

“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	FALL, 2026
Course Title	OLD TESTAMENT THEOLOGY AND HISTORY
Course Code	OLDT 0511 1P
Date	From September 14, 2026 to December 7, 2026 Every Monday
Time	From 8:15 to 11:05 AM
Delivery Format	IN-PERSON
Class information	The classes will be IN-PERSON on Mondays 8:15–11:05 AM.
Instructor	DR. REBECCA G. S. IDESTROM
Contact Information	Telephone/voice mail: (416) 226-6620 Ext. 6771 Email: ridestrom@tyndale.ca
Office Hours	Mondays, 11:15 AM–12:00 PM or at a separate time by appointment.
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 streams within the Old Testament and their emphases.
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. assess and evaluate various approaches taken to the Old Testament.
6. recognize the importance of knowing the theology of the Old Testament for understanding the New Testament.
7. seek practical ways in which the message of the Old Testament can be appropriated in the life of the Church today.
8. 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

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](#).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Hess, Richard S. *The Old Testament: A Historical, Theological, and Critical Introduction*. Grand Rapids: Baker Academic, 2016.

Hill, Andrew E., and John H. Walton. [*A Survey of the Old Testament*](#). Grand Rapids: Zondervan, 2009.

House, Paul R. [*Old Testament Theology*](#). Downers Grove: InterVarsity Press, 1998.

Imes, Carmen Joy. *Bearing God's Name: Why Sinai Still Matters*. Downers Grove: IVP Academic, 2019.

LaSor, William Sanford, David Allan Hubbard, Frederic William Bush. [*Old Testament Survey: The Message, Form, and Background of the Old Testament*](#). Second Edition. Grand Rapids: William B. Eerdmans, 1996.

Richter, Sandra L. *Stewards of Eden: What Scripture Says about the Environment and Why it Matters*. Downers Grove: IVP Academic, 2020.

Routledge, Robin. [*Old Testament Theology: A Thematic Approach*](#). Downers Grove: InterVarsity Press, 2008.

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

Webb, William J., and Gordon K. Oest. *Bloody, Brutal and Barbaric? Wrestling with Troubling War Texts*. Downers Grove: IVP Academic, 2019.

Wright, J. H. Christopher. [*The Mission of God: Unlocking the Bible's Grand Narrative*](#). Downers Grove: IVP Academic, 2013.

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. Book Review Discussion Groups (15 % of the final grade).

During the course of the semester the students will read and discuss the textbook by Sandra L. Richter, [*The Epic of Eden: A Christian Entry into the Old Testament*](#). See below the instructions for the discussion groups. The discussion groups will be held on the following dates: Sept 28, Oct 5, and Oct 19, 2026.

This assignment is related to learning outcomes # 1, 2, 3, 6, 7.

Book Review Discussion Groups Instructions:

During the course, there will be three in-class discussion times of approximately 30-40 minutes each. These discussions have five purposes:

- a. to challenge students to develop their critical, thinking skills.
- b. to enable students to improve their skills in developing and expressing theological arguments in a group context.
- c. to empower students to foster ability in leading fellow students in discussion.
- d. to have students take responsibility for their fellow students' education by mutually supporting one another.
- e. to encourage students to listen respectfully to views not their own.

Responsibilities of the student as group participant:

Having read the assigned chapters carefully for the day of the discussion groups, each student in the group should come prepared with some questions arising from their reading as well as some thoughtful reflections on the material. Some possible questions to ponder are: What struck you about the reading? What new and helpful insights did you find in the reading? Do you agree with Richter's views and argument? Do you find Richter convincing or are there weaknesses in her arguments? Each student also needs to report to the group whether they

have read all or only some of the assigned chapters for that day. Their answer needs to be taken into consideration when assigning a grade.

After the discussion, each student will assign a participation grade for each member of the group and submit the grade to the teacher by emailing it to her or to her research assistant (grade from zero to five, with five being highest). Base the grade on the following criteria:

- If the student's comments during the discussion reflected an informed reading of assigned material, allocate a higher grade.
- If the student has contributed their fair share (not too much, not too little), allocate a higher grade.
- Consider a grade of 4.5-5.0 if the individual has excelled with respect to the above two criteria.
- Consider giving a grade of 4 if the individual has contributed capably with respect to the above two criteria.
- If the student has dominated discussion in inappropriate ways, reduce their grade.
- If the student has not contributed or contributed only minimally, reduce their grade.
- If a student has contributed but their contributions were not informed by a careful reading of the material, reduce their grade.
- Has the discussion led to a better understanding of the textbook and to a critical interaction with it? If not, reduce the grade.
- If the student has not completed reading all the chapters assigned for that day, reduce their grade.

The average grade should be between 3.0-4.3. If the student has excelled, give a 4.7. If their contribution is outstanding, give a 5. If the student's contribution is less than adequate, give a grade of 2.5 or below.

All grades are confidential (the student may give fraction grades: e.g., 3.7).

Discussion Group Schedule:

Discussion around Sandra Richter's book [*The Epic of Eden: A Christian Entry into the Old Testament*](#).

- **Sept 28, 2026** First Discussion Group: Introduction and Chapters 1–3, pp. 15–91.
- **Oct 5, 2026** Second Discussion Group: Chapters 4–6, pp. 92–165.
- **Oct 19, 2026** Third Discussion Group: Chapters 7–9, plus Frequently Asked Questions, pp. 166–233.

2. Inductive Study (30 % of the final grade) due November 9, 2026.

This assignment is related to learning outcomes # 2, 7, 8.

Do an inductive study on one of the following books: Joshua or Judges, 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 annotated Bibles, commentaries, and other reference works. However, you may use a Bible atlas for place names.

Read quickly through the biblical book noting references to places, dates, and people. What patterns (or even lack of patterns) emerge from your study? 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) in order 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), sermonical material, etc. Note changes in person, whether in first or third person, speeches by the prophet, the Lord, or other persons, etc.

Your study should be organized along the following sections:

1. **Chapter Titles:** Prepare your own table of contents by giving appropriate, concise and creative captions to each chapter (do not give titles to smaller sections of each chapter). Do the captions as newspaper headlines. Aim to make them memorable.
2. **Structure and Genre:** What major divisions can you discern in the book? How is the book 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.
3. **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.

4. **Themes:** What are the major themes or topics of the book? 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 the book? What are the author's most pressing concerns? What is the book's dominant tone? Any exceptions? Support your answers with references to the text.
5. **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?
6. **Theological Insights and Appropriation:** Formulate one or more generalizations arising from your study. What theological insights can be gleaned from the book? What are some of the more prominent theological emphases in the book? In what ways can you practically apply these theological insights and emphases in your life and in the life of the Church? Give specific suggestions. Please note that your examples of application need to be based on the theological insights and main themes that you discovered in the book. Conclude by listing some ideas for preaching and teaching in the Church that emerge from your study. Support your answers with references to the text.

What to hand in:

You may use maps, diagrams or charts in presenting the results of your study. However, about 3500–4200 words double-spaced of written 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 in the biblical book (then the study would be too long). Please summarize your results under different headings, like main themes, sub-themes, etc.

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

3. Reading Assignment (20 % of the final grade) due December 7, 2026.

This assignment is related to learning outcomes # 1, 4, 5, 6, 7.

The student will be given a list of required readings that will come from the required textbooks, the Bible, and selected articles or chapters found either on the Moodle course resource page. 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 on Dec 7 (see [attached form](#)). With some of the readings, the student is also required to respond to the reading by writing a reflective summary on the assigned reading. See specific instructions below.

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 read Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, Ezra, Nehemiah, and Amos.

As part of your reading report, please comment on three 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 paragraph for each biblical text.

Pick two biblical characters which intrigued you in your reading of the Old Testament and write a prayer for each of them, as if you were that person (e.g., Noah, Abraham, Hagar, Miriam, Aaron, Hannah, Samuel, Esther, etc.). Try to put yourself in their shoes and imagine what they would pray, based on what you know about them from the biblical account. Submit these prayers as part of your reading assignment.

Secondary Literature Reading:

Read the whole textbook, the Preface pages ix-xvii and pages 1–532, by John Kessler, *Old Testament Theology: Divine Call and Human Response* (Waco: Baylor University Press, 2013).

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).

You also need to read all the articles and chapters listed below but give a written response to the readings written by Philips Long, William Webb and Gordon Oeste, and Christopher Wright only (for Christopher Wright there are two required readings). For your reading report on the four readings, write a paragraph about one thing that may have struck you about the reading. Write a second paragraph giving a brief critique of the reading, indicating whether it was helpful or problematic, stating why. Support all your answers with specific examples from the text (giving page numbers). For each of the articles, you should not submit more than one-page (350 words) double-spaced written response.

Altogether the reading reports on the Old Testament, the textbook, and the articles/chapters will come to about 10 pages (3500 words) double-spaced (plus the length of the two prayers). Remember to include the completed reading report as well.

Please read the following and comment on the chapter by Long, Webb and Oeste, and the two different essays by Wright. The readings are posted on the Moodle course resource page.

- Read #6 Enuma Elish: The Epic of Creation, pp. 31–50 and #12 Epic of Gilgamesh: The Flood, pp. 66–70 in *Readings from the Ancient Near East*, edited by Bill T. Arnold and Bryan E. Beyer (Grand Rapids: Baker Academic, 2002). No written response required.
- Read “Authorship of the Pentateuch,” by T. D. Alexander (pp. 61–72) in T. A. Alexander and David W. Baker, eds., *Dictionary of the Old Testament: Pentateuch* (Downers Grove: InterVarsity Press, 2003). You only need to read this chapter. No written response is required.
- Read Christopher Wright, “The Canaanites – Three Frameworks,” pp. 86–108 in Christopher J. H. Wright, *The God I Don’t Understand: Reflections on Tough Questions of Faith* (Grand Rapids: Zondervan, 2008). Write your response to this reading.
- Read William Webb and Gordon Oeste, “Yahweh as Uneasy War God: The Subversive War Texts,” Chapter 14, pp. 288–316, in William J. Webb and Gordon K. Oeste, *Bloody, Brutal and Barbaric? Wrestling with Troubling War Texts* (Downers Grove: IVP Academic, 2019). Write your response to this reading.
- Read V. Philips Long, “History and Fiction: What is History?” in *The Art of Biblical History* (Foundations of Contemporary Interpretation; vol. 5; Grand Rapids: Zondervan, 1994), 58–87. Write your response to this reading.
- Read Christopher J. H. Wright, “Preaching from the Law,” pp. 47–63 in *Reclaiming the Old Testament for Christian Preaching*, edited by Grenville J. R. Kent, Paul J. Kissling, and Laurence A. Turner (Grand Rapids: InterVarsity Press, 2010). Write your response to this reading.

Please NOTE: Going over the allowable page limit by more than one page on any of the written assignments may result in a reduction in the grade.

4. Final Exam (35 % of the final grade) (the date to be confirmed by the Office of the Registrar).

The exam is related to all the learning outcomes.

The exam will be based on the lectures given in class.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Book Review Discussion Groups	Sept 28, Oct 5, Oct 19	15 %
Inductive Study	Nov 9	30 %
Reading Assignment	Dec 7	20 %
Final Exam	TBD	35 %
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Sept 14	Introduction to the Old Testament Why Study the Old Testament?
Sept 21	Introduction continued
Sept 28	The Theology of Genesis 1–11: Creation and the Problem of Evil First Discussion Group
Oct 5	Creation and the Problem of Evil Continued Second Discussion Group
Oct 12	<i>Thanksgiving Monday: NO CLASS</i>
Oct 19	Covenant with Noah The Abrahamic Covenant Third Discussion Group
Oct 26	The Redemption Theme: The Significance of the Exodus
Nov 2	Exodus Continued
Nov 9	The Mosaic Covenant: Characteristics of the Covenant Inductive Study due
Nov 16	Mosaic Covenant continued
Nov 23	The Theology of the Former Prophets (Joshua–Kings)

The Writing of History in the Old Testament

Nov 30	The Davidic Covenant The Theology of the Prophets (Latter Prophets)
Dec 7	The Theology of Wisdom Literature Reading Assignment due
Dec 14?	Final Exam (Date to be confirmed by the Office of the Registrar)

Suggested Reading Schedule:

- Before Sept 21 read: Genesis; Richter, Introductions and Ch. 1, pp.15–46; Kessler, *Old Testament Theology*, Preface and Chs. 1–2, pp. ix–xvii and pp. 1–66.
- Before Sept 28 read: Exodus; *Enuma Elish: The Creation Epic*, pp. 31-50 and *Gilgamesh Epic: The Flood*, pp. 66-70; Richter, Chs. 2–3, pp. 47–91.
- Before Oct 5 read: Leviticus; Numbers; Richter, Chs. 4–6, pp. 92–165.
- Before Oct 12 read: Deuteronomy; T. A. Alexander, pp. 61–72; Richter, Chs. 7–9 and Frequently Asked Questions, pp. 166–233.
- Before Oct 19 read: Joshua; Kessler, *OT Theology*, Chs. 3–4, pp. 67–173.
- Before Oct 26 read: Judges; Kessler, *OT Theology*, Chs. 5–6, pp. 175–274.
- Before Nov 2 read: 1 Samuel; Kessler, *OT Theology*, Ch. 7, pp. 275–317; Wright, “Preaching from the Law,” pp. 47–63.
- Before Nov 9 read: 2 Samuel; Kessler, *OT Theology*, Ch. 8, pp. 319–379; Wright, “The Canaanites–Three Frameworks,” pp. 86–108.
- Before Nov 16 read: 1 Kings; Long, “History and Fiction,” pp. 58–87; Webb and Oeste, “Yahweh as Uneasy War God,” Ch. 14, pp. 288–316.
- Before Nov 23 read: 2 Kings; Kessler, *OT Theology*, pp. Ch. 9, pp. 381–445.
- Before Nov 30 read: Ezra; Nehemiah; Amos; Kessler, *OT Theology*, Chs. 10–11, pp. 447–532.

V. SELECTED BIBLIOGRAPHY

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Barr, James. *The Concept of Biblical Theology: An Old Testament Perspective*. Minneapolis: Fortress Press, 1999.

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- Barth, Christoph. [*God With Us: A Theological Introduction to the Old Testament*](#). Grand Rapids: Eerdmans, 1991.
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- _____. [*Biblical Theology of the Old and New Testaments: Theological Reflection on the Christian Bible*](#). Minneapolis: Fortress, 1993.
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- Farris, T. V. *Mighty to Save: A Study in Old Testament Soteriology*. Nashville: Broadman Press, 1993.
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- _____. [*Old Testament Theology*](#). Volume 2: Israel's Faith. Downers Grove: IVP Academic, 2006.
- _____. [*Old Testament Theology*](#). Volume 3: Israel's Life. Downers Grove: IVP Academic, 2009.
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Other helpful websites:

[Daily Dose of Hebrew](#)

[Daily Dose of Greek](#)

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 policies 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.

The Use of AI:

In this course the student is **NOT** allowed to use artificial intelligence programs to research and write their papers. This will be considered plagiarism.

Some of the reasons why you should not use AI in this course are the following: By doing your own work and engaging in the material directly, you develop important life skills like critical thinking, analytical skills, and problem-solving. Learning how to research, write, and synthesize material are all part of the educational process of learning, and are essential and transferable life skills. If you use AI to write your paper and submit it as if you wrote it, it is not only a question of academic integrity and ethics, but you are also short-changing your learning experience. Learning how to communicate well in writing and completing various assignments is very rewarding. You will build confidence and develop a sense of achievement which brings joy and satisfaction.

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. Rebecca Idestrom (Tyndale Seminary)
Required Reading and Summary Statement
Due: December 7, 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%
Kessler, <i>Old Testament Theology</i> (whole book)					
Richer, <i>The Epic of Eden</i> (whole book)					
Enuma Elish: The Epic of Creation					
Epic of Gilgamesh: The Flood					
Wright, "The Canaanites – Three Frameworks"					
Webb and Oeste, "Yahweh as Uneasy War God"					
Wright, "Preaching from the Law"					
T. A. Alexander, "Authorship"					
Long, "History and Fiction"					
Genesis					
Exodus					
Leviticus					
Numbers					
Deuteronomy					
Joshua					
Judges					
1 Samuel					
2 Samuel					
1 Kings					
2 Kings					
Ezra					
Nehemiah					
Amos					

 Student's Name

 Student Number

 Date