



Course Syllabus: **BIBL2305 The Writings**
AgathonU Professor(s): Alex Morris, M.Div., Ph.D.
For Program: ABS – 60 hours / AAAF – 60 Hours
Revision Date: 3/26/2026

Policies (Links) [Enrollment Agreement](#) [Withdrawal and Refund Policy](#)
 [Standards of Intellectual Honesty](#) [Writing Style Policy](#)

I. COURSE DESCRIPTION

BIBL2305 is an introductory study of the Writings (Ketuvim), or the third section of the Old Testament. This study will examine each book in its original context with a view toward how it applies to our lives as Christians.

II. AGATHON PROFESSOR(S) BIO

Dr. Alex Morris received his MDiv from Baptist Bible Seminary in 2012. He completed his PhD in Old Testament Studies, also from Baptist Bible Seminary, in 2023; and his dissertation was on the use of the early chapters of Genesis in the Song of Songs. He served as an adjunct professor at Baptist Bible Seminary from 2018–2024 and has been a faculty member of Agathon UAF since 2023.

III. COURSE TEXTS AND RESOURCES

1. All AU/AUA courses use the Bible as a primary textbook. Translations used for coursework include any of the following: NASB, ESV, KJV, and NKJV. Other translations/versions may be used for complementary study and research.
2. Cone, Christopher. *A Concise Bible Survey: Tracing the Promises of God*. 4th ed. Fort Worth, TX: Exegetica Publishing, 2012.
[Print version - Amazon](#) [Digital version - Exegetica Publishing](#)
3. Archer, Gleason L., Jr. *A Survey of Old Testament Introduction*. 3rd ed. Chicago, IL: Moody Press, 1994.
[Print version - Amazon](#) [Print version - Biblio](#) [Digital version - Logos](#)
4. House, Paul R. *Old Testament Theology*. Downers Grove, IL: InterVarsity Press, 1998.
[Print version - Amazon](#) [Print version - Biblio](#)
[Digital version - Amazon](#) [Digital version - Logos](#)

IV. COURSE SCHEDULE AND OUTLINE

Module 01 – Intro and Psalms

After a brief review of literal (grammatical-historical) interpretation, this module will explore the major genres in the Psalms and how they impact Christian worship.

Module Assessment

Learners will complete a 20-question multiple choice quiz/test covering module content

Reading Assignment

- Cone, pp.83-86
- Archer, chapter 33 (Psalms)
- House, chapter 15 ("The God Who Rules" - Psalms)

Reading Content Assessment

Learners will complete a 20-question multiple choice quiz/test covering reading content

Interaction Assessment

Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

- What is the place of lament in Christian worship?
- Should Christians offer up imprecatory psalms as expressions of worship to the Triune God?
- Are we free to complain to God as the psalmists did, in view of NT passages such as Philippians 2:14?

Module 02 - Proverbs

How do God's people navigate life in a fallen world? This module will explore how the book of Proverbs answers this question with practical life wisdom that flows out of a right relationship with God.

Module Assessment

Learners will complete a 20-question multiple choice quiz/test covering module content

Reading Assignment

- Cone, pp.87-89
- Archer, chapter 34 (section on Proverbs)
- House, chapter 17 ("The God Who Reveals Wisdom" - Proverbs)

Reading Content Assessment

Learners will complete a 20-question multiple choice quiz/test covering reading content

Interaction Assessment

Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

- What are the limits of the kind of practical wisdom found in Proverbs?
- How do we determine when to apply the principles of, e.g., Proverbs 26:4-5?
- What do we do with the information in a saying such as Proverbs 27:15-16?

Module 03 – Job

Is man's relationship with God a matter of simple cause & effect or reward vs. punishment? This module will go through the accounts and conversations in the book of Job that reveal God's transcendence over mere "retribution theology."

Module Assessment

Learners will complete a 20-question multiple choice quiz/test covering module content

Reading Assignment

- Cone, pp.29-31
- Archer, chapter 34 (section on Job)
- House, chapter 16 ("The God Who Is Worth Serving" - Job)

Reading Content Assessment

Learners will complete a 20-question multiple choice quiz/test covering reading content

Interaction Assessment

Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

- How much of the theology expressed by Job and his friends is true, and how much of it is to be disregarded?
- Is there any "cause and effect" relationship at all between our own sin and negative circumstances that may happen to us?
- How can we use the book of Job to counsel fellow believers who are going through unexplained suffering?

Module 04 – Song of Songs

When God created the one-flesh union between one husband and one wife in Genesis 2, what did God intend for that experience to be like? This module will look at how the characters in the Song of Songs are brought together as husband and wife in the way God intended since His creation.

Module Assessment

Learners will complete a 20-question multiple choice quiz/test covering module content

Reading Assignment

- Cone, pp.93-95
- Archer, chapter 35 (section on Song of Solomon)
- House, chapter 19 ("The God Who Oversees Male-Female Sexuality" - Song of Solomon)

Reading Content Assessment

Learners will complete a 20-question multiple choice quiz/test covering reading content

Interaction Assessment

Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

- Is the Song of Songs in any way Christological?
- How does the emotional and physical love between a husband and wife relate to their spiritual relationship with God?
- How should the unmarried apply the wisdom of the Song of Songs?

Module 05 – Ruth, Lamentations

This module will highlight God’s steadfast love and faithfulness displayed through the personal tragedies that affected the individuals in the book of Ruth and the national tragedies that affected all of God’s people in the book of Lamentations.

Module Assessment

Learners will complete a 20-question multiple choice quiz/test covering module content

Reading Assignment

- Cone, pp.61-64, 124
- Archer, chapter 19 (section on Ruth)
- Archer, chapter 26 (section on Lamentations)
- House, chapter 18 ("The God Who Extends Mercy to the Faithful" - Ruth)
- House, chapter 21 ("The God Who Is Righteous & Faithful" - Lamentations)

Reading Content Assessment

Learners will complete a 20-question multiple choice quiz/test covering reading content

Interaction Assessment

Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

- Is there any typology between Boaz's redemption of Ruth and Christ's redemption of sinners?
- How does Boaz and Ruth's marriage fit within the overall teaching of Scripture on intermarriage?
- When and for what reason(s) should Christians lament?
- How can the book of Lamentations help Christians who are grieving?

Module 06 – Ecclesiastes

How do our individual lives as God’s people fit into the whole of eternity? This module on Ecclesiastes will uncover the difficulties and tensions that accompany life “under the sun” in Abel’s world.

Module Assessment

Learners will complete a 20-question multiple choice quiz/test covering module content

Reading Assignment

- Cone, pp.90-92
- Archer, chapter 35 (section on Ecclesiastes)
- House, chapter 20 ("The God Who Defines Meaningful Living" - Ecclesiastes)

Reading Content Assessment

Learners will complete a 20-question multiple choice quiz/test covering reading content

Interaction Assessment

Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

- How do we as Christians handle unresolved tension(s)?
- What is an appropriate Christian understanding of earthly pleasures?
- How can Ecclesiastes help us share the gospel with unbelievers?

Module 07 – Esther

What can we learn about God in a book that does not even mention God? This module will show how the book of Esther displays God’s sovereignty and faithfulness in the lives of the Jews who had remained in exile.

Module Assessment

Learners will complete a 20-question multiple choice quiz/test covering module content

Reading Assignment

- Cone, pp.145-146
- Archer, chapter 30 (section on Esther)
- House, chapter 22 ("The God Who Protects the Exiles" - Esther)

Reading Content Assessment

Learners will complete a 20-question multiple choice quiz/test covering reading content

Interaction Assessment

Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

- How do we understand the whole concept of chance / randomness? Is there a place in the Christian life for lot-casting?
- Is there anything theologically problematic about the “Miss Persia” contest that God caused Esther to win?
- How should we as Christians interpret circumstances beyond our control?

Module 08 – Daniel

Although God's people had been taken into exile, God remained faithful to His people and to His promises. This module will look at God's protection of Daniel and his fellow exiles against foreign hostility as well as God's revelation of visions to Daniel concerning future events.

Module Assessment

Learners will complete a 20-question multiple choice quiz/test covering module content

Reading Assignment

- Cone, pp.130-136
- Archer, chapters 28-29
- House, chapter 23 ("The God Who Protects, Discloses & Rules" - Daniel)

Reading Content Assessment

Learners will complete a 20-question multiple choice quiz/test covering reading content

Interaction Assessment

Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

- How do we determine whether prophetic numbers are symbolic or chronological (or both)?
- How do we determine whether a biblical prophecy has been completely fulfilled or only initially fulfilled?
- What insights can we gain from Daniel and his fellow exiles about how to interact with a hostile culture?

Module 09 – Ezra and Nehemiah

God's people have been brought back to the land from exile; how are they to conduct themselves as they await the fulfillment of promises? This module traces the accounts in Ezra and Nehemiah of God's people rebuilding the temple and the wall of Jerusalem in order to re-establish true worship and live as God's restored people.

Module Assessment

Learners will complete a 20-question multiple choice quiz/test covering module content

Reading Assignment

- Cone, pp.140-141, 147-148
- Archer, chapter 30 (section on Ezra and Nehemiah)
- House, chapter 24 ("The God Who Restores the Remnant to the Land" - Ezra-Nehemiah)

Reading Content Assessment

Learners will complete a 20-question multiple choice quiz/test covering reading content

Interaction Assessment

Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

- Under what circumstances should Christians repent of our sins in public, as the nation of Israel did in Ezra 9-10?
- What principles can Christians draw from the accounts of the “mass divorces” in Ezra 9-10?
- What can we learn from how (and especially how often) Nehemiah prayed?
- What principles can Christians draw from Nehemiah as a God-fearing participant in a secular government?

Module 10 – 1 & 2 Chronicles

Who are we, and where do we go from here? For the returned exiles, most of whom had never set foot in Jerusalem nor worshipped at the temple, this was what they needed to understand. This module will unpack the answers to those questions in 1&2 Chronicles.

Module Assessment

Learners will complete a 20-question multiple choice quiz/test covering module content

Reading Assignment

- Cone, pp.73-74, 81-82
- Archer, chapter 30 (section on 1 and 2 Chronicles)
- House, chapter 25 ("The God Who Elects, Chastens & Restores" - 1-2 Chronicles)

Reading Content Assessment

Learners will complete a 20-question multiple choice quiz/test covering reading content

Interaction Assessment

Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

- Putting 2 Chronicles 1-9 together with 1 Kings 11, what would be a balanced assessment of the life of Solomon?
- How do the passages in Chronicles about temple worship and the Levitical priesthood relate to our Christian worship of the Triune God?
- How should Christians today pray on behalf of our political nations?

Course Content Assessment

Learners will complete a multiple-choice cumulative exam (faculty must provide the exam, which should include 5 questions from each module quiz or topic)

Competency Assessment

Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the Mentoring Professor:

1. Practical Engagement Component – a practical social engagement of 1–1.5 hours applying principles covered in the course, and a 1000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
2. Writing Component – a publishable quality paper of 3000–5000 words on an approved topic related to the course material.
3. Teaching Encounter Component – preparing, delivering, recording, and submitting a 20–40 minute teaching to a live audience on an approved topic related to the course material.

V. LEARNING OUTCOMES

Course Learning Outcomes (CLOs)

1. To understand the background and historical context for each book in the Writings
2. To understand the truths of the Writings through a literal grammatical-historical method of interpretation
3. To understand how the Writings apply to our lives as Christians

Program Learning Outcomes (PLOs)

1. To prepare Learners for roles in transformative education teaching and service roles in applied faith contexts.
2. To provide Learners a foundation for effective individual and organizational leadership in diverse environments in applied faith contexts.
3. To help Learners express the Biblical worldview foundation for empowering people and building communities.
4. To strengthen Learners in formulating a Biblical approach to transformative learning and leadership in applied faith contexts.

Agathon UAF Learning Outcomes (ALOs)

1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically from a Biblical worldview platform, solve problems, and conduct interdisciplinary research at a level appropriate to their program, and in a way that is gracious and beneficial to those operating within other worldviews.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.
4. *Social Responsibility* – Learners will appreciate the diversity in and value of others as designed by our Creator and will grow in willingness and capability to serve others.
5. *Worldview Applications* – Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

VI. ASSIGNMENTS AND GRADING RUBRIC (1000 POINTS)

Module Assessments	(20 points each x 10)	200 Points	CLO #1,2 / PLO #3,4 / ALO #1,2
Reading Content Assessments	(20 points each x 10)	200 Points	CLO #1 / PLO #3,4 / ALO #1,2
Interaction Assessments	(10 points each x 10)	100 Points	CLO #2,3 / PLO #3,4 / ALO #2,4
Course Content Assessment		250 Points	CLO #1,2 / PLO #3,4 / ALO #3,5
Competency Assessment		250 Points	CLO #2,3 / PLO #1,2 / ALO #4,5
Total Available Points		1000 Points	

[View the Agathon UAF Grading Policy and Assessment Rubrics Here](#)

VII. GRADING SCALE

Letter grades are given, which represent the following percentages:

- A - 94-100% - Excellent
- B - 86-93% - Above Average
- C - 78-85% - Average
- D - 70-77% - Inferior
- F - Below 70%)
- WP - Withdrew passing
- WF - Withdrew failing

Students receiving “D” or “F” grades in any course will be notified in the middle of the semester.

VIII. CARNEGIE UNIT CREDIT HOUR EQUIVALENT

Total Hours of Module Content:	20 hours
Total Hours of Reading Content:	40 hours
Total Hours of Minor Assessments:	40 hours
Total Hours of Major Assessment:	35 hours

Equivalent of 3 Credit Hours (45 hours of total course time per credit hour)