



**Course Syllabus**  
**WYB2100H – Pentateuch**  
**Wycliffe College**  
**Toronto School of Theology**  
**Summer 2020**

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### ***Instructor Information***

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### ***Course Identification***

Course Number: WYB2101H  
Course Format: Online  
Course Name: Pentateuch  
Course Location: Online  
Prerequisites: WYB1008H – Introduction to the Old Testament as Scripture for the Church

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### ***Course Description***

A survey of the first five books of the Old Testament with an emphasis on the historical background, ancient near eastern context, theology, and literary structure of each book, along with an examination of key interpretive issues and problems encountered in these books. The course emphasizes the ongoing canonical reading and application of the Pentateuchal materials throughout Israel's history and into the church of yesterday and today.

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### ***Course Resources***

#### **Required Course Texts/Bibliography**

- Wenham, Gordon. *Exploring the Old Testament: A Guide to the Pentateuch*. Vol. 1. Downers Grove, Ill.: InterVarsity Press, 2016 (ISBN-13: 978-0830853090).
- Alexander, T. Desmond and David W. Baker, eds. *Dictionary of the Old Testament: Pentateuch* (DOTP). Downers Grove, Ill.: InterVarsity Press, 2003 (ISBN-13: 978-0830817818).

#### **Course Website(s)**

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask Jeff Hocking [[jhocking@wycliffe.utoronto.ca](mailto:jhocking@wycliffe.utoronto.ca)] for further help.

## ***Course Learning Objectives/Outcomes***

This course will include the use of audio lectures, online discussions, Old Testament and ANE material comparisons, reading quizzes, and a 12-page research paper.

<b>COURSE OUTCOMES</b>	<b>COURSE ELEMENT</b>	<b>PROGRAM OUTCOMES</b>
<b>By the end of this course, students</b>	<b>This outcome will be demonstrated through these course elements:</b>	<b>This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)</b>
Will formulate their own view of the relationship between ancient Near Eastern texts and the biblical text and have considered its ramifications for their understanding of the inspiration of Scripture.	Lectures, readings, and assignments	<b>MTS:</b> 1.1, 2.1, 2.2. <b>MDiv (Pioneer):</b> 1.1, 2.1, 2.2 <b>MDiv:</b> 1.1, 2.1, 2.2
Will have formulated a weekly statement of the relationship between topics in their weekly readings and the life of the church.	Lectures, reading reflections	<b>MTS:</b> 1.1, 1.2 <b>MDiv (Pioneer):</b> 1.1, 1.2 <b>MDiv:</b> 1.1, 1.2
Will have constructed their own response to key theological and interpretive questions related to the study of the Pentateuch.	Lectures, readings, online discussions	<b>MTS:</b> 1.1, 1.2, 2.1 <b>MDiv (Pioneer):</b> 1.1, 2.1, 2.2 <b>MDiv:</b> 1.1, 2.1, 2.2
Will have examined a theological or exegetical question in the study of the Pentateuch and have argued for their response to that question in a research paper.	Readings, research paper	<b>MTS:</b> 1.1, 1.2, 2.1, 2.2 <b>MDiv (Pioneer):</b> 1.1, 1.2, 2.1, 2.2 <b>MDiv:</b> 1.1, 1.2, 2.1, 2.2
Will have assessed key historical and theological issues related to the study of the Pentateuch by successfully passing several quizzes.	Readings, quizzes	<b>MTS:</b> 1.1, 1.2 <b>MDiv (Pioneer):</b> 1.1, 1.2 <b>MDiv:</b> 1.1, 1.2

## Evaluation

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### Requirements

The final grade for the course will be based on evaluations in five areas:

- 1) **Bible and Textbook Reading Reflections (10%)** – Students will read the Bible and Wenham, as well as other assigned readings as per the course schedule. At the end of the semester, students will be asked to record the amount (the estimated percentage) of readings completed and the quality of each reading in an e-mail sent to the instructor. The email will contain a statement noting the overall percentage of reading completed and the level of reading thoroughness (**use the rubric given below**). In addition, student will include a brief (75-word max), **weekly** explanation of how a key theme or topic found in each week’s assigned reading relates to life in the 21<sup>st</sup> century church. These assessments will be collected by the student in a doc or docx file and sent to the professor at the end of **week 12**.

	A	B	C	D	F
Percentage of Reading Completed	100	90-99	80-89	70-79	Less than 70
Level of Thoroughness	Very Carefully and Thoughtfully	Carefully	Focusing on the Main Ideas	Skimming	The Pages Turning in the Fan

1. **Pentateuch Discussions (30%)** – For 6 of the 12 weeks of class, the student will engage in a threaded discussion on a key point of interpretation or a question based upon that week’s readings or lecture.

The initial response should be about 200-300 words in length. In an initial post (by Tuesday), you will answer the initial discussion question (**200-300 words maximum**). In the 2<sup>nd</sup> post (by Thursday), you will respond to other students’ posts by gracefully adding additional perspectives, asking questions that probe a classmate’s response with additional information for consideration, or additional reasons you might agree with a classmate’s post. Your success will be based upon both the quality of your participation.

As a guideline, students should plan their activities according to the following schedule:

Day 1 (Monday) - Review the discussion question and use this to focus your reading

Day 2 (Tuesday) - Post your initial response to the discussion question

Day 4 (Thursday) - Respond to the postings of 2 other group members

2. **OT and ANE Comparison (10%)**—For Week 3 students will write a 3-4 page (double spaced, 12 point font, 1 inch margins) comparison of the similarities and differences between Tablet 11 of the Gilgamesh Epic and the biblical flood account. The first part of the evaluation will include key similarities and differences between the Gilgamesh Epic and the biblical flood narrative. Students may use a (single spaced) chart in order to illustrate his/her comparison of the two accounts.

In the second part of the comparison students will reflect upon the significance of these similarities and differences, answering the question: Given that there are at least some similarities between the Gilgamesh Epic and Genesis 6-8, and that the Gilgamesh Epic stems from a period earlier than the story recorded in the biblical text,<sup>1</sup> how might this impact our understanding of the inspiration of Scripture?

### Text for the Gilgamesh Epic (Tablet XI)

<http://www.ancienttexts.org/library/mesopotamian/gilgamesh/>

3. **DOTP Reading Quizzes (20%)**—The student is expected to read the dictionary entries in the *Dictionary of the Old Testament: Pentateuch* (DOTP) listed in the Course Schedule (see Section VIII below).

Student will write true/false and multiple-choice quizzes (10 questions) on scheduled DOTP readings by logging on to the course website and taking a *timed* quiz (the student will have 10 minutes to complete the quiz). This will be a closed book quiz (meaning you cannot have DOTP or any other resource open while writing the quiz). Once you have taken the quiz, you will not be able to retake it. You must log on and write the quiz before the end of the course week (i.e. you will no longer be able to access the quiz after 11:59 pm on the Sunday night of the week of the quiz).

The best 4 of the 5 quizzes will be counted towards the student's final grade.

4. **Research Paper (30%)** – Students will write a 12-page research paper on a topic of the student's interest or on an exegetical crux in the interpretation of a passage related to the study of the Pentateuch (Due Week 12). The paper will include a bibliography of at least 10 different contemporary scholarly sources (none of which can be from Wikipedia) drawn from commentaries and academic journal articles (at least 3) and will contain the following sections (hint: you can find many academic articles at the following website <http://search.ebscohost.com/> - see the librarian for log-on information):

- i) A statement of the problem
- ii) A discussion of past solutions
- iii) Your own thoughts about the issue/problem with supporting evidence
- iv) Your conclusion
- v) A 1-page outline of how you would preach/teach the passage/issue, including:
  - a. The one thing you would want your audience to know
  - b. The one thing you would want your audience to do
  - c. A brief statement on how the issue/problem examined is relevant to our world

**Due: Week 12**

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<sup>1</sup> Note that the Gilgamesh Epic stems from the 17<sup>th</sup> century BC in Mesopotamia while even the earliest date for the writing of the book of Genesis would place its composition around the mid- to late-15<sup>th</sup> century BC.

## Assignment Submissions and Late Assignments

1. Due Dates: Assignments are due at the end of the week (Sunday, 11:59 pm, unless otherwise stated). Assignments should be e-mailed to the instructor as a doc (or docx) file and **NOT as a pdf**.
2. The assumption is, of course, that all written work will be submitted on or before the corresponding due dates. Should this fail to occur, the following policy will govern the evaluation of the student's work. For the first week late, the assignment's final grade will be reduced by 10%, a full letter grade. Thereafter, for each further week late, the grade will be reduced by 10%. Thus, an assignment that is two weeks late will lose 20%, three weeks late 30 %, etc. Please note that the deduction is accumulated weekly, not daily, and so a student will receive the same penalty whether the assignment is one or six days late.
3. Extensions *may* be available, but are generally granted only in very unusual circumstances and must be submitted and arranged at least 5 days beforehand with the instructor. Extensions will NOT be granted for things like: church ministry responsibilities, mission trips, heavy workload, computer or server problems. Extensions will only be granted for exceptional circumstances (e.g. a family death, hospitalization, etc.). Thus, it is best to have your work completed and ready to submit 24 hours before it is due.
4. As noted above, the 10% penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

## Summary of Assignments and Grade

Evaluation is based upon the completion of the following assignments:

Bible and Textbook Reading	10 %
Weekly Reflection Exercises	30 %
OT and ANE Comparison	10 %
Reading Quizzes on DOTP	20 %
Final Paper	30 %
<b>Total Grade</b>	<b>100 %</b>

## **Grading System - Basic Degree Students**

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at [www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf), policies found in the TST conjoint program handbooks, or college grading policy.

## **Policies**

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**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges [http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be

able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

### ***Course Schedule***

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<b>Week</b>	<b>Content</b>	<b>Bible Reading</b>	<b>Wenham</b>	<b>DOTP Quiz/ Summaries</b>	<b>Assignments/ ANE Litt.</b>
Week 1	Introduction Genesis 1	Gen 1-11	pp. 1-7		
Week 2	Genesis 1-3; History of Interpretation	Gen 12-23	pp. 9-34	Cosmology pp. 130-138	
Week 3	Genesis 4-11	Gen 24-37		Flood pp. 315-326	OT & ANE Comparison
Week 4	Abraham		pp. 35-56		
Week 5	Isaac, Jacob & Joseph	Gen 38-50			
Week 6	Moses & the Exodus	Ex 1-19	pp. 57-80		
<b>Reading Week</b>					
Week 7	Moses & the Sinai Covenant	Ex 20-40		Exodus, Date of pp. 258-272	
Week 8	Law in the ANE	Lev 1-16	pp. 81-101		
Week 9	The book of Leviticus	Lev 17-27		Atonement, Day of pp. 54-61	
Week 10	The Wanderings	Num 1-21	pp. 103-122		
Week 11	Balaam & the Census	Num 22-36	pp. 145-158	Covenant pp. 139-155	
Week 12	Covenant & Deuteronomy	Deut 1-36	pp. 123-143, 187-195		Major Paper Due Bible/Textbook Reading Due

## Select Bibliography

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