

“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.”

Semester, Year	SPRING/SUMMER, 2026
Course Title	OLD TESTAMENT THEOLOGY AND HISTORY
Course Code	OLDT 0511 1S
Date	May 11 – 15, 2026 Monday to Friday
Time	9:00 a.m. - 4:00 p.m.
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed from Monday to Friday, 9:00 a.m. to 4:00 p.m.
Instructor	DR. M. ASHLEY HIBBARD Email: mhibbard@tyndale.ca
Office Hours	Online, by appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course is designed to provide the student with a general introduction to the historical, sociological and religious world in which the Old Testament was produced, as well as the discipline of Old Testament theology and the major theological emphases of the Old Testament.

Recommended prerequisite: BIBL 0501.

II. LEARNING OUTCOMES

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

1. identify and describe the major theological emphases within the Old Testament.
2. recall key events within the history of Israel.
3. describe the contents of the three major canonical units of the Old Testament (Law, Prophets, Writings).

4. describe the key issues in the discipline of Old Testament theology.
5. recognize the importance of knowing the theology of the Old Testament for understanding the New Testament.
6. seek practical ways in which the message of the Old Testament can be appropriated in the life of the Church today.
7. apply the necessary tools, skills, and various methods for interpreting the Old Testament.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Kessler, John. *Old Testament Theology: Divine Call and Human Response*. Waco: Baylor University Press, 2013. ISBN # 978-1-60258-737-3.

Richter, Sandra L. [*The Epic of Eden: A Christian Entry into the Old Testament*](#). Downers Grove: IVP Academic, 2008. ISBN # 978-0-8308-2577-6

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

House, Paul R. [*Old Testament Theology*](#). Downers Grove: InterVarsity Press, 1998. This is available through the Tyndale Library.
<https://research.ebsco.com/linkprocessor/plink?id=105f78f7-c349-3375-ac57-cb26c72d1011>

Wald, Oletta. *The New Joy of Discovery in Bible Study*. Revised Edition. Minneapolis: Augsburg, 2002.

Tyndale recommends [STEPBible](#) – 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

The following written assignments and discussion groups will help foster the skills of critical analysis and exegesis, the ability to evaluate various approaches and perspectives taken to the Old Testament and deepen the student's knowledge of the overall message of the Old Testament.

1. Inductive Study of Genesis 37-50 (worth 30% of the final grade) due June 5, 2026.

Do an inductive study on Genesis 37-50, following the instructions below.

Inductive Study Guidelines:

The purpose of inductive studies is to draw you into intensive, direct study of the biblical text and to suggest a method of Bible study which can be used in any book. Inductive studies also provide background for detailed studies of individual passages and texts within the books which you examine. Avoid the use of study Bibles, commentaries, and other reference works. However, you may use a Bible atlas for place names.

As a suggestion, first read the following sections in Oletta Wald's *The New Joy of Discovery in Bible Study*. This reading will be posted on the course Moodle page. Pay particular attention to the chart listing (pages 17–18) "Specific Things to Observe." On this chart, the point about "Repetition and Progression of Ideas" is important since the theme of a book is often related through repetition. Also posted will be an introduction to inductive studies by Dr Gord Oeste. Then do the following:

Read quickly through the passage noting references to places, dates, and people. What structure or patterns (or even lack of patterns) emerge from your appreciation of the whole? (A printout or digital version of the book can help you in the process, so that you can mark the things that strike you as particularly important or unusual. You might even want to mark things on the photocopy with different colour pencils.)

Then read the book again (or several times) to become thoroughly acquainted with the book. I also strongly encourage that you listen to the book read aloud, by a Bible CD or online (the Streetlights app is a free Bible listening resource for mobile devices). Scripture was first written to be heard, not read. Note differences in literary style, e.g. poetry, biographical material (if any), sermon material, etc. Note tone, changes in person (whether in first or third person), speeches by the prophet, the Lord, or other persons, keywords, motifs, theological emphases etc.

Your study should be organized along the following sections:

- **Chapter Titles:** Prepare your own table of contents by giving appropriate, concise and creative captions to each chapter. Aim to make them memorable.
- **Structure and Genre:** What major divisions can you discern in Genesis 37-50? How is it structured? Look for paragraphs which belong together and therefore suggest the structure of the work. What markers in the text indicate a move is being made from one section to another section of the book? What types of material do you find in the book (genre)? Support your answers with references to the text.
- **Observations regarding the text's major characters and geographical setting:** Are there any patterns in how the characters are portrayed? Do the characters' portrayal and the

geographical settings have an impact on the story? What significance do they have for the plot? Support your answers with references to the text.

- **Themes:** What are the major themes or topics? What sub-themes are found in the text? Pay particular attention to repetitions of literary motifs and language. Ask yourself why these texts were preserved. What is the message of this text? What are the author's most pressing concerns? What is the dominant tone? What exceptions do you see? Support your answers with references to the text.
- **Theological insights and application:** What are some of the more prominent theological emphases? How are they developed? How do these emphases relate to other books or events in the Bible? This is where you will start to bring some of your prior findings together. Look for statements or questions about God, or God's actions. Look for words or phrases that are repeated or seem significant.¹ (Make sure to show where in the text your emphasis is grounded before exploring links with other biblical books). In what ways can you practically apply these truths in your life and in the life of the Church? (Give specific suggestions). What ideas for preaching and teaching in the Church emerge from your study? Support your answers with references to the text.
- **Questions and Future Projects:** What questions emerge from your study? Take note of particularly intriguing, challenging, or enigmatic passages that you may want to investigate further at a later date. What projects or topics would you like to explore further in the future?

What to hand in:

You may use maps, diagrams or charts in presenting the results of your study. However, 10–12 pages (3500–4200 words) of analysis is also expected, including answers to the questions posed above. Please note that this study should not be a detailed commentary on every chapter (then the study would be too long).

Please double-space, using Times New Roman, font size 12 point (for all your written assignments).

2. Write your own approach to OT Theology: 30% of final grade; Due: June 19, 2026.

Scholars debate over how one should write an Old Testament theology. Based on what you have learned from this course, if you have to write your own Old Testament theology, how would you do it? Would you argue for one main theological theme/ centre of the Old

¹ For example, when the angels appear to the shepherds in Luke 2:8-14, the armies of heaven are sent to say (a) “fear not” and to sing “Glory to God” and “peace on earth”. The power and glory of heaven is sent not for conquest, but for the bringing of God's peaceable kingdom.

Testament or several theological themes? What would it/they be and why? You should support your argument by citing appropriate biblical passages. Word limit: 4000 words

As a suggestion: Read chapter 1 (pp.11-57) and the appendix (pp.548-59) in Paul House, *Old Testament Theology* (Downers Grove: InterVarsity, 1998). This reading will inform you of the challenges in doing Old Testament theology and the various approaches used by scholars to compile an Old Testament theology. Also, this paper should include at least 6 bibliographic entries.

3. Creative project: 20% of final grade; Due: July 3, 2026.

This project will encourage you to communicate abstract truth in a creative and concrete way. You may either (a) answer a question from a new believer or teenager “What is the Old Testament about?” or, you may choose a major Old Testament theme (though this option must be approved by the professor). Your project should be informed by different sections, genres, and eras of Old Testament literature, and such a diversity of texts should be represented in it.

You may complete this assignment through any creative medium. These include a great variety of styles. Word-based options might include: a poem; a song (such as a hymn or praise and worship piece); spoken word, rap, or slam poetry; an oral presentation (such as a story, analogy, or illustration), or conventional theatre or drama. Visual arts might include art in a variety of conventional visual media (drawing, sculpting, painting, etc), or other options such as photo essays, a video, or dance. **Students who wish to pursue another format not listed here should discuss their idea with the instructor prior to developing it.** While I recognize that some students doubt their creativity, it is my experience that an enjoyable and profitable medium may be found by all students.

You will be graded on the comprehensiveness, clarity, and creativity of your answer.

For word-based art:

Submit a copy of the lyrics/screenplay/script along with a written explanation of the lyrics. The written explanation may be in the form of a paper/essay or the submitted copy of the lyrics/poem/screenplay/script can be annotated through the use of footnotes to explain the structure and content of the poem/song, cite sources, and cite supporting scriptural references. There is no limit on the number or extent of footnotes. Submit the audio/video of your performance on USB or provide link to YouTube.

For visual arts:

Provide a written explanation of how your art answers the Sunday School student’s question. Include the title of your art and explain your choice of the title. The written explanation will be a maximum of 10 pages (double spaced, 12 point font, 1 inch margins), excluding the title page and bibliography. Remember to cite sources and supporting scriptural references in footnotes.

Please bring the art to class on the date the assignment is due. If it is too big to be transported, please speak to me about alternatives.

For all assignment options

Insert as many footnotes as you want to expand an idea, discuss a point, cite scriptural references, acknowledge sources, etc. You **MUST** provide scriptural references to support your arguments, assertions, claims, or position.

4. Reading Assignment (worth 20 %). Due: July 17, 2026.

You will be given a list of required readings from the Bible, as well as being responsible for reading Richter's *The Epic of Eden* and Kessler's *Old Testament Theology*. The student is expected to report that they have completed the readings, by keeping a record of what has been read and when it was completed. This record will be submitted along with the reflections. You will also be required to respond to the readings as follows:

Old Testament Reading:

Since this is a course that introduces the student to the Old Testament, it is important that the student becomes familiar with the Old Testament by reading it. Therefore, part of the required reading for this course is to read sections from the Old Testament. Please see chart below on page 15 for the exact readings.

As part of your reading report, please comment on six texts from your reading of the Old Testament that you saw in a new light. State what struck you about them and why. Write one to two paragraphs for each biblical text. Please choose texts from different books.

Pick two narrative texts which intrigued you in your reading of the Old Testament and write about the incident considering the perspective of a common Israelite observer. You may write this in first or in third person, and you may choose if you are considering the perspective of a man or a woman. How might this event that they have witnessed affect them and their family? What are their expectations? Hopes? Fears? How might they interpret this based on their knowledge of God (which, of course, is mediated through the ministry of the priests and Levites). Write one to two paragraphs describing the situation in this way, and another paragraph that explains your choices.

Secondary Literature Reading:

(a) Read the whole textbook by Sandra Richter, *The Epic of Eden*.

Choose three chapters on which to comment specifically. What were the main theses or arguments of the chapter? What struck you about the reading of the chapters? What was

helpful and/or problematic for you and why? Write approximately one page for each chapter. Support all your answers with specific examples from the text (giving page numbers).

(b) Read the whole textbook by John Kessler, *Old Testament Theology: Divine Call and Human Response*.

You are to reflect on the reading of the textbook *Old Testament Theology* by John Kessler by submitting a four-page double-spaced (approximately 1400 words) written response. In your report, pick two chapters from the textbook that you want to comment on specifically. What were the main theses or arguments of the chapter? What struck you about the reading of those chapters? What was helpful and/or problematic for you and why? After discussing the two chapters, then evaluate the usefulness of the textbook as a whole. For example, what are some things that you learned from it? How did it change and shape your understanding of the Old Testament? What is Kessler’s approach and do you find this approach to doing Old Testament theology useful and why? How was this textbook helpful to you in general? What were its strengths and weaknesses? What are some things that you wished that it had included? Support all your answers with specific examples from the text (giving page numbers).

These reading reports should be submitted as a single unit. Altogether the reading reports on the Old Testament and the textbooks will come to about 14 pages (approximately 4000 words) double-spaced. Remember to include the completed reading report as well.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Inductive Study Gen 37-50	06/05/26	30%
Write an OT Theology	06/19/26	30%
Creative Project	07/03/26	20%
Reading Assignment	07/17/26	20%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

May 11 AM OT – why bother
 May 11 PM Genesis 1-11 – life, the universe, and everything

May 12 AM Genesis 12-Exodus 15 – introducing the grand themes of deliverance, redemption, kingship, land, and covenant
 May 12 PM The *Torah* – introducing Israel's constitution

- May 13 AM Joshua-Kings – Histories and Prophets
 May 13 PM Pre-exilic prophets – interpreting Israel's life through Israel's law
- May 14 AM Post-exilic histories – when nothing is what you wanted it to be
 May 14 PM Wisdom literature – life 'under the sun': Israel's practical theology
- May 15 AM Psalms – the words we give back to God
 May 15 PM OT apocalyptic – a new day, a new covenant, a new servant, and the fullness of God's glory

V. SELECTED BIBLIOGRAPHY

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- Barth, Christoph. *God With Us: A Theological Introduction to the Old Testament*. Grand Rapids: Eerdmans, 1991.
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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

.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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

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

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](#). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student Guides for Turnitin via \[classes.tyndale.ca\]\(#\)](#) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

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 Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+").

Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

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

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).

Old Testament History and Theology (OLDT 0511)

Dr. M. Ashley Hibbard (Tyndale Seminary)

Required Reading and Summary Statement

Due: July 17, 2026

Please write yes or no to indicate if the reading has been done. If you have not completed the reading, indicate the exact percentage you have read.

READINGS	ALL	75-99%	50-74%	25-49%	Less than 25%
Richter, <i>The Epic of Eden</i> (whole book)					
Kessler, <i>Old Testament Theology</i> (whole book)					
Genesis, Exodus					
Leviticus, Numbers, Deuteronomy					
Joshua, Judges, Ruth					
1-2 Samuel					
1-2 Kings					
Amos					
Isaiah 1-12, 24-27, 40-66					
Habakkuk					
Jeremiah 1, 7, 30-33					
Ezra-Nehemiah					
Haggai					
Malachi					
Psalms 1-2, 69, 72-73, 88-100, 110-117, 120-135, 146-150.					

Student's Name

Student Number

Date