

I. Course Description:

This course will provide an introduction to the books of Joshua, through the Song of Solomon as they provide vital historical and theological foundations. The course will examine the books chapter by chapter and will highlight critical issues, chronology, and key synthetic ideas..

II. Course Objectives

1. To become thoroughly familiar with background and basic key elements of each Book
2. To be able to explain the significance and interrelationship of each chapter
3. To understand textual grounding and key theological themes
4. To develop a closer relationship with God through a greater understanding of His sovereign working in history, noting the command of Joshua 1:8

III. Course Textbooks

Required Texts:

J. Sidlow Baxter, *Explore the Book*, Zondervan, 1987, 0310206200,
 Gleason Archer, *Survey of Old Testament Introduction*, Moody, 1996, 978-0802482013

Recommended Texts for Additional Study:

An Introduction To The Old Testament Historical Books (David M. Howard Jr.)
An Introduction To The Old Testament Poetic Books (C. Hassell Bullock)
 Christopher Cone,,*The Promises of God*, Exegetica, 2005, 978-0976593003

IV. Evaluation of Student Performance

1. **Class Attendance** – Since this is an independent study, there is no attendance requirement.
2. **Reading Assignments and Accountability** – Assigned readings are designed to help the students in their book arguments, and student writing should show that the student has interacted with the assigned reading material.
3. **Research Assignments** – Students will write book arguments, comprised of a brief (paragraph -1/4 page) explanation of each of the 187 chapters of Joshua-Song of Solomon. Each explanation will include three elements: (1) a summary of the chapter; (2) an argument stating the chapter's significance pertaining to the overall message of the book, and (3) an identification of major issues in the chapter (from the Biblical text and from the supplemental reading).
4. **Course Exams** – There are no exams for this course
5. **Online Interaction** – Students will have two online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) respond to Advising Professor/Instructor questions and observations.
6. **All students** will submit assignments directly to the Advising Professor/Instructor.
7. **Scoring Rubric**

<u>Assignments</u>	<u>Campus & Learning Center</u>	<u>Online</u>
Attendance	N/A	N/A
Reading Component (Reading & Accountability)	Not Graded	N/A
Research Component (Book Arguments)	100	N/A
Exam Component (if applicable)	N/A	N/A
Total Points:	100	N/A

V. Course Outline & Assignments

Module 1 – Joshua, Judges & Ruth

Reading Component – Students should read Baxter Lesson 20-27, Archer Ch. 19, Joshua, Judges, & Ruth
Research Component – Book arguments on Joshua, Judges, & Ruth.

Module 2 – 1 & 2 Samuel

Reading Component – Students should read Baxter Lesson 28-31, Archer Ch. 20 17, 1 & 2 Samuel
Research Component – Book arguments on 1 & 2 Samuel.

Module 3 – 1 & 2 Kings

Reading Component – Students should read Baxter Lesson 32-39, Archer Ch. 20, 1 & 2 Kings
Research Component – Book arguments on 1 & 2 Kings.

Module 4 – 1 & 2 Chronicles

Reading Component – Students should read Baxter Lesson 40-41, Archer Ch. 30, 1 & 2 Chronicles
Research Component – Book arguments on 1 & 2 Chronicles.

Module 5 – Ezra, Nehemiah & Esther

Reading Component – Students should read Baxter Lesson 42-50, Archer Ch. 30, Ezra, Nehemiah & Esther
Research Component – Book arguments on Ezra, Nehemiah & Esther.

Module 6 – Job

Reading Component – Students should read Baxter Lesson 51-56, Archer Ch. 32, 34, Job
Research Component – Book arguments on Job.

Module 7 – Psalms & Proverbs

Reading Component – Students should read Baxter Lesson 57-62, Archer Ch. 33-34, Psalms & Proverbs
Research Component – Book arguments on Psalms & Proverbs.

Module 8 – Ecclesiastes & Song of Solomon

Reading Component – Students should read Baxter Lesson 63-68, Archer Ch. 35, Ecclesiastes & Song of Solomon
Research Component – Book arguments on Ecclesiastes & Song of Solomon.

Module 9 – Book Argument Conclusion

Research Component – Complete all book arguments.

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via Tyndale student email (@tyndale.edu address). Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

<i>Campus Students:</i>	Professor Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>
<i>Learning Center Students:</i>	LC Location, Campus Prof. Name, Class # & Name, Student Name <i>(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)</i>
<i>Online Students:</i>	Online Prof. Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).