pages 73-145 in "An Historical Survey of the Old Testament" (110 pages)</p> <p>3. Discuss in writing what new insights you gained from the Patriarchs presented by Dr. Merrill in chapters 3-4. This will include</p>	<p>20 pts</p>	<p>3 hrs</p> <p>5 hrs</p> <p>4 hrs</p>

	<p>one page/Patriarch: Abraham, Isaac, Jacob & Joseph (Assignment 2.1)</p> <p>4. Write a three-page biography on one of the Patriarchs or other Old Testament characters from this lesson (Assignment 2.2)</p> <p>5. Watch the Power Point Presentation entitled, <i>"The Beginnings of Israel"</i></p> <p>6. Create a Skit on the life of Joseph, including (1) Sharing his two dreams; (2) Taken to Egypt; (3) Thrown in Prison; (4) Released and made 2nd in command; (5) Dealing with his brothers; (6) Bringing his family to Egypt. (Assignment 2.3)</p> <p>7. Read about Moses – Exodus 1-40 (40 pp) and write a two-page paper concerning Moses as a Leader.</p> <p>8. Discuss how Aaron was both a blessing and a major problem for Moses in a two-page paper (Assignment 2.4)</p> <p>9. Discuss in writing how the Mosaic Covenant helped these Nomadic people to become a Nation (two pages). (Forum 2.5)</p>	<p>15 pts</p> <p>20 pts</p> <p>10 pts</p> <p>10 pts</p>	<p>5 hrs</p> <p>1 hr</p> <p>3 hrs</p> <p>4 hrs</p> <p>2 hrs</p> <p>2 hrs</p>
<p>Module 3– Exploring the Old Testament Through the Settlement Period</p>	<p>Module 3 – Reading/Writing/Creating Assignments</p> <p>1. Read pages 82-110 (28 pages) in "Survey of the Old Testament" (Paul N. Benware) –. This will take the student from Joshua to Ruth, focusing on the Books of Joshua, Judges & Ruth</p> <p>2. Read pages 147-183 (36 pages) in "An Historical Survey of the Old Testament" (Eugene Merrill).</p> <p>3. Read Joshua, Judges & Ruth (48 pages)</p> <p>4. Write a one-page paper about one of the Judges and his contribution to Israel (Assignment 3.1)</p> <p>5. Watch Segment Three of Lesson Three in Dr. Yohn's Video Series</p> <p>6. Watch the Power Point Presentation entitled, <i>"The Settlement Period"</i></p> <p>7. Draw a life-lesson from each Book of the Bible during this Period</p>	<p>15 pts</p> <p>15 pts</p>	<p>2 hrs</p> <p>2 hrs</p> <p>3 hrs</p> <p>3 hrs</p> <p>2 hrs</p> <p>2 hrs</p> <p>3 hrs</p>

	<p>(Joshua, Judges & Ruth) and write a one-page paper on each (Assignment 3.2)</p> <p>8. Create and post a five to ten-minute video that tells the story of Ruth & Boaz (Assignment 3.3)</p>	20 pts	5 hrs
<p>Module 4 – Exploring the Old Testament Through the Kingdom Period (United & Divided)</p>	<p>Module 4 – Reading/Viewing/Writing Assignments</p> <p>Please read the following <u>before</u> this session:</p> <ol style="list-style-type: none"> 1. Read pages 111--144 (33 pages) in “Survey of the Old Testament” (Paul N. Benware) –. This will take the student from the Poetic Books through the first group of Prophetic Books. Note the chart on page 191. 2. Read pages 185-255 (70 pages) in “An Historical Survey of the Old Testament”. This will take the student from 1 Samuel to Hosea and focus on the Kingdom Period of Israel. 3. Read the following writings of King Solomon: Proverbs 1-9 and Ecclesiastes 1-12 (17 pages). Determine Solomon’s season of life (young man; middle-aged; elderly) when he wrote each book and the reason for your conclusion. 4. Read 2 Kings 19; 2 Chronicles 32 and Isaiah 37 (6 pp). Then go to bibleplaces.com. Scroll down and click on Video 07 – Shephelah of Judah. Focus on Azekah, Socoh and Lachish. Then go to Google Earth and locate Tel Azekah and look around and then to Lachish, Israel and do the same. List one observation from each site that you made from this first-hand exploration. 5. Watch Dr. Yohn’s videos of the Elah Valley and Lachish 6. Watch the PowerPoint Presentation entitled, “<i>The Kingdom Period</i>” 7. Watch Segment Four of Dr. Yohn’s Video. 		<p>2 hrs</p> <p>5 hrs</p> <p>2 hrs</p> <p>5 hrs</p> <p>1 hr</p> <p>1 hr</p> <p>1 hr</p>

	8. Write a two-page paper, describing what you learned from the Lachish & Elah Valley videos and Power Point Presentation (Assignment 4.1)	10 pts	2 hr
	9. Write - God used a sling and a harp to move David from herding sheep to eventually become King of Israel. What mundane tools, expertise, hobby, etc. has God used to open doors of opportunity? Write your answer on a two-paged paper. (Assignment 4.2)	10 pts	2 hrs
	10. Discuss which of the three Kings of the United Kingdom made the greatest impact on the nation and why you believe that to be the case. (Assignment 4.3)	5 pts	2 hrs
Module 5 – Exploring the Old Testament Through the Exile & Triumphant Return Periods	Reading/Viewing/Writing Assignments		
	1. Read “Survey of the Old Testament” (Paul N. Benware) – Read pages 145-159 and 188-265 (131 pages). This will take the student from the Ezra to the Prophet Malachi. (small pages, many photos & charts)		5 hrs
	2. Read pages 257-303 (56 pages) “An Historical Survey of the Old Testament”		4 hrs
	3. Create a 15-minute video where you present the Chronological Approach to the Old Testament (Assignment 5.1)	20 pts	10 hrs
	4. Write a five-page paper that highlights a person and an event from each chronological period (Assignment 5.2)	25 pts	5 hrs
	5. Create a map of Israel and highlight two major locations from each of the five chronological periods (Assignment 5.3)	20 pts	4 hrs
	6. Create a timeline that includes the Chronology of Israel (Assignment 5.4)	20 pts	3 hrs
	7. View the PowerPoint Presentation entitled, “ <i>The Exile & Triumphant Return of Israel</i> ”		1 hr
	8. Discuss how Psalm 126 and 137 fit into the God's story of the Exile & Triumphant Return? (Discussion 5.5)	5 pts	2 hrs
	TOTAL POINTS / HOURS	290 points	136 hours

Grading Policies and Rubrics for Assignments

- Assignments will be graded per criteria presented in the course grading rubrics.
- Students must earn a minimum of 80% to receive credit for the assignment.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- Grading Policies:
 - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
 - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
 - All assignments must be completed to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle, go to: (https://docs.moodle.org/30/en/Student_FAQ). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and Passwords – (or other online course access information):

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery, please contact the Center for Professional Development at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email prof.dev@fresno.edu.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the “School = Continuing Education”.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Independent Studies Policies and Procedures at <http://ce.fresno.edu/cpd/policies/>

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <http://registrar.fpu.edu/catalog>.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.