



School of Theology & Christian Ministry

## **BIB 1001 (Section 7): Old Testament History & Religion**

2 Units

*Fall 2024*

**Meeting days/times:** Mondays & Wednesdays | 8:30am - 9:25am

**Meeting location:** Rohr Hall (RH) 109

**Final Exam:** Friday, 12/20/2024 , 7:30am - 10:00am

<b>INFORMATION</b>	<b>SPECIFICS FOR THE COURSE</b>
<b>Instructor:</b>	The Rev. Prof. Kevin Portillo, M.Div.
<b>Phone:</b>	Contact Professor through Email
<b>Email:</b>	<a href="mailto:kportill@pointloma.edu">kportill@pointloma.edu</a>
<b>Office:</b>	Smee Hall, By Appointment (Please Email Me)

### **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.

### **General Education 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 culture.

## Course Description

PLNU Catalog Description: "Within the context of the history of Israel, an overview of the literature of the Old Testament with special attention to its literary history and theological themes."

The Old Testament is the thirty-nine books that comprise the sixty-six biblical canon of Holy Scripture (with the twenty-seven books of the New Testament). The Old Testament proclaims God's creation of all things, humanity's original disobedience, God's calling of Israel to be the people of God, his Law, wisdom, saving deeds, and the teaching of the prophets. The Old Testament bears witness to Jesus Christ, revealing God's desire to reconcile all things through Christ.

This course is an investigation of the biblical narrative, theology, and history of all the books that comprise the Old Testament Scriptures. The focus of the course will be on the canonical structure and canonical theology of the Old Testament while exploring the significance of divine revelation in other parts of the Scriptures. We will explore each Old Testament book through lectures, group assignments, and the course textbook, and these parts of the whole course will shape a deeper understanding and knowledge of the Old Testament as Holy Scripture.

## Program and Course Learning Outcomes

### Course Learning Outcomes

Upon completion of this course, you will be able to:

1. Understand and articulate the Old Testament as canonical Christian Scripture and as part of a two-testament canon, the Bible.
2. Identify the historical, cultural, literary, and theological structures of the Old Testament to ascertain meaning.
3. Appreciate the Old Testament as divinely inspired and how it functions as the Church's primary norm for Christian faith, discipleship, and practice.

## General Education Learning Outcomes

Link to GE courses and corresponding GELO's: <https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>

GELO 3: Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

Old Testament Signature Assignments: OT Interpretation Group Presentations (#1 & #2)

## Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

1. H., Wright Christopher J. *The Old Testament in Seven Sentences: A Small Introduction to a Vast Topic*. Downers Grove, IL: IVP Academic, an imprint of Intervarsity Press, 2019.

2. The Holy Bible (Use a standard translation such as: NRSV; ESV; NIV; NKJV; NASB; etc.)

## Assessment and Grading

Grades will be based on the following:

### Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

The student's grade will be based on a combination of quizzes, assignments, and exams as follows:

<u>Possible Points</u>	<u>Assignment</u>
300	8 Quizzes (30%)
150	Mid-Term Exam: Pentateuch Essay (15%)
300	Old Testament Book Group Presentation (30%)
250	Final Exam: The Old Testament (25%)
<b>Total = 1000 pts</b>	

## Course Assignments

### **A) 8 Quizzes on *The Old Testament in 7 Sentences* (30% of total grade: 300 pts)**

Quizzes will be in-class and open book unless otherwise stated. Typically, the quizzes will be on a chapter of the class textbook, *The Old Testament in 7 Sentences*. These quizzes will be open textbook quizzes (30% of total grade). Each Quiz will be around 20 questions in length, and some will be given as take-home quizzes completed through Canvas and some will be given at in-class quizzes on paper. Read and complete the assigned reading from *7 Sentences* before the start of class that day.

### **B) Mid-Term Exam: Pentateuch Essay (15% of total grade: 150 pts)**

The Mid-Term Exam will be an in-class essay that will examine the student's skill of interpreting a passage from the Pentateuch. Each student will be a book from the Pentateuch, and they will have the option of choosing one of the two chapters listed below to interpret for Pentateuch Essay. A resource of commentaries will be available for each chapter listed below called "Ancient Christian Commentary on Scripture." Each student is responsible for his/her own in-class essay assignment, but you may prepare and study together with other students in the class. The professor will provide Ancient Christian Commentary readings for each chapter of the biblical passages about a week before the date of the Mid-Term. Please purchase a "Blue Book Examination Booklet" available at the PLNU bookstore. This essay will be open notes, open bible, and access to the commentary readings given through class. The essay prompt will be given on the day of the Mid-Term essay exam.

<u>Genesis</u>	<u>Exodus</u>	<u>Leviticus</u>	<u>Numbers</u>	<u>Deuteronomy</u>
Genesis 22	Exodus 20	Leviticus 4	Numbers 11	Deut. 6
Genesis 37	Exodus 32	Leviticus 19	Numbers 20	Deut. 32

### **C) Old Testament Book Group Presentation (30% of Total Grade - 300 points):**

The class will be divided into 8 Groups of 5 to interpret the Prophetic writings. Each group will choose one of the OT books listed below and will have 10 minutes to teach the class on the content, structure, genre, and theology of the chosen book. A Powerpoint presentation, a 1-page handout, 10 minutes of teaching, and 1-page reflection paper from each group member on what you personally learned through this OT project will be required for this assignment. All group members will receive the same grade at the discretion of the professor.

#### Old Testament Books for Assignment #2:

Esther	Hosea
Job	Joel
Proverbs	Amos
Ecclesiastes	Jonah

*\*For more in-depth information on this group assignment an instruction sheet is provided at the end of this syllabus.*

## **D) Final Exam: The Old Testament (25% of total grade: 250 pts)**

The Final Exam will be a comprehensive exam covering the beginning to the end of the course semester (Genesis to Malachi). The Final Exam will be composed of multiple choice, true/false, matching, and fill in the blank types of questions. The Final Exam will take place in the classroom on the scheduled day and time. A study guide will be provided one week before the date of the Final. This exam will be open Bible. (25% of total grade)

### **Extra Credit Assignment (Worth up to 75 Extra Credit Points)**

Choose one of the following:

#### Option 1: Biblical Interpretation Essay

Choose a passage from the *Old Testament* and interpret it. Utilize the historical, literary, cultural, and canonical context of the given passage to discover significant information for the interpretative task. You may not use the same biblical passage that you have previously used in an assignment for the class. Consult academic biblical commentaries available at Ryan Library. Seek wisdom from ancient Christian theologians. Offer your own original interpretation of the Scriptures in the essay. Quote various scholars or theologians of Christian tradition to deepen your understanding of the text, and interpret the Scriptures canonically.

1,500 word, typed, biblical research paper, double-spaced, works cited/bibliography included, and a specific Old Testament passage (~8-12 verses long) is required to fulfill this assignment and for it be graded for extra credit. *Only one attempt is allowed for this extra credit assignment.* "Interpretation of the Scriptures Essay" is due no later than **Wednesday, December 4th 2024 @ 8:30AM (the beginning of class)**. Submit through Canvas. No Extra Credit submission will be accepted past this date.

#### Option 2: Reflection Paper on St. Irenaeus of Lyons, *On the Apostolic Preaching*

Purchase this book:

***On the Apostolic Preaching by St. Irenaeus of Lyons***

**(Popular Patristic Series: St. Vladimir's Seminary Press, 2003) ISBN: 0881411744**

Read p. 39-101 of *On the Apostolic Preaching* (which is the translation of Irenaeus' ancient work) on how the Apostles preached Jesus Christ according to the Scriptures (the Old Testament), and reflect on his work by writing a 1,500 word, typed, reflection paper covering these three areas: 1) St. Irenaeus' belief of the Scriptures (the Old Testament) and Jesus Christ; 2) Your reflection and critical reactions to this work. Demonstrate to me that you have read the book and that you are summarizing Irenaeus' demonstration of the apostolic preaching of Jesus Christ in accordance with the Scriptures. By submitting this paper, you are confessing that you really did read all of the pages in the book and that these are your own original words of reflection.

This extra credit assignment is due no later than **Wednesday, December 4th 2024 @ 8:30AM (the beginning of class)**. Submit through Canvas. No Extra Credit submission will be accepted past this date.

\*If you need assistance or have questions concerning these extra credit assignments, then please come and talk to me before or after class, or email me, and I will be happy to assist in any way I can! ([kportill@pointloma.edu](mailto:kportill@pointloma.edu))

## **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the day and time listed as the due date—including assignments posted in Canvas. Grace Period: If the student misses a submission date of an assignment, he or she may submit it up to one week after the due date for no more than 50% credit. *No assignment will be acted for credit of any kind more than one week after the original due date.* Extra credit assignments must be submitted on or before the due date and will not be accepted late for credit of any kind. Incompletes will only be assigned in extremely unusual circumstances.

## **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 you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

## **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.

### **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 Recording Notification**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. You may not use AI for quizzes, exams, or essays assigned in this course as all work is required to be original. If you have any doubts about using AI, please gain permission from the instructor.

## **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

## **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

## **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (more than three [3] class sessions), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (more than six [6] class sessions), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

## **Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar

and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

## **Course Calendar**

### **Week 1: Introduction to the Course**

#### **1. Wednesday, September 4th**

Introduction to the Course: Syllabus, Textbook, Assignments, & Formation of Groups

Readings: None

\*Assign biblical chapter to students for Mid-Term Exam Pentateuch Essay

### **Week 2: The Canon of the Old Testament**

#### **2. Monday, September 9th**

What is a "Canon"? What is "Scripture"? What is "The Old Testament"?

Reading Scripture Canonically

Readings: Mark S. Gignilliat, "Reading Scripture Canonically" (available in Canvas)

#### **3. Wednesday, September 11**

What is the Old Testament? Canonical Approach to the Old Testament

Readings: Available in Canvas

### **Week 3: Genesis**

#### **4. Monday, September 16**

Genesis 1-11: Creation; The Image of God; Communion with God

Readings: Genesis 1-11; *Introduction & Chapter 1: Creation (7 Sentences)*

**\*Quiz #1: Introduction (7 Sentences)**

#### **5. Wednesday, September 18**

Genesis 12-50: The Promise of God to Abraham and Sarah

Readings: Genesis 12—13; 15—17; 20—22; 50;

**\*Quiz #2: Chapter 1: Creation (7 Sentences)**

### **Week 4: Exodus**

#### **6. Monday, September 23**

Exodus 1-15: The Exodus from Egypt, Salvation of God's People, and Redemption

Readings: Exodus 1-15; *Chapter 2: Abraham (7 Sentences)*

**\*Quiz #3: Chapter 2: Abraham (7 Sentences)**

**7. Wednesday, September 25**

Exodus 16-40: The Wilderness, The Law, and The Tabernacle

*Readings: Exodus 19-20; 34*

**Week 5: Leviticus**

**8. Monday, September 30**

Leviticus: The Sacrificial System, On Being a Priest, & Interpreting Sacrifices in Christ

*Readings: Leviticus 1-7; 19-26; Chapter 3: Exodus (7 Sentences)*

**\*Quiz #4: Chapter 3: Exodus (7 Sentences)**

**9. Wednesday, October 2**

Leviticus: The Sacrificial System, On Being a Priest, & Interpreting the Law in Christ

**Week 6: Numbers**

**10. Monday, October 7**

Numbers: The People of Israel, Priests & Levites, and The Land, Pt. I

*Readings: Numbers 1-6; 11-12; 21-25*

**11. Wednesday, October 9**

Numbers: The People of Israel, Priests & Levites, and The Land, Pt. II

**Week 7: Deuteronomy**

**12. Monday, October 14**

Deuteronomy: The Sermons of Moses, Loyalty & Allegiance

*Readings: Deuteronomy 1-7; 12—15; 28-34*

*\*Mid-Term Exam: Pentateuch Essay Study Guide*

**13. Wednesday, October 16**

Deuteronomy: The Sermons of Moses, Blessings and Curses, and The End of the Pentateuch

*\*Create Groups for Group Assignment*

**Week 8: Mid-Term Exam**

**14. Monday, October 21**

*\*Mid-Term Exam: Pentateuch Essay (In-Class)*

**15. Wednesday, October 23**

**FALL BREAK: NO CLASS**

**Week 9: The Scriptures & The Rule of Faith**

**16. Monday, October 28**

***Spiritual Renewal Week***

The Scriptures & The Rule of Faith

*Readings: Posted on Canvas*

**17. Wednesday, October 30**

***Spiritual Renewal Week***

The Scriptures & The Rule of Faith

Readings: Posted on Canvas

**Week 10: Joshua to Samuel**

**18. Monday, November 4**

Joshua, Judges, & Ruth

Readings: Joshua 1—6; 24; Judges 1-5; Ruth 1-4

**19. Wednesday, November 6**

1 & 2 Samuel

Readings: 1 Samuel 1-3; 8-9; 16; 2 Samuel 7-12; Chapter 4: David (7 Sentences)

**\*Quiz #5: Chapter 4: David (7 Sentences)**

**Week 11: Kings & Prophets**

**20. Monday, November 11**

1 & 2 Kings

Readings: 1 Kings 1-3; 11-12; 2 Kings 17-19; 25

**21. Wednesday, November 13**

Isaiah, the 5th Gospel of Jesus Christ

Readings: Isaiah 1-12; 50-54; Chapter 5: Prophets (7 Sentences)

**\*Quiz #6: Chapter 5: Prophets (7 Sentences)**

**Week 12: Prophets & Wisdom**

**22. Monday, November 18**

Jeremiah & Lamentations

Readings: Jeremiah 1-6; 31; Lamentations 1-5; Chapter 6: Gospel (7 Sentences)

**\*Quiz #7: Chapter 6: Gospel (7 Sentences)**

**23. Wednesday, November 20**

**\*Old Testament Group Assignment #2 Presentations:**

**Esther; Job; Proverbs; Ecclesiastes**

**Week 13: Group Presentations**

**24. Monday, November 25**

**\*Old Testament Group Assignment #2 Presentations:**

**Hosea; Joel; Amos; Jonah**

**25. Wednesday, November 27**

**THANKSGIVING BREAK: NO CLASS**

**Week 14: The Psalms & Prophetic Writings**

**26. Monday, December 2**

Ezekiel & Daniel

Readings: Ezekiel 1-7; 37; Daniel 1-7

**27. Wednesday, December 4**

The Psalms

Readings: Psalms 1-2; 6; 13; 28; 30; 31; 32; 88; 89; 107

Chapter 7: Psalms & Wisdom (7 Sentences)

**\*Quiz #8: Chapter 7: Psalms & Wisdom (7 Sentences)**

\*Final Exam Study Guide

**Week 15: The Intertestamental Period & The Apocrypha**

**28. Monday, December 9**

Ezra, Nehemiah, and 1 & 2 Chronicles

Readings: Ezra 1-4; 8-10; Nehemiah 1; 9; 13; 1 Chronicles 17; 2 Chronicles 3; 2 Chronicles 36

**29. Wednesday, December 11**

The Intertestamental Period & The Apocrypha: Canonical? Heretical? Other Books?

Eastern Orthodoxy, Roman Catholic, & Protestant

The End of the Scriptures is Jesus Christ, Crucified & Resurrected

Readings: Foreword to the Apocrypha & Preface to the Apocrypha (available in Canvas);

Susanna; Tobit

*\*Study For The Final Exam!*

**Week 16: The Final Exam**

**30. Friday, December 20 | Final Exam: Old Testament | 7:30am - 10:00am**

### **For OT Group Assignment: Instruction Sheet**

**GOAL:** The goal of this 10-minute 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 canonical context of the OT?" You have only **10 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.).

#### **1) PREPARATION: To research your presentation, you should draw from two sources:**

- a) Read the "introduction" for your book in any Study Bible. You may use your own study Bible. Ryan Library has hardcopies and eBooks on Study Bibles. You should also consult the study notes in the Bible for the specific biblical passage you choose to walk through in your presentation.
- b) Find the commentary on your book in the multi-volume commentary series entitled: **The New Interpreter's Bible Commentary** AND **Word Biblical Commentary** in Ryan Library. Search for them through your PLNU library account. Read carefully (and use!) the Introduction to your book given in the commentary.

*\*Please include which sources you utilized in your research at the end of your PowerPoint Presentation (Include it as a Works Cited or Bibliography slide).*

#### **2) SUBMIT (EMAIL or THROUGH CANVAS) TO PROFESSOR PORTILLO BY NOON THE DAY BEFORE YOUR PRESENTATION. Two Items:**

- a) Word document of a **1-page handout** (single sided only) that has the most important points you want the class to remember from each of the 4 areas of your presentation listed below. I will make copies to be distributed to the class on the day of your group presentation.
- b) Your **Powerpoint** presentation

***\*Failure to email these two items by noon the day before your presentation will result in 10% deduction from total grade.***

#### **3) PRESENTATION:** For your **10-minute presentation** [*your grade will be reduced if you go over 10 minutes!*], you should include 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?*). Why was this book written?
- 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., who wrote it, 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 and themes for your book.
- d. How does this book relate to the Old Testament Scriptures as canonical Scripture? How should we interpret this book in light of Jesus Christ? How does this Old Testament book shape how we live the Christian life?

**4) 1-Page Personal Reflection Paper:** After you present and by 11:59pm on the date of your presentation, write 1-page reflection paper describing what your personal take aways are from this assignment. [Failure to submit this reflection paper on time will deduct 10% from individual grade.]

## **OT Group Assignment #2: List of Things to Do in Suggested Order:**

**1. Biblical Research:** To ensure that your group receives a high grade, I will be looking for the resources that were utilized for this group presentation. I required two biblical commentary resources from Ryan Library that all groups must include for academic biblical scholarship. Refrain from using online resources without my permission as these academic resources were written by biblical scholars trained in biblical interpretation. Use these resources! Therefore, some or all members will need to go to Ryan Library and research your Old Testament book through consulting these two biblical commentaries. Read, research, and induct yourself into the academic conversation of your Old Testament book. This will be the source of your content for your PowerPoint presentation and 1-page handout.

**2. PowerPoint Presentation:** In past semesters, students have created around 10 Powerpoint slides. Follow the "5x5" rule of powerpoint presentations: no more than five words per bullet point, no more than five bullet points per slide. Include beautiful graphics appropriate to your Old Testament Book. The PowerPoint must include:

A. Major Content, Themes, Structure, and Distinctive Elements of your Book.

B. Survey of Contemporary Biblical Scholarship about your Book: When was it written? Who wrote it? To whom was it written to? What was the purpose of the writing? Share the various disagreement biblical scholars may have about the book, or share the agreement they do have about the book.

C. Walk the class through one or two passages of your book that captures the main content and theme of the book. Share an interpretation of this passage, how does it relate to what you are learning in this class, and how should we interpret this passage?

D. How does this book relate to this class? How does it fit into the canonical shape of the Scriptures? How might our interpretation of this book shift in the light of Jesus Christ?

**3. 1-Page Handout (Single-Sided Only!):** Create a summarized outline of your powerpoint presentation that will be printed and distributed to every student in class. I will print a copy for every student for the day of your group presentation. Summarize all of your content into a 1-page handout. Make sure it is comprehensive and imagine giving this 1-page handout to someone, which will help them teach your Old Testament book simply by referencing this 1-page handout. A successful (and high grade!) 1-page handout will be one that can be given to a small group leader and they will be able to teach the main content of your Old Testament book.

**4. Presentation:** A wise person once told me, "You don't really know something until you are able to teach it." As students, we have grown accustomed to sitting and receiving lectures, but once we stand up and offer a lecture to others, then we will experience what it means to understand something deeply.

Who is going to present all of this biblical material to the class? I recommend at least two group members to come up in front of the class and teach your Old Testament Book, but you may have more or all of the group members present for the 10-minute presentation. I will only grade what is shared and taught in the 10-minute window of the presentation of the Old

Testament book, so please make sure that you practice teaching with a timer of 10-minutes. I will stop your presentation once my timer hits 10-minutes! Time management is key to the success of this part of the group assignment. How do you wish to teach the class? Are there illustrations that are appropriate? Is there a video that could be shared? Are there props that can be used? You are responsible for offering a comprehensive lesson on your Old Testament book to the class. I will not be teaching your Old Testament book, so this is the only opportunity in this class that your book will be lectured on. Share what you have learned to the class.

**5. 1-Page Reflection Paper:** After you complete your presentation, every group member must submit a 1-page reflection paper sharing with me your personal take-aways from this group assignment. This gives each group member an opportunity to communicate with me what they learned and also helps me see that you learned something through this assignment. Once you have submitted this final reflection paper, then I will assign a grade to every group member.

**\*The entire group will receive the same grade (at the discretion of the Professor) and the overall grade will be constituted by these four parts: (1) Biblical Research; (2) PowerPoint Presentation; (3) 1-Page Handout; (4) Class Presentation; (5) 1-page reflection paper from each group member describing what you personally learned through this project.**