Course Instructor – Contact Information
Name: Matthew N. Drumheller, M.A, MDiv (PT Adjunct Faculty)
E-mail: matthewdrumheller2@gmail.com
Phone: 806-410-0535 (call, leave a message, or text)
* Please make sure you always leave your name, best times for contact, and accurate contact information. You are also asked to specifically identify the issue(s) with which you need help or have concern. Standards of conduct in communication should always be professional and courteous. I always strive to return messages within 24-48 hours of receipt.

Course Purpose
The nature of this course is to survey basic features of the New Testament, including key messages, accepted cannon of work, historical role value, and global perspectives that show the impact and reach of the Hebrew Testament (known in Christian and Islamic cultures as the Old Testament) across time and culture. Upon completion of this course, each student should possess a more robust familiarity with the historical, socio-political, and global reach of the OT cannon, prophetic proclamation along with law and struggles to create a communal identity and secure a divinely noted promised land, key themes of the books, and global theological themes that speak to an audience well beyond ancient Mesopotamia and the Near East.

Learning Objectives
Upon completing this book, readers will be able to:
☒ Articulate successfully a variety of perspectives on the Old Testament
☒ Discuss the contextual nature of biblical interpretation
☒ Identify factors that shape their own reading of the biblical literature
☒ Assess and analyze different interpretations of the Old Testament

Required Texts
*The Holy Bible.
It is recommended you have a New International Version or the New King James Version. If you have a Catholic Bible that will be workable as well.

** This course requires the student to select the option for the e-text unless the student absolutely insists on purchasing a hard copy for themselves. The e-text is cheaper and can be rented.

**Assignments**

**Blogging** (minimum of 5 full robust reflections @ 10% each)...........................................50%
During the tenure of this course, you will need to provide five substantive, articulate, well supported responses to a personal selection of readings covering each module. It is highly recommended you do your reading and prepare well for your assignments and not jump into providing your blogging reflections too quickly. Your command of the subject matter, familiarity with any notes, audio or video work, and class text will be of paramount importance in providing the best, most accurate, insightful reflections and applications of the scriptural themes to the selected reading, modern parallels in life, or similar thematic events one experiences in the human life.

**Quizzes**........................................................................................................................................30%
Two separate long quizzes will be offered through the course. Each quiz will build upon all of the most immediate reviewed material since the last quiz and there will always be a cumulative element to each quiz that seeks out a student's ability to reason, apply, and explain key elements of concepts, ideas, or behaviors advocated by OT authors. Quizzes will often consist of short answer, multiple choice, true false, matching, and one essay question. Some variation in form or amount of some items will vary from one quiz to the next. (Please note: Quizzes may only be reset in the event of a major system failure at WT, a weather related power outage, or national emergency. You must always have a backup plan in place when taking an online class and prepare strategically for tests and project submissions)

**Final Reflection Paper**.................................................................................................................20%
The paper will focus on the five most surprising things you have learned in the OT class with an additional avenue of interest about some topic, book, practice, tradition, or passage that has caught your interest and that you would like to study as you move forward in considering, combining, or crafting an educational experience to build your repertoire set for a religious vocation or increased religious edification.

**Grading Philosophy**
Graded assignments are often returned within one week, though some grades can get delayed because of scheduling conflicts. You are as responsible for your success as I am. I will help in every way I can but it is your responsibility to contact me with questions, concerns, or for assistance. You are expected to keep up with the course readings and be prepared to engage in discussion. No grades will be given over the phone or e-mail. Contesting of grades should be done at the time the grade is returned and not at the end of the semester. Please be aware that contesting of grades requires a full re-grading of your assignment, not just a portion of it, and has the same chance of going up as it does down.
Grading Scale

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<th>Grade</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>59 and below</td>
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Key Course Policies

Withdrawal: I will not withdraw you from the class. You must do so on your own. Failure to attend class without withdrawing yourself will result in an F in the course.

Plagiarism and Cheating: are not tolerated and will result in a failing grade on the course assignment, and depending on the severity, failure of the course and disciplinary proceedings may be pursued. It is the responsibility of students and instructors to maintain academic integrity at WTAMU by refusing to participate in or tolerate academic dishonesty or any behavior that prevents University representatives or students from effectively furthering the mission of the University as stated in the mission statement. Any act that hinders WTAMU from maintaining the integrity of the University's academic mission shall be treated as a serious offense against the community as a whole. It is both the right and responsibility of every member of the community to read, understand and enforce the guidelines set forth for maintaining WTAMU's academic integrity. Sanctions for any violation of the Academic Integrity Code may include any of those listed under the “Sanctions/Penalties” section of the Code of Student Life.

Human dignity: will be the norm for all class assignments, discussions and postings. As the instructor of record, I reserve the right to interrupt and discontinue any posting that is offensive or insulting. Such actions may result in a failing grade for the assignment. Remember, respect, responsibility and integrity are key characteristics to any communicator.

Incompletes: will not be given for any reason without documentation from the dean of student affairs notifying me of extenuating circumstances. If you are unable to complete the coursework on time, you should withdraw from the course or face the possibility of failing the course.

Accommodations for Students with Disabilities: West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Student Disability Services (651-2335) and to contact the faculty member in a timely fashion to arrange for suitable accommodations. If you need email content or attachments in alternate formats for accessibility, please send your contact information and the specifics of your request to accessibility@wtamu.edu.

Evacuation Statement: If you are on campus and receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assembly area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651.5000 or 911). In the event an evacuation is necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the
instructor at the beginning of the semester.

**Online Course Tutorial:** If you are new to online instruction and/or Blackboard, make sure you have taken the online tutorial so you will know how to find and use things like the discussion boards, drop boxes, and other course tools.

**This Class is a Buff Allies Safe Zone Class:** All students will be treated with respect both in and out of this class. Discrimination against any student based on race, color, religion, sex, gender, sexual orientation, gender identity, national origin, disability, age, or veteran status is not tolerated.

**Classroom Performance**

5 Steps to Developing a Substantive Message for the Discussion Board

**Step 1 - Add value to the discussion**
Try to avoid messages that simply agree with the discussion like Great job! or Totally agree! Although supportive comments are ALWAYS encouraged, build on your affirmation by expressing your point of view or reasoning behind your agreement. Introduce related concepts, expand examples, or refine a point.

**Step 2 - Actively utilize course materials within discussions.**
As you consider discussion questions and others’ observations, can you identify where concepts from our readings would help support or clarify points made? Use the readings and lectures to help validate your point.

**Step 3 - Be creative**
Try to see where subtle points might be overlooked and bring those points out in your discussion. Bring in content from your research that you feel really adds clarity to a point or issue.

**Step 4 - Be descriptive**
Provide details that illustrate your point of view. Adding narrative to your point adds interest and can clarify theories and concepts that might not otherwise be clear.

**Step 5 - Plan your time effectively**
Do not wait until the last minute of the day to post your messages. Try to find an ideal time that works for you. Some of us are at our best in the twilight hours, others are not. Find your comfort zone and go from there!

**Strategize for SUCCESS**
We are all lifelong learners. No matter how experienced or well educated we become, there is always something new we can gain from each week's materials and discussions with class members. We’re here to share new discoveries and expand our skills -- technically as well as interpersonally. Keep your mind and eyes open to new discoveries-- they’re everywhere!

**Plan Ahead.** Create a personal calendar for your reading, discussion responses, and written assignments and when you expect you would be ready to take quizzes. Structure your week so you have time to digest the readings, get involved in the discussion boards, and prepare assignments prior to the due date. Give yourself time to proofread your work!
Discussion Questions: Although our communication is in writing, we are “talking” to each other so create a conversation rather than worrying about being formal. However, do make an effort to send messages that are readable and understandable. Occasional grammatical, spelling, and typographical errors are to be expected but editing should keep these minimal.

Collaborate: This is a collaborative environment, so be positive and careful about your words to keep a safe environment where everyone feels comfortable contributing. Use the discussions to develop your interpersonal communication, collaboration, and teamwork skills.

Dialogue: Critical thinkers seek to OPEN a topic, not close it or seal it and put it away. Critical thinkers engage in dialogue when they write their essays (and when they engage in discussions). Dialoguers are collaborative, open-minded, listen to understand, and consider new ideas. Debaters assume they have the right answer and seek to find ways to counter arguments they find to be flawed. Remain open to other points of view.

NETIQUETTE

Reminder 1: No Flaming
Flaming is the practice of insulting, disrespecting or attacking another person. Expressions of hostility are different than disagreeing with what someone says. It's okay to disagree, but it's important to do it politely. Here's an example of what this means. Flaming: "Your idea is so stupid that it makes me sick." Polite Disagreement: "I disagree with what you've said. My experience has been different. Here's my point of view. What do you think?" Flaming is often done in ALL CAPITAL LETTERS.

Reminder 2: No Inappropriate Language
No offensive language; no racist or sexist comments.

Reminder 3: No Harassment
Remember that the law still applies in cyberspace. Do not commit illegal acts online, such as libeling or slandering others; and do not joke about committing illegal acts.

Reminder 4: No Misuse of Class Communications
Do not post irrelevant messages, referred to in hacker's jargon as spam. Postings will be directed to the topic being addressed and include only relevant information. Read existing postings before responding so you don't repeat what has already been said. Also follow the University guidelines against plagiarism – do not post someone else's words without giving them credit!

Reminder 5: Keep Tone Civil
Avoid putting words in full capitals. Online, all caps is considered SHOUTING. Read your post for tone. How do you think it might come across? If it doesn't seem like it will be read as a respectful message, then revise it. If you are mad while writing the post, do not send it. Save it in a note file, read it at least 24 hours later. Chances are you will be glad you did not post it.

Reminder 6: Stay on Topic
While discussion is encouraged, rambling and getting off topic is discouraged. Help each other stay focused and on topic.

Reminder 7: Use Appropriate Subject Lines & Specifics in Message
As postings increase and evolves, the subject may change and it can be helpful to have a subject line that reflects the message. Also, make sure you are clear about your details. Don't assume everyone will understand to what you are referring. Be specific about textbook messages, providing page numbers where possible.