



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

OTL742—Wisdom Literature Spring, 2011

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available under the Syllabus link in the MOODLE course. Additional information can be found at

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

Professor: Joseph Coleson, Ph.D.

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Office: (816) 268-5482

Office Hours: Tues., 1:30-4:30 p.m., or by appt.

Catalog Description

The meaning and value of Hebrew wisdom as presented in Job and Proverbs, including attention to the institution of the “wisdom school,” to outside sources that influenced Hebrew wisdom, and to Hebrew wisdom’s place and influence within the biblical canon.

Course Narrative & Rationale

The Church of the Nazarene, together with the larger Wesleyan/Holiness movement and most Christian denominations, views the Bible as a foundational document, informing all the life of the church. The Hebrew Wisdom Literature is part of the total Christian canon of Scripture; for that reason alone it deserves our study.

Job raises the eternal question of theodicy, a serious obstacle to faith for many people, making Job a vital resource for Christian ministry. Because Ecclesiastes addresses theodicy from a different angle, we also will consider Ecclesiastes briefly by way of comparison with Job.

Proverbs is the quintessential “wisdom book” of the biblical canon. Its admonitions to the young believer to pursue wisdom at all costs are invaluable to all believers of all ages. Its collections of

aphorisms and its discourses on practical wisdom can help to guide us, individually and as the body of believers, in wise conduct, decision-making, and inter-personal relationships.

Course Outcomes

Upon completion of this course, you will:

1. Be familiar with the content of Job and Proverbs; (Assignment 1)
2. Be familiar with the introductory issues around both books; (Assignment 1)
3. Be able to identify major theological themes in both books, and to discuss their contributions to the life and thought of God's people; (Assignments 1,2)
4. Have experience with exegesis in and from both books; (Assignments 1,2)
5. Use your knowledge of and "feel" for Job and Proverbs in ministry assignment(s). (Assignment 1)

Church of the Nazarene COSAC Competencies

While none of these will be realized completely, the following competencies will be enhanced, directly or indirectly, through your participation in this course:

- CN 1, 2, 3, 4, 5, 6, 7, 15, 16, 17, 18, 19, 20, 21, 22, 23
- CP 1, 2, 3, 6, 10, 11, 12, 13, 14, 19, 20, 22, 25, 28
- CH 1, 2, 3, 5, 6, 10, 12, 13, 14
- CX 3, 5, 7, 10

Required Texts

- Hartley, John E. *The Book of Job*. Grand Rapids: Wm. B. Eerdmans Publ. Co., 1988.
- Kidner, Derek. *Proverbs*. Downers Grove: InterVarsity Press, 1964.
- Kidner, Derek. *The Wisdom of Proverbs, Job & Ecclesiastes*. Downers Grove: IVP, 1985.

Course Outline and Calendar

Jan. 31	– Course Introduction; syllabus; Job 1-2	Mar. 21	– Reading and Research Week
Feb. 7	– Job 3-8	28	– Job 42; Eccl; Pss 1, 19, 73
14	– Job 9-14	Apr. 4	– Prov 1-4
21	– Job 15-21	11	– Prov 5-9
28	– Job 22-27	18	– Prov 10:1--22:16
Mar. 7	– Job 28-37	25	– Prov 22:17--30:33
14	– Job 38-41	May 2	– Prov 31 (and the Megillot)

Course Assignments & Requirements

1. Eight 600-word exegetical essays constitute seventy percent (70%) of the course grade.

Essay subjects will be proposed weekly; eight essays due, with seven factoring into course grade. (Course Outcomes: Numbers 1, 2, 3, 4, 5, variously throughout the course)

2. A final exegetical paper constitutes thirty percent (30%) of the course grade.

A 3,500-4,000-word exegetical paper is the culminating course assignment. The passage chosen for exegesis is to be cleared with the professor by March 28. The paper is due May 2. (Course Outcomes: Primarily numbers 3 and 4)

All grades will be posted as letter grades; descriptions are included in the *NTS Student Handbook*.

Policy Regarding Late Work

Because of Commencement timelines, the final exegetical paper can be accepted only until class time (9:00 a.m.) Monday, May 2.

Distribution of Student Learning Hours

	hours
Face-to-face Class Sessions	39
Reading	50
Writing	47
Other Assignments and Learning Activities	0
Exams & Quizzes	0
TOTAL	136

Method for Submitting Assignments

All assignments should be submitted through Moodle.

Form and Style Expectations

Unless noted otherwise by the professor, all writing assignments should conform to Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers* (Chicago Guides to Writing, Editing, and Publishing), Eds. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. University of Chicago Press, 2007

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Course Grading

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.