



# Nazarene Theological Seminary

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## OTL615 Deuteronomy Summer, 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 in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose Degree 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
- *Handbook for Inclusive Language*

### **Instructor Information**

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### **Catalog Description**

A study of the book of Deuteronomy, including literary analysis, consideration of its covenantal framework, its legal forms, and other major theological concepts.

### **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 Christian canon includes the thirty-nine books of the Hebrew Scriptures; as the capstone of its first major section, the Pentateuch, Deuteronomy both requires and rewards careful study. Whatever the timing of its present form, Deuteronomy includes material important to our understanding of Israel's formation and development as a people finding its way with the God who brought them from slavery to nationhood. In the development of Second Temple Judaism following the Babylonian Exile, no book is more important than Deuteronomy.

Moreover, Deuteronomy is central to understanding ourselves as Christians. Jesus' teachings, as well as his disputations with those who made themselves his theological opponents, are heavily sourced in—better, are *midrashim* upon—Deuteronomy, more than any other portion of the Hebrew Scriptures. Paul and the other New Testament writers were steeped in Deuteronomic theology, and understood their agreements with it, as well as their developments beyond it.

Wesleyans, together with all our Christian brothers and sisters, need to know and understand the proper place of Deuteronomy in the larger story of God's redemptive purposes. If we misunderstand Deuteronomy, we certainly will misunderstand much else; if we understand Deuteronomy as God intended it, we are much more likely to get the rest of the story right, also.

## **Degree Program Objectives Addressed in This Course**

This course addresses particularly the following NTS Degree Program Objectives:

- MDiv Objective 2: Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments
- MACE Objective 1: Appropriate and enhance the student's ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry
- MAICS Objective 4: Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting
- MA(TS) General Academic Track Objective 1: Students will develop comprehensive knowledge of the major theological disciplines and their interrelationships
- MA(TS) General Academic Track Objective 2: Students will demonstrate ability to use the theological disciplines to reflect on/engage the world as informed thinking Christian persons

## **Course Outcomes**

Upon completion of this course, the student should be able to:

1. Outline the content of the book of Deuteronomy  
(Accomplished by course reading, class attendance/participation, assignments 1 & 2)
2. Summarize the important positions regarding authorship, provenance, dating, occasion, and audience of Deuteronomy  
(Accomplished by course reading, class attendance/participation, assignment 1 & 2)
3. Identify the major theological themes of Deuteronomy, and discuss their contributions to Israelite, Jewish, and Christian theology  
(Accomplished by course reading, class attendance/participation, assignments 1, 2 & 3)
4. Exegete, understand, and interpret most passages in Deuteronomy, and use these insights in current and future ministry assignment(s)  
(Accomplished by course reading, class attendance/participation, assignments 1, 2 & 3)

## **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** Ability to identify the literary structure and the main story line of the Old Testament
- CN 2** Ability to identify the books of the Old Testament by genre(s)
- CN 3** Ability to identify the basic thrust of each major section of the Old Testament
- CN 5** Ability to describe the historical context of the major sections of the Old Testament
- CN 7** Ability to describe the major theological concepts of the Old Testament
- CN 15** Ability to describe how the Bible came into being, up to contemporary translations
- CN 16** Ability to identify the steps of historical, literary, and theological analysis used in exegesis
- CN 17** Ability to exegete a passage of Scripture using the steps referred to above
- CN 21** Ability to demonstrate understanding of the sources of theological reflection, its historical development, and its contemporary expressions
- CN 22** Ability to articulate the distinctive characteristics of Wesleyan theology
- CN 23** Ability to identify and explain the Doctrine of Holiness from a Wesleyan perspective
- CP 1** Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning
- CP 2** Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry
- CP 10** Ability to synthesize, analyze, and reason logically for discernment, assessment, and problem solving, and to live with ambiguity
- CP 11** Ability to analyze the validity of arguments and to identify their presuppositions and consequences

**CP 22** Ability to prepare, organize, and deliver biblically sound sermons using appropriate techniques and skills in culturally appropriate ways (each accomplished wholly or in part by course reading, class attendance/participation, and assignments 1 & 2))

### **Required Texts**

- Coleson, Joseph E. (ed.) *Treasure the Word*. Indianapolis: Wesleyan Publishing House, 2009.
- Craigie, Peter C. *Deuteronomy*. Grand Rapids: Wm. B. Eerdmans Publ. Co., 1976.

### **Course Outline and Calendar**

<b>May 16</b> – Syllabus; Course introduction; Deut 1-2	<b>May 23</b> – Deut 18-21
<b>17</b> – Deut 3-5	<b>24</b> – Deut 22-26
<b>18</b> – Deut 6-8	<b>25</b> – Deut 27-30
<b>19</b> – Deut 9-12	<b>26</b> – Deut 31-34
<b>20</b> – Deut 13-17	

### **Course Assignments & Requirements**

**1. Pre- and post-module forum/group participation constitutes 10% of the course grade.**  
Parameters of these expectations are posted in the appropriate places in the Moodle course. (Course outcomes: Numbers 1, 2, 3, 4, variously)

**2. Seven 600-word exegetical essays constitute 60% of the course grade.**

Essay subjects will be assigned daily; seven essays will be due; six will factor into the course grade. (Course Outcomes: Numbers 1, 2, 3, 4, variously)

**3. A final exegetical paper constitutes 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 May 26. The paper is due July 8.

(Course Outcomes: Primarily numbers 3 and 4)

### **Submitting Assignments; Posting Grades**

All assignments are to be submitted in the “Assignments” section(s) of our Moodle course. All grades will be posted as letter grades in the “Grades” section of our Moodle course. Grade descriptions are included in the *NTS Student Handbook*.

### **Policy Regarding Late Work**

In justice to all students, daily essays during the two-week module are due at class time (8:00 a.m.), and cannot be accepted late. The final exegetical paper can be accepted only until 12:00 midnight, Friday, July 8.

### **Distribution of Student Learning Hours**

	pre-mod. hours	module hours	post-mod. hours
Class sessions		39	
Online participation in forums and groups	6		4
Reading: course texts	26	4	0
Reading: text of Deuteronomy	17	4	0
Writing: daily essays	0	18	0
Writing: final exegetical paper	0	0	33
<b>TOTAL</b>	<b>49</b>	<b>65</b>	<b>37</b>

## ***Form and Style Expectations***

All written work is to exhibit best practices for graduate-level academic writing. The NTS faculty have adopted Turabian as the Seminary standard; each student should own a copy of the latest edition of Turabian, and should use it conscientiously. A convenient summary of some of the more common mis-steps is included in the course materials in Moodle.

## ***Inclusive Language***

NTS is committed to the equality of women and men. Recognizing that people too often have used 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 discussion, and in writing. All written work presented to meet course requirements must use gender inclusive language.

## ***Reasonable Modifications***

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate in 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 alter fundamentally the nature or purpose of the program or activity. A student needing accommodations should contact the Office of the Registrar. S/he also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

## ***Class Attendance***

Class attendance is essential for realizing maximum benefit from this educational experience. If a student is absent for more than the equivalent of one full class session, the course grade will be lowered; absence totaling more than the equivalent of two full class sessions, may cause a student to fail the course. Prior notification of the professor for any absence is expected, if possible; the professor is to be notified of the reasons for/circumstances of all absences as soon as possible. Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students are responsible to notify the professor if their attendance is to be reported.