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**Old Testament 1**

**oBT 210**

**SYLLABUS**

# Great Lakes Christian College Information

## MISSION STATEMENT

Great Lakes Christian College, an institution of higher education affiliated with Christian Churches/Churches of Christ, seeks to glorify God by preparing students to be servant-leaders in the church and world.

# COURSE PRELIMINARIES

## COURSE DESCRIPTION & OVERVIEW

This course will cover Genesis through Kings in the Hebrew arrangement, giving an intermediate-level survey. Key texts for theology and problematic texts will be highlighted.

## COURSE OBJECTIVES (COGNITIVE)

1. Cognitive Domain: Knowledge

*By course end, the student will be able to:*

1. Identify the major characters and themes in Genesis through Kings.
2. List the major events of early Old Testament history in chronological order.
3. Explain how Genesis through Kings contributes to the grand narrative that unites Scripture.
4. Affective Domain: Attitude

*By course end, the student will:*

1. Appreciate the unique and essential role Genesis through Kings plays in the canon and Church.
2. Desire to apply the biblical message to her or his own life.
3. Long to be a lifelong student of Scripture.
4. Psychomotor Domain: Skill

*By course end, the student will be able to:*

1. Carefully read Genesis through Kings.
2. Write a quality lesson that communicates a relevant message for the church based on a sound reading of Genesis through Kings.

# COURSE READINGS & RESOURCES

## REQUIRED TEXTS

Harper Collins Study Bible (NRSV) -or- NIV Faithlife Illustrated Study Bible

# PROGRAM POLICIES & PROCEDURES

## STUDENT ATTENDANCE & PARTICIPATION

Attendance

For **onsite** programs, attendance is required for each class night. In emergency situations, learners are permitted one absence for courses five (5) weeks or shorter and two absences for courses six (6) weeks or longer. A learner must be in class for at least 3 ½ hours to be counted present.

For **online** programs, learner attendance is counted by posting minimally once per week in response to discussion questions or assignments. Posting to chat forums or e-mailing other course participants (including the faculty) do not count towards attendance.

Participation

Participation differs from attendance. While a learner may be in attendance for either online or onsite programs, the participation may not be exemplary. Participation in a class involves being interactive with fellow learners and the faculty member whether in discussion, activities, or projects. Participation in each course will vary depending on the circumstances.

## ACADEMIC HONESTY

Academic honesty is an important asset for both an institution of higher learning and an individual learner. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Academic dishonesty could involve:

* Having a tutor or friend complete a portion of your assignments.
* Having a reviewer make extensive revisions to an assignment.
* Copying work submitted by another student to a public class meeting.
* Using information from online information services without proper citation.

Academic dishonesty has grave repercussions for the learner. Within the institution, the learner will receive a reduced grade (as low as a zero) on the assignment depending on the severity, accompanied by a report to the administration. A second instance of academic dishonesty will result in a failure of the assignment and potentially the course (if within the same course) and a report to the administration. A third instance of academic dishonesty will result in failure of the course, reporting of the incident to the administration, and removal of the learner from the program.

**ASSIGNMENTS & ASSESSMENT**

## SUMMARY OF ASSIGNMENTS AND SUGGESTED WEIGHTS

Assignment Percent Week Assigned

Reading Questions 30% Weekly

Workshop Projects 30% Weekly

Discussion Forums 30% Weekly

Final Exam 10% WK7

## OFFICIAL GRADING SCALE

Each student’s cumulative grade point average (GPA) will be computed at the end of each semester. A report of the student’s grades, permanent record of the student’s courses, credits, and grades are stored in the Registrar’s Office.

The following grading system is used:

|  |  |  |
| --- | --- | --- |
| **Percentile** | **Point Grade** | **Letter Grade** |
| 97-100 | 4 | A |
| 93-96 | 3.7 | A- |
| 89-92 | 3.3 | B+ |
| 85-88 | 3 | B |
| 81-84 | 2.7 | B- |
| 77-80 | 2.3 | C+ |
| 73-76 | 2 | C |
| 69-72 | 1.7 | C- |
| 65-68 | 1.3 | D+ |
| 61-64 | 1 | D |
| 60 and below | 0 | F |

## DUE DATES & LATE PENALTIES

**Due Dates**

All submitted assignments within an assigned week are ***due the last day of that same school week***; therefore, a Tuesday to Monday school week would require all submitted assignments to be due by midnight each Monday in your institution’s time zone.

All initial posts within the Discussions are ***due the fourth day*** (see Discussions rubric for details), but students are encouraged to post sooner. This is in order to ensure quality interaction throughout the week. Please note also that subsequent responses required in the Discussion rubric must be posted on separate days in order to be counted for the grade.

**Late Penalties**

* **24 Hours Late**Assignments submitted within 24 hours past the due date will have a 10% late penalty of the final assignment grade.
* **48 Hours Late**
Assignments submitted within 48 hours past the due date will have a 20% late penalty of the final assignment grade.
* **3-6 Days Late**
Assignments submitted between 3-6 days late will receive a 50% late penalty of the final assignment grade.
* Assignments submitted beyond 7 days past the due date are not accepted.
* Facilitators are not required to accept assignments submitted after the last night of class.

# PROGRAM INFORMATION

## PROGRAM OBJECTIVES

Upon completion of the **Associate of Science in Theology** program of study, students should be able to:

* Demonstrate a foundational knowledge of the contents and theology of the New Testament.
* Demonstrate essential skills for professional people such as proficiency in oral and written communication and the ability to work with others.
* Demonstrate a broad knowledge of history, literature, philosophy, mathematics, science and culture.
* Articulate (at a foundational level) a Christian worldview.
* Begin to integrate knowledge and Christian teaching.

Upon completion of the **Bachelor of Science in Christian Leadership and Communication** program of study, students should be able to:

* Name and explain theoretical concepts central to the discipline, including those applicable to interpersonal, public, and organizational communications contexts and recognize the communication behaviors that reflect those concepts.
* Assess the ethical implications of a given leadership and communication behavior in a given context.
* Evaluate message strategies in interpersonal, public and organizational leadership contexts.
* Exhibit competence in interpersonal and public communication skills.
* Select and apply communications strategies to establish mutually rewarding social and professional relationships.

The Bachelor of Science in Christian Leadership and Communication will allow students to build strong leadership and communication skills, which they need for successful careers and relationships. The online courses in Christian Leadership and Communication at Great Lakes Christian College seeks to establish basic and specialized skills and attitudes necessary for the work of being a servant-leader in the church and world.

These objectives for both the Associate and Bachelor programs are operationalized in the respective curricula through intentional methods. The objectives are mapped to the courses in which they are covered. Complete assessment plans ensure that achievement of learning objectives are measured and that curricula are improved over time.

## PROGRAM CONCEPTUAL FRAMEWORK

Andragogy

Coined in 1833 by Alexander Kapp, the term “Andragogy” as used in the adult education market currently was a term popularized by Malcolm Knowles in referring to the difference in the way adults learn and are taught. While there is disagreement on whether or not Andragogy (as defined by Knowles) is a theory or a set of guiding principles, the fact remains that the construct speaks directly to the needs of adult learners. There are six guiding principles of Knowles’ (2005) Andragogy:

1. Adults need to know why they need to learn something before learning it.
2. The self-concept of adults is heavily dependent upon a move toward self-direction.
3. Prior experiences of the learner provide a rich resource for learning.
4. Adults typically become ready to learn when they experience a need to cope with a life situation or perform a task.
5. Adult orientation to learning is life-centered; education is a process of developing increased competency levels to achieve their full potential.
6. The motivation for adult learners is internal rather than external (p. 159).

With these principles in mind, the curriculum should be developed from a perspective that meets adult learners where they are in order to enhance their learning most effectively.

Constructivism

Another important theory affecting the curriculum is constructivism. Chrenka (2001) noted that the role that teachers play is to “combine their understanding of how students learn with their own expert knowledge of a particular discipline in order to construct a framework for instruction” (p. 694). In constructivist theory, experience is the index and basis for meaning. As a result, constructivists recognize the importance of placing the cognitive experiences in authentic activities. Instruction should also attempt to focus the student on the ability to be able to construct and reconstruct plans for learning material in the real world (Applefield, Huber, & Moallem, 2000). In addition, constructivists hold that there is no truly shared reality. Each person’s reality and meaning of that reality is constructed through experiences. Person A having a discussion with Person B can never be truly certain that Person B is understanding the meaning that Person A has for his or her words (Duffy & Jonassen, 1992). Vermette, Foote, Bird, Mesibov, Harris-Ewing, and Battaglia (2001) use the following acrostic to create a functional understanding of constructivisms:

**C**onnections: Learning is through connections of new information and previous knowledge.

**O**ptions: Choice is a key ingredient for students in the constructivist classroom.

**N**egotiation: Students should be allowed the freedom to garner a personal understanding of the new information.

**S**caffolding: Teachers assist students to reach new levels of understanding without giving them the direct information.

**T**ime: Time is not a constant for the subject matter in a constructivist model. Rather, the student’s understanding of the subject is the guide for the amount of time needed.

**R**ubrics: Rubrics are used to help evaluate.

**U**nderstanding: Students must understand (and apply) the information to have learned it.

**C**ollaboration: The building of knowledge in a social context is central to learning.

**T**echnologies: Technology allows for greater resources for personalized research and discovery.

**I**nquiry: Learning is through inquiry about the subjects.

**V**ariety: Variety of backgrounds, levels of comprehension, learning styles, etc. should all be considered in the constructivist classrooms.

**I**ntentional Teaching: Though the teacher is a guide in this learning process, he or she is no less a teacher.

**S**tudent-Centered: The focus of constructivism is on the student, not the teacher.

**M**otivation: Relevance is central to the student’s motivation level.

**S**tandards: Standards are ever-present in the constructivist model in spite of the priority on student-centered learning, etc. These standards may include the ability of the student to think critically on the subject and perform other cognitive procedures while manipulating his or her knowledge of the subject (Vermette et al., 2001)

With these ideals as the focus, constructivist curriculum designers can make a program of study that allows the student to learn through and focus upon concepts of value to the student.

The Principle Approach

The Principle Approach to the curriculum was introduced by Slater (1975) in her text *Teaching and Learning America's Christian History: The Principle Approach*. In essence, the primary construct of the Principle Approach is to start with a principle in the Bible and develop learning from the Bible. This goes beyond simply adding prayer and some biblical references to course materials. This Principle Approach was designed in an effort to have learners think biblically about the issues of life, critically reflecting on those issues with logic and reasoning clarified with a Biblical worldview. While this approach was designed for K-12 learners, the applications for higher education are solid. Learners will continue to need the foundation stone of the Bible in the field of study in which they will pursue a career and calling.

**References**

Applefield, J.M., Huber, R. L., & Moallem, M. (2000). Constructivism in theory and practice: Toward a better understanding (theory of learning). *High School Journal 84*(2), 35-53.

Chrenka, L. (2001). Constructivism and the role of the teacher: Misconstructing constructivism. *Phi Delta Kappan, 82*(9), 694-695.

Duffy, T.M., & Jonassen, D.H. (Eds.). (1992). *Constructivism and the technology of instruction: A conversation*. Hillsdale, NJ: Lawrence Erlbaum.

Knowles, M.S., Holton III, E.F., & Swanson, R.A. (2005). *The adult learner* (6th edition).

Slater, R.J. (1975). *Teaching and learning America's Christian history: The principle approach*. Chesapeake, VA: Foundation for American Christian Education.

Vermette, P., Foote, C., Bird, C., Mesibov, D., Harris-Ewing, S., & Battaglia, C. (2001). Understanding constructivism(s): A primer for parents and school board members. *Education*, *122*(1), 87-93.

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## PROGRAM CONCEPT MAP

