

Dr. David Olander

I. Course Description:

This course consists of an intensive study of Genesis chapters 1-3. Dr. David Olander

II. Course Objectives

1. To understand the overall purpose of Genesis.
2. To understand the importance of Genesis as the true beginning of God's Word.
3. To understand several main issues (theological doctrines) addressed in Genesis 1-3. This includes literal six day creationism, the creation and fall of man, original sin, and the first major Messianic prophecy, the judgment of man, and the promised Redeemer and redemption.

III. Course Textbooks

Required Texts:

- L. S. Chafer's *Systematic Theology* (4 volumes), ISBN 0-8254-2340-6
 Thomas Constable, *Expository (Bible Study) Notes, Genesis*,
<http://www.sonlight.com/constable/notes.htm>
 Walvoord and Zuck (editors), *The Bible Knowledge Commentary, (Old Testament)*, ISBN 0-88207-813-5

Recommended Texts for Additional Study:

- Charles Ryrie, *Basic Theology*, ISBN 0-8024-2734-0
 Paul Enns, *Moody Handbook of Theology*, ISBN 0-8024-3434-7

IV. Evaluation of Student Performance

1. **Class Attendance** – for **Campus** students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. **Online** students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. **Reading Assignments and Accountability** – All students must read *all* assignments prior to class. Write at least two pages on each reading assignment. These assignments will be part of the student's notes and will be collected.
3. **Research Assignments** – All students will present one research paper of at least 15 pages (not to exceed 20 pages). Topics will be assigned in class.
4. **Course Exams** – There will be no final exam.
5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) email a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. **Campus students** will submit assignments as directed by the Professor.
Online Students will submit assignments directly to the Advising Professor/Instructor.

7. **Scoring Rubric**

| Assignments | Campus & Learning Center | Online |
|--|-------------------------------------|---------------------|
| Attendance or Online Participation | Pass/Fail/Reduction | 25 |
| Reading Component (Reading & Accountability) | 30 (40 if no exams) | 25 |
| Research Component (Papers & Projects) | 40 (60 if no exams) | 25 (50 if no exams) |
| Exam Component (if applicable) | 30 (if applicable) | 25 (if applicable) |
| Total Points: | 100 | 100 |

V. Course Outline & Assignments

Class 1 – Introduction

This class will be an introduction to Genesis 1-3. There will be an overview of all the topics to be covered this semester and the assigned readings from Constable's notes, the Bible Knowledge Commentary, and Lewis Sperry Chafer's Systematic Theology.

Class 2 – Chapter One of Genesis

Reading Component – Read Genesis chapter one (any translation or Hebrew if possible). Read Constable notes and the Bible Knowledge Commentary for Genesis 1:1-1:15. Write at least a two page summary of *all* assigned readings.

Class 3 – Chapter One of Genesis

Reading Component – Read Genesis chapter one (any translation or Hebrew if possible). Read Constable notes and the Bible Knowledge Commentary for Genesis 1:16-31. Write at least a two page summary of *all* assigned readings.

Class 4 – Chapter Two of Genesis

Reading Component – Read Genesis chapter two (any translation or Hebrew if possible). Read Constable notes and the Bible Knowledge Commentary for Genesis 2:1-15. Write at least a two page summary of *all* assigned readings.

Class 5 – Chapter Two of Genesis

Reading Component – Read Genesis chapter two (any translation or Hebrew if possible). Read Constable notes and the Bible Knowledge Commentary for Genesis 2:16-25. Write at least a two page summary of *all* assigned readings.

Class 6 – Chapter Three of Genesis

Reading Component – Read Genesis chapter three (any translation or Hebrew if possible). Read Constable notes and the Bible Knowledge Commentary for Genesis 3:1-16. Write at least a two page summary of *all* assigned readings.

Class 7 – Chapter Three of Genesis

Reading Component – Read Genesis chapter three (any translation or Hebrew if possible). Read Constable notes and the Bible Knowledge Commentary for Genesis 3:1-16. Write at least a two page summary of *all* assigned readings.

Class 8 – Theology of Genesis 1-3

Reading Component – Read Lewis Sperry Chafer's Systematic Vol. II pp. 33-121. Write at least a two page summary of *all* assigned readings.

Class 9 – Theology of Genesis 1-3

Reading Component – Read Lewis Sperry Chafer's Systematic Vol. II pp. 125-223. Write at least a two page summary of *all* assigned readings.
Research Component – All papers are due.

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](#).