

Course ID:	Course Title:	Winter 2024
PR 620	Preaching & Teaching the Old Testament	<b>Prerequisite:</b> NT 502 or OT 502 and PR 501 or PR 610
		<b>Credits:</b> 3

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Monday	<b>Instructor:</b>	Mark Buchanan, Associate Professor of Pastoral Theology, BFA (UBC), MCS (Regent)	<b>First day of this class:</b>	Mon, January 8
<b>Time:</b>	12:45-3:45	<b>Email:</b>	mbuchanan@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan 21
<b>Room:</b>	L2100	<b>Phone:</b>	403-410-2000, ext. 2703	<b>Last day to request revised final exam:</b>	NA
<b>Lab/ Tutorial:</b>	Built-in	<b>Office:</b>	L2071	<b>Last day to withdraw from course w/o academic penalty:</b>	Thu, March 28
		<b>Office Hours:</b>	By appt. (mostly Zoom)	<b>Last day to apply for coursework extension:</b>	Tues, April 2
<b>Final Exam:</b>	None			<b>Last day of this class:</b>	Mon, April 8

### 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

This course will explore the ongoing relevance and application of Old Testament teachings for contemporary Christians. Topics include the continuity between the Old and New Testaments, ethical and moral implications for how Christians live practically in light of the authority of the Old Testament, and ways to accurately transmit and creatively proclaim the Old Testament in contemporary culture.

Strange laws. Rollicking tales. Grisly deaths. Exquisite poetry. Tumultuous battles. Erotic trysts. A huge ragtag of the dastardly, the brave, the wayward, the God-smitten: assassins and conspirators, kings and beggars, lovers and enemies, mincing priests and thundering prophets. A story crammed with madness and romance, cowardice and pluck, loyalty and betrayal, populated with heroes and villains, but mostly with women and men as flawed and aching as you and the people you know. And all of it told on a canvas as vast as heaven and earth, over an arc of millennia, and in a dazzling richness of literary forms, from history to myth, parable to proverb, poetry to law, prophecy to soliloquy, and much besides.

This is the Old Testament. What's not to love?

And yet, beautiful and strange and evocative as the Old Testament is, it's difficult to teach and preach well. Our impulse is to allegorize, spiritualize, moralize, personalize, to turn gritty narratives into either simplistic Sunday-school lessons about Jesus or dry lectures about ancient history. Too often we hear a psalm unpacked like a Pauline epistle, or a proverb as a moral prescription rather than a shrewd observation, or the Mosaic law as though God gave it to Israel to make their lives cramped and miserable, and thank God he's now freed us from all that legalistic claptrap.

This course will teach the craft of teaching and preaching the Old Testament in a way that honours its texts and contexts, its peoples and cultures, its genres and histories, and yet speaks a word of hope, warning, or wisdom to our own moment. We will learn to think and speak about these texts in ways that attends to their thorny or angular particularity but also addresses us, God's people, here and now.

### **Program Outcomes**

This course is an elective but fits neatly within a number of Ambrose Seminary's objectives and specific degree programs, especially for students pursuing a vocation within the church, international ministry, or the academy.

### **Expected Learning Outcomes**

The engaged student will be able to do the following upon completion of the course:

- Understand the overall unity of the Old and New Testaments while respecting the distinctiveness of each covenant and its historical settings.
- Understand the concept of redemptive-historical progression and its implications for preaching the Old Testament.
- Appreciate the range of literary genres in the Old Testament, understand how these genres work rhetorically, and integrate these insights into their own preaching.
- Understand the various hermeneutical and homiletical approaches through history for interpreting and preaching/teaching the Old Testament, and develop a method for their own preaching/teaching of the Old Testament that connects it with contemporary audiences.

### **Required Texts**

- Walter Brueggemann, *Preaching from the Old Testament*
- Ellen Davis, *Getting Involved with God: Rediscovering the Old Testament*
- Christopher T. Wright, *How to Preach & Teach the Old Testament for All Its Worth*

### **Recommended Texts**

- Ellen Davis, *Reading Israel's Scriptures*
- \_\_\_\_\_, *Scripture, Culture & Agriculture: An Agrarian Reading of the Bible*
- \_\_\_\_\_, *Wondrous Depth: Preaching the Old Testament*
- Fleming Rutledge, *And God Spoke to Abraham: Preaching from the Old Testament*
- Matthew P. Lynch, *Flood & Fury: Old Testament Violence and the Shalom of God*

**There is not a fixed schedule, but in our 12 weeks together we will cover at least the following:**

- **Killing Your Inner Marcion: Learning to Love the Old Testament**
- **Between Three Worlds: Methodology**
- **Fraught with Background: Hermeneutics**
- **This is Us: Covenant**
- **Sex, Violence & Shalom: What's the Big Story?**
- **How the Text Means: Genre**
- **Treasures Both Old & New: Preaching Christ to Christians from the Old Testament**
- **Workshop: Student Sermons**

## Requirements

### 1. Assignment #1 (Due Wednesday, February 14, 5:00 PM; Worth 15% of total grade)

Prepare and record yourself preaching a sermon, under 15-minutes, from an Old Testament text chosen in consultation with the instructor.

**NOTE:** Moodle cannot handle a large video file, so you will need to upload your recording to a video-sharing platform (YouTube, Vimeo, Google+, etc.), then copy the link into a word doc., and then post the .doc in Moodle. If you need assistance with this, please ask at the IT department.

### 2. Assignment #2 (Due Wednesday, March 6, 5:00 PM; Worth 15% of total grade)

Write a 1200 wd paper (see formatting policy) on one of the following:

- The biblical and theological basis for claiming unity between the Old and New Testaments and the implications of this for preaching.
- The strengths and weaknesses of classic historical approaches to preaching the Old Testament – for example, the strong Patristic tendency toward allegorizing, or the Evangelical church's bent for generalizing, personalizing, and/or moralizing.
- Your current hermeneutic and methodology for preaching New Testament themes from the Old Testament, especially as it relates to preaching Christ.
- A homily from an Old Testament text that demonstrates your hermeneutic and methodology.
- How to preach Christ from the Old Testament without forcing the connection.
- Pitch me an idea....

### 3. Assignment # 3 (During class on Monday, March 18 or 25; Worth 25% of total grade)

Prepare and preach in-class a sermon, under 20-minutes, from an Old Testament text chosen in consultation with the instructor. The sermon must demonstrate all you have learned through the course. Instructor will assign date.

### 4. Assignment # 4 (Due Wednesday, April 3, 5:00 PM; Worth 20% of total grade)

Write a 2200-wd on one of the following:

- A research paper on one of the major concerns of the course - i.e., Preaching Christ from the Old Testament; Understanding and integrating Genre; Navigating the tension between historical particularity and universal applicability; The uses and abuses of various interpretive methods (i.e., typology, allegory, promise-fulfilment, etc.); The importance of covenant, etc.
- A sermon manuscript that demonstrates skill and insight in one or more of the major concerns of the course (see list under 4.a).
- Pitch me an idea...

### 5. Assignment # 5 (Due Monday, Friday, April 5, 5:00 PM; 800 pp total; Worth 10% of total grade)

Reading Log – see Moodle for template

### 6. Attendance & Participation (Throughout; Worth 15% of total grade)

## Course Evaluation

Assignment #	Details	Due date	% of evaluation
# 1	Videoed sermon	Feb 14, 5:00 PM	15%
# 2	1200 wd paper	Mar 6, 5 PM	15%
# 3	In-Class Sermon	March 18 or 25	25%
# 4	2200 wd research paper	Apr 3, 5 PM	20%
# 5	Reading Log	Apr 5, 5 PM	10%
# 6	Attendance & Participation	Throughout	15%

## Submission of Assignments & Formatting Policy – READ THIS CAREFULLY

Please submit all assignment **in Word format only (NO pdfs)** electronically through *Turn-it-in* on Moodle on or before the due date (no later than 5 PM on due date). **INCLUDE** your first and last name at the **BEGINNING** of the file name as well as the assignment name – i.e., SallyJones Formation Assignment 4b.doc

All papers must:

- Use 1.5 spacing.
- Use *Times New Roman, Arial* or *Garamond* 12-point font.
- Be numbered.
- Cite sources properly. **NOTE:** The student can use his/her preferred style (e.g. Kate Turabian’s *A Manual for Writers*, or *The Chicago Manual of Style*), but must remain consistent throughout the entire paper.
- Use inclusive language. The student is encouraged to avoid the consistent use of masculine terminology in reference to people in the general sense. For example, prefer using the terms “humanity” or “people” or “humankind” over the terms “man” or “mankind” when referring to the human race.
- Include a title page.

## Late Policy - READ THIS CAREFULLY

Due dates are valuable for several reasons. Here are three: 1) They mimic reality. Most of your life involves hard deadlines – rent or mortgage payments, project assignments, work schedules. This is like that; 2) They create a level playing field. It’s simply unfair to your classmates if they submit their work on time and you receive an extension without penalty; 3) They honour my time. Deadlines allow me to schedule adequate time to grade and respond to your work thoughtfully and return it punctually.

**Therefore**, only under extraordinary circumstances (i.e., a life or family crisis, a severe and/or prolonged illness, etc.) will I grant an extension. **NOTE:** *A busy schedule does not count as a life crisis.*

**All requests for extension must be submitted to me in writing on or before the assignment’s due date.** Otherwise, any submissions received later than midnight on the due date will be deemed late and penalized at a **5% deduction per day**. Any submission later than a week past the due date, unless negotiated with me, will automatically receive an F.

**DO NOT ASK FOR AN EXCEPTION TO THIS POLICY.**

## Grade Summary

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

## Percentage to Letter Grade Conversion

93-100 = A+

89-92 = A

85-88 = A-

78-84 = B+

74-77 = B

70-73 = B-

66-69 = C+

62-65 = C

58-61 = C-

54-57 = D+

50-53 = D

0-49 = F

### Other:

A bibliography will be provided in Moodle the first week of the course.

## **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/content/academic-calendar-2>

### **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](http://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.