

I. Course Description:

Old Testament Introduction III is a guided independent study in which students will consider each of the 250 chapters of Isaiah-Malachi. As an independent study, the course will not have traditional lectures. Instead, the student will examine and write on each chapter, considering important elements such as exegetical, historical, synthetic and theological ideas. The OT and NT Intro courses collectively are patterned after traditional doctoral studies that allow students to write on every chapter of the Bible, and sharpen their ability to understand both the details and the broader principles of the Text.

If the student wishes, he or she may request an advisor be assigned to help guide them through challenges they may encounter during the study.

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 have a greater appreciation for the role of prophecy in God's plan, especially considering the Messianic hope, Israel's future blessing, and God's plan of redemption for the Gentiles.

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:

- Thomas L Constable, *Thomas Constable's Notes on the Bible* (Online, www.soniclight.com)
 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 250 chapters of Isaiah-Malachi. 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, 2) respond to Advising Professor's questions and observations.
6. **All students will submit assignments directly to the Advising Professor.**
7. **Scoring Rubric**

Assignments	Campus & Extension	Online
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 – Isaiah 1-33

Reading Component – Students should read Baxter Lessons 69-73; Isaiah 1-33

Research Component – Book arguments on Isaiah 1-33

Module 2 – Isaiah 34-66

Reading Component – Students should read Baxter, Lesson 74; Archer, Ch. 24-25; Isaiah 34-66

Research Component – Book arguments on Isaiah 34-66

Module 3 – Jeremiah 1-28

Reading Component – Students should read Baxter, Lesson 75; Archer, Ch. 26; Jeremiah 1-28

Research Component – Book arguments on Jeremiah 1-28

Module 4 – Jeremiah 29-52 and Lamentations

Reading Component – Students should read Baxter, Lessons 76-77; Jeremiah 29-52, and Lamentations

Research Component – Book arguments on Jeremiah 29-52 and Lamentations

Module 5 – Ezekiel 1-24

Reading Component – Students should read Baxter, Lessons 78-79; Archer, Ch. 27; Ezekiel 1-24

Research Component – Book arguments on Ezekiel 1-24

Module 6 – Ezekiel 25-48

Reading Component – Students should read Baxter, Lesson 80-81; Ezekiel 25-48

Research Component – Book arguments on Ezekiel 25-48

Module 7 – Daniel, Hosea, and Joel

Reading Component – Students should read Baxter, Lessons 82-89; Daniel, Hosea and Joel

Research Component – Book arguments on Daniel, Hosea and Joel

Module 8 – Amos, Obadiah, Jonah, Micah, Nahum and Habakkuk

Reading Component – Students should read Baxter, Lessons 90-98; Amos, Obadiah, Jonah, Micah, Nahum and Habakkuk

Research Component – Book arguments on Amos, Obadiah, Jonah, Micah, Nahum and Habakkuk

Module 9 – Zephaniah, Haggai, Zechariah and Malachi

Reading Component – Students should read Baxter, Lessons 99-103; Zephaniah, Haggai, Zechariah and Malachi

Research Component – Book arguments on Zephaniah, Haggai, Zechariah and Malachi

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via email. 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 Works or Word format (Wordpad and Wordperfect are not to be used for Tyndale coursework).

The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

<i>Campus Students:</i>	C, 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>	O, Online Prof. Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>
<i>Extension Students:</i>	E, Class # & Name, Student Name <i>(e.g.: E, Johnson, BIBL2301 Hermeneutics, Smith)</i>

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

Assignment Due Dates

Campus and Online 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.

Extension students will submit all assignments no later than nine weeks after course start date, and will submit all assignments in one email.

Late work turned in after the due date but within 5 days of the due date will be reduced a letter grade. Any work turned in more than five days after the due date will receive a failing grade.

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 (Campus & Online students) or the Registrar's office (Extension & Intensive 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](#).