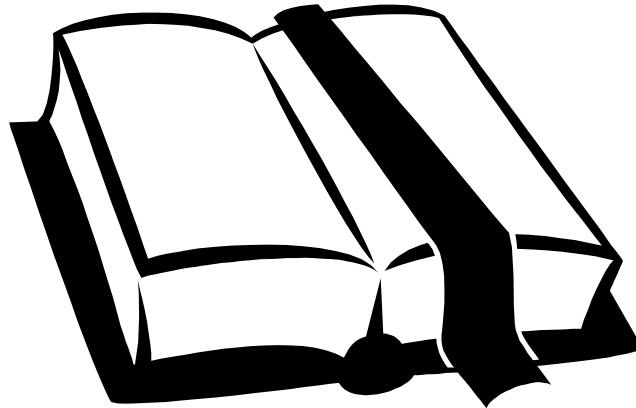


# Organizational Management Program

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*Module Four*



## **BIBLICAL PERSPECTIVES**

*ADVANCE* Program  
Ohio Valley University

Student Guide  
Four-Week Module

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## **Module Description**

### **Biblical Perspectives (2)**

An overview of Biblical content with a focus on significant principles and themes from which personal values and ethic emerge. Special emphasis will be placed on those principles and themes which inform life in today's business world and in the various relationships that are part of contemporary society.

#### Course Description

In Module One, major concepts such as the nature of God, the nature of humankind, the contrasting natures of sin and salvation, covenant and justice are focused from the Old Testament. New Testament themes previewed include grace, redemption, righteousness, reconciliation, faith and hope. Students are helped to examine the sources of Scripture—how we got the Bible, the nature of the authority of the Bible, the difficulties of interpreting the Bible, the processes of knowing, the problems one encounters in defining truth, and basic Bible backgrounds. As these concepts and themes are identified and expanded by the study of selected biblical passages fit into the overall historical framework of the Scriptures, students are enabled to begin integrating biblical teaching into daily life. The literary, archaeological, and geographical backgrounds of the Bible are also addressed.

The interrelationship of principles, values, and ethics provides a framework for understanding the message of Scripture and its implications in Christianity. The correlation and contrasts between the Old Testament and the New Testament are addressed theologically, in covenant concepts, and in contrasts of Judaism and Christianity.

Special emphasis is placed on identifying principles and themes which inform life in today's business world and in the various relationships that are part of contemporary society. The changing role of religion in today's society is considered. Students are encouraged to begin considering what is an appropriate role for religion in the contemporary marketplace and how biblical principles and values can be used to inform actions without religious coercion or the pressing of one's personal beliefs on others.

Understanding that each individual has a purpose in God's eternal plan is essential to this process. This class must be guided in practice by the same biblical principles it attempts to define and understand.

## Overview

This module and its companion modules are typically approached with much anxiety by adult learners. Several fears are typical. A frequently expressed fear is that the student will be subjected to five weeks of preaching in which a certain theological or doctrinal system is forced upon the student. Be assured that this module is not designed to indoctrinate nor to proselyte, but to encourage open inquiry into the foundations and implications of Christian faith. The module is designed to provide literary, historical, and theological frameworks upon which the student may organize an individual Christian faith.

Another source of fear may be that one's knowledge of the Scriptures is inadequate. This class is taught from the foundational view that every person can benefit from a survey of the Bible, whether that survey represents new and unfamiliar material or in fact serves more as review. The Bible survey will likely be different from most Bible studies the student has met in the past, and most students will find themselves on approximately equal footing in working with the biblical text. Students who wish additional assistance in this area may consult with the faculty facilitator for possible outside reading resources.

Yet another source of fear may be the knowledge that one's relationship to Jesus Christ has been neglected or perhaps remains undeveloped or underdeveloped. This fear is closely connected to that previously stated—the awareness that biblical knowledge is at best fragmented and unconnected. Many adults know some Bible stories from childhood and adult experience, but have never had the opportunity to place the knowledge they already possess into the historical grid of biblical chronology. The value of this module is not merely to organize Bible stories historically, however, but is also to enable development of a genuine biblical faith which integrates biblical truth, experience, and tradition.

For many adult students, this module (and its two companion modules) is the highlight of the degree-completion program. Many students find a rekindled desire for increasing knowledge of biblical truth and the development of life-long habits of Bible study. Such faith learning provides for the student a most valuable outcome.

This module is structured to provide the student an overview of “salvation history,” surveying the developing relationship between God and humanity to understand that this history is not just for others, but is also my history. It is from this context that the Old and New Testament themes mentioned above are addressed. These themes are integrated into an overall understanding of the message and content of Scripture. The course content is largely presented through assigned readings and corresponding questions and activities. Lecturing is minimized. Students are encouraged to process the course content through classroom dynamics such as small group discussions, group dialogue, questioning, and discussion, facilitator modeling, and videotapes. Students are especially reminded that this is not a module where one simply “gets by” with a minimum of work outside the classroom. Outside reading, research, resource development, and homework is designed, however, more for orientation in preparation for in-class discussion, dialogue, and questioning than for the accumulation of additional knowledge.

## **Learning Outcomes**

1. The student will develop a historical perspective of biblical events.
2. The student will develop an understanding of the development of Christian religious thought and be able to contrast the Old Testament and New Testament.
3. The student will integrate the faith of God's people in both the Old and New Testaments with God's redemptive activity culminating in Jesus Christ.
4. The student will examine the nature of revelation, especially the special revelation of God in the Bible, considering sources, inspiration and authority, and interpretation.
5. The student will be exposed to biblical backgrounds sufficient to identify sources for further study and to gain basic knowledge essential to understanding the biblical story.
6. The student will be able to identify and describe the significance of the following biblical themes and contrasts:
  - a. God and humankind
  - b. Sin and oppression; deliverance/redemption and salvation
  - c. Covenant and new covenant
  - d. Justice/righteousness and reconciliation
  - e. Grace and faith
  - f. Hope
7. The student will examine the relevance of biblical faith to daily life and individual purpose.

## External Resources

### Required Books

Max Anders. Thirty Days to Understanding the Bible, rev. ed. Word: 1994, p. (0-8499-3575-X)

NIV Study Bible (or comparable)

### Required Book for Critical Review

John R. W. Stott. Basic Christianity. IVP: p. (0-8028-1189-2)

### Recommended Outside Resources (optional)

Eerdman's Handbook to the Bible, edited by David Alexander and Patricia Alexander, Eerdmans, 1992, p.

## Evaluation

While the faculty member/facilitator must finally determine the basis of evaluation, the following is recommended for consideration:

|                                                                         |           |
|-------------------------------------------------------------------------|-----------|
| Class Participation (4 weeks)<br>(includes points for weekly questions) | 20        |
| Weekly journaling                                                       | 4         |
| The Bible Is Essay                                                      | 16        |
| One in-class presentation                                               | 15        |
| Microsummaries (4)                                                      | 20        |
| Book Review                                                             | <u>25</u> |
| Total Points Possible                                                   | 100       |

While the faculty facilitator must take time to ascertain that students understand the specific requirements for each of the above categories and that any changes in the grading system are clearly and carefully set forth, it is ultimately the responsibility of the student to make certain he or she understands the assignments and the grading system.

## Attendance and Participation

Class participation (including attendance) is a significant portion of the student's grade. This is so because in cohort-based education, much learning takes place in the interaction and discussion within the classroom. Generally, no substitute exists for the student interaction found in the classroom, especially in cohort-based learning experiences. Students who habitually miss class or are always late for class not only deprive themselves of

this experience and learning, but also diminish the experience of others. The weekly grade for class participation will be lowered one point if the student is more than 30 minutes late, two points in the student is over an hour late. Students with special conflicts should consult with the faculty member as soon as possible regarding attendance. Generally absences cannot be made up regardless of the reason for the absence.

### **Evaluation of Microsummaries**

Students are required to read in assigned sources and submit microsummaries. Microsummaries are written assignments that can be typed on a single five by eight inch note card (half a regular size page) in a legible font (9 is likely a minimum size depending upon the font). These may be submitted on 8x11 paper, but should not exceed the 5x8 requirement. The objective of summary-writing is to condense the whole to its essential parts without supporting details. Such summarizing improves reading comprehension skills, provides practice in concise writing, increases writing flexibility, and encourages clear statements of other points of view.

The three criteria for evaluating these microsummaries are content accuracy, comprehensiveness and balance, and clear sentence structure with good transitions. The following ratings can be used to evaluate the summary papers. An example of a microsummary can be found in Appendix A.

**6:** (5 points) This summary paper meets all the criteria for accuracy, comprehensiveness, and clear presentation of ideas. The writer understands the article thoroughly. The main points in the article appear corrected in the summary with all main points proportionately developed (the writer does not spend excessive time on one point while neglecting other equally important points). The summary is as comprehensive as possible in the minimal space allowed and is presented smoothly and appropriately from beginning to end with clear transitions between ideas. The sentence and outline structure is clear without vagueness or ambiguity and without grammatical errors.

**5:** (4 points) This summary is still excellent but is weaker than a “6” in one area. It may have excellent accuracy, comprehensiveness, and balance but show occasional problems in sentence structure. It may be clearly written but somewhat unbalanced or less comprehensive than a “6” summary, or it may show a minor misunderstanding of the article.

**4:** (3 points) A “four” summary is one that is good but not excellent. It reveals a generally accurate reading of the article with a clear sense of the main points, but is noticeably weaker than a “six” summary in one criteria area or somewhat weaker in two areas.

**3:** (2.5 points) A “three” summary must have strength in at least one area and it should still be good enough to give a fairly clear and accurate overview of the article being summarized. A “3” summary is generally either seriously unbalanced or fuzzily written and

lacks the clarity and precision of a top-rated summary. The sentence structure of this summary frequently prevents inclusion of enough ideas for good comprehensiveness.

**2:** (2 points) This summary is weak in all areas of competence, either because it is so poorly written that the reader cannot understand the content or because the content is inaccurate or seriously disorganized.

**1:** (1 point) A “one” summary fails to meet any of the areas of competence.

### **Notes on Student Assignments**

To encourage reading and reflection, students are to submit a written question based on the reading assignments for lessons two through five. The questions can reflect the students’ areas of confusion or lack of understanding, or may be about other issues raised by the readings. The question should not be a general “curiosity” question, but should have in some way been raised in the student’s mind by the reading and reflections used in preparing for that week’s class session. The student should note that this part of the weekly assignment is included in the grading system.

The analytical, critical book review should generally be between four and six pages, typed, double-spaced, 12 point font, with one inch margins all around. As usual, the cover page does not count as one of the total pages. The review should include a statement of how the book has influenced the student’s thinking about religion or their personal faith.

Journaling is an activity not unlike keeping a diary. Students are encouraged to journal more frequently than once a week, but a weekly journal entry is the minimum amount required for this class. The materials submitted as “journaling” may include one’s class notes but may not be class notes exclusively. The journaling submitted should also include personal reflections upon classroom activities, new insights, personal struggles in understanding, and reactions to information. Journaling is introspective, reflective, and personal. Students who do not wish to submit their most personal reflections may edit their journals for submission, but should not exclude the content items suggested above. Students who are not familiar with the journaling process are encouraged to seek clarification in class or individually from the professor. Several excellent journaling resources are available in bookstores.

Details of other student assignments will be given in class.

## Student Assignments Summary

[Note: students are to have assignments completed when they arrive at class. Assignments marked “week one” should be completed before the first class period, etc. All work must be completed on time to receive credit.]

### Week One

1. Write a two-page (500 word app.) synopsis of your views about the Bible, beginning with the phrase, “The Bible is....” The title on the title page of this essay should be “My Thoughts and Feelings About the Bible.” This must be well-written and represent thought, organization, and structure. The result should not be random “musings.” The materials turned in must be typed, double-spaced, use 12 point font, and have 1 inch margins. As always, the title page DOES NOT count as one of your total pages.

2. Read Genesis Chapters 1-10 in the Bible. Also read the related materials in the student guide (A1). This will include the “Babylonian Creation Story” and “Primeval History.”

3. Review but do not read intensely, “The Canon and Text of the Old Testament” in the student guide (A1).

4. Also read “How We Got the Bible” and overview the “Chart of the English Bible” sheet in the student guide (A1). Also familiarize yourself with any parallel or related materials found there.

4. Read Chapters 1 – 3 of Anders, *Thirty Days to Understanding the Bible* and do your first microsummary on the chapter of your choice, either ch. 1, 2, or 3. (See evaluation of microsummaries above.)

5. Journaling (may be turned in at last class, see sample in appendix A1).

6. Question of the week. (See notes on student assignments above.)

### Week Two

1. Read the following Bible texts and consider what kind of literature each may be:

Psalm ch. 23

Luke ch. 1:68-79

Ruth

Acts ch. 1-2

Esther

Luke ch. 8:4-15

John ch. 10

2. Read “Types of Literature” in the student guide (A1).

2. Read the Wright quote from Biblical Archaeology in the student guide (appendix A1).

3. Read “The Process of Knowing” (Young) and “The Problem of Knowledge” (Moore) in the student guide (A1).

4. Review (do not intensely read) the article “Bible Archeology and Geography” in the student guide and be ready to participate on this subject in class.

4. Begin reading the text over which you will write your analytical, critical book review, Basic Christianity by John Stott.
5. Read Anders, 30 Days To Understanding the Bible, Chapter 4 – 9. Submit your second microsummary on one of these chapters. Your choice.
6. Question(s) of the week.
7. Journaling.

## Week Three

1. Read the following Bible selections.
  - A. Genesis ch. 11-23
  - B. Exodus ch. 1-14; ch. 19-20; ch. 32-34
  - C. Numbers ch. 11-13
  - D. Deuteronomy ch. 16-18; ch. 26; ch. 34
  - E. Joshua ch. 1
  - F. Judges ch. 1-2
  - G. I Samuel ch. 1-12; ch. 16-22.
3. Finish reading your book review text, Basic Christianity. Be prepared for in-class discussion.
4. Read Anders, 30 Days To Understanding the Bible, Chapter 10 - 14. Submit your third microsummary on one of these chapters. Your choice.
5. Question of the week.
6. Journaling.
7. Chose the topic for your oral presentation on the fourth week.

## Week Four

1. Read the following Bible selections.
  - A. Isaiah ch. 5-9, ch. 11, ch. 40-45, ch. 53
  - B. Amos
  - C. Job ch. 1-3, ch. 38-42
  - D. Psalm ch, 1, ch. 32, ch. 51, ch. 46, ch. 71, ch. 117-124, ch. 146-150
  - E. Proverbs ch. 1:20-33; ch. 8-9.
2. Do your fourth and final microsummary on the book of Amos.
3. Continue discussion of Basic Christianity.
3. Question of the week.
4. Turn in journaling (this final journaling assignment should be prepared in advance and reflect upon the module thus far). Students must submit a minimum of four journaling experiences approximately one week apart. More materials may be submitted if desired for extra journaling credit.
6. Oral Presentations. (explained in class)

### **\*\*One week after last class:**

1. Submit critical book review. (see notes on student assignments)



## Class Schedule – Week One

### Section 1

- Overview module, assignments, goals
- Share and discuss essays
- Discuss Nature of Bible—Bible study, historical impacts

### Section 2

- “How We Got the Bible”
- History of the English Bible

### Section 3

- Question of the Week (verbal only)
- Overview and discuss reading in Anders
- The Canon and Text of the Old Testament

### Section 4

- Creation accounts
- Write journal entry

## Learning Activities

# SESSION 1

### Overview of the module, discussion of assignments, sharing of goals

- A. Related assignments: Essay, “My Thoughts and Feelings About the Bible”
- B. Learning Outcomes:  
Students are encouraged to share, participate, and be comfortable with giving subjective answers through personal introspection and reflection. Students will also have opportunity to make comparisons concerning how other students have completed the assignment.
- C. Outline for class activity:
  1. This mini-module addresses concerns of the students about this module. Students are encouraged to share their concerns—best hopes, worst fears. These will likely be compiled on the board, overhead, or flip chart.
  2. The written assignments and reading assignments will be reviewed in some detail as set forth in the student guide. The module overview by weeks and hours or the logistics chart gives students a quick overview of the subject matter for this module.
  3. Students will share some of their goals for this module.

### Share and discuss essays

- A. Related assignments: Essay, “My Thoughts and Feelings about the Bible”
- B. Learning outcomes:  
Students learn mutuality, camaraderie, shared concerns, and openness.
- C. Outline for class activity:  
Students share from their essays as they are willing and as time

permits.

Discuss Nature of Bible—Bible study, historical impacts

- A. Related assignments: Essay, “My Thoughts and Feelings about the Bible,” Bible history readings and Anders readings.
- B. Learning outcomes:
  - 1. Help students develop understanding of the biblical message and a useful, personalized approach to Bible study.
  - 2. Increase student awareness of presence of Judeo-Christian thought in western civilization, and give an appreciation of modern historical backgrounds.
- C. Outline for class activity:

Along with related assignments, this discussion will be based also upon prior knowledge, assumptions, and concepts of the students. Consider the following questions:

  - How have you approached Bible study in the past?
  - What are the strengths or weaknesses of this approach?
  - How might one best approach a study of the Bible to maximize comprehension and learning?
  - How has the Bible made a difference at particular times in history?
  - How has the Bible made a difference in your life or the lives of people you know?
  - Based on this brief discussion, what you do think about the Bible?
  - Why is the study of Biblical Perspectives essential to understanding the foundation of Western civilization?

***BREAK***

## **SESSION 2**

Rewarding Bible Study, How We Got the Bible,” and History of the English Bible

- A. Related assignments:
  - (1) “How We Got the Bible” reading
  - (2) “History of the English Bible” handout
- B. Learning outcomes:

Students will be provided a background for understanding the problems that arise in questions of authority, inspiration, and interpretation of the Bible.
- C. Outline for class activity:
  - 1. The teacher will introduce this section in 10 minutes or less (no more than 5 minutes for each sub-topic).
  - 2. Divide into 2 groups randomly. Each group will be assigned one of the session topics as reflected in the questions below. A recording secretary should be appointed in each group to report back to the larger group when small group discussions are concluded. Students should draw upon all their resources and the assigned readings in

summarizing, raising additional questions, and formulating answers to the items suggested below. The groups have about 20 minutes to work on their assignments.

3. After the designated time in subgroups, recorders will summarize the conclusions of their respective groups. The conclusions of each subgroup may be summarized on the board for reference and as a master list for all the students.

#### How We Got the Bible

What bases do we have for believing the Bible is dependable or reliable?

Can we know the Bible is the word of God?

Distinguish natural revelation and special revelation.

Briefly outline the process by which we got the Bible.

What is the role of inspiration in today's Bible? Is the Bible still inspired? Why or why not?

Justify your answers.

#### History of the English Bible

Briefly trace the history of the English Bible. Be prepared to summarize the major points of that history in the presentation to the larger group.

What is the significance of this history for us today?

What are some of the lessons for us to learn?

#### ***Break***

## **SESSION 3**

#### Question of the Week

To familiarize the student with the question of the week process, students will be given time to raise questions verbally. Such questions will be based on class discussion, assigned readings, or other matters addressed in the module. These should not be general "curiosity" questions. In future class sessions, the question of the week should be written and will be turned in immediately before break. The facilitator will review the questions and address them as appropriate immediately after break.

#### Overview and discuss readings in Anders

A. Related assignment: Reading in Anders

B. Learning outcomes: To introduce student to the basic historical framework of the Bible

C. Outline for class activity:

A participatory overview and "mini-lecture" is designed to take the students at least to the point in the book to which they have read. If time permits, discussion may move ahead in preparation for additional reading.

#### "The Canon and Text of the Old Testament"

A. Related assignment: "The Canon and Text of the Old Testament."

B. Learning outcomes: Students will investigate the grounds and sources of faith.

C. A discussion of the OT canon is included here because of the frequency with

which canonical questions are raised. The instructor should answer questions and overview this material.

D. Outline for class activity:

Filmstrip giving overview of development of OT canon.

A participatory exercise coupled with a “mini-lecture” is designed to introduce students to Bible geography and history in an enjoyable way. As the various maps are displayed on overhead, students are encouraged to come to the front of the class and trace Bible history on that map. Students remaining at their seats can do the same thing on their individual maps. This will reinforce the correlation between Bible history and geography.

*Note:* So students may understand and appreciate the assignments regarding Old Testament history, this section allows the facilitator to present various visual aids. Overheads or Bible Atlas computer programs are recommended. [The students may be allowed some time to examine the Bible Atlas program individually at next week’s break.] At least the following visual aids are suggested. Students may want to find some of these items on their own and have them on hand for continuing reference:

Map of North Africa and Asia

Modern map of Egypt and the Sinai peninsula

Maps of Canaan at different time periods—Abrahamic, Joshua and division of the land, Judges, Kings (north and south), exile and return

***Break***

## SESSION 4

Creation accounts

- A. Related assignment: Readings in Genesis 1-10, Babylonian Creation account and Primeval History handouts included in Student Guide.
- B. Outline for class activity:
  1. This group exercise employs subgroups of 4-5 students. Based on Genesis 1 and 2:1-24, each group will work on the following questions:
    - a. How many creation accounts are present?
    - b. In what ways are they similar?
    - c. In what ways are they different?
    - d. What may be the specific purpose(s) of each?
    - e. What one overriding concept does each communicate?

*Note:* Students have approximately 15 minutes for working through the questions and 5 minutes for summarizing to the larger group.

2. You may find some of the following of interest:
  - a. The chiasmic structure of the early chapters of Genesis
  - b. Genesis 1 consists of stanzas in a creation hymn. The poetic form

is:

- 1) announcement
- 2) command
- 3) report
- 4) evaluation
- 5) time framework

c. Consider the implications of Genesis 1:26-27. What might it mean?

Consider NT references such as John 1:1ff and Col. 1:15-19.

d. In Genesis 2:19-23, contrast humankind and the animals.

e. In Genesis 2:1-7, consider God's careful construction and tender concern for his human creation.

f. Compare the Babylonian creation story with the Genesis account.

3. Videotape: The Creation

#### Microsummary Preview

The faculty facilitator may wish to address microsummary writing. While this activity is mentioned at the conclusion of the class outline, the facilitator may choose to insert this activity into the class schedule as appropriate, based on the discussion, interest, desire, and dynamics of the class.

#### Preview of Text for Analytical Book Review

The faculty facilitator may wish to preview the book reading for the next week to assist students in understanding and processing the reading. While this activity is mentioned at the conclusion of the class outline, the facilitator may choose to insert this activity into the class schedule as appropriate, based on the discussion, interest, desire, and dynamics of the class.

#### Journal entry

## **Class Schedule – Week Two**

### Section 1

Chapters 4 – 9, Biblical Eras  
The Authority and Inspiration of the Bible  
Discuss truth, knowledge, epistemology

### Section 2

“Types of Literature”  
“Bible Archaeology and Geography”

### Section 3

Question of the Week  
Discussion of book to be reviewed  
Overview books of the Bible

### Section 4

Choose and discuss topic for oral presentation  
Introduce pyramid of biblical principles, values, ethics  
Write journal entry

## **Learning Activities**

# **SESSION 1**

### Discussion of Anders, Chapters 4 – 9

- A. Related assignments: Ch. 4 – 9
- B. Learning Outcomes:

The student will become more familiar with the different Biblical eras.

### The Authority and Inspiration of the Bible

- A. Mini-lecture on Authority and Inspiration of the Bible.
- B. Learning Outcomes:

The students will become aware of the problems involved with questions of Bible authority and inspiration.

- C. Outline for class activity:

The class should discuss as a single group the following questions (and any others that might arise or that the facilitator might desire to pose):

Does the Bible have authority? Why do you think as you do?

How do you know ?

What does it mean to you to affirm that the Bible has authority?

In what areas of life does the Bible have authority, if any?

What does it mean to claim that the Bible is inspired? Explain.

What factors influence inspiration?

Describe the process of inspiration.

### Truth, Knowledge, and Epistemology

- A. Related assignments:
  - Robert J. Young, “The Process of Knowing”
  - Moore, “The Problem of Knowledge”
- B. Learning Outcomes:

The students will become aware of the difficulty posed by issues of knowing.
- C. Outline for class activity:

The professor will in a “mini-lecture” overview epistemology and some of the issues which arise in the discipline. This will take no more than 10-15 minutes and should be semi-participatory as the instructor perceives the students’ awareness of the issues and problems. The professor will take time for student questions to check understanding.

Students will then discuss in class the above reading assignments and any supporting materials provided by the teacher or researched by the students. Students should cite specific passages from their readings to present and support various points of view rather than giving emotional interpretations of their faith or current understandings.

Possible topics or questions:

  - >>In what ways might the Bible properly be used in the social sciences or humanities, e.g. history, literature, anthropology.
  - >>What is epistemology?
  - >>What is the relationship of biblical knowledge to knowledge in other disciplines?
  - >>How do we know anything?
  - >>Does God speak to human beings? If so, how does God speak? If not, how does one know God does not speak?
  - >>How does one know that God has or has not spoken?

### *Break*

## **SESSION 2**

### Types of Literature

- A. Related assignments: Types of Literature reading from student guide; Bible readings
- B. Outline for class activity:
  - 1. The Bible as literature
    - a. Students will discuss this topic.
    - b. After about 10 minutes of introductory discussion, seven pairs or triads should be formed and each group assigned a Bible passage from the reading list. Each group should evaluate the literary style of the passage and determine how the style contributes to the message and meaning communicated. What would be lost or gained if an alternative literary form were used?

### Geography and the Old Testament

A participatory exercise coupled with a “mini-lecture” is designed to introduce students to Bible geography and history in an enjoyable way. As the various maps are displayed on overhead, students are encouraged to come to the front of the class and trace Bible history on that map. Students remaining at their seats can do the same thing on their individual maps. This will reinforce the correlation between Bible history and geography.

Note: So students may understand and appreciate the assignments regarding Old Testament history, this section allows the facilitator to present various visual aids. Overheads or Bible Atlas computer programs are recommended. [The students may be allowed some time to examine the Bible Atlas program individually at next week’s break.] At least the following visual aids are suggested. Students may want to find some of these items on their own and have them on hand for continuing reference:

- Map of North Africa and Asia
- Modern map of Egypt and the Sinai peninsula
- Maps of Canaan at different time periods—Abrahamic, Joshua and division of the land, Judges, Kings (north and south), exile and return

### Archaeology and the Old Testament

1. Archaeology and the Old Testament
  - a. The professor will have a brief mini-lecture and/or slide show to present to the students the contribution archaeology has made to biblical studies.
  - b. Some issues of Biblical Archaeology Review (BAR) or Biblical Archaeology (BA) may be available for students to examine.
  - c. Students should be prepared to discuss the Wright quote included in the Student Guide. A discussion of archaeology may follow depending upon the students’ interest and previous awareness of the area. The facilitator will, as always, be prepared to suggest additional resources for students interested.

### ***Break***

## **SESSION 3**

### Question of the Week

Students should have their questions ready in advance to be submitted in writing immediately before the break. Questions will be addressed at this point in the class schedule as time permits and as is appropriate.

### Discussion of book to be reviewed

- A. Related assignments: Reading text for review
- B. Outline for class activity:
  - Summary and discussion of book. Instructor may need to provide brief overview summary to give book context and content. Students should be ready to discuss at

least some aspects of the book in response to questions raised by the instructor.

#### Additional Preview of Text for Analytical Book Review

The faculty facilitator may wish to preview the book reading for the next week to assist students in understanding and processing the reading. While this activity is mentioned at the conclusion of the initial discussion, the facilitator may choose to insert this activity into the class schedule as appropriate, based on the discussion, interest, desire, and dynamics of the class.

#### Overview books of Bible

- A. Related assignments:
  - (1) Anders reading
  - (2) In class handout: Books of the Bible
- B. Outline for class activity

The professor will present this material as rapidly as possible while insuring student comprehension. Students are expected to participate with questions, discussion, and requests for increased understanding as necessary.

#### ***Break***

## **SESSION 4**

#### Overview significant Bible themes

- A. Related assignments: none.

[In this segment, students will draw upon their past and new awareness of the message of the Bible to identify possible themes of Scripture. This exercise provides a “benchmark” for the exercise later in the module in which a similar exercise attempts to identify themes of Scripture through the biblical text.]

- B. Outline for class activity:

The class will briefly discuss various themes from Scripture, contrast former concepts and new concepts which have come from the readings. Which themes are most significant to you as a student? Which are hardest to understand? Which would you most like to explore? Why?

#### Pyramid of Biblical principles, values, ethics exercise

- A. Related assignments: None. [This is new material which may be presented orally or with handouts or both. No prior reading is expected from the students.]
- B. Learning Outcomes: The student is challenged in this introductory section to consider the interrelationship of these three concepts.
- C. Outline for class activity:

After a brief (5-10 minute) presentation of the principles-values-ethics pyramid, the class will break into small groups of 4-5 students to develop possible sets of related or integrated principles, values, and ethics. Time should be set aside at the end of the exercise to allow the groups to share their successes or frustrations.

### Choose and Discuss topic for Oral Presentation

#### Microsummary Preview

The faculty facilitator may wish to preview the microsummary reading for the next week to assist students in understanding and processing the reading. While this activity is mentioned at the conclusion of the class outline, the facilitator may choose to insert this activity into the class schedule as appropriate, based on the discussion, interest, desire, and dynamics of the class.

#### Journal Entry

## Class Schedule – Week Three

- Section 1
  - Chapters 10 – 14, Completion of Biblical Era review
- Section 2
  - Covenant
  - Patriarchs
- Section 3
  - Question of the Week
  - Moses and Joshua
  - Kings and Kingdoms
- Section 4
  - Modern Criticism in Old Testament Study
  - Discussion of book to be reviewed
  - Write journal entry

## Learning Activities

# SESSION 1

### Completion of Biblical Eras

- A. Related assignments: Anders, Chapter 10 - 14

### The Chronology of the Old Testament exercise

- A. Related assignments: Biblical readings, Anders readings

#### B. Learning outcomes:

1. The student will develop a historical perspective on biblical events.
2. The student will understand the development of Christian religious thought.
3. The student will integrate the faith of the people of God in the Old Testament with God's redemptive activity.
4. The student will be exposed to biblical backgrounds sufficient to gain basic knowledge essential to understanding the biblical story.

#### C. Outline for class activity:

The class will divide into work groups of 4-5 students for this activity. This is a “fun” activity in which each group attempts to place major OT events in order according to a historical framework. Each group will have about 15 minutes to do the exercise. The last 10 minutes of the period will be used to reinforce OT chronology.

### *Break*

# SESSION 2

### Covenant and the Age of the Patriarchs

(optional videotape)

- A. Related assignments: Biblical readings
- B. Learning outcomes:
  - 1. Students will understand the various kinds of covenant and the covenant God desires to make with his people in the Old Testament and into the New Testament.
  - 2. Students will become familiar with the repetition and transfer of the conditions and terms of the covenant during the time of the patriarchs, and be prepared to think through the covenant changes under Moses.
- C. Outline for class activity:
  - 1. Discussion of “covenant”
    - What is a covenant?
    - What kinds of covenants do we find in the Bible?
    - What is the difference between a parity covenant and a suzerainty covenant?
    - What are the characteristics of a suzerainty covenant?
  - 2. Relationship of the patriarchs
    - Refer to the chart showing the patriarchs and the twelve tribes.
    - Briefly trace patriarchal history (historical, geographical, theological).
    - Distinguish Jews, children of Abraham, Israelites.
  - 3. Video (optional)

***Break***

## **SESSION 3**

### Question of the Week

Students should have their questions ready in advance to be submitted in writing immediately before the break. Questions will be addressed at this point in the class schedule as time permits and as is appropriate.

### Moses and Joshua: Themes from the Exodus, Wanderings, and Conquest

#### OUTLINE:

Moses—Exodus and Deliverance from Oppression,  
the Experience at Mt. Sinai and the Law,  
Faith and God’s gracious presence  
Joshua—Conquering and Dividing the Land

- A. Related assignments: Bible passages
- B. Learning outcomes: As above (continued).
  - 1. The student will see the importance of the Exodus/Passover event for Israel.
  - 2. Students will consider oppression/deliverance.
  - 3. Students will be introduced to the significance of law.

C. Outline for class activity:

1. Group dialogue

This session will use basic question and answer format. In addition to the questions suggested here, you may wish to develop some questions of your own.

Who was Joseph?

How did the Hebrews come to be in Egypt? (Genesis 15:13-14)

What happened to the Hebrews after Joseph died?

Who were Moses, Aaron, Miriam?

How was Moses called of God?

How would you describe the Passover?

What was its significance to Israel?

What is meant by the “theophany at Sinai?”

What is the significance of the law?

Was the law burdensome? Was it designed to be burdensome?

What was the significance of Aaron’s action in Exodus 32?

2. Small group exercise

With the class divided into groups of 4-5, the small groups will have 10 minutes for group work and 10 minutes for processing. Groups will be assigned a biblical text (Numbers 13:25-14:35 or Deuteronomy 8-11 are suggested) and asked to consider the following questions:

Why is this text important?

What is the significance of this account?

What kind of relationship exists here between God and his people?

What kind of relationship exists between God and the surrounding nations?

3. Joshua-Judges

The instructor will present a short synopsis of the biblical narrative up to the time of Joshua with primary emphasis on the Joshua story:

Joshua assumes command.

Crossing the Jordan River.

The battle of Jericho.

The conquest and division of the land.

Joshua’s address at Shechem.

[Lead a brief discussion of the conquest and the judges.]

The cyclical nature of Judges.

Students should read Judges 2:6-23 and consider the view of history contained there.

Themes from the Kings and Kingdoms

OUTLINE:

United Kingdom

### Divided Kingdom

- A. Related assignments: Bible readings
  - B. Outline for class activity: Group discussion of kings and prophets, united kingdom
    - 1. What role did prophets and kings play in Israel?
    - 2. Why did God allow the Monarchy?
    - 3. David and Bathsheba—Personal Tragedy and Forgiveness
    - 4. Solomon—Poor choices
- Group discussion of divided kingdom
- 1. Why did the kingdom divide?
  - 2. Ahab and Elijah

### *Break*

## SESSION 4

### "Modern Criticism in Old Testament Study"

A mini-lecture will summarize the major positions with the class discussing the validity of the views.

### Finish discussion of book to be reviewed

- A. Related assignments: Reading text for review
- B. Outline for class activity:

Summarize and finish discussion of book. Instructor may again need to provide brief overview summary to give book context and content. Students should be ready to discuss at least some aspects of the book in response to questions raised by the instructor.

### Microtheme Preview

The faculty facilitator may wish to preview the microtheme reading for the next week to assist students in understanding and processing the reading. While this activity is mentioned at the conclusion of the class outline, the facilitator may choose to insert this activity into the class schedule as appropriate, based on the discussion, interest, desire, and dynamics of the class.

### Journal entry

## Class Schedule – Week Four

### Section 1

#### Oral Presentations

Discuss OT History from Abraham to Solomon based on assigned Bible readings. Additional may need to be assigned or done in class for student understanding.

### Section 2

#### Old Testament Wisdom Literature (Bible Readings)

The prophets and calls to be God's people (Bible Readings)

### Section 3

#### Question of the Week

New Israel

New Covenant

### Section 4

Discussion of review book

Discuss final assignments

Write journal entry

## Learning Activities

# SESSION 1

### Oral Presentations

#### Overview “Old Testament History” from Abraham to Solomon

A. Related assignments: Bible readings, Anders readings

B. Learning outcomes:

1. The student will develop a historical perspective on biblical events.
2. The student will understand the development of Christian religious thought.
3. The student will integrate the faith of God's people in the Old Testament with God's redemptive activity.
4. The student will be exposed to biblical backgrounds sufficient to gain basic knowledge essential to understanding the biblical story.

C. Outline for class activity:

This brief section is designed to prepare students insofar as possible for the continuing study of the Old Testament history and its significance. This is most frequently accomplished by a simple presentation and repetition of the major frameworks of OT history. Students' should constantly check their understanding through questions, feedback, and sharing.

### ***Break***

## SESSION 2

### Old Testament Wisdom Literature

#### A. Related assignments:

Bible readings

#### B. Outline for class activity:

The instructor will present a mini-lecture to acquaint students with the wisdom literature. Selected passages from the five books of poetry will demonstrate the nature of this genre of literature.

Job is often considered a theodicy. The class will discuss how the author of Job answers the question of God's goodness in the midst of an evil world.

### The prophets and what it means to be God's people

#### A. Related assignments:

Bible readings

B. To assist student in understanding that God has always required that commitment to him and lifestyle match.

#### C. Outline for class activity:

##### 1. Isaiah

Subgroups of 4-5 will be assigned the following tasks:

##### a. Isaiah 5 and 10:1-4, The Song of the Vineyard

Develop an interpretation of this allegory to share with the class; focus specifically on the elements of righteousness and justice.

##### b. Isaiah 6

Inherent in this chapter is a relatively common and familiar order of worship. Can you identify the elements in this order of worship?

Meditation, Call to worship, Prayer of Confession, Assurance of

Pardon

Commission/Commitment

##### c. Isaiah 9:1-7; 11:1-9; 53

What is the usual Christian interpretation of these passages?

If you were or are Jewish in faith, how are these scriptures interpreted?

d. Use half the time for group interaction, half for summarizing and group reporting.

##### 2. Amos

Break into subgroups as before.

##### a. What is the significance of Amos 2:2-8?

##### b. Examine Amos 3-5. How does each chapter begin? Why?

##### c. What is the message of Amos 3?

##### d. What does Amos 4-5 say about social justice and worship?

##### e. What is the message of Amos 9:7-15?

##### f. Are you aware of any present-day prophets on the scene preaching social

justice and righteousness with and before God?

### 3. Jeremiah

The instructor may summarize Jeremiah and assist the class in briefly considering passages such as Jeremiah 25:1-4 and 31:29-34 to consider the significance of the book. Additionally, time spent in briefly overviewing the Lamentations will demonstrate Jeremiah's heart for God. Students should note that Nebuchadnezzar, the Babylonian king, is received as God's servant or instrument of punishment, and should also note the promise of a new covenant.

***Break***

## SESSION 3

### Question of the Week

Students should have their questions ready in advance to be submitted in writing immediately before the break. Questions will be addressed at this point in the class schedule as time permits and as is appropriate.

### New Israel

A. Related assignments:

Anders readings

B. Outline for class activity:

The class will divide into subgroups to study Romans 1-4, Romans 9-11 and Hebrews 8-11. Each group should appoint a recorder and identify as many connections as they can with the Old Testament as mentioned in these passages, or which come to mind from passages previously covered. After approximately half the time has been spent in small groups, students will summarize their findings for the whole group.

This activity may be combined with the one immediately following using the same instructions, but considering what the New Testament means when it describes a new people of God and what is meant by descriptions of the new covenant. How are the people different? How is God's agreement with his people different?

### New Covenant

(may be combined with section above in one exercise)

A. Related assignments:

Anders readings

B. Outline for class activity:

see immediately above

***Break***

## SESSION 4

Finish discussion of book to be reviewed

A. Related assignments:

Reading text for review

B. Outline for class activity:

Summarize and finish discussion of book. Instructor may again need to provide brief overview summary to give book context and content. Students should be ready to discuss at least some aspects of the book in response to questions raised by the instructor.

Journal entry

## APPENDICES

- A1 Sample microsummary (Expositor's Bible Commentary, Carl F. H. Henry)  
Sample book reviews (New Books on Theology, Restoration Quarterly)  
Sample journaling

### Week One Materials

Excerpts from "The Babylonian Creation Story"

Primeval History, Young

How We Got the Bible, Young

Chart of the English Bible

Bible Charts

Bible Maps

The Cannon and Text of the Old Testament

### Week Two Materials

Types of Literature (inserted before the Cannon of text of OT)

Bible Archeology and Geography

Archaeology and the Bible, Wright

The Process of Knowing, Young

The Problem of Knowledge, Moore

No Week Three Materials

No Week Four Materials