

OTST 566

Studies in Pentateuch

Spring 2024

Dr. Paul Z. Gregor, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Columbia Union
Class meeting times:	March 11-14, 2024 Monday – Thursday (8:00AM to 12:00PM)
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(269) 471-6344
Instructor Email:	pgregor@andrews.edu
Office location:	Seminary Building N114
Office hours:	By Appointment

BULLETIN DESCRIPTION OF COURSE

Interpretation of the Torah (Pentateuch) and exegetical study in selected portions of its books (Genesis, Exodus, Leviticus, Numbers, Deuteronomy).

PROGRAM & COURSE LEARNING OUTCOMES

- 3) Understand the historical-theological development of the Seventh-day Adventist Church
- 4) Exhibit capability for training church members for evangelism
- 5) Demonstrate an understanding of how to empower church members for leadership
- 6) Exhibit capability for reaching specific social groups

(The full set of program learning outcomes for your degree program is listed in Appendix 3.)

The following Course Learning Outcomes contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

1. Understand the world of critical scholarship.
2. Highlight the importance of the Pentateuch in relation to other Scriptures
3. Gain sufficient information dealing with liberal criticism and how to defend biblical historicity and credibility.
4. Achieve knowledge concerning the background in which the books of Pentateuch came into existence.
5. Grasp major themes of the Pentateuch with their importance to the rest of the Holy Scripture.
6. Develop exegetical skills in dealing with certain portions of the Pentateuch.
7. Make critical use of other related literature (commentaries etc).
8. Apply this material to his personal life and to use it in his ministry.

COURSE OVERVIEW

Terence Fretheim, *The Pentateuch* (Nashville: Abingdon Press, 1996). For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

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1. Doukhan, Jacques B. *Genesis*. Seventh-day Adventist International Bible Commentary Series 1. Nampa, ID, Pacific Press, 2016. ISBN: 9780816362486 www.andrews.edu/bookstore.
 2. Watching online Pentateuch lectures. Link to access to these lectures will be provided to each student early in Spring semester.
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1. Take home Exam

Students will have one final take home exam. **Due before or on April 20, 2024.**

2. Book Report

Every student is required to write book report on Doukhan, Jacques B. *Genesis*. Seventh-day Adventist International Bible Commentary Series 1. Nampa, ID, Pacific Press, 2016.

Due no later than April 20, 2024.

MORE ABOUT THE COURSE

Criteria for Grades1. Take home Exam

Students will have one final

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

94-100%	A	83-86%	B	65-74%	C
90-93%	A-	80-82%	B-	60-64%	C-
87-89%	B+	75-79%	C+	55-59%	D

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

A failing grade is given when very limited or no demonstrable competency has been observed.

