

## BT706 Advanced OT Synthesis I: Torah

**Course:** BT706 Advanced OT Synthesis I: Torah  
**Credits:** Three Credits  
**Semester:** Fall 2024 Session 2  
**Dates:** October 21 – December 13, 2024  
**Time:** Tuesdays 6:00 – 9:00 pm Central Time  
**Place:** Microsoft Teams  
**Professor:** Dr. Jeremy D. Lyon, Ph.D.  
**Email:** jeremy.lyon@calvary.edu

### COURSE DESCRIPTION

This course examines the historical backgrounds, arguments, biblical theology and interpretive issues in the five books of the Torah (Genesis-Deuteronomy). Students will analyze the significance of the unconditional Abrahamic Covenant and the conditional Mosaic Covenant. Students will do exegetical studies in the Hebrew text of these OT books.

### COURSE OBJECTIVES

The student who successfully completes this course should . . .

- a) *Strengthen* proficiency in biblical Hebrew and *develop* exegetical skills in the Hebrew text
- b) *Understand* the literary structure, major themes, and theology of the Torah, including the inter-textual relationship of the Book with other books in the canon.
- c) *Develop* an understanding of the nature and development of the Abrahamic Covenant and Mosaic Covenant in the Torah, and the Torah's teaching concerning the New Covenant
- d) *Understand* the purpose of the Mosaic Law in the Torah
- e) *Articulate* the basic literary structure and message of the Torah
- f) *Learn* from and interact with past and contemporary scholarship in the field
- g) *Apply* teachings from the Torah to their life and ministry

## COURSE TEXTBOOKS

*The Holy Bible*. A translation based on formal equivalency such as the NKJV, NASB, or ESV is required in every course at Calvary University.

Rydellnik, Michael and Edwin Blum, eds. *The Moody Handbook of Messianic Prophecy: Studies and Expositions of the Messiah in the Old Testament*. Chicago, IL: Moody Publishers, 2019. (ISBN: 978-0-8024-0963-8; Amazon \$33 or less)

Sailhamer, John H. *The Meaning of the Pentateuch: Revelation, Composition, and Interpretation*. Downers Grove, IL: IVP Academic, 2009. (ISBN: 978-0-8308-3867-7; Amazon \$45 or less)

## REQUIRED: ORIGINAL LANGUAGE BIBLE STUDY SOFTWARE (Accordance or Logos)

Students are required to have digital resources to engage Biblical study in the original languages, including but not limited to *Biblia Hebraica Stuttgartensia (BHS)*, *Nestle Aland 28 (NA28)* – both including critical apparatus; *Septuaginta (LXX)*, *a Greek Lexicon of the New Testament and Other Early Christian Literature (BDAG)* by Bauer, Danker, Arndt, and Gingrich; *Hebrew and Aramaic Lexicon of the Old Testament (HALOT)* by Koehler and Baumgartner.

## ASSIGNMENTS

### Assignment 1: Discussion 1 – Authorship of the Torah and the Torah as a Single Book?

Post a 500 word answer to these questions in Discussions in Canvas: (1) Who wrote the Torah? What are the two primary views? Which view do you hold to and why? (2) Should the Torah be read as a single book? Why or why not? What are some implications? The student should read and reply to the posts of two other students. Each reply must be 200 words. The initial Discussion Board answer should be well written (with good flow, proper grammar, etc). and demonstrate comprehension and critical thinking regarding the material. Long quotations of Bible passages will not count toward the word count. The post needs to consist of substance. Cite relevant Bible passages and only quote as needed to demonstrate a point. The responses should demonstrate critical and respectful dialogue with the content of the other students' posts. **(100 points)**

**Assignment 2: Sailhamer Book Summary and Response** – The student will read the book by Sailhamer *The Meaning of the Pentateuch* and will write a paper giving a brief chapter by chapter summary (covering the major issues) with a brief critical evaluation of each chapter. The response should demonstrate comprehension of the material and should include some type of critique and/or agreement with aspects in that chapter. For each chapter, write a substantive paragraph summary and a paragraph response (please cite all sources in footnotes). Include headings for each chapter. Turabian format is required. **(300 points)**

**Assignment 3: Discussion 2 – The Purpose of the Mosaic Law in the Torah.** Answer this question in Discussions in Canvas. What does the Torah teach concerning the purpose of the Mosaic Law? Students will post an initial answer to the question in Discussions. The post

answer must be at least 500 words. The student should read and reply to the posts of two other students. Each reply must be 200 words. The initial Discussion Board thread should be well written (with good flow, proper grammar, etc). and demonstrate comprehension and critical thinking regarding the material. Long quotations of Bible passages will not count toward the word count. The post needs to consist of substance. Cite relevant Bible passages and only quote as needed to demonstrate a point. The responses should demonstrate critical and respectful dialogue with the content of the other students' posts. **(100 points)**

**Assignment 4: Discussion 3 – How is the Torah an Eschatological and Messianic Composition?** Students will read the Torah section in the textbook *The Moody Handbook of Messianic Prophecy* (pages 25-342) and then answer this question in Discussions in Canvas: How is the Torah an eschatological and messianic composition? (If you believe it is not – then provide reasons why based on the text itself). Students will post an initial answer to the question in Discussions. The post answer must be at least 500 words. The student should read and reply to the posts of two other students. Each reply must be 200 words. The initial Discussion Board answer should be well written (with good flow, proper grammar, etc). and demonstrate comprehension and critical thinking regarding the material. Long quotations of Bible passages will not count toward the word count. The post needs to consist of substance. Cite relevant Bible passages and only quote as needed to demonstrate a point. The responses should demonstrate critical and respectful dialogue with the content of the other students' posts. **(100 points)**

**Assignment 5: Teaching on a Hebrew text from the Torah using Powerpoint.** Each PhD student will teach on a Hebrew text from the Torah selected by the professor. The presentation must use Powerpoint and last about 30 minutes. Ten minutes will then be given for question and answer. **(100 points)**

**Assignment 6: Hebrew OT Exegesis Paper** Each Ph.D. student will write an exegesis research paper (25-30 double spaced pages following Turabian style) on a text from the Torah in the Hebrew Bible selected by the student and approved by the professor. The exegesis paper must include the Hebrew text, your translation, context, an exegetical commentary on the verses, biblical theology and applications to life. The exegesis paper should also include a bibliography of sources consulted. The Ph.D. student will present the results of their research in a Powerpoint presentation in the last class **(300 points)**

## PH.D. PROGRAM POINTS AND FINAL GRADE

960-1000 points	A
940-959 points	A-
920-939 points	B+
880-919 points	B
860-879 points	B-
0-859 points	F

## HELP FOR STUDENTS

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

## EXPECTATIONS

Attend class in Microsoft Teams. Each PhD student is expected to be at every class on time. Make class attendance a priority. Please let the professor know if you are unable to attend class (for every reason).

Do not plagiarize. Plagiarism is defined as copying any part of a book or paper without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. If a student plagiarizes the student will receive a zero (F) for the assignment and he/she will be reported to the Director of the Ph.D. in Bible and Theology Program.

Use Turabian style for all research papers. All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses and Dissertations*, 8<sup>th</sup> edition and the Calvary Style Guide, 2019 edition.

## SELECT BIBLIOGRAPHY

- Alexander, T. Desmond. *From Paradise to the Promised Land: An Introduction to the Main Themes of the Pentateuch*. Third edition. Grand Rapids, MI: Baker, 2012.
- Alexander, T. Desmond, and David Baker, eds. *Dictionary of the Old Testament: Pentateuch*. Downers Grove, IL: InterVarsity Press, 2003.
- Chen, Kevin S. *The Messianic Vision of the Pentateuch*. Downers Grove, IL: IVP Academic, 2019.
- Clines, David J. A. *The Theme of the Pentateuch*. Second edition. JSOT Supplement Series 10. Edited by D. J. A. Clines and P. R. Davies. Sheffield: Sheffield Academic Press, 1997.
- Elliger, K. and W. Rudolph, eds. *Biblia Hebraica Stuttgartensia*. Stuttgart: Deutsche Bibelgesellschaft, 1997.
- Gentry, Peter J., and Stephen J. Wellum. *Kingdom Through Covenant: A Biblical-Theological Understanding of the Covenants*. Second edition. Wheaton, IL: Crossway, 2018.
- Postell, Seth D. *Adam as Israel: Genesis 1–3 as the Introduction to the Torah and the Tanakh*. Eugene, OR: Pickwick, 2011.