



**Department/School Name:** School of Theology & Christian Ministry  
**Course Name and Number:** BIB 1001 Old Testament History and Religion  
 Number of Units 2 • Spring 2024

**Meeting Days/Times:** Tuesday and Thursday • 9:30-10:25AM • Bible 1001-6

**Meeting Location:** Starkey B 100

**Instructor Information:** Adjunct Professor; Karla Sanchez-Renfro, MDiv  
 [619-339-0357 • [ksanchez@pointloma.edu](mailto:ksanchez@pointloma.edu)]

**Office Hours:** Plan to connect after class or set an appointment via email.

### **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.

### **Foundational Explorations Mission**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

Note: This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of "Responding to the Sacred." By including this course in a common educational experience for undergraduates, the faculty supports the study of Scripture and Christian heritage as foundational in the pursuit of knowledge and the development of personal values.

### **Course Description**

This course is designed to open a conversation (that will hopefully last a lifetime) about the Old Testament (also known as the Hebrew Bible). The class provides an introduction to (1) the literature/content of the Old Testament in its social, historical, literary, and theological contexts; and (2) the critical study of the Old Testament. Along these lines, this course is designed as a journey, which serves to introduce the student to the basic content of the divine-human drama that unfolds within the pages of the Bible and to equip the student with the foundational tools and skills to continue the dialogue with that drama throughout his or her life.

Cognitive development will be encouraged through textbook readings, classroom discussions/lectures, and periodic examinations. Social development will be encouraged through small group discussions and exercises as well as through the relating of biblical concepts to contemporary social issues. Spiritual development will be encouraged through a dialogue with the dynamic faith of the Christian Scripture, a faith that grew out of the community of believers and continues to challenge and shape that community in contemporary settings.

### **Course Learning Outcomes**

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

- Identify the historical contexts of the Old Testament.
- Articulate the unity of the Old Testament in its canonical context within the diverse literature of the Christian canon.

*January 2024 (Most updated syllabus and info can be found on Canvas.)*

- 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.
- Articulate the basic content of the books of the Old Testament and the methods appropriate to the interpretation of those books.
- Ability to identify the literary structure, the theological concepts and main storyline of the Old Testament.

### Required Texts/Course Texts

1. *The New Interpreter's Study Bible* (NRSV). Nashville: Abingdon, 2003
2. Brad E. Kelle, *Telling the Old Testament Story: God's Mission and God's People* (Nashville: Abingdon, 2017), <https://pointloma.on.worldcat.org/oclc/995162563>.

### Email

When emailing the professor, please always include course number/class time.

### Overview of Course Requirements

- Canvas Announcements

Please be sure to turn on Canvas notifications for Announcements for this course. This is the #1 way important information will be pushed to students outside of class.

- Class Participation and Attendance

**Attendance:** In this abbreviated journey through the story of the OT, class attendance is a necessity for optimum academic achievement.

Attendance Log: Giving false information on the daily roll sheet is an act of cheating that is equal to cheating on an exam. It will subject the student to the academic dishonesty penalties of the university.

More than 2 (unapproved and unexcused) absences will impact "Attendance and Participation" points. 4 or more absences can result in a complete grade drop or more.

In addition to the Attendance Log, some days class attendance participation will be logged via a simple assignment. When this happens the expectations will be communicated.

[PLNU Policy: If the student is absent from more than 10 percent of class meetings (more than three classes), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (more than six classes), the student may be de enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.]

**Participation:** In addition, each student is expected to participate actively in class. Throughout this course students will work to articulate their thoughts, ideas, and questions around the Bible — particularly the Old Testament (OT). Points will be given to students who demonstrate a willingness to participate in dialogue in groups, discussion, or in written form. In general, students will need to demonstrate they are engaged in the course and course work.

Laptops/iPads: Laptops and ipads are allowed in class, however, students are being asked to demonstrate integrity as it pertains to how they engage those devices. Class time should be focused on the content being presented and discussion being had.

Earbuds and Headphones: Earbuds (AirPods) and headphones are not allowed to be in students' ears during class. If a student chooses to keep headphones in they will be automatically marked as absent for the day.

- Reflection Papers [Upload these on Canvas.]

All three papers will be graded based on the student describing their thinking around the OT—not right or wrong answers. The point of these papers is for students to share their perspective, learnings, and questions openly — papers should reflect how the student is thinking, processing, and reflecting on the topic and material presented in this course.

- **Introduction Reflection Paper [100 Points]:** Each student will write a 300-word paper describing their experience and ideas around the OT. Include two relevant questions you have about the OT.
  - **Midterm Reflection Paper [75 Points]:** In addition to a more traditional midterm exam, students will write a 200-word paper describing how they are coming to value and gain insight in the OT. Ongoing struggles with the OT can also be included here. Each student must include two relevant questions they have about the OT in this paper. The point of this paper is that students demonstrate some of what they have learned through this course, and that they can articulate some degree of an evolving and/or engaged relationship with the OT.
  - **Closing Reflection Paper [100 Points]:** Students will write a 300-word paper describing (1) why the OT matters and (2) how they would suggest someone should read the OT if they are exploring their faith or wanting to learn more about the Christian tradition. Students are to include one or two ongoing questions they are wrestling with regarding the OT. Students can share how they are still struggling to engage in the OT, as well.
- Readings: All readings are required to be completed before coming to class. It is important to keep up with the readings on a session-by-session basis or the information will quickly become overwhelming.

The OT is the primary text for this course. Please have your Bible at hand for our class sessions.

Readings will be logged in each quiz and exam for points. *But equally important, many OT stories will not be recapped in class so an extensive amount of OT content will be missed if students do not read.*

- Quizzes: A part of the student's grade comes from quizzes.

*Quizzes will come from readings and lectures. With the exception to the Midterm and Final Exam, quiz content will focus on the readings and lectures from the last quiz up until that week. For example, Quiz 1 covers content from Week 1-3, Quiz 2 will focus on Weeks 4 and 5, Quiz 3 will focus on Weeks 6 and 7, etc.*

Quizzes are open book/open note and timed, and will be available on Canvas. Students are not allowed to use the internet to answer questions during a quiz or exam.

- Midterm Exam: The midterm exam will cover various reading assignments and associated class lectures through the first quad. This exam will be open book/open note and timed, and will be available on Canvas. Students are not allowed to use the internet to answer questions during a quiz or exam. This exam is taken outside of class.

- Group Work: Our course will have a significant element of small group work and discussion during various class sessions. Students will work together to read closely, think collaboratively, and formulate thoughtful responses to texts and issues (an additional, hoped-for benefit of such assignments is to invite the students into the practices of true liberal arts education, namely, academic reading, thinking, collaborating, and writing, rather than outcome based standardized test taking).
  - Group Presentation on OT Book: The major instance of group work will be that each student will participate in an assigned small group and make a class presentation on an assigned book from the OT (groups and books will be assigned in class). The presentation should be 12 minutes in length and follow the instruction sheet attached to this syllabus. Each group member will receive the same grade for the presentation. Due dates are listed on the course schedule.
- Final Exam: As the culmination to the semester, there will be a final, comprehensive exam. It will cover all the material from the previous quizzes and main ideas from the entire course. Content will be reviewed in class. The final exam will take place *in the classroom* on the scheduled day and time for the class's final exam according to the university's final exam schedule.

Students must bring their laptops/ipads to class the day of the final.

- Extra Credit: Read the story of Deborah and the study guide notes (Judges 4-5) and write a 200-word paper retelling the main points of the story and any interesting learnings and observations.

#### Assignment and Grading

- 275 Points: 3 Reflection Papers (Paper #1 and #3 are worth 100 points, and Paper #2 is worth 75)
- 200 Points: 4 Quizzes (Each 50 Points)
- 75 Points: Midterm Exam
- 250 Points: Group Work (200 points are from the Group Presentation)
- 100 Points: Attendance and Participation
- 100 Points: Final Exam

**Late Work: While some late work will be accepted, all late work will result in a loss of points. (See Canvas assignments for details and "Incomplete and Late Assignments" below.)**

Grades will be based on the following:

Standard Grade Scale Based on Percentages

| A          | B          | C          | D          | F               |
|------------|------------|------------|------------|-----------------|
| A 930-1000 | B+ 870-890 | C+ 770-790 | D+ 670-690 | F Less than 590 |
| A- 900-920 | B 830-860  | C 730-760  | D 630-660  |                 |
|            | B- 800-820 | C- 700-720 | D- 600-620 |                 |

#### 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.

### **Incomplete and Late Assignments**

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, they 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.*

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

### **PLNU Academic Honesty Policy**

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.

### **PLNU Academic Accommodation**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the

assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

**Asynchronous Attendance/Participation Definition:** A day of attendance in asynchronous content is determined as contributing a substantive note, 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.

### **Spiritual Care**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

### **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](mailto: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.

## **Tentative Course Schedule** *(See Canvas for most updated syllabus and due dates.)*

### **Week 1**

1. Tuesday, January 9
  - a. Introduction to the Course
2. Thursday, January 11
  - a. Introduction to the Course
  - b. What Is the OT and Why Study It?

### **Week 2**

3. Tuesday, January 16
  - a. What Is the OT and Why Study It?
  - b. Readings:
    - i. New Interpreter's Study Bible, pp. xv-xvi ("Introduction") and pp. xvii-xx ("To the Reader")
    - ii. Kelle, *Telling the OT Story*, pp. xv-xviii
4. Thursday, January 18
  - a. What Is the OT and From Where Did It Come (Pt. 1)?: Inspiration and Function
  - b. Readings:
    - i. New Interpreter's Study Bible, pp. 2255-2260 ("Inspiration of Scripture")
  - c. Reflection Paper #1: Introduction Reflection Paper [Upload paper to Canvas by 11:59 tonight.]

### **Week 3**

5. Tuesday, January 23
  - a. What Is the OT and From Where Did It Come (Pt. 2)?: Origins and Backgrounds

*January 2024 (Most updated syllabus and info can be found on Canvas.)*

- i. Origins, Composition, and Canonization
    - ii. Geography, Culture, and History
  - b. Readings:
    - i. New Interpreter's Study Bible, pp. 2274-2279 ("Culture and Religion among the Ancient Israelites")
    - ii. Kelle, *Telling the OT Story*, ch. 1.
6. Thursday, January 25
- a. How Then Should We Read the OT? Methods for Biblical Interpretation
  - b. Readings:
    - i. New Interpreter's Study Bible, pp. 2261-2267 ("Guidelines for Reading and Interpretation") & pp. 2268-2273 ("Varieties of Readings...")
  - c. Quiz #1: Take a quiz on Canvas over the previously assigned readings and the big ideas of the recent lecture. [Complete this quiz on Canvas by 11:59 pm tonight.]

#### Week 4

7. Tuesday, January 30
- a. Introducing the "OT Story": To Form a People and Find an Instrument
  - b. Readings:
    - i. Kelle, *Telling the OT Story*, ch. 2
8. Thursday, February 1
- a. Introduction to the Pentateuch
  - b. Genesis 1—11: The Primeval History (Pt. 1): The Creation Stories
  - c. Readings:
    - i. New Interpreter's Study Bible Introduction to Genesis 2.
    - ii. Genesis 1—2

#### Week 5

9. Tuesday, February 6
- a. Genesis 1—11: The Primeval History (Pt. 2): Creation Goes Haywire
  - b. Readings:
    - i. Genesis 3—9
    - ii. Kelle, *Telling the OT Story*, pp. 29-47
10. Thursday, February 8
- a. Organize groups for small group presentations.
  - b. Genesis 1—11: The Primeval History (Pt. 3): Creation Goes Haywire
  - c. Readings:
    - i. Genesis 10—11
    - ii. Kelle, *Telling the OT Story*, pp. 48-54
  - d. Quiz #2: Take a quiz on Canvas over the previously assigned readings and the big ideas of the recent lecture. [Complete this quiz on Canvas by 11:59 pm tonight.]

#### Week 6

11. Tuesday, February 13
- a. Instead of coming to class, students will attend one of the Wiley Lectures on Monday, Tuesday or Wednesday. Schedule details can be found online. See below.

Students will write a 200-word recap of the learning and what stood out to them — this can be something they valued hearing, something that challenged them, their impression

*January 2024 (Most updated syllabus and info can be found on Canvas.)*

of the topic discussed, etc. Each paper must include one question they'd have for the speaker or on the topic. The paper should verify that the student heard the lecture and something the student took away from the lecture. *Papers need to also include the title of the specific lecture they attended.*

Learn more about the topic and Wiley Lecture schedule [here](#).

Papers will be due by 11:59 PM on Wednesday, February 14 in Canvas.

12. Thursday, February 15

- a. Promise to Restore Creation & the Calling of a People: The Ancestral Narratives (Genesis 12—50)
- b. Readings:
  - i. Genesis 12—13; 15—17; 20—22; 50
  - ii. Kelle, *Telling the OT Story*, pp. 55-70

**Week 7**

13. Tuesday, February 20

- a. The Creation of God's People (Exodus 1-15)
- b. Readings:
  - i. New Interpreter's Study Bible introduction to Exodus
  - ii. Exodus 1—15
  - iii. Kelle, *Telling the OT Story*, pp. 70-79

14. Thursday, February 22

- a. The Creation of a People (Pt.2): Introduction the Wilderness (Exodus 16—18)
- b. Readings:
  - i. Exodus 16-18

**Week 8**

15. Tuesday, February 27

- a. The Formation of a People (Pt. 1): Covenant and Law in the Wilderness
- b. Readings:
  - i. Exodus 19—23
  - ii. New Interpreter's Study Bible Introduction to Leviticus
  - iii. Kelle, *Telling the OT Story*, pp. 81-95
- c. Quiz #3: Take a quiz on Canvas over the previously assigned readings and the big ideas of the recent lecture. [Complete this quiz on Canvas by 11:59 pm tonight.]

16. Thursday February 29

- a. The Formation of a People (Pt. 2): Deuteronomy, the Deuteronomistic History, and the New Generation
- b. Readings:
  - i. New Interpreter's Study Bible Introduction to Deuteronomy
  - ii. Deuteronomy 1—6; 12—15; 28—30
  - iii. Kelle, *Telling the OT Story*, pp. 102-109
- c. Reflection Paper #2: Midterm Reflection Paper [Upload paper to Canvas by 11:59 tonight.]
- d. Midterm [Complete this midterm on Canvas by 11:59 pm Saturday, March 2]

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|--|
| Spring Break • No Class • Tuesday, March 5 and Thursday, March 7 |
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**Week 9**

- 17. Tuesday, March 12
  - a. Review + Recap: What are we learning? What new questions do we have?
- 18. Thursday, March 14
  - a. Life of God's People (P1) — Entrance into the Land: Joshua and Judges
  - b. Readings:
    - i. New Interpreter's Study Bible introductions to Joshua and Judges
    - ii. Joshua 1—12; 24
    - iii. Kelle, *Telling the OT Story*, pp. 111-123

**Week 10**

- 19. Tuesday, March 19
  - a. The Life of God's People (P1) — Two Kingdoms in the Land (1—2 Kings) and Descent into Exile
  - b. Readings:
    - i. New Interpreter's Study Bible introductions to 1 Kings & 2 Kings
    - ii. 1 Kings 11—12; 2 Kings 15—25
    - iii. Kelle, *Telling the OT Story*, pp. 123-134
  - c. Quiz #4: Take a quiz on Canvas over the previously assigned readings and the big ideas of the recent lecture. [Complete this quiz on Canvas by 11:59 pm tonight.]
- 20. Thursday, March 21
  - a. The Divine Voice to the People: Better Understanding The Prophets
  - b. Group Presentations on OT Books #1: Hosea [\[May shift to Tuesday, March 26\]](#)
  - c. Group Presentations on OT Books #2: Micah [\[May shift to Tuesday, March 26\]](#)
  - d. Group Presentations on OT Books #3: Nahum [\[May shift to Tuesday, March 26\]](#)
  - e. Readings:
    - i. Kelle, *Telling the OT Story*, pp. 163-165
    - ii. New Interpreter's Study Bible introductions to Hosea and Micah

**Week 11**

- 21. Tuesday, March 26
  - a. The Divine Voice to the People: Better Understanding The Prophets [Continued]
  - b. Group Presentations on OT Books #1: Hosea [\[May shift to Thursday, March 21\]](#)
  - c. Group Presentations on OT Books #2: Micah [\[May shift to Thursday, March 21\]](#)
  - d. Group Presentations on OT Books #3: Nahum [\[May shift to Thursday, March 21\]](#)
  - e. Readings:
    - i. New Interpreter's Study Bible introduction to Nahum and Amos
    - ii. Kelle, *Telling the OT Story*, pp. 165-171

Easter Break • No Class • Thursday, March 28

**Week 12**

- 22. Tuesday, April 2
  - a. The Divine Voice to the People: Better Understanding The Prophets [Continued]
  - b. Group Presentations on OT Books #4: Jeremiah

*January 2024 (Most updated syllabus and info can be found on Canvas.)*

- c. Group Presentations on OT Books #5: Habakkuk
- d. Readings:
  - i. New Interpreter's Study Bible introductions to Jeremiah and Habakkuk

23. Thursday, April 4

- a. The Divine Voice to the People: Better Understanding The Prophets [Continued]
- b. Group Presentation on OT Books #6: Isaiah
- c. Readings:
  - i. New Interpreter's Study Bible introduction to Isaiah
  - ii. Isaiah 1—7; 11
  - iii. Kelle, *Telling the OT Story*, pp. 171-175

**Week 13**

24. Tuesday, April 9

- a. Life in Exile: Rethinking the Story
- b. Looking at Psalms
- c. Group Presentations on OT Books #7: Esther
- d. Group Presentations on OT Books #8: Daniel 1—6
- e. Readings:
  - i. New Interpreter's Study Bible introductions to Psalms, Esther, Daniel

25. Thursday, April 11

- a. Responses to the Exile (Pt. 1)
- b. Group Presentations on OT Books #9: Job
- c. Group Presentation on OT Books #10: Lamentations
- d. Readings:
  - i. New Interpreter's Study Bible introductions to Job and Lamentations
  - ii. Kelle, *Telling the OT Story*, pp. 151-157

**Week 14**

26. Tuesday, April 16

- a. Responses to the Exile (Pt. 2): Honest Expressions of Grief and Prophetic Voices of Hope (Lament Psalms, Isaiah 40—55; Jeremiah; Ezekiel)
- b. Readings:
  - i. New Interpreter's Study Bible introduction to Ezekiel
  - ii. Psalm 6, 13, 28, 30, 31, 32, 88, 89
  - iii. Isaiah 40—43

27. Thursday, April 18

- a. Beginning Again: The Post-Exile (Chronicles, Ezra, Nehemiah, Isaiah 56-66, Haggai, Zechariah, Malachi)
- b. Readings
  - i. New Interpreter's Study Bible introductions to 1 Chronicles, 2 Chronicles, Ezra, and Nehemiah
  - ii. 2 Chronicles 36; Ezra 1—4; 8—10
  - iii. Kelle, *Telling the OT Story*, pp. 135-149
- c. Reflection Paper #3: Closing Reflection Paper [Upload paper to Canvas by 11:59 tonight.]

**Week 15**

28. Tuesday, April 23

*January 2024 (Most updated syllabus and info can be found on Canvas.)*

- a. The End Is the Beginning: The Ending of the OT Story
- b. Readings:
  - i. Kelle, *Telling the OT Story*, pp.179-194
- c. Review Final

29. Thursday, April 25

- a. Recap Key Learnings
- b. Review Final

## Week 16

Final Exams are the Week of April 29-May3.

The final exam for this course will take place in the classroom on the day and time scheduled for this class according to the university's final exam schedule.

\*Students will bring their laptop or ipad/device to class to complete the online final.

Check Canvas for the most updated information.

### Group Presentation On An OT Book Instruction Sheet (200 Points)

The goal of this presentation is to give a substantial but overall introduction to your assigned biblical book, informed by modern biblical scholarship's work on the book. Think of your group as answering the question, "What is the book of x, what is modern biblical scholarship saying about it, and how does it fit into the overall story of the OT?"

You have only 12-minutes, so you will want to plan your presentation carefully in advance, yet you should still give a thorough presentation and have creative elements (like Powerpoint, illustrations, music or video clip, etc.).

To research your presentation, you should draw from two sources:

- a. Read the introduction for your book in the New Interpreter's Study Bible and consult the study notes in the Bible for some of the significant passages in the book.
- b. Find the commentary on your book in the multi-volume commentary series entitled The New Interpreter's Bible (these volumes are located in the reference room or stacks of the library). Read and use the Introduction to your book given in the commentary.

**IMPORTANT** — Every group must submit their presentation (via Google Slides) to the professor by noon the day before their presentation ([ksanchez@pointloma.edu](mailto:ksanchez@pointloma.edu)).

Failure to email the presentation by noon the day before your presentation will result in 10 points subtracted from the presentation.

For your 12-minute presentation, you should include at least the following elements:

- a. An introduction/survey of the major content, themes, structure, and distinctive elements of your book (i.e., what is this book and what is in it?)

- b. A survey of the major critical interpretive issues that have been and are discussed in modern biblical scholarship (these might include the date, setting, genre, etc.). Give the class a rundown on the various views on the major issues and provide what you take to be the best options on these issues (i.e., where did this book come from, how did we get it, what issues do scholars discuss about it?)
- c. Walk the class through one (maybe two, but watch your time!) passage(s) from your book that, in your mind, illustrates the main content, themes, and interpretive issues for the book
- d. How does your book fit into the overall story of God in the OT as we have presented it in this course (effort to restore creation, form a people as an instrument, etc.)?
- e. Personal Reflection Piece: Why might this book matter to a modern reader? What encouragement, instruction, inspiration, or insight might someone gain from this book today? Feel free to share what you personally got out of learning about this book.

**Grading Details:** Up to 40 points will be given for sections listed above (a-e). However, points will be reduced if students do not email their Google Slides as noted above.

Don't forget to try to be creative and to have fun in your presentation—think TED talk, use Powerpoint, music or video clips, illustrations, whatever! But watch your 12-minute time limit.

### **Group Details**

- 1. Hosea • Thursday, March 21 • Week 10
- 2. Micah • Thursday, March 21 • Week 10
- 3. Nahum • Tuesday, March 26 • Week 11
- 4. Jeremiah • Tuesday, April 2 • Week 12
- 5. Habakkuk • Tuesday, April 2 • Week 12
- 6. Isaiah • Thursday, April 4 • Week 12
- 7. Esther • Tuesday, April 9 • Week 13
- 8. Daniel 1-6 • Tuesday, April 9 • Week 13
- 9. Job • Thursday, April 11 • Week 13
- 10. Lamentations • Thursday, April 11 • Week 13