



Department/School Name School of Theology & Christian Ministry

Course Number and Name BIB 1001-10 Old Testament History and Religion

Number of Units 2

Spring 2026

Meeting days: Tue & Thurs	Instructor title and name: Dr Stephanie Smith Matthews
Meeting times: 8:00-8:55 am	Phone: 619-849-2950
Meeting location: Taylor 314	Email: smatthew@pointloma.edu
Final Exam period: Thurs, May 7 at 7:30-10:00 am	Office location and hours: <ul style="list-style-type: none">● email or ask to confirm appointment (in Smee 211 or gchat):● M/W 8:00 am - noon, 1:30-2:30 pm● T/R 9:00-11:00 am

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 (GE) Mission Statement

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.

GE Learning Outcome (GELO) 3: 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.”](#)

[Links to an external site.](#)

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. **GELO3** is assessed in the **in-class biblical response essay** in the final Module of the semester.

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.
- Articulate and appreciate the ways in which the Bible, understood as given by divine inspiration, functions as the church's central norm for Christian discipleship, faith and practice; and,
- Articulate the basic content of the books of the Old Testament and the methods appropriate to the interpretation of those books.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Michael Coogan, et.al., eds., *New Oxford Annotated Bible: New Revised Standard Version* (5th Oxford: Oxford University, 2018), ISBN: 9780190276072.
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>.

3. Online resources posted to Canvas modules.

Course Schedule and Assignments

Readings (or viewings) & Weekly Homework: The OT is the primary text for this course. *Please have your Bible at hand for our class sessions.* All readings are required. It is important to keep up with the readings on a session-by-session basis or the information will quickly become overwhelming. *A significant part of the student's grade comes from **weekly** homework and/or quizzes over the assigned reading material (see below).* These will be due on **Thursdays**. Students completing 11 assignments may drop their lowest score; students completing 12 may drop the two lowest scores.

Mid-Term Exam: The midterm exam will cover various reading assignments and associated class lectures through the first quad. A study guide will be provided. It will be timed and open book/open note.

Attendance and Group Participation: See the PLNU attendance policy below. Class participation encompasses being prepared to discuss assigned reading, sharing insights, responding to other students, asking and attempting to answer relevant questions, and discussing the issues brought up in class. Students who find speaking in front of large groups challenging are encouraged to come prepared with a written question or comment to share. Opportunities will be given to participate in pairs and small groups.

Occasionally you will be asked to submit a short assignment which your group will begin (and often finish) in class.

Biblical Response Essay: Students will learn how to articulate a biblical argument by extensive and proper citation of biblical sources, 1) from across the full canon of Christian Scripture, 2) demonstrating awareness of the immediate literary context of each citation, 3) acknowledging and responding to plausible alternative arguments, and 4) raising questions relevant (to the argument and cited biblical passages) for further research.

Students will be provided a clear rubric in which scores are tied to the four skills listed above. This assignment will assess GELO 3.

The essay will be timed and completed as **in class** examination. Class time will be used each month for students to practice each of the four skills before their final demonstration of these skills for the in-class essay.

Final Project: As the culmination to the semester, there will be a final project due (submitted online) during our final exam period. We will practice these skills on Tuesdays, especially during the second half of the semester. You will have a choice of format (paper, video, visual presentation, etc.) A complete instruction sheet and rubric will be provided. Briefly, you will be asked to: Choose any passage (about 10 verses) from the Old Testament and reinterpret it in two ways:

1) A historical interpretation: how might the Hebrew people exiled from their land interpret this passage? How might they compare it to their situation? What message from God (hope, guidance, peace, etc.) might they find as they reinterpret this passage for their time?

2) A contemporary application for today: how might people today interpret this passage? How might they compare it to their situation? What message from God (hope, guidance, peace, etc.) might they find as they reinterpret this passage for their time?

Extra Credit: Students wishing to receive extra credit may submit a 3-4 page essay reflection on attendance of one of the Wiley lectures that was not required for class. Interested students should contact the instructor for the rubric. Students may earn up to 2% to add to the overall grade.

ASSESSMENT AND GRADING

Assignment distribution by percentage:

- 30% Readings and Weekly Check-ins
- 25% Midterm Exam
- 10% Attendance and Group Participation
- 10% Biblical Response Essay
- 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.

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. These topics include the nature of divine communication, injustices among God's people, discussions of God's judgment and forgiveness, and the impact of historical and other academic means of studying biblical texts. 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 [subject/major], 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 Prophets and the Holy Imagination, we will cover a variety of topics, some of which you may find triggering. These topics include life and death, warfare, community belonging, and abuse of power including by those in religious leadership. Each time this topic appears in a reading or unit, it is marked on the syllabus. 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 biblical studies, and I will support you throughout your learning in this course.

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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#)

[Links to an external site.](#)

for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

During this course, students will be strongly encouraged to assess the implications of the use of AI technologies for biblical interpretation.

You are allowed to use the university-provided Artificial Intelligence (AI) tools (e.g., Gemini, Grammarly) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

[MLA Style Center: Citing Generative AI](#)

[Links to an external site.](#)

[APA Style: How to Cite ChatGPT](#)

[Links to an external site.](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

[Links to an external site.](#)

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.

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.

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

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.

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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](#)
[Links to an external site.](#)

in the Undergraduate Academic Catalog.

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.

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](#)*