



# Nazarene Theological Seminary

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## OTL612—Exodus Online Spring, 2010

### ***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
- 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***

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### ***Catalog Description***

A study of the book of Exodus, with special attention to literary analysis, ancient Egyptian background, the Decalogue and the Covenant Code, other major theological concepts, and the person of Moses.

### ***Course Narrative & Rationale***

The faculty of NTS view the Bible as foundational, informing all the life of the church. We believe this view accords with historic Christianity, as well as with the direction of God found in the Bible itself. In addition, the Exodus was the foundational event in the formation of the nation of Israel. The Exodus continues to shape Jewish and Christian thought and action to the present day.

The first half of the book of Exodus is a narrative of depth and emotional intensity. Its second half comprises profound concepts in the form of legal code for ancient Israel in the land, and for the continued instruction of those who would live with integrity before God and with their brothers and sisters. Exodus richly rewards those willing to expend time and effort to understand its patterns and its message. The book is a treasure-mine; wealthy, indeed, are those who explore its depths.

## **Course Outcomes**

Upon completion of this course, you will:

1. Be familiar with the people, places, events, and legal materials of the book of Exodus;
2. Be able to summarize important scholarly positions regarding authorship, provenance, dating, occasion, and audience of the book;
3. Be able to identify the major theological themes of Exodus, and discuss its contributions to the life and thought of God's people;
4. Have some experience with the exegesis of Exodus;
5. Use your knowledge of and "feel" for the book in your ministry assignments.

## **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
- CP 1, 2, 3, 7, 9, 10, 11, 12, 15, 16, 20, 21, 22, 23, 24
- CH 1, 2, 3, 4, 5, 6, 13, 14
- CX 3, 5, 6, 7, 8, 10, 11

## **Required Texts**

- English (or other vernacular) Bible.
- Cole, R. Alan. *Exodus: An Introduction and Commentary*. Downers Grove: Inter-Varsity Press, 1973.
- Hoffmeier, James K. *Israel in Egypt*. New York: Oxford University Press, 1999.

## **Course Outline**

### **Unit 1: Introductions - Week 1**

- Course introduction
- Syllabus
- Personal introductions

### **Unit 2: Preparation - Weeks 2-3**

- Foundling and fugitive - Exodus 1-2
- Called and sent - Exodus 3-4

### **Unit 3: Escalating Power Encounters - Weeks 4-8 (including R & R week)**

- The first nine plagues - Exodus 5-11
- The first Passover - Exodus 12-13
- The crossing - Exodus 14:1--15:21
- The Exodus in film - *The Ten Commandments* and *Prince of Egypt*

### **Unit 4: Arrival at Sinai - Weeks 9-10**

- Shore to summit - Exodus 15:22--19:25
- The Ten Words - Exodus 20:1-17; Deuteronomy 5:1-21

### **Unit 5: Code and Cultus - Weeks 11-12**

- The Covenant Code - Exodus 20:18--23:33
- Instructions for the Tabernacle, its functions and its functionaries - Exodus 24-31

## Unit 6: Crisis and Cooperation - Weeks 13-14

- Rebellion and reconciliation - Exodus 32-34; Acts 7
- Construction of the Tabernacle - Exodus 35-40

## Course Assignments & Requirements

### 1. Online interaction (70% of course grade)

Posting to Discussion Forums and reading the posts of other class members is the online equivalent of attending and participating in class in an on-campus course. In the online environment, precisely because face-to-face contact is not possible, professor-with-student(s) and student(s)-with-student(s) interaction is indispensable for a positive learning experience. With this in mind, the following practices are minimal expectations for the course:

- Remember: *minimal* does not mean “A” work, nor an “A” grade.
- Each student is to write at least five (5) quality posts or responses to the professor’s or other students’ posts in discussion forums. Posts are to be spread over at least three (3) days each week (except R & R Week), and are to be completed by Saturday each week.
- Students are strongly encouraged to read all new posts at least five (5) days per week.
- A “quality” post begins a new topic, brings to bear critical reflection on another’s post, or moves discussion in a new direction. Both number and quality of posts will influence this section of the course grade.
- A “quality” post will reflect reading/study of the text of Exodus, and of the course texts.
- The professor has learned from experience that posts of fewer than one hundred fifty (150) words in length (about five lines in our Moodle system/format) almost never are “quality” posts. It simply takes that many words, or more, to develop most ideas in this dialogical format for others to see where you are going, so as to respond intelligently and wisely.
- Correct and appropriate spelling, punctuation, grammar, syntax, usage, and other “best practices” of academic writing are expected in all posts.
- Students who have taken classroom courses with this professor will recognize that this on-going assignment combines weekly essay (albeit with shorter “essays”) and discussion components of his classroom courses, and will continue to improve their expository skills.

Assessment of online participation will be posted weekly, using letter grades.

(Course Outcomes: Numbers 1, 2, 3, 4, 5, variously throughout the course)

### 2. Final exegetical paper (30% of course grade)

A 3,000-3,500-word exegetical paper is the culminating course assignment. The passage chosen for exegesis is to be cleared with the professor by March 29. The paper is due May 6.

(Course Outcomes: Primarily numbers 3 and 4)

## Policy Regarding Late Work

It is not possible to “make up” Discussion Forum postings in a later week. E.g., five (5) postings during Week 3 will not compensate for zero (0) postings during Week 2.

Because of Commencement timelines, the final exegetical paper can be accepted only until 11:59 p.m. Central Time, Thursday, May 6.

## Course Grading

1. Online interaction will constitute seventy (70) percent of the course grade.

2. A final exegetical paper will constitute thirty (30) percent of the course grade.

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

## Course Calendar

Date	Week	Assignment
Feb. 1 Unit 1	1	<b>Forum:</b> Each student is to post a personal introduction by Tuesday, and is to respond to at least four other introductory posts by Friday. In your intro., please include: 1.) Pertinent/appropriate personal information, including photo(s), if you care to; 2.) A short description of your current ministry and/or volunteer position(s); 3.) Your reason(s) for taking this course; and 4.) One "Item" in the book of Exodus in/of/for which you hope to gain a better understanding through this course. <b>The professor</b> will post an orienting lecture.
Feb. 8 Unit 2	2	<b>Texts:</b> Read Exodus 1-2; Cole, pp. 5-62. <b>Forum:</b> Five original and response posts on (at least) three different days.
Feb. 15 Unit 2	3	<b>Texts:</b> Read Exodus 3-4; Cole, pp. 62-80; Hoffmeier, pp. vii-106. <b>Forum:</b> Five original and response posts on (at least) three different days.
Feb. 22 Unit 3	4	<b>Texts:</b> Read Exodus 5-11; Cole, pp. 80-103; Hoffmeier, pp. 107-163. <b>Forum:</b> Five original and response posts on (at least) three different days.
Mar. 1 Unit 3	5	<b>Texts:</b> Read Exodus 12-13; Cole, pp. 103-118; Hoffmeier, pp. 164-198. <b>Forum:</b> Five original and response posts on (at least) three different days.
Mar. 8 Unit 3	6	<b>Texts:</b> Read Exodus 14:1--15:21; Cole, pp. 118-127; Hoffmeier, pp. 199-227. <b>Forum:</b> Five original and response posts on (at least) three different days.
Mar. 15 Unit 3	7	<b>Texts:</b> Watch <i>The Ten Commandments</i> and <i>The Prince of Egypt</i> . <b>Forum:</b> Five original and response posts on (at least) three different days.
Mar. 22	8	Reading and Research Week.
Mar. 29 Unit 4	9	<b>Texts:</b> Read Exodus 15:22--19:25; Cole, pp. 127-149. <b>Forum:</b> Five original and response posts on (at least) three different days. <b>Final Paper/Project:</b> Check passage for final paper with professor.
Apr. 5 Unit 4	10	<b>Texts:</b> Read Exodus 20:1-17; Deuteronomy 5:1-21; Cole, pp. 149-161. <b>Forum:</b> Five original and response posts on (at least) three different days.
Apr. 12 Unit 5	11	<b>Texts:</b> Read Exodus 20:18--23:33; Cole, pp. 162-184. <b>Forum:</b> Five original and response posts on (at least) three different days.
Apr. 19 Unit 5	12	<b>Texts:</b> Read Exodus 24-31; Cole, pp. 184-212. <b>Forum:</b> Five original and response posts on (at least) three different days.
Apr. 26 Unit 6	13	<b>Texts:</b> Read Exodus 32-34; Acts 7; Cole, pp. 212-233. <b>Forum:</b> Five original and response posts on (at least) three different days.
May 3 Unit 6	14	<b>Texts:</b> Read Exodus 35-40; Cole, pp. 233-239. <b>Final Paper:</b> Due Thursday, May 7, 11:59 p.m., CDT (U.S.).