

# RELS211

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** RELS211 **Title :** Introduction to the Old Testament

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

**Course Description:** This course acquaints students with the content and major themes of the Old Testament and familiarizes them with important contemporary scholarship which helps to illuminate the biblical documents. Course content explores the socio-political and religious forces that shape the thirty nine books of the Old Testament and examines the enduring significance of their diverse messages.

### Course Scope:

This course is a survey of the Hebrew Bible (the T-N-K); the historical books, the prophets, and the writings. Major themes and the unity of the Scriptures as a whole will be explored.

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## Objectives

Upon successful completion of this course, you will be able to:

- Identify the unique structure and themes found in the 39 books that comprise the formation of the Hebrew Bible and the establishment of the Old Testament set against the historical and cultural settings of the Ancient Near East.
  - Summarize the social, political, geographical, and religious milieu which gave birth to the Hebrew Scriptures.
  - Evaluate contemporary methodologies and tools employed by scholars in the study of the Old Testament including source criticism, the historical-critical method (JEDP), tradition criticism, redaction criticism, literary, and canonical applications used in the interpretation of the Bible.
  - Analyze the advancement of Old Testament studies as revealed by contemporary discoveries made through, but not limited to archaeology, anthropology, linguistics, history, and theology.
  - Demonstrate the application of course principles through the academic study of one (1) of the Books of the Old Testament.
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## Outline

## **Week 1: Overview of the Bible**

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### Purpose

To discover the origin and structure of the Bible as it relates to the Old Testament.

### Learning Outcomes

- Identify the unique structure and development of the Hebrew Bible and the relationship of it to the Old Testament.
- Summarize the process of formation as to how the Bible was transmitted, canonized, and translated into our language today.

### Required Readings

Read and review the week 1 Readings and Resources

Read the week 1 Lesson

### Assignments

Week #1 Forum

## **Week 2: The Environment that Produced the Bible**

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### Purpose

To engage the student with the environment and geography that produced the Bible.

### Learning Outcomes

- Summarize the environment that produced the Old Testament set against the backdrop of the Ancient Near East.
- Discover the significant events that led to the import of Hellenism.

### Required Readings

Read and review the week 2 Readings and Resources

Read the week 2 Lesson

### Assignments

Week #2: Forum

## **Week 3: Critical Methods in Old Testament Studies**

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### Purpose

To identify and describe the variety of methods used by scholars to critically assess the Old Testament.

### Learning Outcomes

- Evaluate the variety and methods used by today's scholars to critically assess the Old Testament texts and their place in the Holy Bible.
- Demonstrate the use of scholarship in presenting a Current Affairs Essay on a contemporary issue found in the study of the Old Testament.

## Required Readings

Read and review the week 3 Readings and Resources

Read the week 3 Lesson

## Assignments

Week 3 Forum

Week 3 Project: Chamber of Commerce Recruitment Presentation

## **Week 4: The Torah**

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### Purpose

To summarize and explain how the Torah was compiled and the Covenant relationship between Yahweh and His chosen people.

### Learning Outcomes

- Identify the five books that comprise the formation of the Torah.
- Evaluate the contemporary methodologies and tools employed by scholars to study and interpret the Old Testament.

## Required Readings

Read and review the week 4 Readings and Resources

Read the week 4 Lesson

## Assignments

Week 4 Forum

## **Week 5: The Prophets (Neviim #1)**

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### Purpose

To detail the basic outlines of Israelite history from the conquest to the end of the monarchy.

### Learning Outcomes

- Examine the story of Israel from the Promised Land to the Exile
- Discover the period of the Judges and their role in Israel's history and religious life.

## Required Readings

Read and review the week 5 Readings and Resources

Read the week 5 Lesson

## Assignments

Week 5 Forum

Week 5: Current Affairs Review Essay

## **Week 6: The Prophets (Neviim) #2**

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## Purpose

To explain the relationship between prophecy and social and political crisis and how prophecy is understood today.

## Learning Outcomes

- Evaluate the role of the prophets in Israel's history as the individual spokespersons for God.
- Analyze the advancement of Old Testament studies as revealed through contemporary discoveries.

## Required Readings

Read and review the week 6 Readings and Resources

Read the week 6 Lesson

## Assignments

Week 6 Forum

## **Week 7: The Writings**

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## Purpose

To identify the variety of literature forms found within the Old Testament.

## Learning Outcomes

- Identify the third major division of the Hebrew Bible found in the Writings and variety of literature formats that are included in the Old Testament.

## Required Readings

Read and review the week 7 Readings and Resources

Read the week 7 Lesson

## Assignments

Week 7 Forum

## **Week 8: The Intertestamental Period and the Extra-Canonical Works**

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## Purpose

To explain how apocalyptic literature arose in the Hellenistic Period.

## Learning Outcomes

- Identify the books of the Second Canon and the role of the Apocrypha or Inter-Testament writings.
- Demonstrate the application of course principles through the academic research of one (1) book from the Old Testament.

## Required Readings

Read and review the week 8 Readings and Resources

Read the week 8 Lesson

## Assignments

### Week #8 Forum

#### Week 8: Favorite Old Testament Book Research Presentation

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## Evaluation

### Grading:

Name	Grade %
Forums	30.00 %
Week 1 Forum	3.33 %
Week 2 Forum	3.33 %
Week 3 Forum	3.33 %
Week 4 Forum	3.33 %
Week 5 Forum	3.33 %
Week 6 Forum	3.33 %
Week 7 Forum	3.33 %
Week 8: Final Reflections on my Study of the Old Testament!	3.33 %
Week 8 Favorite OT Book Research Presentation Forum	3.33 %
Assignments	25.00 %
Week 5: Current Affairs Review Essay	25.00 %
Projects	45.00 %
Week 3 Project: Chamber of Commerce Recruitment Presentation	22.50 %
Week 8: Favorite Old Testament Book Research Presentation	22.50 %

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## Materials

**Book Title:** The Old Testament: An Introduction to the Hebrew Bible 2nd Ed. - The VitalSource e-book is provided via the APUS Bookstore.

**Author:** Harris, Stephen

**Publication Info:** McGraw-Hill

**ISBN:** 9780072990515

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See the weekly Readings and Resources.

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## Course Guidelines

## Citation and Reference Style

Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department. Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

## Tutoring

[Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

## Late Assignments: School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

## TurnItIn

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

## Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## Submission Guidelines

Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified. It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

## Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

## Communicating on the Forum

Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.

“Substantive” means comments that contribute something new and important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc. As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements. The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval. Replies must be posted in the week due and replies after the end of the each week may not be graded.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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