



Fall 2018

<b>Instructor title and name:</b> Prof. Jonathan Manning	<b>Instructor phone:</b> 626-236-0008 (my personal cell)
<b>Office location and hours:</b> Taylor 110; by appointment	<b>Instructor email:</b> jmanning@pointloma.edu
<b>Meeting times/days:</b> 12:15p-1:10p MW	<b>Meeting location:</b> Rohr Hall #108
<b>Final Exam:</b> Wed, 12/12, 10:30a-1:00p	

**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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION**

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

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." 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.

**COURSE LEARNING OUTCOMES**

1. Identify the historical contexts of the Old Testament.
2. Articulate the unity of the Old Testament and New Testament in its 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.
4. Articulate the basic content of the books of the Old Testament and the methods appropriate to the interpretation of these books.

**REQUIRED TEXTS**

A standard translation of the Bible (e.g., NRSV, NASB, NIV, etc.) in book form. Please avoid using Bible paraphrases (e.g., The Message) or archaic English translations (e.g., KJV-King James Version). Regarding bible phone/tablet apps, see the course technology policy below.

Goldingay, John. *An Introduction to the Old Testament: Exploring Text, Approaches & Issues*. Downers Grove, IL: IVP Academic, 2015. ISBN 978-0830840908.

All other assigned reading will be available via handout or online.

## ASSESSMENT AND GRADING

### Assignment Distribution by Points and Percentage:

Class Attendance and Participation .....	50 points	(10%)
Reading Quizzes.....	100 points	(20%)
Reading Responses.....	100 points	(20%)
Unit Tests.....	150 points	(30%)
Final Exam.....	100 points	(20%)
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TOTAL POINTS.....	500 points	(100%)

### Grading Scale:

	89%-87% = B+	79%-77% = C+	69%-67% = D+	
100%-93% = A	86%-83% = B	76%-73% = C	66%-63% = D	59%-0% = F
92%-90% = A-	82%-80% = B-	72%-70% = C-	62%-60% = D-	

### Assignment Details:

Class Attendance and Participation (worth 50 points total; 25 for attendance, 25 for participation):

**Class Attendance (25 points):** From the PLNU Attendance Policy: “Regular and punctual attendance at all classes is considered essential to optimum academic achievement.” (See [Academic Policies](#) in the academic catalog.)

Total Class Sessions	28 (1 session = 3.5% of total sessions)
Lateness	2 tardies will count as one unexcused absence. Please arrive to class on time.
Unexcused Absences	Unexcused absence #1-2: 7% of sessions missed. Does not count against attendance grade. Unexcused absence #3-4: 14% of sessions missed. Attendance grade reduced by 12.5 <u>per day</u> . More than 20% of sessions (>=6) missed for any reason: student may be de-enrolled from the course.
Excused Absences	No grade reduction. <b>Requires a note or other documentation from a doctor or professor/coach</b> (for sickness or official PLNU scheduled event). Notes from the PLNU Wellness Center are accepted, and if you are sick enough to miss class, you are strongly encouraged to go there.
Perfect Attendance	Students with <u>zero tardies</u> and <u>zero unexcused absences</u> at the end of the semester will earn 1% of extra credit toward the final course grade (e.g., a grade of 89% would boost to a 90%).

**Class Participation (25 points):** Class participation means arriving prepared to discuss assigned reading and other class material, sharing insights, responding to other students, asking relevant questions, attempting to answer relevant questions, and discussing the issues brought up in class. In a 30- to 40-person class you might not have the opportunity to speak up on a daily basis, but you should still come prepared to contribute something to discussion on a daily basis. Participation also encompasses engaging in assigned tasks, maintaining focus, and avoiding distraction of self and others.

Q: What will earn me the maximum participation grade?

A: Speaking up in class (productively), asking questions, not being distracting to others, staying off screen devices

Q: What will reduce my participation grade?

A: Remaining quiet during most class sessions, never asking questions, distracting others, using screen devices

Reading Quizzes (worth 100 points total): Answer questions about the weekly assigned Bible/Goldingay reading.

Rationale: Regular open-book online reading quizzes (1) provide encouragement and accountability for completing the assigned class reading, (2) highlight and reinforce important ideas within the reading, while giving immediate feedback on areas of weakness, (3) make learning additionally durable by mixing (interleaving) previously-covered material throughout later quizzes, (4) shift quiz-taking time outside of scheduled class sessions, and most importantly, (5) create a low-stress “free to try and fail” environment conducive to learning.

Instructions: Reading quizzes will be scheduled for virtually every class session with assigned Bible/Goldingay reading, and are due by the beginning of a given class session. They are **open-book**, and **may be retaken as many times as desired** up until the due date (note that quiz questions are drawn randomly from a question pool, so when you retake, you will likely see different questions). If a quiz is repeated, your highest score will be recorded. Find all Reading Quizzes in the “Quizzes” section of our class Canvas site.

For Best Results: Do the reading first, and read carefully and thoughtfully—it will be easier to recall specific information and remember its location if you’ve already read it. When you take a quiz, challenge yourself to keep your materials closed, as this will cause you to work harder and learn more effectively. Check your notes for accuracy afterward, or when needed. Repeat a quiz until you are confident in your mastery of the material. It’s obviously possible to complete a quiz successfully without doing this diligent, hard work, but that defeats the larger purpose, and in the long term you will struggle to learn the material.

Reading Responses (worth 100 points total; 25 per response, 4 total responses):

During the semester we will read the following scholarly articles:

Chalmers, Aaron. “The Influence of Cognitive Biases on Biblical Interpretation.” *Bulletin for Biblical Research* 26 no 4 (2016): 467-480.

Freedman, David Noel. “Yahweh of Samaria and his Asherah.” *The Biblical Archaeologist* 50 no 4 (1987): 241-249.

Moses, Robert. “‘The Satan’ in Light of the Creation Theology of Job.” *Horizons in Biblical Theology* 34 no 1 (2012): 19-34.

Stone, Ken. “Gender and Homosexuality in Judges 19: Subject-Honor, Object-Shame?” *Journal for the Study of the Old Testament* 20 no 67 (1995): 87-107.

Trible, Phyllis. “Eve and Adam: Genesis 2-3 Reread.” *Andover Newton Quarterly* 13 no 4 (1973): 251-258.

Warrior, Robert Allen. “Canaanites, Cowboys, and Indians.” *Union Seminary Quarterly Review* 59 no 1-2 (2005): 1-8.

Instructions: Four times during the semester when an assigned article comes due, compose and submit a 620-word (i.e., roughly 2-page) reflection/response to what you’ve read in the article. Strong responses will both briefly summarize key points from the reading and also critically reflect on and evaluate the author’s ideas and assertions. What did you find to be helpful or illuminating? What did you find to be troubling or confusing? What questions did the reading raise in your own thinking? Make clear and specific points while demonstrating engagement with the reading for best results.

Unit Tests (worth 150 points total; 75 per test, 2 total tests):

Throughout the semester, unit tests will serve to separate our overarching class content into smaller and more manageable pieces, and to help students consolidate this material into long-term memory. Tests will be closed-book (also closed-Bible) and review/preparation information will be available in advance.

Final Exam (worth 100 points total):

The final exam will be closed-book (also closed-Bible) and comprehensive. We will review prior to the exam.

## Extra Credit:

In addition to the perfect attendance bonus (see above), you may earn extra points in the following ways:

1. Complete and return your Student Information Sheet (see the back of the syllabus) when due for 2 points.
2. Theological/Biblical Studies events go on frequently at PLNU and in our larger community. Attend an author lecture, reading, or forum and write a 1-2 page critical analysis and reflection over what was said and how it might apply to our course material. This will earn you up to +1% of the total class grade (you can do this up to 3 times for credit). If you are unsure whether a particular event might count for credit, ask the professor. Please submit all extra credit via Canvas within 1 week of attending designated events.

## **INCLUSIVE LANGUAGE**

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Point Loma Nazarene University approaches diversity from a biblical perspective, affirming that diversity is an expression of God's image, love, and boundless creativity. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women and other marginalized groups, I strongly urge you to avoid sexist and racist language in your public discourse, in classroom discussions, and in your writings.

For further help on this topic, please visit the following websites:

[http://www.whwomenclergy.org/booklets/inclusive\\_language.php#two](http://www.whwomenclergy.org/booklets/inclusive_language.php#two)

<https://owl.english.purdue.edu/owl/resource/608/05/>

## **INCOMPLETES AND LATE ASSIGNMENTS**

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Assignments are to be submitted/turned in by the beginning of the class session when they are due. The instructor reserves the right to refuse late work, and in fact, the course materials on Canvas are impossible to submit past the deadline without special permission. You are therefore strongly encouraged to contact your professor if you foresee a problem in completing work on time.

## **USE OF TECHNOLOGY**

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Students are encouraged to use technology, especially the Canvas site, for learning and communication *outside* of class. In fact, students should be checking their email daily to receive timely course-related communication. *In class, however, the professor has banned the use of electronic devices, except by permission or in the case of specific need.* (Please speak to me if, for example, you require a laptop for learning purposes and we will work out an accommodation.) For the sake of optimal student learning, and knowing the distractions available with just one click, you may not use laptops, tablets, smartphones, or any other screen-device during class.

## **ACADEMIC HONESTY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See complete university-wide academic honesty policy under "Academic and General Policies" in the catalog: <https://catalog.pointloma.edu/>.

## **ACADEMIC ACCOMMODATIONS**

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If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See the PLNU Disability Resource Center website (<https://www.pointloma.edu/offices/disability-resource-center>) for additional information.

## **COPYRIGHT POLICY**

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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.

## **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the PLNU Class Schedules website (<https://www.pointloma.edu/offices/records/undergraduate-records>). No requests for early examinations or alternative days will be approved.

## COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, and assignments may be changed at the instructor's discretion.

	MONDAY	WEDNESDAY
<b>WEEK 01</b> <i>Intro to OT</i>	[TUESDAY] AUG 28 <i>Syllabus &amp; Orientation</i>	AUG 29 Read: <u>Class Syllabus</u> Read: <u>Chalmers, "The Influence of Cognitive Biases..."</u> <b>DUE: Chalmers Article Response</b> <b>DUE: Student Info Sheet</b>
<b>WEEK 02</b> <i>Intro to OT</i>	SEP 03 NO CLASS: LABOR DAY	SEP 05
<b>WEEK 03</b> <i>Intro to OT</i>	SEP 10 Read: <u>Goldingay 7-48</u> <b>DUE: Online Reading Quiz #1</b>	SEP 12
<b>WEEK 04</b> <i>Torah</i>	SEP 17 Read: <u>Goldingay 50-71</u> , <u>Genesis 1-11</u> <b>DUE: Online Reading Quiz #2</b>	SEP 19 Read: <u>Trible, "Eve and Adam, Genesis 2-3 Reread"</u> <b>DUE: Tribble Article Response</b>
<b>WEEK 05</b> <i>Torah</i>	SEP 24 Read: <u>Goldingay 72-83</u> , <u>Genesis 12-50</u> <b>DUE: Online Reading Quiz #3</b>	SEP 26
<b>WEEK 06</b> <i>Torah</i>	OCT 01 Read: <u>Goldingay 84-105</u> , <u>Exodus (all)</u> <b>DUE: Online Reading Quiz #4</b>	OCT 03 Read: <u>Warrior, "Canaanites, Cowboys, and Indians"</u> <b>DUE: Warrior Article Response</b>
<b>WEEK 07</b> <i>Torah</i>	OCT 08 Read: <u>Goldingay 106-117</u> , <u>Leviticus 16-27</u> , <u>Numbers 1-14</u> <b>DUE: Online Reading Quiz #5</b>	OCT 10 <i>Unit Test #1 Review: Torah</i>
<b>WEEK 08</b> <i>Torah</i>	OCT 15 Read: <u>Goldingay 118-140</u> , <u>Deuteronomy 1-6, 12-15, 28-34</u> <b>DUE: Online Reading Quiz #6</b>	OCT 17 <i>Unit Test #1: Torah</i>
<b>WEEK 09</b> <i>Nebi'im</i>	OCT 22 Read: <u>Goldingay 142-173, 284-287</u> , <u>Joshua 1-11, 21, 24</u> , <u>Judges 1-10, 19-21</u> , <u>Ruth (all)</u> <b>DUE: Online Reading Quiz #7</b>	OCT 24 Read: <u>Stone, "Gender and Homosexuality in Judges 19: Subject-Honor, Object-Shame?"</u> <b>DUE: Stone Article Response</b>
<b>WEEK 10</b> <i>Nebi'im</i>	OCT 29 Read: <u>Goldingay 174-197</u> , <u>1 Samuel 8-12, 15-16</u> , <u>2 Samuel 7</u> , <u>1 Kings 1-12, 16-19</u> , <u>2 Kings 15-25</u> <b>DUE: Online Reading Quiz #8</b>	OCT 31 Read: <u>Freedman, "Yahweh of Samaria and His Asherah"</u> <b>DUE: Freedman Article Response</b>
<b>WEEK 11</b> <i>Nebi'im</i>	NOV 05 Read: <u>Goldingay 198-227</u> , <u>Isaiah 1-6</u> , <u>Amos (all)</u> , <u>Hosea 1-2</u> , <u>Jonah (all)</u> <b>DUE: Online Reading Quiz #9</b>	NOV 07 <i>Unit Test #2 Review: Nebi'im</i>

	MONDAY	WEDNESDAY
<b>WEEK 12</b> <i>Nebi'im</i>	<b>NOV 12</b> Read: <u>Goldingay 228-268</u> , <u>Isaiah 40-43, 61-62</u> , <u>Ezekiel 1-11</u> , <u>Jeremiah 29-33</u> <b>DUE: Online Reading Quiz #10</b>	<b>NOV 14</b> <i>Unit Test #2: Nebi'im</i>
<b>WEEK 13</b> <i>Ketubim</i>	<b>NOV 19</b> Read: <u>Goldingay 269-283</u> , <u>1 Chronicles 1</u> , <u>2 Chronicles 36</u> , <u>Ezra 1-6</u> , <u>Nehemiah 8-13</u> <b>DUE: Online Reading Quiz #11</b>	<b>NOV 21</b> NO CLASS: THANKSGIVING BREAK
<b>WEEK 14</b> <i>Ketubim</i>	<b>NOV 26</b> Read: <u>Goldingay 288-337</u> , <u>Psalm 1-41, 72, 89, 106, 150</u> , <u>Proverbs 1-9, 20-24, 31</u> , <u>Job 1-3, 38-42</u> <b>DUE: Online Reading Quiz #12</b>	<b>NOV 28</b> Read: <u>Moses, "The Satan' in Light of the Creation  Theology of Job"</u> <b>DUE: Moses Article Response</b>
<b>WEEK 15</b> <i>Ketubim</i>	<b>DEC 03</b> Read: <u>Goldingay 338-367</u> , <u>Ecclesiastes 1-6, 12</u> , <u>Daniel 1-6</u> <b>DUE: Online Reading Quiz #13</b>	<b>DEC 05</b> <i>Final Exam Review</i>

<b>FINALS WEEK</b>	<b>BIB101 Sec. 7 (regularly meets MW @ 12:15pm)</b> <b><u>Final Exam Day/Time:</u></b>	<b>Wednesday, 12/12, 10:30am-1:00pm</b>
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**STUDENT INFORMATION SHEET**

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Name: \_\_\_\_\_

Phone Number (one where you can be reached during the semester): ( \_\_\_\_\_ ) \_\_\_\_\_

Academic Major: \_\_\_\_\_

Why did you choose your particular major, and what are your larger vocational/career goals?

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Your primary language is: \_\_\_\_\_ English \_\_\_\_\_ Other: \_\_\_\_\_

On a scale of 0-10, where "0" represents total unfamiliarity and "10" represents detailed and specific knowledge,

How do you rate your own level of familiarity with the Christian Scriptures? \_\_\_\_\_

How do you rate your own level of familiarity with the Old Testament? \_\_\_\_\_

Is there some particular question you are seeking to answer during this course?

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Is there any additional information about yourself you would like me to know? (e.g., course schedule conflicts, medical issues that may affect class performance, specific learning needs or preferences that you want to bring to my attention, etc.)

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