



TYNDALE
• SEMINARY •

Course Syllabus

**WINTER 2020
GOSPEL ACCORDING TO THE PENTATEUCH
ANAB 0670**

**FEBRUARY 10 – 14, 2020
MONDAY – FRIDAY, 9:00 AM – 4:00 PM**

CLASS LOCATION:
Waterloo Mennonite Brethren Church
(245 Lexington Road, Waterloo, Ontario N2K 2E1)

INSTRUCTOR: INGRID F. REICHARD, DMIN
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Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

This course places a focus on the narrative of the Pentateuch, with the aim to discover the nature of God, the nature of salvation, and the nature of the covenant community. Throughout the course participants will engage texts together in small groups and will explore specific theological and practical implications to their understanding of God. Particular attention will be paid to the Anabaptist tradition and the Mennonite Brethren hermeneutical model

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- Identify and describe the key theological elements of the Gospel as revealed in the Pentateuch,
- Articulate and apply specific themes from the Torah that describe the nature of God, the nature of deliverance, and God's vision for the nature and mission of the covenant community, and
- Implement new (or renewed) practices of worship and spiritual formation in their own life and ministry.

Real learning takes place as you carefully process information through higher order thinking skills. Your performance in this class will be based on your demonstration of your engagement and learning, not by simply repeating back basic facts (your knowledge of the facts will become clear as you demonstrate higher order thinking skills). In all that you do in this class, you should always remember to use higher order thinking skills, as described below:

- *Comprehension*: demonstrates the ability to grasp meaning, explain, and restate ideas,
- *Application*: demonstrates the ability to use learned material in new situations,
- *Analysis*: demonstrates the ability to separate material into component parts and show relationships between parts,
- *Synthesis*: demonstrates the ability to put together the separate ideas to form a new whole, to establish new relationships, and
- *Evaluation*: demonstrates the ability to judge the worth of material against stated criteria.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Block, Daniel I. *How I Love Your Torah, O LORD!: Literary and Theological Explorations on the Book of Deuteronomy*. Eugene, OR: Wipf & Stock, 2011.

Clines, David J.A. [*The Theme of the Pentateuch*](#). Sheffield: Sheffield Academic Press, 2004.

Martens, Elmer A. *God's Design: A Focus on Old Testament Theology*. 4th Ed. Eugene, OR: Wipf & Stock, 2015.

Journal Articles as instructed by Dr. Reichard

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Reflection Papers (15% each)

- Relevance of the Pentateuch
Write a 1,000 word reflective essay that describes the specific relevance of the Pentateuch to your current life and ministry contexts, noting the benefits, challenges, and opportunities of using the Pentateuch text as a source of information, influence and inspiration.
- Reflections on the Names of God
Write a 1,000 word reflective/autobiographical paper in which you a) demonstrate your understanding of one of the names of God revealed in the Pentateuch and b) reflect on a personal account of revelation of God's identity in your life which might lead you to give God a new name.

2. Book Review (10%)

- Write a 1,000 word book review of *Martens*, following the standard guidelines below (important: the assignment is to write a book review, not a book report). At the minimum, the book review is to include:
 - Introduction (2 marks):
 - A general description of the book: authorship, currency, format, etc.
 - A brief summary of the purpose of the book and its general argument or theme. Include a discussion about whom the book is intended for.
 - Summary of Content (1 marks):
 - This can be done in the same way that it is done for a simple book report (do not spend too much time or paper on this section, as the analysis and evaluation of content is more important than a simple summary).
 - Analysis of the Text (8 marks):
 - What is the author's style: simple/technical, persuasive/logical, etc.?
 - How well does the organizational method (comparison/contrast; cause/effect; analogy; persuasion through example) develop the argument or theme of the book? (give examples to support your analysis.)
 - What evidence does the book present to support the argument? How convincing is this evidence? (select pieces of evidence that are weak, or strong, and explain why they are such.)

- How complete is the argument?
- In your opinion, are there facts and evidence that the author has neglected to consider? (you may need to refer to other relevant material)
- Evaluation of the Text (4 marks):
 - Give a summary of all the weakness and strengths you have found in the book. Does it do what it set out to do? Why or why not?
 - Evaluate the book's overall usefulness to the audience it is intended for.
 - Specifically, how would you improve the book?

3. Reading Report (15%)

- Prior to the first day of class you are to read Block, Clines and Martens and the following books in the Old Testament: Genesis to Deuteronomy.
- Write of a 500 word summary of your observations about the required reading, as well as a summary of the impact that the reading had on your personal spirituality and ministry. In the report, you must include the percentage of how much of the reading you thoughtfully read (not skimmed).

In addition, as you read the Pentateuch, fill the following table and append it to this report.

Reference	Name	Given by	Circumstances
Gen 1:1	Elohim (God)	Narrator	Description of the Creation

4. Research Paper (25%)

- Write a 15-20 page paper that carefully explores the context, message and meaning of a specific deliverance or covenant community passage of the Pentateuch. The specific passage must be approved by Dr. Reichard prior to writing the paper. At a minimum, the Research Paper will consist of:
 - The correct identification of the passage (where the passage starts/stops, its placement within the book, its placement within the Bible, etc.), giving specific reasons for each of your conclusions (2 marks),
 - An analysis of the literary style and characteristics of both the book and the passage (citing specific references) (4 marks),
 - The cultural and historical background of the passage (4 marks),
 - A detailed and thoughtful analysis and application the passage as it relates to both Old Testament, New Testament and contemporary concerns related to salvation or community life (14 marks),
 - Specific references from at least eight academic sources in addition to the course textbooks and articles (1 mark).

5. In-Ministry Project (20%)

- Create either a small group study guide, a sermon, or a communion AND baptism liturgy. You may use the Research Paper as the foundation for this project. The study guide/sermon/liturgy must reflect the content and principles discussed in this course, and it is to include a section on life and ministry application for the participants. You are to work through the study guide with a small group of at least four people (one meeting), applying the hermeneutical model. The sermon and/or liturgy are to consider the recent revisions to the MB Confession of Faith Article 8, and be presented in a local church before the last day of this course. The assignment report will consist of:
 - The study guide/sermon manuscript/liturgy manuscript itself (12 marks), and
 - A 1,500 word summary of your in-ministry experience (13 marks).

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Two Reflection Papers	30 %
Book Review	10 %
Reading Report	15 %
Research Paper	25 %
Ministry Curriculum Project	20 %
Total Grade	100 %

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Writing Expectations:

- All assignments must be submitted online through the course page at classes.tyndale.ca.
- Papers must be uploaded as .doc, .docx, or .pdf files, and must adhere to the following format:
 - 11 or 12 point font in either Arial, Times New Roman, or Calibri style,
 - Top, bottom and side page margins of 2.5cm (1 inch),

- Double-spaced, and
- Current Chicago Manual of Style or Turabian guidelines.

Late Assignments:

- Manage your time well. Review the required assignments and write out a realistic schedule for completing each assignment's research and writing.
- Assignments can be submitted prior to their due dates (often, it is better time management to do so).
- Late assignments will be deducted 10% per day, to a maximum of five days. Any assignment submitted more than five days late will not be accepted.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aa@tyndale.ca) before proceeding.

G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Due Date	Value	Assignment
Feb 10	15%	Names of God paper
Feb 10	15%	Reading Report
Feb 10-14		In-Class presentations & lectures 9am-4pm each day
Feb 10		Introduction to the Pentateuch Covenantal God
Feb 11		Nature of God in Genesis & Exodus In-class presentations
Feb 12		Nature of Salvation and covenant community in Genesis & Exodus In-class presentations
Feb 13		Nature of God in Leviticus & Numbers Nature of Salvation in Leviticus & Numbers
Feb 14		Role of Deuteronomy in the Pentateuch Trajectory anticipated the Pentateuch
Feb 21	15%	Relevance of the Pentateuch paper
Mar 01	10%	Book Review
Mar 20	25%	Research Paper
Apr 13	20%	In-Ministry Project

V. SELECTED BIBLIOGRAPHY

To be distributed during the class.

(Tyndale Library supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)