Department/School Name: School of Theology & Christian Ministry
Course Name and Number: BIB 1001 Old Testament History and Religion
Bible 1001-5 • Number of Units 2 • Fall 2025

Meeting Days/Times: Tuesday and Thursday • 10:30 AM - 11:25 AM
Meeting Location: Liberty Station, Room 201
Instructor Information: Adjunct Professor; Karla Sanchez-Renfro, MDiv
Contact Information: 619-339-0357; **ksanchez@pointloma.edu**
When contacting the professor, indicate your class time.
Office Hours: Plan to connect before class or 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.

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 cultures.

Course Description From Catalog
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.

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.
- 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.

Overview of Course Requirements

- **Canvas Announcements:** 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**: In this abbreviated, quick-moving journey through the story of the OT, class attendance is a necessity for 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, class attendance may be logged via a simple assignment. When this happens, the expectations will be communicated and put in writing.

  Late Arrivals: Out of respect to peers who arrive on time to class, arriving more than 5 minutes late will equal half an absence.

  Participation: In addition, each student is expected to participate 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 thoughts, feelings, and experiences 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. The larger point of these papers is for the professor to hear where students are on these topics, and for students to take the time to process and articulate where they are on these topics.

  - **Introduction Reflection Paper [60 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 [60 Points]:** In addition to a more traditional midterm exam, students will write a **300-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 [60 Points]:** Students will write a **300-word** paper describing (1) why the OT matters to a modern person of faith 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.

  Questions around the readings will be included in quizzes and exams 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 of the Midterm and Final Exam, quiz content will focus on the readings and lectures covered since the previous quiz.

  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 / 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 instructions on the last page of this syllabus. Each group member will receive the same grade for the presentation. Tentative due dates are listed on the course schedule, and confirmed dates will be clearly listed in class and Canvas.

- **Signature Assignment (Theological Paper):** Students will engage Old Testament texts noting the theological importance in scripture and in as it pertains to Christian discipleship, faith and practice, citing Scripture responsibly. More detailed instructions will be given in the course and listed on Canvas.

- **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 the 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 to class on the day of the final.

Assignment and Grading

- 180 points (60 each): Reflection Papers
- 160 Points: Signature Assignment (Theological Paper)
- 180 Points (60 each): 3 Quizzes
- 80 Points: Midterm Exam

(Most updated syllabus and info can always be found on Canvas.)

- 150 Points: Group Presentation
- 150 Points: Attendance and Participation [See details above.]
- 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	

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.

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 distance education outside California.

Incomplete 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.

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 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.

(Most updated syllabus and info can always be found on Canvas.)

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
The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

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 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 accommodations.

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. 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 or find a list of campus pastors at 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

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.

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 other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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.

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

Content Warning
I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Old Testament History and Religion, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of theology, and I will support you throughout your learning in this course.

Trigger Warning
I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Old Testament History and Religion, we will cover a variety of topics, some of which you may find triggering. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a

therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of theology, and I will support you throughout your learning in this course.

Lomabooks Instructions for Students
This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks,** please go: HERE

Tentative Course Schedule *(See Canvas for the link to the most updated syllabus information and due dates.)*

Week 1

1. Tuesday, September 2
    a. Introduction to the Course
2. Thursday, September 4
    a. Introduction to the Course

Week 2

3. Tuesday, September 9
    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
    c. Reflection Paper #1: Introduction Reflection Paper [Upload paper to Canvas by 11:59 PM tonight.]
4. Thursday, September 11
    a. What Is the OT and Where Did It Come From (Pt. 1)?: Inspiration and Function
    b. Readings:
        i. New Interpreter's Study Bible, pp. 2255-2260 ("Inspiration of Scripture")

Week 3

5. Tuesday, September 16
    a. What Is the OT and Where Did It Come From (Pt. 2)?: Origins and Backgrounds
        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, September 18
    a. How 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 Friday, September 18.]

Week 4

7. Tuesday, September 23
    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, September 25
    a. Class will be moved online. Assignment will be given for class credit. Details will be discussed in class and posted in Canvas.

Week 5

9. Tuesday, September 30
    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
10. Thursday, October 2
    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

Week 6

11. Tuesday, October 7
    a. Genesis 1—11: The Primeval History (Pt. 3): Creation Goes Haywire
    b. Readings:
        i. Genesis 10—11
        ii. Kelle, *Telling the OT Story,* pp. 48-54
    c. 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 Wednesday, October 8.]
12. Thursday, October 9
    a. (Tentative) Organize groups for small group presentations.
    b. Promise to Restore Creation & the Calling of a People: The Ancestral Narratives (Genesis 12—50)
    c. Readings:
        i. Genesis 12—13; 15—17; 20—22; 50
        ii. Kelle, *Telling the OT Story*, pp. 55-70

Week 7

13. Tuesday, October 14
    a. (Tentative) Organize groups for small group presentations.
    b. The Creation of God's People (Exodus 1-15)
    c. 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, October 16
    a. The Creation of a People (Pt.2): Introduction the Wilderness (Exodus 16—18)
    b. Readings:
        i. Exodus 16-18

(Most updated syllabus and info can always be found on Canvas.)

Week 8

15. Tuesday, October 21
    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. Reflection Paper #2: Midterm Reflection Paper [Upload paper to Canvas by 11:59 PM tonight.]
    d. Midterm [Complete this midterm on Canvas by 11:59 PM on Wednesday, October 22.]

Fall Break • No Class • Thursday, October 23

Week 9

16. Tuesday, October 28
    a. Review + Recap: What are we learning? What new questions do we have?
    b. The Formation of a People (Pt. 2): Deuteronomy, the Deuteronomistic History, and the New Generation
    c. 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
17. Thursday, October 30
    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

18. Tuesday, November 4
    a. The Life of God's People (P2) — 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.]
19. Thursday, November 6
    a. The Divine Voice to the People: Better Understanding The Prophets
    b. Group Presentations on OT Books #1: Hosea [Final date will be confirmed in class and Canvas.]
    c. Group Presentations on OT Books #2: Micah [Final date will be confirmed in class and Canvas.]
    d. Readings:
        i. Kelle, *Telling the OT Story*, pp. 163-165
        ii. New Interpreter's Study Bible introductions to Amos, Hosea, and Micah

Week 11

20. Tuesday, November 11
    a. The Divine Voice to the People: Better Understanding The Prophets [Continued]
    b. Group Presentations on OT Books #3: Nahum [Final date will be confirmed in class and Canvas.]
    c. Group Presentations on OT Books #4: Jeremiah [Final date will be confirmed in class and Canvas.]

(Most updated syllabus and info can always be found on Canvas.)

d. Readings:
    i. New Interpreter's Study Bible introduction to Nahum and Jeremiah
    ii. Kelle, *Telling the OT Story,* pp. 165-171

21. Thursday, November 13
    a. The Divine Voice to the People: Better Understanding The Prophets [Continued]
    b. Group Presentations on OT Books #5: Habakkuk [Final date will be confirmed in class and Canvas.]
    c. Group Presentation on OT Books #6: Isaiah [Final date will be confirmed in class and Canvas.]
    d. Readings
        i. New Interpreter's Study Bible introductions to Habakkuk and Isaiah
        ii. Isaiah 1—7; 11
        iii. Kelle, *Telling the OT Story*, pp. 171-175

Week 12

22. Tuesday, November 18
    a. Life in Exile: Rethinking the Story
    b. Looking at Psalms
    c. Group Presentations on OT Books #7: Esther [Final date will be confirmed in class and Canvas.]
    d. Group Presentations on OT Books #8: Daniel 1—6 [Final date will be confirmed in class and Canvas.]
    e. Readings:
        i. New Interpreter's Study Bible introductions to Psalms, Esther, Daniel

23. Thursday, November 20
    a. Responses to the Exile (Pt. 1)
    b. Group Presentations on OT Books #9: Job [Final date will be confirmed in class and Canvas.]
    c. Group Presentation on OT Books #10: Lamentations [Final date will be confirmed in class and Canvas.]
    d. Readings:
        i. New Interpreter's Study Bible introductions to Job and Lamentations
        ii. Kelle, *Telling the OT Story,* pp. 151-157

Week 13

24. Tuesday, November 25
    a. The class lecture and plan will be confirmed leading up to this date in class and on Canvas.

Thanksgiving Break • No Class • Thursday, November 27

Week 14

25. Tuesday, December 2
    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
26. Thursday, December 4
    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

(Most updated syllabus and info can always be found on Canvas.)

Week 15

27. Tuesday, December 9
    a. The End Is the Beginning: The Ending of the OT Story
    b. Review Pt. 1 [Key Themes + Final Review]
    c. Readings:
        i. Kelle, *Telling the OT Story*, pp.179-194
    d. Reflection Paper #3: Closing Reflection Paper [Upload paper to Canvas by 11:59 PM Wednesday, December 10.]

28. Thursday, December 11
    a. Review Pt. 2 [Key Themes + Final Review]
    b. Signature Assignment (Theological Paper)[Upload to Canvas by 11:59 PM Friday, December 12.]

Week 16

Final Exams • Week of December 15-19 • Exact Day and Time TBD • Exam will be in Class.

The final exam for this course will take place according to the university's final exam schedule.

*Students will bring their laptops to class to complete the online final.

Check Canvas for the most updated information.

Group Presentation (150 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).

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. Gracious Application Piece: Why might this book matter to a modern reader? What encouragement, instruction, inspiration, or insight might someone gain from this book today?

***On slide one, be sure to add everyone's name.

Grading Details: Up to 30 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 [Final date will be confirmed in class and Canvas.]

1. Hosea • Thursday, November 6 • Week 10
2. Micah • Thursday, November 6 • Week 10
3. Nahum • Tuesday, November 11 • Week 11
4. Jeremiah • Tuesday, November 11 • Week 11
5. Habakkuk • Thursday, November 13 • Week 11
6. Isaiah • Thursday, November 13 • Week 11
7. Esther • Tuesday, November 18 • Week 12
8. Daniel 1-6 • Tuesday, November 18 • Week 12
9. Job • Thursday, November 205 • Week 12
10. Lamentations • Thursday, November 20 • Week 12