

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

BIBL 410

GENESIS

COURSE DESCRIPTION

An intensive doctrinal and historical study of the text considering the related issues of chronology, creation, the fall, the flood and the Patriarchal culture setting. The lives of Abraham, Isaac, Jacob and Joseph are given special attention for their practical value.

RATIONALE

As air is to breathing and water is to swimming, so is a thorough grasp of the book of Genesis primary to one's understanding of the remaining Scriptures and the total scope of systematic theology. Genesis is foundational in that it is God's revelation concerning crucial beginnings: the universe, our earth, man, sin, and salvation. Thus, one's theology will only be as sound as his/her understanding of Genesis. Therefore, it is of utmost importance that every Christian be knowledgeable of Genesis.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word
- E. The Holy Bible (any version)
- F. School of Divinity Writing Guide
<https://www.liberty.edu/divinity/index.cfm?PID=28160>

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Discuss the detrimental effects of liberal, critical scholarship with regard to Mosaic authorship and the historicity of Genesis 1–11.

- B. Show how historically and theologically foundational the book of Genesis is to the rest of the Word of God.
- C. Confirm and list the biblical evidence and arguments for a conservative position of Mosaic authorship, creationism, universal catastrophism in the flood, and the historicity of the Genesis narratives.
- D. Compare and contrast the Patriarchs and ultimately Israel with the culture of the ancient Near East.
- E. Research and compare alternative interpretative viewpoints of difficult and controversial words, phrases, and verses in Genesis.
- F. Trace the multiple occurrences of the Abrahamic covenant and its development through the narrative of Genesis 12–50.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist
After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Group Discussion Board Forums (3)
For this collaborative discussion board, the instructor will place the student into a group at the beginning of the course. The student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 300 words, demonstrate course-related knowledge, and include at least 1 scholarly reference and the Bible in addition to the course textbooks. Sources must be cited in current Turabian format. In addition to the thread, the student is required to reply to at least 2 other group members' threads. Each reply must be at least 150 words. (MLO: C, E)
- D. Weekly Study Questions (8)
The student will answer provided study questions each module/week based on the Reading & Study material. The student must cite the specific textbook information for each question. (MLO: A, B, C, D)
- E. Interpretive Questions (2)
The student will select and answer 2 interpretive questions as provided in the course. Responses must reference at least 3 different scholarly commentaries or journals. (MLO: C, E)

F. Reflection Paper

The student will choose 1 chapter from chapters 7–12 of the Chou textbook and write a summary of the chapter on how the Fall affects that specific area. The student will then make 3–5 suggestions on how a proper biblical worldview/understanding of the Fall and Redemption can practically transform this particular area. These suggestions must be based on specific passages of Scripture. The Reflection Paper must be 4–5 pages. (MLO: B)

G. Abrahamic Covenant Chart

The student will read Genesis 12–50, focus on key factors about the Abrahamic Covenant, and then organize his/her findings into a chart that can serve as a teaching tool. Submission of the assignment must include a cover page of 1–2 paragraphs that explains the chart. The chart will be divided into 2 separate submissions: Part 1 and Part 2. Part 1 must include at least 10 references to the key factors, and Part 2 must include 40 additional references, for a total of 50 references to key factors. (MLO: F)

H. Cumulative Reading Report

In addition to the textbooks, the student must read and make a record of at least 100 pages from at least 3 different scholarly journal articles or commentaries that are relevant to the course. The purpose of this requirement is to encourage the reading of detailed scholarly studies on pertinent subjects relating to the book of Genesis. These sources must be utilized as essential resource material for other course assignments. The student must record the number of items read and the total number of pages read for each item in the Reading Report Form provided in the course. The student will also view 2 interactive presentations related to the course content. The content of these interactive activities will be assessed in the Weekly Study Questions. (MLO: B, C)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Group Discussion Board Forums (3 at 90 pts ea)	270
Weekly Study Questions (8 at 40 pts ea)	320
Interpretive Questions (2 at 60 pts ea)	120
Reflection Paper	70
Abrahamic Covenant Chart	
Part 1	30
Part 2	120
Cumulative Reading Report	70
Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Disability Assistance

Students with a documented disability may contact the Liberty University Online's Office of Disability Academic Support (ODAS) at LUODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

BIBL 410

Textbooks: Chou, *What Happened in the Garden?* (2016).
Davis, *Paradise to Prison* (1998).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Chou: Introduction, chs. 1–2 Davis: chs. 1–4 Genesis 1 1 presentation 1 lecture note	Course Requirements Checklist Class Introductions Group DB Forum 1 Genesis 12 Text Analysis Weekly Study Questions 1	10 0 90 0 40
2	Chou: chs. 3–5 Davis: chs. 5–6 Genesis: 1:26–3:24 1 presentation 1 lecture note	Group DB Forum 2 Weekly Study Questions 2	90 40
3	Chou: chs. 7–12 (choose one chapter) Davis: chs. 7–9 Genesis 4–9 1 presentation 1 lecture note	Flood Time Sequence Weekly Study Questions 3 Reflection Paper	0 40 70
4	Davis: chs. 10–11 Genesis 10–11 1 presentation 1 lecture note	Weekly Study Questions 4 Interpretive Question 1	40 60
5	Davis: chs. 11–12 Genesis 12–17 1 presentation 1 lecture note	Weekly Study Questions 5 Interpretive Question 2 Abrahamic Covenant Chart: Part 1	40 60 30
6	Davis: chs. 13–14 Genesis 18–23 1 presentation 1 lecture note	Group DB Forum 3 Weekly Study Questions 6	90 40
7	Davis: chs. 15–16 Genesis 24–36 1 presentation 1 lecture note	Weekly Study Questions 7 Abrahamic Covenant Chart: Part 2	40 120
8	Davis: chs. 17–18 Genesis 15:13–17; 37–50 1 presentation 1 lecture note	Weekly Study Questions 8 Cumulative Reading Report	40 70
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.