

Christian Scripture
(M.A. in Christian Ministry)
BIB 6035

Point Loma Nazarene University Professor: Rev. Dr. Brad E. Kelle Spring 2022 Email: bradkelle@pointloma.edu Online: Jan. 10 through March 6, 2022 Office: Smee Hall
**In-person at PLNU: Feb. 7-11, 2022* Phone: 849-2314 Office Hours: See schedule on door

Course Description

An exploration of the literature and theology of the Christian canon with special attention to its ancient contexts and significance for preaching and teaching. For this course, we will especially focus on the engagement of the Bible through the perspective of missional hermeneutics (or a "missional" reading of scripture).

Course Learning Outcomes

The student who successfully completes this course will be able to:

- 1) Identify the historical contexts of the Old and New Testaments.
- 2) Articulate the unity of the Old and New Testaments in their canonical context within the diverse literature of the Christian canon.
- 3) Articulate and appreciate the ways in which the Bible, understood as given by divine inspiration, functions as the church's central norm for Christian discipleship, faith and practice; and,
- 4) Articulate the basic content of the books of the Old and New Testaments and the methods appropriate to the interpretation of those books, with special consideration of diverse reading strategies and perspectives from various racial, ethnic, and social contexts.

COS Learning Outcomes

- CN 1 Ability to identify the literary structure, the theological concepts and main story line of the Old Testament.
- CN 2 Ability to describe the historical and cultural contexts of the major sections of the OT.
- CN 3 Ability to identify the literary structure, theological concepts and main storyline of the New Testament.
- CN 4 Ability to describe the historical and cultural contexts of the New Testament including an ability to Biblically affirm pastoral leadership of men and women within the Church.
- CN 5 Ability to describe the development of the canon and the historical and theological influences resulting in contemporary translations.
- CN 6 Ability to exegete a passage of Scripture using contextual, literary, and

theological analysis.

Course Texts

1. Judy Fentress-Williams, *Holy Imagination: A Literary and Theological Introduction to the Whole Bible* (Nashville: Abingdon, 2021).
2. Brad E. Kelle, *Telling the Old Testament Story: God's Mission and God's People* (Nashville: Abingdon, 2017).
3. Jaime Clark-Soles, *Women in the Bible* (Interpretation; Louisville: Westminster John Knox, 2020).
4. A Bible of the student's choice (preferred: NRSV; do not use KJV or a free translation [e.g., *Living Bible*, *Message*, etc.])

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PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Requirements

(see the course schedule below for the specific due dates and content of the assignments)

1. Weekly Reading Discussion Assignments: In each week of the course (except the in-person week), each student will post (to the course Canvas site) **three** observations drawn from the overall batch of assigned readings for the week (400 words total) and post responses to **two** other students and the observations they have submitted for the week's readings (200 words total). *Be sure to draw your observations from the readings (not the lecture videos) and to follow the specifics below concerning the sources for your different observations.* The observations and responses are worth a combined 20 possible points each week.

*The *three reading observations* are due each Friday by 11:59pm PDT.

*The *responses to two other students* are due each Sunday by 11:59pm PDT

++More Specific Instructions:

a. By each Friday at 11:59pm:

***Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned** Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

Post 1 observation drawn from the week's assigned reading from Clark-Soles, *Women in the Bible Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

*NOTE: Should be a total of **400 words** for all 3 observations combined each Friday

b. By each Sunday at 11:59pm:

***Post on Canvas responses to *two* classmates' observations** that they posted from the week's readings (**ca. 200 words** total for the two responses combined). Thoughtfully engage what they posted and offer some responses that examine their observations or ask questions of them or even add to what they observed.

2. Creative Reflection Essay and Presentation on a Woman Character in the Bible:
Each student will select (of their own choosing) one woman character from the Old or New Testament. First, each student should *choose one of the following options and write*

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a 1,000 word reflection using it on their chosen woman biblical character. Each student will submit the written reflection on Canvas by the **Tuesday of the in-person class meetings (Tues. Feb. 8, 2022)**. Additionally, *each student will make a 10-minute presentation of their reflection during the in-person class meeting week on campus.*

****Reflection and Presentation Options:**

- a. Imaginary Interview with a woman character from the Old or New Testament
- b. Write a first-person (like they are writing their autobiography in "I" form) narrative of a biblical woman character of your choice (you can include internal dialogue)
- c. Choose four tattoos a woman character in the Bible might decide to get on their body. What does each tattoo represent in their life story? If you are artistic, you are welcome to illustrate your ideas in this project!
- d. Trace a woman character everywhere she appears throughout the Old and New Testaments. Write a reflection on how this individual contributes to the grand narrative of scripture.

3. Final Integrative Essay: As the culmination to the course, each student will submit (through the course Canvas site) a final, brief integrative essay. The essay should be approximately 1,000 words (or about 8-10 pages, typed, double-spaced, with 1-inch margins on all sides). The paper is worth 100 possible points and is due by Sunday March 6, 2022 by 11:59pm PDT.

****More Specific Instructions:** Each student will submit a brief, culminating essay of *ca. 1,000 words* on our Canvas site. The final essay must be posted to Canvas by Sunday March 6, 2022 at 11:59pm (PDT). The essay should use Kelle, *Telling the Old Testament Story* and any resources drawn from the Fentress-Williams book to answer one question: How would you tell the story of Christian scripture (as a whole and on the whole) from the perspective of the mission of God and the people of God (“missional hermeneutics”) as you have learned it from our course and its readings. In your brief essay, be sure to show evidence that what you are saying is including insights from Kelle, *Telling the Old Testament Story* and biblical passages from the Old and New Testaments.

Course Policies

1. Grading: The student’s grade will be based on a combination of the following: Possible Points Assignment
140 (7 at 20 pts each) Reading Discussion Assignments
100 Reflection Essay and Presentation on Woman Biblical Character
100 Final Integrative Essay
*Total: 340 (possible points)

*Grading Scale: 94-100 A 84-86 B 74-76 C 64-66 D
90-93 A- 80-83 B- 70-73 C- 60-63 D
87-89 B+ 77-79 C+ 67-69 D+ 50s F

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2. Attendance: The format of this course will be fully “asynchronous” (with the exception of the in-person intensive week). There will be NO online, live class meetings. Students will complete their work independently throughout the term.

-Asynchronous Attendance/Participation Definition: A day of attendance in asynchronous content is determined as contributing a required assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week. See [Academic Policies](#) in the Undergraduate Academic Catalog.

3. Late Work Policy: In order not to be considered “late,” all assignments must be submitted by the day and time listed as the due date. *Grace Period*: If the student “forgets” or otherwise misses an assignment, she or he may submit it up to one week after the due date for no more than half credit. *No assignment will be accepted for credit of any kind more than one week after the original due date.* (NOTE: Any extra-credit assignments must be submitted on or before the due date and will not be accepted late for credit of any kind).

4. Inclusivity: The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. This course will strive to practice sensitivity toward and foster respect for issues of inclusivity in matters of language and conduct. Each student should seek to enrich this inclusive atmosphere in both their class contributions and personal interactions.

5. Academic Honesty: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

6. Academic Accommodations: If you have a diagnosed disability, please contact PLNU’s Education Access Center (EAC) within the first two weeks of class to demonstrate need and to register for accommodation.

7. PLNU Copyright Policy: Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright

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Act for classroom education. Any use of those materials outside the class may violate the law.

Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu. Problems with technology do not relieve you of the responsibility of participating, turning in your

assignments, or completing your class work.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

Course Schedule

Week 1: Jan. 10-16, 2022

A) Starting Points: Introduction to the Course

B) Starting Points for the Study of the Bible (Backgrounds, Composition, Canon, Inspiration)

To Watch/Read:

1. Watch Dr. Kelle's course introduction video

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2. Watch Dr. Kelle's video lecture, "Starting Point for the Study of the Bible" (take notes on the lecture!)

3. If you need an overall refresher for Bible content, watch the video, "What Is the Bible" at <https://thebibleproject.com/explore/how-to-read-the-bible/>

4. Read Kelle, "Preface" and chs. 1-2

5. Read Michael W. Goheen, "A History and Introduction to a Missional Reading of the Bible," pp. 3-27 (available under "Files" on Canvas)

6. Read Clark-Soles, Introduction and ch. 1

7. Read Deuteronomy 6:10-25

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas *Reading Discussion Assignment*

(approx. 400 words total)

*Post 2 observations from the assigned readings in the Goheen article and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

*Post 1 observation drawn from the week's assigned reading from Clark-Soles, *Women in the Bible* Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates' observations** that they posted from the week's readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Creative Reflection Essay and Presentation on a Woman Character in the Bible for your written paper and presentation (both due during the in person class week at PLNU). **See the full instructions in the syllabus "Course Requirements" section.**

-- Week 2: Jan. 17-23, 2022

The Introduction of God's Mission (Genesis 1-11)

To Watch/Read:

1. Watch Dr. Kelle's video lecture, "The Introduction of God's Mission (Genesis 1-11)" (take notes on the lecture!)
2. Read Kelle, ch. 3
3. Read Fentress-Williams, Introduction and Old Testament ch. 1 (pp. 1-28)

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4. Read Clark-Soles, ch. 2

5. Read Genesis 1-11

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas ***Reading Discussion Assignment*** (approx. 400 words total)

*Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

*Post 1 observation drawn from the week's assigned reading from Clark-Soles, *Women in the Bible* Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates' observations** that they posted from the week's readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Creative Reflection Essay and Presentation on a Woman Character in the Bible for your written paper and presentation (both due during the in person class week at PLNU). **See the full instructions in the syllabus "Course Requirements" section.**

-- **Week 3: Jan. 24-30, 2022**

The Calling of God's People (Genesis 12-50)

To Watch/Read:

1. Watch Dr. Kelle's video lecture, "The Calling of God's People (Genesis 12-50)" (take notes on the lecture!)
2. Read Kelle, ch. 4 (pp. 55-70 only)
3. Read Fentress-Williams, Old Testament chs. 2-5 (Exodus-Deuteronomy)
4. Read Clark-Soles, chs. 3-4
5. Read Genesis 12-13; 15-17; 20-22; 50

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas ***Reading Discussion Assignment*** (approx. 400 words total)

*Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

*Post 1 observation drawn from the week's assigned reading from Clark-Soles, *Women in the Bible* Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates' observations** that they posted from the week's readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Creative Reflection Essay and Presentation on a Woman Character in the Bible for your written paper and presentation (both due during the in person class week at PLNU). **See the full instructions in the syllabus "Course Requirements" section.**

Week 4: Jan. 31-Feb. 6, 2022

- A) The Creation of God's People (Exodus 1-15)
- B) The Formation of God's People Pt. 1 (Exodus 16-Deuteronomy)

To Watch/Read:

1. Watch Dr. Kelle's video lecture, "The Creation of God's People and the Formation of God's People Pt. 1" (take notes on the lecture!)
2. Read Kelle, ch. 4 (pp. 70-79) and ch. 5
3. Read Fentress-Williams, Old Testament chs. 6-7 & 10
4. Read Clark-Soles, ch. 7 ("Women in Jesus's Life and Ministry")
5. Read Exodus 1-23; Leviticus 1-7; Deuteronomy 1-6; 12-15; 28-30

6. ***Special Reading: By Thursday of our in-person week, read these two chapters (available under the Files tab):***

- a. Dean Flemming, "What Is Revelation Trying To Do?"
- b. Dean Lemming, "The Mission of the Slaughtered Lamb"

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas **Reading Discussion Assignment** (approx. 400 words total)

*Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

*Post 1 observation drawn from the week's assigned reading from Clark-Soles, *Women in the Bible* Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates' observations** that they posted from the week's readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Creative Reflection Essay and Presentation on a Woman Character in the Bible for your written paper and presentation (both due during the in person class week at PLNU). **See the full instructions in the syllabus "Course Requirements" section.**

4. **Special Reading: By Thursday of our in-person week, read these two chapters (available under the Files tab):**

- a. Dean Flemming, "What Is Revelation Trying To Do?"
- b. Dean Lemming, "The Mission of the Slaughtered Lamb"

-- **Week 5: Feb. 7-13, 2022**

In-person week at PLNU

*Be sure to bring all your textbooks and course materials to class with you each day.

(**Note:** Your Creative Reflection Essay and Presentation on a Woman Character in the Bible assignment is DUE THIS WEEK ON TUESDAY. **See the syllabus "Course Requirements" section for all the details.** But remember: You will submit your *1,000 word reflection* on Canvas by **11:59pm Tuesday of the in-person class meetings.** Additionally, *each student will make a 10-minute presentation of their reflection essay during the in-person class meeting week on campus.*)

Schedule:

- Mon. Feb. 7, 2022: 1:00-5:00pm
- Tues. Feb. 8, 2022: 8:00am-5:00pm
- Wed. Feb. 9, 2022: 8:00am-5:00pm
- Thur. Feb. 10, 2022: 8:00am-5:00pm
- Fri. Feb. 11, 2022: 8:00am-Noon

-- **Week 6: Feb. 14-20, 2022**

- A) The Old Testament and New Testament in Missional Perspective
 B) Continuing to Consider Women in the Bible

To Watch/Read:

(No lecture video to watch this week)

1. Read Kelle, ch. 6
2. Read Fentress-Williams, New Testament chs. 1-4 (optional: Old Testament chs. 17-19)
3. Read Clark-Soles, ch. 8
4. Read Hosea 1-4; Amos 3-6; Isaiah 1-3; 40-43; Jeremiah 1-3; 29

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas *Reading Discussion Assignment* (approx. 400 words total)

*Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

*Post 1 observation drawn from the week's assigned reading from Clark-Soles, *Women in the Bible* Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates' observations** that they posted from the week's readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Final Integrative Essay due at the end of the course. See the syllabus "Course Requirements" section for detailed instructions.

-- **Week 7: Feb. 21-27, 2022**

- A) The Old Testament and New Testament in Missional Perspective
- B) Continuing to Consider Women in the Bible

To Watch/Read:

(No lecture video to watch this week)

1. Read Kelle, ch. 7
2. Read Fentress-Williams, New Testament chs. 6, 7, 10, 15 (optional: NT chs. 20-22)
3. Read Clark-Soles, ch. 9
4. Read Matthew 1-11; Mark 1-5; Luke 1-6; Romans 1-12

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas *Reading Discussion Assignment* (approx. 400 words total)

*Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

*Post 1 observation drawn from the week's assigned reading from Clark-Soles, *Women in the Bible* Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates' observations** that they posted from the week's readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Final Integrative Essay due at the end of the course. See the syllabus "Course Requirements" section for detailed instructions.

-- **Week 8: Feb. 28-Mar. 6, 2022**

- A) The Old Testament and New Testament in Missional Perspective
- B) Continuing to Consider Women in the Bible

To Watch/Read:

(No lecture video to watch this week)

1. Read Kelle, chs. 8-9

2. Read Fentress-Williams, New Testament ch. 25
3. Read Clark-Soles, ch. 10 and Conclusion
4. Read 1 Corinthians 1-7; 12-14; 1 Timothy (whole); Revelation 1-5; 17-22

To Do:

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1. **By Friday at 11:59pm PDT:** Submit on Canvas *Reading Discussion Assignment* (approx. 400 words total)

*Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

*Post 1 observation drawn from the week's assigned reading from Clark-Soles, *Women in the Bible* Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates' observations** that they posted from the week's readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

****Final Integrative Essay is due on Sunday March 6, 2022 by 11:59pm PDT on Canvas.** See full instructions in the "Course Requirements" section of the syllabus.