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|-------------------|------------------------------------|-----------------------------------|
| <b>Course ID:</b> | <b>Course Title:</b>               | <b>Winter 2022</b>                |
| <b>BT 634</b>     | <b>Jesus and the Old Testament</b> | <b>Prerequisite: OT or NT 502</b> |
|                   |                                    | <b>Credits: 3</b>                 |

| Class Information    |  | Instructor Information |                        | Important Dates                         |                  |
|----------------------|--|------------------------|------------------------|---|------------------|
| <b>Delivery:</b>     | Hybrid (in-person and online synchronous delivery) | <b>Instructor:</b>     | Beth Stovell, Ph.D.    | <b>First Day of Classes:</b>            | January 10, 2022 |
| <b>Days:</b>         | Wednesdays   | <b>Email:</b>          | BStovell@ambrose.edu   | <b>Last Day to Add/Drop:</b>            | January 23, 2022 |
| <b>Time:</b>         | 8:15-11am  | <b>Phone:</b>          | 403-410-2000 ext. 3995 | <b>Last Day to Withdraw:</b>            | March 18, 2022   |
| <b>Room:</b>         | L2100  | <b>Office:</b>         | L2077                  | <b>Last Day to Apply for Extension:</b> | March 28, 2022   |
| <b>Lab/Tutorial:</b> | N/A  | <b>Office Hours:</b>   | By appointment only    | <b>Last Day of Classes:</b>             | April 14, 2022   |
| <b>Final Exam:</b>   | No Final Exam, Final paper due: April 6            |                        |                        |   |                  |

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

Throughout the New Testament, Jesus is described in terms of the Old Testament. Yet how the New Testament uses the Old Testament creates profound interpretive questions. This course will examine how the New Testament uses the Old Testament to describe key aspects of Jesus' life, death, and resurrection. Exploring the original contexts of these Old and New Testament passages will suggest new ways to understand the continuing impact of Jesus' depiction for the Church today, for our spiritual lives, and for the world.

### Expected Learning Outcomes

It is the aim of this course that students will

1. Identify and examine the theological themes of the Old Testament as they relate to the life, work, death, and resurrection of Jesus Christ in the New Testament with an awareness of their historical, social, and literary background.
2. Explore different hermeneutical approaches to understanding the relationship between the Old Testament and the New Testament.
2. Evaluate the impact of these themes on their own spiritual journey, the Church, and the world and propose approaches that lead toward redemptive action.

## Required and Recommended Textbooks and Readings

Richard Hays, *Echoes of Scripture in the Gospels*. Baylor University Press, 2016. (Students will read this entire book).

Stanley E. Porter, *Sacred Tradition in the New Testament: Tracing Old Testament Themes in the Gospels and Epistles*. Baker, 2016. (Students will read selections from this book as indicated in the syllabus)

Beth M. Stovell. "Hearing God's Prophets." In *Read Scripture Deeply*, edited by E. Randolph Richards and Richard S Hess. Fort Worth, TX: IRLBR, 2015. (This article is not available at the bookstore. The instructor will provide this article for students).

## Course Schedule

**Outline:** The readings for the "Reading for Session" are intended to be read prior to class for the designated day. "Mk, Mt, Lk, Jn" refer to the biblical books Mark, Matthew, Luke, and John and can be found in your Bibles. The numbers following are biblical chapter numbers. "Hays" refers to Richard Hays, *Echoes of Scripture in the Gospels*. "Porter" refers to Stanley E. Porter, *Sacred Tradition in the New Testament*. "Stovell" refers to Beth Stovell's article "Hearing God's Prophets."

| Section                 | Dates  | Topics   | Reading for Session   | Assignments Due  |
|-------------------------|--|--|---|--|
| Introduction            | Jan 12<br><b>Online Only Session, no in-person class</b> | Introduction to the OT in the NT<br>Introduction to Syllabus | No reading in preparation for the first class session (but may start reading ahead) | Discussion question:<br>Which degree program are you in?<br>What interests you about studying about Jesus and the Old Testament?   |
|                         | Jan 19<br><b>Online Only Session, no in-person class</b> | Interpretation Challenges in OT in the NT                    | Porter, Ch 1-2, Hays, Introduction  | Based on your reading, what are factors of consider when interpreting the use of the OT in the NT? Why is such interpretation valuable?                                  |
| Mark's Jesus and the OT | Jan 26<br><b>Online Only Session, no in-person class</b> | Mark's Jesus and the OT<br>Mark and the Son of Man           | Hays, Ch 1-3, Porter Ch 3   | How does Mark use Daniel to describe aspects of Jesus? What significance does this have for today?   |
|                         | Feb 2  | Mark's Jesus and the OT<br>Mark and the Suffering Servant    | Hays, Ch 4-5, Porter Ch 4   | How does Mark use the theme of the Suffering Servant in his depiction of Jesus? What significance does this have for today?<br><br><b>Exegetical Reflection Paper #1</b> |

|  |          |  |   |   |
|--|----------|--|---|---|
| Matthew's Jesus and the OT                             | Feb 9    | Matthew's Jesus and the OT<br>Jesus as Emmanuel              | Hays Ch 6-8   | How does Matthew adapt aspects of Isaiah in his depiction of Jesus as Emmanuel? What value does that have today?  |
|  | Feb 16   | Matthew's Jesus and the OT<br>Son of God and Messiah         | Hays Ch 9-10, Porter Ch 5                                 | How does Matthew use the Old Testament to speak of Jesus as Son of God and Messiah? What significance does that have then and now?                          |
| <b>Feb 23-No Class-Winter Reading Week</b>             |          |  |   |   |
| Luke's Jesus and the OT                                | March 2  | Luke's Jesus and the OT                                      | Hays, Ch 11-13,   | What are key themes in Luke related to Jesus using the Old Testament? What continuing impact do those themes have today?<br><b>Draft of Final Paper due</b> |
|  | March 9  | Luke's Jesus and the OT<br>Psalm 22 and the Passion of Jesus | Hays, Ch 14-15 Porter Ch 7                                | How does Luke use Psalm 22 in his depiction of Jesus' passion? What significance does this have?  |
| John's Jesus and the OT                                | March 16 | John's Jesus and the OT<br>Exodus and the Passover in John   | Hays Ch 16-18, Porter Ch 6,                               | How does John use Exodus and Passover themes in his Gospel? How does this connect to the world today?<br><b>Exegetical Reflection Paper #2 Due</b>          |
|  | March 23 | John's Jesus and the OT<br>Vine and Branches                 | Hays Ch 19-20, Stovell, "Hearing the Prophets"            | How does John 15 use Isaiah 5's imagery of the Vine? What significance does this have for today?  |
| <b>March 30-No Classes-Ambrose Research Conference</b> |          |  |   |   |
| Conclusions  | April 6  | Final Remarks  | Hays, Conclusion  | <b>Final Paper Due</b>  |
|  | April 13 | Presentations on final paper                                 | No reading, prepare for your final paper and presentation | <b>Final Presentation due</b>   |

**Requirements:**

- **Small Group Participation (10%):** Each week students will be given a question to discuss in small groups that is listed in their syllabus. This participation is part of how students are evaluated on whether they are reading their textbooks for the course in a timely fashion. Students will give a score for themselves at the end of the semester based on how much they read. The professor will determine the final score for students on participation.
- **Exegetical Reflection Papers (2 papers at 20% each=40% total): Reflection Paper #1: February 2; Reflection Paper #2: March 16.** Submitted by midnight online via Moodle.

- Students will write a 3-5 page (800-1200 words) exegetical reflection paper by choosing one of the discussion questions from the class syllabus and answering this question using their course materials. This exegetical reflection paper will have two parts: part 1: students will answer the question exegetically based on their biblical texts and their course materials. Part 2: Students will explore the impact of the answer of the second half of the question on three spheres: 1. the student's own spiritual journey, 2 their ministry (current or future), and 3. the modern world. Students should engage with the course notes and readings as they answer all parts of the question. Students must choose different questions from the syllabus for each of their two papers.
- These papers will be assessed based on how well students answer the question, how well they use reading materials and course notes to engage the question, and whether they have provided clear reflections in the 3 spheres. Thus, these papers demonstrate a student's awareness of their course readings and course notes and their reflection upon these course materials. Papers will also be assessed based on general rules of citation, grammar, syntax, etc.
- Because these papers are "reflection papers," they should use the 1st person ("I") to describe the student's personal journey during that section of the paper. However, the style of the paper should remain academic in all other aspects.
- These papers need to use Times New Roman, 12 point font, double spaced, 1 inch margins. The formatting should be in Chicago Manual of Style in the "Notes and Bibliography" style. See [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)
- Students will be provided with a rubric identifying the major components of the paper and how they will be graded. The rubric and checklist for this assignment will be included in the folder "Resources and Rubrics" in the "Course Overview" section of Moodle.

### 3. **Final Paper and Draft Paper: (Draft of final paper: 10%+ Final Paper:30% =Total 40%):**

Writing your final paper is a two-stage process-**Draft of final paper: March 2; Final paper: April 6.** All papers are due by midnight and submitted online via Moodle. Both stages are required for an optimal grade in this course.

**A. Bibliography and Draft of Final Paper (10%): Due March 2 by midnight.** Students will turn in a draft of their final paper on March 2 by midnight to gauge their progress. This draft may be a full paper, an outline with a clear thesis, or whatever stage of notes the paper is currently in. **At the very minimum, this draft must include a thesis statement, an outline, and a bibliography.** More comprehensive drafts will be easier to gauge progress and likely provide higher overall grades compared to less comprehensive drafts. This draft will receive an initial grade, which will be 10% of their overall grade for the course. However, if the student's overall grade on the final paper exceeds this draft paper grade, the draft paper grade will be replaced with their final paper grade. **The text or topic must be approved by the instructor. Alternative creative assignments are possible with consultation with the instructor**

- Based on the feedback from the draft of their final paper, students will revise their draft and complete their final paper.
- These papers need to use Times New Roman, 12 point font, double spaced, 1 inch margins. The formatting should be in Chicago Manual of Style in the footnotes and bibliography style. See [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html).

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B. **Final paper (30%):** Due by midnight on **April 6**, Submitted online via Moodle. **Students may choose either an Exegetical Essay or a Sermon or Ministry Presentation Paper.**

**Option 1: Exegetical Essay**

- Each credit student will write an “exegetical essay” that is 12-15 pages in length (3600-4500 words) in Times New Roman, 12 pt font, double spaced, with 1 inch margins, following Chicago Manual of Style (footnotes and bibliography version) for formatting. This paper will examine one of the theological themes or one of the biblical texts related to the use of the Old Testament in the New Testament. **The text or topic must be approved by the instructor. Creative alternative assignments are possible upon discussion with instructor.** A knowledge of Hebrew or Greek is not required to write these papers and it will not be expected that students will have these language skills. However, if students have taken Hebrew or Greek language courses, they are encouraged to use these skills on their papers.
- Whether focusing on your specific theme or biblical text, these papers should set their discussion of the theological theme or biblical text in its original historical, social and cultural background and explore its literary themes and genre to set the stage for its connection to the modern world.
- Discussion should include a variety of different positions on the specific passage or topic from academic articles and books. To ensure this engagement with other scholars, the paper should include at least 10 solid academic sources (course materials, when used, should exist in the bibliography, but will not count to this total).
- Each paper must include an “application” or “significance for the church and society today”. This section must explore the implications for the student’s own faith journey, for the Church today, and for the world.
- Students will be provided with a rubric identifying the major components of the paper and how they will be graded. The rubric and checklist for this assignment will be included in the folder “Resources and Rubrics” in the “Course Overview” section of Moodle.
- This paper needs to use Times New Roman, 12 point font, double spaced. The formatting should be in Chicago Manual of Style in the footnotes and bibliography style.  
See [https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html).

**OR**

**Option 2: Sermon or Ministry Presentation Paper:**

- The sermon or ministry presentation paper is 12-15 pages in length (3600-4500 words) in Times New Roman, 12 pt font, double spaced, with 1 inch margins, following Chicago Manual of Style (footnotes and bibliography version) for formatting. This paper will examine either one of the theological themes or one of the biblical texts related to the use of the Old Testament in the New Testament. A knowledge of Greek/Hebrew is not required to write these papers and it will not be expected that students will have these language skills. However, if students have taken Greek language courses, they are encouraged to use these skills on their papers. **The text or topic must be approved by the instructor.**
- The analysis of the passage or theme should explore the historical, social, and cultural background of the passage/theme and its literary themes and genre to set the stage for its connection to the modern world.
- **Examples of types of presentations/sermons:** The paper may be a sermon or a ministry presentation which may include a teaching session for a Bible study, a small group study, a Sunday School course,

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or a ministry conference/gathering/retreat, etc.. **When student discusses the topic/theme with instructor, the format for this delivery should be discussed as well.**

- **Short Context Abstract:** Students must specify in a short abstract at the top of the document who the real or imagined target audience is for this project (e. g., urban church, multi-cultural, low-income, para-church organization such as InterVarsity, a service organization, etc.) as well as any other pertinent information (e. g., a sermon for a special occasion such as a communion service, or a Bible study for a three day women’s retreat, etc.) This counts towards the total word count/page count for the paper.
- This course is not a homiletics course, but rather a Scripture course. The purpose of this assignment is to assess each student's ability to move from “doing theology” in an academic setting to “applying theology” in a pastoral setting. While I will not be assessing this assignment for homiletic prowess, I still expect each student to practice sound homiletic and teaching principles.
- All papers include application and this is particularly true in the sermon/ministry presentation paper: Application should include these three areas: 1. the student’s own spiritual journey, 2. their ministry (current or future), and 3. the modern world. This application should propose ways that their theme or passage could move towards redemptive action. (See instructor if clarification is needed).
- Discussion should include a variety of different positions on the specific passage or topic from academic articles and books. To ensure engagement with other scholars, the paper should include at least 10 solid academic sources (course materials, when used, should exist in the bibliography, but will not count to this total).
- **These papers will follow the guidelines listed above and below for all final papers.** Students may use a more colloquial style of discourse in their writing for this paper, but rules of grammar, syntax, and other general writing principles will still be required. If there are any questions, please contact your instructor.

**For all final papers:** Students will be provided with a rubric identifying the major components of these two paper types and how they will be graded. The rubric and checklist for this assignment will be included in the folder “Resources and Rubrics” in the “Course Overview” section of Moodle. Both options are included in one checklist and one rubric for the “Final Paper.”

**4. Final Presentation** (10%): Due April 13. **Presentations must be submitted on Moodle in the “General” section under “Final Presentation” before 7:45am on April 13. Points will be deducted if nothing is turned in. (If the presentation is in a form that cannot be submitted via Moodle (e.g., an art piece, a dance, etc., please discuss with professor ahead of time).**

- Students will present a summary of the main points of their final paper in a creative way. Depending on the size of the class, these may be presented in groups or individually. If group presentations occur, the professor will create these groups based on final paper topics and will provide additional information about shaping a group presentation. Students will fill out a sign up sheet for times using Moodle once class groupings are assigned.
- This presentation may be in the form of a homily (“sermonette”), a teaching session, or simply an explanation of the main parts of the paper. Other creative presentations are also encouraged such as poetry, art, Ted Talk, imagined bible study, etc. When appropriate, this presentation should **include a PowerPoint/Keynote/Prezi**

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**presentation and all presentations must last no longer than 15 minutes. Other forms of presentation may be permitted, but must be approved with the instructor in advance.** Creativity is encouraged!

- For online students, this presentation can either be pre-recorded and shown in class or can be performed live online. If a student in the in-person course cannot be in-person for the presentation for any reason, they can organize the same options as online students with the professor.
- The goal of this presentation is for students to clearly share the major points of their papers with their classmates in a memorable way. A rubric for this assignment is included in the folder “Rubrics and Resources” in the “Course Overview” section of Moodle.
- Presentations will be given during class on Dec 10 as there will be no final exam for the course. **All presentations must be submitted via Moodle by 7:45am on April 13 (See note above for exceptions and procedure).**

**Submission of Assignments:** All assignments will be turned in via Moodle. See discussion of individual assignments above for more details.

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#### Attendance:

1. This course is hybrid with synchronous in-person and online learners. Course sessions will begin in a timely fashion. To receive full points for course participation, you are expected to arrive by the time class begins and stay until class ends whether you are in-person or online. If for some valid reason you will be unable to attend class or will be late, please notify the instructor by email in advance of the class session. Students who generally attend in-person who are feeling any signs of sickness should switch to the online session for the week to avoid infecting other students. If such sickness is severe, please contact the professor for an excused absence and for make up materials.
2. **Students with three unexcused absences will be dropped a full letter grade from their final grade.** In addition, students will be dropped an additional third of a letter grade for every unexcused absence after the third. This means an A+ student can only receive a B+ after three unexcused absences, a B after four, a B- after five, etc. To excuse an absence, you need to contact me by e-mail in advance and in some cases a note will be required.
3. Due dates for assignments in this class are firm. They are set up for the overall success of the class - that is, for both students and the instructor. Late work drops one letter grade (10 pts) per day late unless other arrangements are made in advance. Please stay on top of your assignments and do not procrastinate. If you realize that you will be late in turning in an assignment for a legitimate reason, please see the “Extensions” policy below.

If you feel that you are falling behind or getting into trouble, please contact me early. There are things that can be done early on to get things back on track before it is too late.

#### Grade Summary:

| Grade | Interpretation                                    | Grade Points |
|-------|---|--------------|
| A+    | Mastery: Complete Understanding of Subject Matter | 4.00         |
| A     |   | 4.00         |
| A-    |   | 3.70         |



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|----|--|-----------------|
| B+ | Proficient: Well-Developed Understanding of Subject Matter | 3.30            |
| B  |  | 3.00            |
| B- |  | 2.70            |
| C+ | Basic: Developing Understanding of Subject Matter          | 2.30            |
| C  |  | 2.00            |
| C- |  | 1.70            |
| D+ | Minimal Pass: Limited Understanding of Subject             | 1.30            |
| D  |  | 1.0             |
| F  | Failure: Failure to Meet Course Requirements               | 0.00            |
| P  | Pass   | No Grade Points |

| Letter | Numerical equivalent |
|--------|----------------------|
| A+     | 95-100               |
| A      | 90-94                |
| A-     | 86-89                |
| B+     | 80-85                |
| B      | 76-79                |
| B-     | 73-75                |
| C+     | 70-72                |
| C      | 66-69                |
| C-     | 63-65                |
| D+     | 60-62                |
| D      | 50-60                |
| F      | 0-49                 |

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

**Other:**

**Grade Summary:**

| Assignment                                | Percentage  |
|---|-------------|
| Discussion Questions/Course Participation | 10%         |
| Reflection Papers (2 X 20%)               | 40%         |
| Draft of Final Paper                      | 10%         |
| Final Paper                               | 30%         |
| Final Presentation                        | 10%         |
| <b>TOTAL:</b>                             | <b>100%</b> |



**Bibliography:** This bibliography provides additional books and articles pertinent to the course and a starting place for your research for your final paper. Additional specific articles and books may be suggested for topics for papers, if requested.

Beale, G. K. *The Right Doctrine from the Wrong Texts?: Essays on the Use of the Old Testament in the New*. Baker Books, 1994.

Beale, Gregory K, and D. A Carson. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker Academic, 2007.

Beale, G. K. *John's Use of the Old Testament in Revelation*. Journal for the Study of the New Testament. Sheffield, England: Sheffield Academic Press, 1998.

Bearding, Kenneth, ed. *Three Views On The New Testament Use Of The Old Testament*. Zondervan.

Boda, Mark J, and Stanley E Porter. "Literature to the Third Degree: Prophecy in Zechariah 9-14 and the Passion of Christ." In *Traduire La Bible Hebraique*, 215-254. Montreal: Mediaspaul, 2005.

Brunson, Andrew C. *Psalms 118 in the Gospel of John: An Intertextual Study on the New Exodus Pattern in the Theology of John*. Tübingen: Mohr Siebeck, 2003.

Chae, Young Sam. *Jesus as the Eschatological Davidic Shepherd: Studies in the Old Testament, Second Temple Judaism, and the Gospel of Matthew* Wissenschaftliche Untersuchungen Zum Neuen Testament. Tübingen: Mohr Siebeck, 2006.

Dogniez, Céline. "L'intertextualité Dans La Lxx De Zacharie 9-14." In *Interpreting Translation*, 81-96. Ithaca, NY: Leuven Univ Pr, 2005.

Evans, Craig A, Shemaryahu Talmon, and James A Sanders. *The Quest for Context and Meaning: Studies in Biblical Intertextuality in Honor of James A. Sanders*. New York: Brill, 1997.

Evans, Craig A., and H. Daniel Zacharias. *Early Christian Literature and Intertextuality. V 1, Thematic Studies Studies in Scripture in Early Judaism and Christianity*. London; New York: T & T Clark, 2009.

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Hays, Richard B. *Echoes of Scripture in the Letters of Paul*. New Haven: Yale University Press, 1989.

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Keesmaat, Sylvia. *Paul and His Story: (Re)Interpreting the Exodus Tradition* Jsntsup 181. New York: T & T Clark, 1999.

Litwak, Kenneth Duncan. *Echoes of Scripture in Luke-Acts: Telling the History of God's People Intertextually*. London: T&T Clark International, 2005.

Moyise, Steve. "Intertextuality and the Study of the Old Testament in the New Testament." In *Old Testament in the New Testament*, 14-41. Ithaca, NY: Sheffield Academic Press, 2000.

Porter, Stanley E. *Hearing the Old Testament in the New Testament* McMaster New Testament Studies. Grand Rapids: Eerdmans, 2006.

Porter, Stanley E, ed. *The Messiah in the Old and New Testaments*, McMaster New Testament Series. Grand Rapids, MI: Eerdmans, 2007.

Porter, Stanley E. "Allusions and Echoes." In *As It Is Written: Studying Paul's Use of Scripture*, edited by Stanley E Porter and Christopher D Stanley, 29-40. Boston: Brill, 2008.

Porter, Stanley E. "Further Comments on the Use of the Old Testament in the New Testament." In *The Intertextuality of the Epistles*, edited by Stanley E Porter, Dennis Ronald MacDonald and Thomas L. Brodie. Sheffield, England: Sheffield Phoenix Press, 2006.

Porter, Stanley E. "Use of the Old Testament in the New Testament." In *Early Christian Interpretation of the Scriptures of Israel: Investigations and Proposals*, edited by Craig A. Evans and James A. Sanders, 79-96. Sheffield, England: Sheffield Academic Press, 1997.

Porter, Stanley E, and Christopher D Stanley. *As It Is Written: Studying Paul's Use of Scripture*. Boston: Brill, 2008.

Porter, Stanley E., and Beth M. Stovell. *Biblical Hermeneutics: Five Views*. Spectrum Multiview Books. Downers Grove, Ill: IVP Academic, 2012.

Stovell, Beth M. *Mapping Metaphorical Discourse in the Fourth Gospel: John's Eternal King* Linguistic Biblical Studies 5. Leiden: Brill, 2012.

Stovell, Beth M. "Rivers, Springs, and Wells of Living Water: Metaphorical Transformation in the Johannine Corpus." In *Christian Origins and Hellenistic Judaism: Social and Literary Contexts for the New Testament*, edited by Stanley Porter, 461-491. Leiden: Brill, 2012.

Stovell, Beth M. "Hearing God's Prophets." In *Read Scripture Deeply*, edited by E. Randolph Richards and Richard S Hess. Fort Worth, TX: IRLBR, 2015.

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Watts, Rikki E. "The Lord's House and David's Lord: The Psalms and Mark's Perspective on Jesus and the Temple." *Biblical Interpretation* 15, no. 3 (2007): 307-322.

Watts, Rikki E. "Jesus' Death, Isaiah 53, and Mark 10:45: A Crux Revisited." In *Jesus and the Suffering Servant: Isaiah 53 and Christian Origins*, edited by W. H. Bellinger and William Reuben Farmer, 125-151. Eugene, OR: Wipf and Stock, 2009.

## Ambrose University Important Policies & Procedures:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>.

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](https://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

**Note:** Students are strongly advised to retain this syllabus for their records.