



# TYNDALE

• SEMINARY •

## COURSE SYLLABUS

**SPRING AND SUMMER 2014**

**JEREMIAH**

**OLDT 0617W**

**MAY 5 TO JULY 25, 2014**

**Online, Web-based Interactive Course:  
There Are No Specified Class Times**

Professor: Dr. Keith Bodner

Phone: (506) 858 8970, ext 137

Email: [Keith.Bodner@crandallu.ca](mailto:Keith.Bodner@crandallu.ca); [kbodner@tyndale.ca](mailto:kbodner@tyndale.ca)

To access your course materials at the start of the course, please go to <http://class.tyndale.ca>

### I. COURSE DESCRIPTION

The study of the life and message of this unique 7<sup>th</sup>-century-BC prophet of God. His call to prophecy and his message to the nation on sin and salvation are examined in their historical setting with a view to the light they throw upon the contemporary question of the people of God in the 21<sup>st</sup> century and their faithfulness to the covenant of God.

Arguably the most acute crisis in the history of Israel was the Babylonian assault on Jerusalem that resulted in the destruction of the city and temple, and the exile of the population. Emerging from this crisis is the long scroll of Jeremiah, a complicated biblical book that provides a window on these events from the perspective of a participant and inside-observer of the crisis. Jeremiah himself is a compelling and multidimensional figure, surrounded by a colorful and memorable cast of characters. Jeremiah's interpretation of God's involvement in the buildup to the Babylonian invasion results in a unique prophetic achievement.

Despite the objections of some modern scholars to the seeming randomness of many events and images in the book, this course will assume that the book of Jeremiah unfolds a creative prophetic and poetic vision. Interspersed with prose narratives, the combination of poetry and story relentlessly drives the reader to a new kind of experience of invasion and the trauma of exile.

Seminary Prerequisite: BIBL 0501. Recommended: OLDT 0511.

## II. LEARNING OUTCOMES

By engaging in online discussion, presenting a research paper focused on the application and relevance of Jeremiah, and presenting written reflections on core issues, learners will be able to:

1. describe the *historical* circumstances surrounding the composition of Jeremiah, and the range of its subsequent reception from antiquity to the present.
2. analyze the *theological* subtleties in this vast book, and become acquainted with how such matters have been interpreted.
3. explain the *artistic* sophistication of the Jeremiah scroll, and the kinds of hermeneutical moves required to visualize its coherence.
4. apply the skills and signals involved in a “close-reading” of the text.
5. identify and initiate preliminary steps toward disseminating basic research to various audiences in the church, the academic world and other communities.

## III. COURSE REQUIREMENTS

### A. REQUIRED TEXTS

Stulman, Louis. *Jeremiah*. Abingdon Old Testament Commentaries. Nashville, TN: Abingdon, 2005.

Our required text for the course is Louis Stulman, *Jeremiah* (AOTC; Nashville: Abingdon, 2005), and this volume should be carefully read and used during the discussion forums, and as an initial point of reference for the research paper. Students should also have a copy of the Bible – preferably two different reliable translations – for each week. Other books will be extensively quoted during the course, such as Walter Brueggemann’s *Theology of Jeremiah*, Terence Fretheim’s commentary, and Patrick Miller’s contribution on Jeremiah to the New Interpreter’s Bible, but quotations from these sources will be provided in the lecture notes and are not required texts.

### B. ASSIGNMENTS AND GRADING

1. Discussion Forums	30%
2. Research Paper	40%
3. Final exam	30%

#### 1. Discussion Forums and Summaries – 30% of total grade

Discussion forums are a key aspect of this course. They are your opportunity to wrestle with the relevant chapters under consideration, to share your ideas with your peers, and appreciate the evolving group consensus.

Each student is expected to make a useful contribution, either in the form of opinions proffered, critical engagement, relevant contribution from a key secondary source, or responses to comments from the other members of the class.

You can expect to spend about 2-3 hours in the discussion forums every week, including any initial responses to the assigned question(s) and some meaningful and constructive responses to the group.

As a guideline, student should plan their activities according to the following schedule:

Day 1 - Review the discussion question and use this to focus your reading.

Day 2 - Post your initial response to the discussion question.

Day 3 - Respond to the postings of other group members, suggesting to the person responsible for writing the summary points of consensus and difference that you see emerging.

Day 4 – Engage in further research and reflection.

Day 5 – Respond accordingly (especially if another student asks you a particular question)

Day 6 - Professor will usually post an audio wrap-up, and students may respond as they wish.

## **2. Research Paper - Due at the end of week 8, for 40% of the total grade**

This assignment presents an opportunity to carefully consider matters of application and relevance of Jeremiah. This paper is to be about 3500 words in length, and provides the chance to showcase research skills combined with careful exegesis and theological interpretation.

A topic must be selected by week 3, and if the student is undecided, during week 2 a list of potential topics can be provided. Students may choose their own topic or select one from the list, and topics from any section of the course material be chosen.

## **3. Final Exam - 30% of the total grade**

To be written during the last week of term, this exam is an opportunity for the student to share insights gleaned over the duration of the course. As mentioned above, there will be no new or surprise questions, only those encountered and discussed during the course. Each week we will have a series of questions in our discussion forums, and these will provide the data for the final exam. Consequently, exam preparation should be relatively easy, as the student is simply expected to integrate our course discussions, and present final responses to the questions we have discussed together. This is an opportunity to draw all of our resources together, and share the fruits of our learning in a useful way. To be written during the final week of term, for 30% of the total grade.

## C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

### 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 should 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. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

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 [10.46 to 10.51](#) and [14.253 to 14.254](#). The Biblical Studies department [supplements this with SBL](#).

## D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments [*Sample*]

Discussion Forums	30 %
Research Paper	40 %
Final Exam	30 %
Total Grade	100 %

## IV. COURSE SCHEDULE, CONTENT AND BIBLICAL READINGS

UNIT 1: The book of Jeremiah and the Call of the Prophet

UNIT 2: Rejecting the Spring of Living Water (chapters 2-6)

UNIT 3: Dismantling a High Place of Hypocrisy (chapters 7-10)

UNIT 4: Conspiracy Theories and a Challenge (chapters 11-15)

UNIT 5: Jars of Clay and Vessels of Honor (chapters 16-20)

UNIT 6: Wayward Leaders and a Righteous Branch (chapters 21-24)

UNIT 7: Fresh Characters and Degrees of Confrontation (chapter 25-28)

UNIT 8: Letters to Exile and New Covenant Expectations (chapters 29-33)

UNIT 9: Scrolls, Jails, and Cistern Escapes (chapters 34-38)

UNIT 10: Beginning of the End and a Journey to Egypt (chapters 39-44)

UNIT 11: Oracles to the Nations (chapters 45-51)

UNIT 12: Invasion and Hope (chapter 52)

### Student Time Expectation Table

	% of Grade	Average Time Required	Average Weekly Time Required
Weekly Reading and Listening (12 weeks)	--	60 hours	5 hours/week
Weekly Discussion (10 weeks)	35%	20 hours	2 hour/week
Discussion summaries (2 postings)	10%	5 hours (student schedules)	
Research paper	30%	36 hours (student schedules)	
Final Exam	25%	(student schedules)	
Total Grade	100 %	121 hours	10.5 hours/week (average)

## V. SELECTED BIBLIOGRAPHY

Allen, Leslie. *Jeremiah*. OTL. Louisville, KY: WJKP, 2008.

Brueggemann, Walter. *A Commentary on Jeremiah: Exile and Homecoming*. Grand Rapids, MI: Eerdmans, 1998.

\_\_\_\_\_. *The Theology of the Book of Jeremiah*. OTT. Cambridge: Cambridge University Press, 2007.

Carroll, Robert P. *Jeremiah*. OTL. Philadelphia: Westminster, 1986.

Clements, Ronald E. *Jeremiah*. Interpretation. Atlanta, GA: John Knox, 1988.

Diamond, A. R. P. "Jeremiah." In *Eerdmans Commentary on the Bible*. Edited by J. D. G. Dunn and J. R. Rogerson. Grand Rapids, MI: Eerdmans, 2003.

Fretheim, Terence E. *Jeremiah*. Macon, GA: Smyth & Helwys, 2001.

Goldingay, John, ed. *Uprooting and Planting: Essays on Jeremiah for Leslie Allen*. LHBOTS 459. New York: T & T Clark, 2007.

Leuchter, Mark. *Josiah's Reform and Jeremiah's Scroll: Historical Calamity and Prophetic Response*. Hebrew Bible Monographs 6. Sheffield: Sheffield Phoenix Press, 2006.

Longman III, Tremper. *Jeremiah, Lamentations*. New International Biblical Commentary. Peabody, MA: Hendrickson, 2008.

Lundbom, Jack R. *Jeremiah 1–20*. AB 21A. New York: Doubleday, 1999.

Miller, Patrick D. "The Book of Jeremiah." In Vol 6, *The New Interpreter's Bible*. Nashville, TN: Abingdon, 2001.

Stulman, Louis. *Order Amid Chaos: Jeremiah as Symbolic Tapestry*. The Biblical Seminar 57. Sheffield: Sheffield Academic, 1998.

Thompson, J. A. *The Book of Jeremiah*. NICOT. Grand Rapids, MI: Eerdmans, 1980.

## VI. Evaluation Rubrics

### Discussion Forum Evaluation Rubric

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Conceptual Understanding</b>	Demonstrates a clear and deep understanding of the theory and the “big ideas” presented in the topic.	Demonstrates clear understanding of the ideas presented in the theory presented in the topic.	Demonstrates some understanding of the theory presented.	Demonstrates superficial understanding of the theory.
<b>Identifies Issues/Problems (if applicable)</b>	Demonstrates a clear and deep understanding of an issue/problem in the case study.	Demonstrates deep understanding of an issue/problem in the case study.	Demonstrates some understanding of an issue/problem in the case study.	Demonstrates superficial understanding of an issue/problem in the content.
<b>Connections: Theory and Practice</b>	Makes appropriate, insightful and powerful connections between the issue/problem and the theory.	Makes appropriate and insightful connections between the issue/problem and the theory.	Makes appropriate but somewhat vague connections between the issue/problem and the theory.	Makes little or loose connections between the issue/problem and the theory only.
<b>Integration of Lecture material</b>	Accurately and precisely integrates conceptual material from the text. Uses specific concepts and terms from the lectures extensively.	Accurately integrates conceptual material from the text. Specifically uses some concepts and terms from the lectures.	Limited integration of the conceptual material from the text. Limited use of concepts and terms from the lectures.	Integrates few or no concepts from the content. Very limited use of concept and terms from the lectures.
<b>Recommendations</b>	Makes realistic, appropriate and insightful recommendations clearly supported by the information presented and the theory from the lectures.	Makes realistic and appropriate recommendations clearly supported by the information presented and the theory from the lectures.	Makes appropriate but somewhat unrealistic recommendations supported by the information presented and the theory from the lectures.	Makes realistic or appropriate recommendations with limited support from the information presented and the theory from the lectures.
<b>Participation</b>	Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments. Messages that originate a thread usually generate responses. Student does not start a topic or pose a question and then abandon it.	Messages contribute to ongoing conversations. Messages that originate a thread usually generate responses. Student generally does not start a topic or pose a question and then abandon it.	Some messages contribute to ongoing conversations, but others are disconnected. If the student starts a new thread, sometimes there is follow-up but sometimes there isn't. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts a significant (though still a minority) number of messages that are off-the-cuff and do not contribute substantively.	Messages are unconnected with what others are saying, as if there is no conversation. No replies to other messages. Student never answers someone else's question. When student asks a question, there's no acknowledgment to any responses.
<b>Assumed a Variety of Roles</b>	Demonstrated leadership and	Took on a variety of roles including leadership.	Fulfilled a supportive role.	Demonstrated limited engagement.

	initiative.			
<b>Contributing to the Discussion</b>	Provides insightful and constructive comments and feedback on group postings, incorporating appropriate concepts from the weekly lectures to further the discussion.	Provides constructive comments and feedback on group discussions, incorporating concepts from the weekly lectures to further the discussion.	Comments and feedback on group discussions, incorporates some concepts from the weekly lectures. Comments somewhat helpful in furthering discussion.	Provides sporadic comments and feedback on group discussions with little apparent connection to weekly lectures. Comments do not contribute to discussion in meaningful way.
<b>Ability to distinguish helpful from unhelpful comments and deal well with opposing positions</b>	Demonstrates superior ability to distinguish helpful from unhelpful comments and deals skillfully with opposing positions. Demonstrates willingness to incorporate opposite or alternative approaches where appropriate.	Demonstrates an ability to distinguish helpful from unhelpful comments and deals with opposing positions. Demonstrates ability to incorporate alternative approaches.	Demonstrates some ability to distinguish helpful from unhelpful comments. Demonstrates some ability to accommodate alternative approaches.	Demonstrates little ability to distinguish helpful from unhelpful comments. Avoids dealing with opposing or alternative positions.
<b>Integrating comments from group members</b>	Demonstrates skillful ability to integrate helpful comments from other group members to advance the discussion and reach a richer solution utilizing the collective knowledge of the group.	Demonstrates ability to integrate helpful comments from other group members to advance the discussion and reach a richer solution utilizing the collective knowledge of the group.	Demonstrates some ability to integrate helpful comments from other group members to advance the discussion.	Demonstrates very little ability to integrate helpful comments from other group members.
<b>Writing Skills</b>	Writing is totally free of grammar and spelling errors. Clear and concise presentation of ideas. Lack of ambiguity. Word choices are appropriate.	There are occasional spelling errors.  Clear presentation of ideas	There are more than occasional spelling errors.  Most ideas are presented clearly.	Frequent spelling errors found.  Hard to follow the ideas.

### Rubric for Research Paper

Integration of all material covered	Accurately and <b>A</b>	Accurately integrates <b>B</b>	Limited integration of <b>C</b>	Integrates few or no <b>D</b>
<b>Identifies Issues/Problems (if applicable)</b>	Demonstrates clear and deep understanding of the contemporary issue clearly based in the logical understanding of	Demonstrates a clear understanding of the contemporary issue based in theological understanding of contemporary culture	Demonstrates an understanding of the contemporary issue based on theological understanding of contemporary culture	Demonstrates superficial understanding of the contemporary issue based on limited theological
<b>Recommendations</b>	contemporary culture Makes realistic, appropriate and	Makes realistic and appropriate	Makes realistic or appropriate	understanding of Makes realistic or contemporary culture
<b>Connections: Theory and Practice.</b>	Makes appropriate, insightful and powerful connections between issue/problem and theological principles	Makes appropriate and insightful connections between the issue/problem and the	Makes appropriate but somewhat vague connections between the issue/problem and	Makes little or no connection between the issue/problem and the material covered.
	the material covered	material covered.	the material covered.	principles learnt.

	learnt.			
<b>Incorporation of redemptive mission of God, call of the church and understanding of eschatology</b>	Response clearly framed in terms of God's redemptive mission, eschatology and consequent call to and mission of the church as covered in the course.	Response framed in terms of God's redemptive mission, eschatology and consequent call to and mission of the church as covered in the course.	Response contains some references to God's redemptive mission, eschatology and consequent call to and mission of the church as covered in the course.	Response contains little reference to God's redemptive mission, eschatology and consequent call to and mission of the church as covered in the course.
<b>Deductive reasoning</b>	Shows clear evidence of deductive reasoning. Definition of problem and response clearly derived from theology.	Shows evidence of deductive reasoning. Definition of problem and response derived from theology	Shows some evidence of deductive reasoning. Some link between definition of problem and response and theology. Reverts to inductive thinking unrelated to theology on occasion.	Shows little evidence of deductive reasoning. Reasoning indicates incoherent link with theology. Resorts mostly to inductive thinking unrelated to theology.
<b>Formulation of Response</b>	Response clearly addresses the problem in a way that fosters transformation/redemption based on sound theology.	Response addresses the problem in a way that fosters transformation/redemption based on sound theology.	Response addresses the problem. Response is not necessarily redemptive.	Response does not address problem directly. Tends to be prescriptive and not redemptive.
<b>Communication:</b>	Clearly articulates response in language devoid of Christianese. Response clearly directed at live audience. Truth is expressed fully and unambiguously yet graciously.	Articulates response in language mostly devoid of Christianese. Response directed at live audience. Truth is expressed unambiguously yet graciously.	Articulates response in language mostly devoid of Christianese. Response somewhat contrived. Truth is expressed somewhat ambiguously.	Language contains Christianese. Contains ambiguity.
<b>Adaption as opposed to adoption</b>	Message clearly adapted to perceived audience but avoids temptation to adopt cultural mindset. Clearly confronts and addresses problem without condemnation.	Message adapted to perceived audience but avoids temptation to adopt cultural mindset. Confronts and addresses problem without condemnation	Message somewhat adapted to perceived audience. Mostly avoids temptation to adopt cultural mindset Exhibits some accommodation with culture.	Message not adapted to perceived audience. Tendency to accommodate culture and avoid presentation of the truth.

## **Addendum A: Statement of Expectations and Responsibilities**

As you know, the course is being offered online. An online course, by its very nature, is different from one presented using traditional classroom methods. Thus, it is important for you as a student to approach this course differently than you might approach a classroom course.

You have more personal responsibility in a course such as this. We are an online community building our knowledge and understanding together. Doing your readings and regularly showing up online by collaborating in discussions, asking questions, and providing feedback to your learning cohort are important community responsibilities. Additionally, in order to keep up in the course it will be important for you to work consistently throughout the semester. You will need to be disciplined and take the initiative to participate.

You are also expected to complete the anonymous course evaluation in the final week of the course.

The role of your instructor is different as well. In an online course, the main role of the instructor is to function as a coach. I will be striving in various ways to fulfill that function. I will be presenting information in various formats along the way, but my main role will be to help guide you through the course so that you can get as much from the course as possible. Throughout, I will be encouraging you to think critically about the course content and the views of others, mine included. I will be online regularly, but I will not be responding to every post in the discussion forums. Rather, I will make intermittent contributions, summarizing, challenging, and at times suggesting new directions. One last thing, make sure that you read the documents related to course requirements that you will find in the resources section of the website. These give detailed information about specific course requirements.