



POINT¹⁹ LOMA⁰²

 NAZARENE UNIVERSITY

Reuben Welch School of Theology and Christian Ministry
 M.A. in Christian Ministry Program

Christian Scripture (BIB 6035)

3 units
Fall 2025

Online: Sept. 2-Oct. 26, 2025 (in-person Gathering Days: Oct. 20-22, 2025)

Meeting location for in-person Gathering Days: Smee Hall

Professor: Rev. Dr. Brad E. Kelle (Dean & Prof. of Old Testament & Hebrew, WSTCM)
 Email: bradkelle@pointloma.edu
 Office: Smee Hall
 Phone: 619-849-2314

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 exploration of the literature and theology of the Christian canon with special attention to its ancient contexts and significance for preaching and teaching. For this course, we will especially focus on the engagement of the Bible through the perspective of missional hermeneutics (or a "missional" reading of scripture).

Program Learning Outcomes

After completing the M.A. in Christian Ministry program, students will be able to

- 1) Incorporate Christian formation in the local congregation and the life of the minister.
- 2) Interpret Scripture especially as related to preaching and teaching in the local church.
- 3) Explain the nature, mission, and social context of the church, especially as related to ecclesial practices and leadership in the local congregation.
- 4) Analyze theology, ethics, and church history, especially as related to the Wesleyan tradition and contemporary ministry.

Course Learning Outcomes

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

- 1) Identify the historical contexts of the Old and New Testaments.
- 2) Articulate the unity of the Old and New Testaments in their canonical context within the diverse literature of the Christian canon.
- 3) 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,
- 4) Articulate the basic content of the books of the Old and New Testaments and the methods appropriate to the interpretation of those books, with special consideration of diverse reading strategies and perspectives from various racial, ethnic, and social contexts.

Required Course Texts

1. Judy Fentress-Williams, *Holy Imagination: A Literary and Theological Introduction to the Whole Bible* (Nashville: Abingdon, 2021).
2. Brad E. Kelle, *Telling the Old Testament Story: God's Mission and God's People* (Nashville: Abingdon, 2017).
3. Jaime Clark-Soles, *Women in the Bible* (Interpretation; Louisville: Westminster John Knox, 2020).
4. A Bible of the student's choice (preferred: NRSV; do not use KJV or a free translation [e.g., *Living Bible, Message*, etc.]

Course Requirements (Assessments and Grading)

(see the course schedule below for the specific due dates and content of the assignments)

1. Weekly Reading Discussion Assignments: In each week of the course (except the Gathering Days week), each student will post (to the course Canvas site) **three** observations drawn from the overall batch of assigned readings for the week (400 words total) and post responses to **two** other students and the observations they have submitted for the week's readings (200 words total). *Be sure to draw your observations from the readings (not the lecture videos) and to follow the specifics below concerning the sources for your different observations.* The observations and responses are worth a combined 20 possible points each week.

*The *three reading observations* are due each Friday by 11:59pm PDT.

*The *responses to two other students* are due each Sunday by 11:59pm PDT

++More Specific Instructions:

a. By each Friday at 11:59pm:

*Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned → Select 2 significant statements or points

made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

***Post 1 observation drawn from the week's assigned reading from Clark-Soles, *Women in the Bible*→** Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

*NOTE: Should be a total of **400 words** for all 3 observations combined each Friday

b. By each Sunday at 11:59pm:

***Post on Canvas responses to *two* classmates' observations** that they posted from the week's readings (**ca. 200 words** total for the two responses combined). Thoughtfully engage what they posted and offer some responses that examine their observations or ask questions of them or even add to what they observed.

2. Creative Reflection Essay and Presentation on a Woman Character in the Bible: Each student will select (of their own choosing) one woman character from the Old or New Testament. First, each student should *choose one of the following options and write a 1,000 word reflection* using that option on their chosen woman biblical character. Each student will submit the written reflection on Canvas by the **Tuesday of the in-person Gathering Days (Tues. Oct. 21, 2025)**. Additionally, *each student will make a 15-minute presentation of their reflection essay during the in-person class meeting on campus.*

****Reflection and Presentation Options:**

- Imaginary interview with a woman character from the Old or New Testament
- Write a first-person (like they are writing their autobiography in "I" form) narrative of a biblical woman character of your choice (you can include internal dialogue)
- Choose four tattoos a woman character in the Bible might decide to get on their body. What does each tattoo represent in their life story? If you are artistic, you are welcome to illustrate your ideas in this project!
- Trace a woman character everywhere she appears throughout the Old and New Testaments. Write a reflection on how this individual contributes to the grand narrative of scripture.

3. Signature Assignment/Final Integrative Essay: Paper on the Nature and Authority of Scripture.

As the culmination to the course, each student will submit (through the course Canvas site) a final, integrative essay. The essay should be approximately 1,000 words in length. The paper is worth 100 possible points and is due by **Sunday Oct. 26, 2025 by 11:59pm PDT.**

****More Specific Instructions:** Each student will submit a brief, culminating essay of *ca. 1,000 words* on our Canvas site. The final essay must be posted to Canvas by **Sunday Oct. 26, 2025 at 11:59pm (PDT)**. The essay should use Kelle, *Telling the Old Testament Story* and any resources drawn from the Fentress-Williams book to **answer one question:**

*How would you tell the story of Christian scripture (as a whole and on the whole) from the perspective of the mission of God and the people of God (“missional hermeneutics”) as you have learned it from our course and its readings? In your brief essay, be sure to show evidence that what you are saying is including insights from Kelle, *Telling the Old Testament Story* and biblical passages from the Old and New Testaments (see Assessment Rubric at the end of this syllabus).*

Course Policies

1. Grading: The student’s grade will be based on a combination of the following:

<u>Possible Points</u>	<u>Assignment</u>
140 (7 at 20 pts each)	Reading Discussion Assignments
100	Reflection Essay and Presentation on Woman Biblical Character
100	Final Integrative Essay

*Total: 340 (possible points)

<u>*Grading Scale:</u>	94-100 A	84-86 B	74-76 C	64-66 D
	90-93 A-	80-83 B-	70-73 C-	60-63 D-
	87-89 B+	77-79 C+	67-69 D+	50s F

2. PLNU Attendance and Participation Policy: Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements. 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. Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements. Refer to [Academic Policies](#) for additional detail.

*NOTE: The format of this course will be fully “asynchronous” (with the exception of the in-person Gathering Days). There will be NO online, live class meetings. Students will complete their work independently throughout the term.

-Asynchronous Attendance/Participation Definition: Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs

- Initiating contact with faculty member within the learning management system to discuss course content

NOTE: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

3. Late Work Policy: In order not to be considered “late,” all assignments must be submitted by the day and time listed as the due date. *Grace Period*: If the student “forgets” or otherwise misses an assignment, she or he 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.* (NOTE: Any extra-credit assignments must be submitted on or before the due date and will not be accepted late for credit of any kind).

4. 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.

5. Academic Honesty: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

6. Academic Accommodations: 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 accommodation for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodation 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.

7. 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.

8. 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 this course, all 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 biblical interpretation, and I will support you throughout your learning in this course.

9. 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.

10. 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 doubt about using AI, please gain permission from the instructor.

Use of Technology

In order to be successful in the online or hybrid 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, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

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.

Course Schedule

Week 1: Sept. 2-7, 2025

- A) Starting Points: Introduction to the Course
- B) Starting Points for the Study of the Bible (Backgrounds, Composition, Canon, Inspiration)

To Watch/Read:

1. Watch Dr. Kelle's course introduction video
2. Watch Dr. Kelle's video lecture, "Starting Points for the Study of the Bible" (take notes on the lecture!)
3. *If* you need an overall refresher for Bible content, watch the video, "What Is the Bible" at <https://thebibleproject.com/explore/how-to-read-the-bible/>
4. Read Kelle, "Preface" and chs. 1-2
5. Read Michael W. Goheen, "A History and Introduction to a Missional Reading of the Bible," pp. 3-27 (available under "Files" on Canvas)

6. Read Clark-Soles, Introduction and ch. 1
7. Read Deuteronomy 6:10-25

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas *Reading Discussion Assignment* (approx. 400 words total)

***Post 2 observations from the assigned readings in the Goheen article and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned →** Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

***Post 1 observation drawn from the week's assigned reading from Clark-Soles, *Women in the Bible* →** Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates' observations** that they posted from the week's readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Creative Reflection Essay and Presentation on a Woman Character in the Bible for your written paper and presentation (both due during the in-person class week at PLNU). **See the full instructions in the syllabus "Course Requirements" section.**

Week 2: Sept. 8-14, 2025

The Introduction of God's Mission (Genesis 1-11)

To Watch/Read:

1. Watch Dr. Kelle's video lecture, "The Introduction of God's Mission (Genesis 1-11)" (take notes on the lecture!)
2. Read Kelle, ch. 3
3. Read Fentress-Williams, Introduction and Old Testament ch. 1 (pp. 1-28)
4. Read Clark-Soles, ch. 2
5. Read Genesis 1-11

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas *Reading Discussion Assignment* (approx. 400 words total)

***Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2**

between them), or another reading, if assigned → Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

*Post 1 observation drawn from the week’s assigned reading from Clark-Soles, *Women in the Bible* → Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates’ observations** that they posted from the week’s readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Creative Reflection Essay and Presentation on a Woman Character in the Bible for your written paper and presentation (both due during the in-person class week at PLNU). **See the full instructions in the syllabus “Course Requirements” section.**

Week 3: Sept. 15-21, 2025

The Calling of God’s People (Genesis 12-50)

To Watch/Read:

1. Watch Dr. Kelle’s video lecture, “The Calling of God’s People (Genesis 12-50)” (take notes on the lecture!)
2. Read Kelle, ch. 4 (pp. 55-70 only)
3. Read Fentress-Williams, Old Testament chs. 2-5 (Exodus-Deuteronomy)
4. Read Clark-Soles, chs. 3-4
5. Read Genesis 12-13; 15-17; 20-22; 50

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas ***Reading Discussion Assignment*** (approx. 400 words total)

*Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned → Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

*Post 1 observation drawn from the week’s assigned reading from Clark-Soles, *Women in the Bible* → Identify 1 significant statement or point made in the

assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates' observations** that they posted from the week's readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Creative Reflection Essay and Presentation on a Woman Character in the Bible for your written paper and presentation (both due during the in-person class week at PLNU). **See the full instructions in the syllabus "Course Requirements" section.**

Week 4: Sept. 22-28, 2025

A) The Creation of God's People (Exodus 1-15)

B) The Formation of God's People Pt. 1 (Exodus 16-Deuteronomy)

To Watch/Read:

1. Watch Dr. Kelle's video lecture, "The Creation of God's People and the Formation of God's People Pt. 1" (take notes on the lecture!)
2. Read Kelle, ch. 4 (pp. 70-79) and ch. 5
3. Read Fentress-Williams, Old Testament chs. 6-7 & 10
4. Read Clark-Soles, ch. 7 ("Women in Jesus's Life and Ministry")
5. Read Exodus 1-23; Leviticus 1-7; Deuteronomy 1-6; 12-15; 28-30

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas **Reading Discussion Assignment** (approx. 400 words total)

***Post 2 observations from the assigned readings in Fentress-Williams, Holy Imagination and/or Kelle, Telling the Old Testament Story (not 2 from each; just 2 between them), or another reading, if assigned** → Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

***Post 1 observation drawn from the week's assigned reading from Clark-Soles, Women in the Bible** → Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates' observations** that they posted from the week's readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Creative Reflection Essay and Presentation on a Woman Character in the Bible for your written paper and presentation (both due during the in-person class week at PLNU). **See the full instructions in the syllabus “Course Requirements” section.**

Week 5: Sept. 29-Oct. 5, 2025

The Life of God’s People in the Land (Joshua-2 Kings)

To Watch/Read:

1. Watch Dr. Kelle’s video lecture, “The Life of God’s People in the Land (Joshua-2 Kings)” (take notes on the lecture!)
2. Read Kelle, ch. 6 and pp. 163-165
3. Read Fentress-Williams, ch. 6
4. Read Clark-Soles, ch. 8
5. Read Joshua 1-12, 24; 1 Kings 11—12; 2 Kings 15—25

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas *Reading Discussion Assignment* (approx. 400 words total)

***Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned →** Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

***Post 1 observation drawn from the week’s assigned reading from Clark-Soles, *Women in the Bible* →** Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates’ observations** that they posted from the week’s readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Creative Reflection Essay and Presentation on a Woman Character in the Bible for your written paper and presentation (both due during the in-

person class week at PLNU). **See the full instructions in the syllabus “Course Requirements” section.**

4. Be working on your Final Integrative Essay due at the end of the course. See the syllabus “Course Requirements” section for detailed instructions.

Week 6: Oct. 6-12, 2025

The Old Testament Prophets

To Watch/Read:

1. Watch Dr. Kelle’s lecture video, “The Old Testament Prophets” (take notes on the lecture!)
2. Read Kelle, pp. 163-165
3. Read Fentress-Williams, ch. 10
4. Read Clark-Soles, ch. 9
5. Read Hosea 1-4; Amos 3-6; Isaiah 1-3; 40-43; Jeremiah 1-3; 29

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas *Reading Discussion Assignment* (approx. 400 words total)

*Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned → Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

*Post 1 observation drawn from the week’s assigned reading from Clark-Soles, *Women in the Bible* → Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates’ observations** that they posted from the week’s readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Creative Reflection Essay and Presentation on a Woman Character in the Bible for your written paper and presentation (both due during the in-person class week at PLNU). **See the full instructions in the syllabus “Course Requirements” section.**

4. Be working on your Final Integrative Essay due at the end of the course. See the syllabus “Course Requirements” section for detailed instructions.

Week 7: Oct. 13-19, 2025

A) Responses to the Exile

B) Return from Exile (Chronicles, Ezra, Nehemiah, Isaiah 56-66, Haggai, Zechariah, Malachi)

To Watch/Read:

1. Watch Dr. Kelle’s lecture video, “Responses to the Exile” (take notes on the lecture!)
2. Watch Dr. Kelle’s lecture video, “Return from Exile” (take notes on the lecture!)
3. Read Kelle, pp. 135-149
4. Read Fentress-Williams, chs. 11 and 15
5. Read Clark-Soles, ch. 10 and Conclusion
6. Read 2 Chronicles 36; Ezra 1—4; 8—10

To Do:

1. **By Friday at 11:59pm PDT:** Submit on Canvas *Reading Discussion Assignment* (approx. 400 words total)

*Post 2 observations from the assigned readings in Fentress-Williams, *Holy Imagination* and/or Kelle, *Telling the Old Testament Story* (not 2 from each; just 2 between them), or another reading, if assigned → Select 2 significant statements or points made or things you observed in the assigned textbook readings and explain briefly for each one of your 2 observations why you thought it was significant.

*Post 1 observation drawn from the week’s assigned reading from Clark-Soles, *Women in the Bible* → Identify 1 significant statement or point made in the assigned reading for the week and explain briefly why you thought it was significant.

2. **By Sunday at 11:59pm PDT:** Submit on Canvas **your responses to two classmates’ observations** that they posted from the week’s readings (approx. 200 words total)

*Thoughtfully engage what *two* classmates posted and offer some responses that examine their observations, ask questions of them, or even add to what they observed.

3. Be working on your Creative Reflection Essay and Presentation on a Woman Character in the Bible for your written paper and presentation (both due during the in-person class week at PLNU). **See the full instructions in the syllabus “Course Requirements” section.**

4. Be working on your Final Integrative Essay due at the end of the course. See the syllabus “Course Requirements” section for detailed instructions.

Week 8: Gathering Days (Live Class Meetings): Oct. 20-22, 2025

(Note: Your Creative Reflection Essay and Presentation on a Woman Character in the Bible assignment is DUE THIS WEEK ON TUESDAY. *See the syllabus “Course Requirements” section for all the details.* But remember: You will submit your 1,000 word reflection on Canvas by **11:59pm Tuesday of the in-person class meetings**. Additionally, *each student will make a 15-minute presentation of their reflection essay during the in-person class meeting week on campus.*)

Schedule:

- Mon. Oct. 20, 2025: 8:00am-5:00pm
- Tues. Oct. 21, 2025: 8:00am-5:00pm
- Wed. Oct. 22, 2025: 8:00am-12:00pm

Topics for the Gathering Days:

Monday:

- Recap and Discuss Final Integrative Essay
- Thinking Missionally from the OT towards the NT
- Missional Reading of the NT and Case Study of Philippians: Special Guest (on zoom):
Dr. Dean Flemming (Professor Emeritus of NT, Mid-America Nazarene University)

Tuesday:

- Presentations of Creative Reflection Essays on a Woman Character in the Bible

Wednesday:

- Finish Presentations of Creative Reflection Essays on a Woman Character in the Bible
- Concluding Thoughts: From Here to Where?

****Final Integrative Essay is due on Sunday Oct. 26, 2025 by 11:59pm PDT on Canvas.** See full instructions in the “Course Requirements” section of the syllabus.

Grading/Assessment Rubric for Final Integrative Essay/Signature Assignment

Assignment Prompt:

How would you tell the story of Christian scripture (as a whole and on the whole) from the perspective of the mission of God and the people of God (“missional hermeneutics”) as you have learned it from our course and its readings?

Your essay must show clear engagement with:

- *Kelle, Telling the Old Testament Story*
- Biblical texts from both the Old and New Testaments

<u>Category</u>	<u>Excellent (A)</u> <u>(90–100)</u>	<u>Good (B) (80–</u> <u>89)</u>	<u>Satisfactory (C)</u> <u>(70–79)</u>	<u>Needs</u> <u>Improvement</u> <u>(D/F) (Below 70)</u>	<u>Points</u>
1. Missional Framework (30 points)	Thoughtful, coherent articulation of the missional narrative; integrates course insights clearly	Competent description of the missional theme with some integration of course ideas	Basic or incomplete understanding; lacks depth or clarity	Minimal or incorrect articulation of missional themes	/30
2. Use of Kelle’s <i>Telling the Old Testament Story</i> (20 points)	Engages deeply with key themes from Kelle; applies them insightfully to the biblical narrative	Appropriate use of Kelle’s ideas with some depth of interpretation	Limited or surface-level reference to Kelle; loosely connected	Little or no reference to Kelle; lacks understanding or misrepresents the text	/20
3. Use of Biblical Texts (OT and NT) (30 points)	Strong and appropriate selection of biblical texts; insightful interpretation through a missional lens	Adequate selection; generally accurate interpretation	Some relevant texts used; interpretation may lack clarity or depth	Few, irrelevant, or poorly interpreted biblical references	/30
4. Organization and Argument (10 points)	Clear thesis; well-organized and persuasive argument throughout	Mostly clear and logical; minor lapses in flow or focus	Some organizational issues; argument may lack clarity or cohesion	Lacks structure or coherent argument; hard to follow	/10
5. Writing and Presentation (10 points)	Well-written, clear, polished; few or no errors	Mostly well-written; minor grammar or clarity issues	Adequate but with noticeable errors in grammar or expression	Poor writing, distracting errors, or lack of clarity	/10