

	<p><b>Department/School Name</b> School of Theology &amp; Christian Ministry</p> <p><b>Course Number and Name</b> BIB3043 - The Bible, Environment, and Creation Care: Ecological Interpretation of Scripture</p> <p><b>Number of Units</b> 3</p>
<p>Spring 2025</p>	

<b>Meeting days:</b> Tue & Thurs	<b>Instructor title and name:</b> Dr Stephanie Smith Matthews
<b>Meeting times:</b> 8:00-9:15 am	<b>Phone:</b> 619-849-2950
<b>Meeting location:</b> Smee 100	<b>Email:</b> smatthew@pointloma.edu
<b>Final Exam:</b> Tue, May 6, 7:30-10:00am	<b>Office location and hours:</b> Smee 211 email for appointment
<b>Additional info:</b>	<b>Additional info:</b>

### 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 Description

An exegetical and theological study of issues pertaining to the interdependent systems of life on earth in light of the biblical witness to God's creation and new creation. Scriptural resources for the Christian pursuit of environmental justice will receive attention.

## Course Learning Outcomes

The professor brings to this class the following intentions for personal and corporate learning. They establish an initial framework for the development of individual and group learning goals. The class sessions, readings, and assignments should enable the student to:

1. Read biblical passages with exegetical rigor and in conversation with peer-reviewed biblical scholarship.
2. Articulate and apply tenants of environmental justice and creation care as they relate to the Bible.
3. Analyze and place into conversation scholarship from biblical studies and the sciences in order to foster more robust conversations about creation care and environmental issues raised in the Bible.
4. Evaluate creation care resources' engagement with biblical texts and biblical scholarship.
5. Create materials to teach others about issues pertaining to the interdependent systems of life on earth in light of the biblical witness to God's creation and new creation.

## Required Texts and Recommended Study Resource

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.

- All course materials will be provided on Canvas, online, or through the Ryan Library website.

## Assessment and Grading

**Readings (or viewings) & Weekly Homework:** All readings are required. *A significant part of the student's grade comes from **weekly** homework and/or reading check-ins over the assigned reading material.* These will usually be due on **Thursdays**, though there may be weeks in which they are due on Tuesday in order to accommodate the academic calendar. Students completing 11 assignments may drop their lowest score; students completing 12 may drop the two lowest scores. (CLOs #1-4)

**Class Participation & Group Work:** Class preparation for each class is required and will inform our class discussions. Students will regularly engage in small groups to facilitate discussion and processing of course material. Occasionally you will be asked as a group to submit a short assignment which you will begin (and often finish) in class. (CLO #1, 2, 4-5)

**Reading Report & Class Presentation:** Each student will find or be assigned a resource (article, book chapter) from peer-reviewed biblical scholarship on which to become a specialist. They will submit to Canvas a 3-4 page (double spaced) analysis, using the "How to Read a Secondary Source" worksheet provided on Canvas. On their assigned day, students will teach the class the basic arguments and potential applications of the source material, and facilitate class discussion on it, its key themes and applications (15-20 minutes total). Students will be able to present in a manner of their choosing (in consultation with the professor). There will be

an option for interested students to present in pairs (30-40 minutes). An instruction sheet and rubric will be provided. (CLO #1, 5)

**Q&A Connections:** A key component of the class will be learning to raise questions about issues related to the environment and creation care while reading discrete biblical texts. Each student may choose, on their own or from a list provided by the professor, a passage (10-20 verses) from the Bible. After practicing careful reading, using practices from class sessions, the student will identify their set of questions about the environment and creation care that arise from their reading of the text. Then they will provide a list of 5-8 resources from outside of biblical studies (sustainability studies, veterinary science, medical studies, etc.) that may provide answers, or advance the discussion, of the questions raised. An instruction sheet and rubric will be provided. This assignment will be due the week of midterms. (CLOs #1, 3)

**Final Project:** In the second half of the semester, students will focus on a project that aligns with their interests in relation to course material. This project is highly flexible, and will be decided on in consultation with the professor. Students may wish to build on their Q&A Connections assignment, perform in-depth research from biblical scholarship to support an ongoing project/interest, or explore a new area of interest. Applications may include academic papers, service projects, artworks, church lessons, etc. All will include a bibliography of at least 10 peer-reviewed sources (at least 7 from biblical scholarship) and include a significant conversation of environmental justice. Each project will be graded with the same general rubric. (CLOs #1, 2, 5)

**Extra Credit:** Students wishing to receive extra credit may submit a 3-4 page essay reflection on attendance of one of the Wiley lectures. Interested students should contact the instructor for the rubric. Students may earn up to 2% to add to the overall grade.

Assignment distribution by percentage:

- 35% Readings and Weekly Homework
- 10% Class Participation & Group Work
- 15% Book report & Class Presentation
- 15% Q&A Connections
- 25% Final Project

Grades will be based on the following:

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	

## 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 beginning of the class session when they are due—including assignments posted in Canvas. 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 PoliciesLinks to an external site.](#) 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. 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 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, 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 withdrawal date or, after that date, receive an "F" grade.

### **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.

## **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.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## **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/Links to an external site.>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)