

	School of Theology and Christian Ministry
	BIB1001: Old Testament History and Religion 2 Units
Spring 2022	

Meeting days: M/W	Instructor title and name: Dr. Mason D. Lancaster
Meeting times: 12:30–1:25pm	Email: mlancast@pointloma.edu
Meeting location: LBRT 207	Office Hours: Click here to make appointment , or email to schedule another time.
Final Paper is due: Tuesday, May 3rd, 2022 at 11:59pm on Canvas (No Final Exam)	

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.

Foundational Explorations 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 culture.

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 her or his life.

COURSE LEARNING OUTCOMES

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

1. Explain basic features of the diverse contents on the Old Testament (e.g., contents of different books, features of different genres; #1 in the Course Description above) and its critical study in Western scholarship (#2 in the Course Description above), as evaluated by four quizzes, Reading Response Worksheets, and in-class discussions.
2. Articulate the unified storyline of the Old Testament in terms of God's mission (i.e., how all the different "parts" hang together as a "whole"), as evaluated by the "Story of the Old Testament" paper, Reading Response Worksheets, and in-class discussions.
3. Interpret passages of the Old Testament using skills acquired through the course, as evaluated by the Lectio Divina paper and in-class discussions.
4. Articulate and appreciate the relevance and contribution of the Old Testament for contemporary Christian faith and ethical issues, as evaluated through in-class discussions, the Lectio Divina paper, and additional brief writing/reflection assignments.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. *The New Interpreter's Study Bible* (NRSV). Nashville: Abingdon, 2003.
2. Kelle, B. E. *Telling the Old Testament Story: God's Mission and God's People*. Nashville: Abingdon, 2017.

ASSIGNMENTS AT A GLANCE (See [Canvas](#) for more detail)

- **Readings:** The Old Testament is the primary text for this course. Each week you will have assigned readings from the *New Interpreter's Study Bible*, Kelle's *Telling the Old Testament Story*, and usually readings or videos from other sources as indicated on Canvas. All readings are required. I suggest doing the readings *before* class, as you will get more out of the lecture. A student's reading will be assessed through quizzes and two papers (see below).
- **Reading Response Worksheets:** In order to help you get the most out of your reading and be prepared for class discussion, each week you will fill out a Reading Response Worksheet (RRW) which will help you process your weekly reading. Some weeks we will use these for in-class group work, so it is important that you complete these before the appropriate class meeting. [Click here to access](#) the RRW on Canvas and see examples and a rubric.
- **Celebrations of Learning (a.k.a. Reading Quizzes):** These four Celebrations (often called, erroneously, "quizzes") will cover various reading assignments and associated class lectures. The dates of the quizzes are listed on the course schedule. These Celebrations of Learning will be administered on the Canvas site for the course (not in class).
- **Midterm Paper – *The Story of the Old Testament*:** In this 1200-word paper, you will tell me the story of the Old Testament *as you have learned it in this course*. **The paper is**

due Saturday, Mar 5th, 2022, at 11:59pm on Canvas. Click the link above for more information.

- **Final Paper – *Lectio Divina Interpretation*:** Your final paper for the course is an opportunity for you to work independently on the interpretation of an Old Testament passage and to practice a type of theological reading from the historic practice of the Christian tradition. The final paper will be **6 pages long**, and is **due Tuesday, May 3rd, 2022, at 11:59pm on Canvas.** Click the link above for more information.

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 2-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 75 total hours meeting the course learning outcomes.

Distribution of Student Learning Hours	
Category	Time Expectation in Hours
Reading Response Worksheets	7
Reading Assignments	17
Written Assignments	18
Attending Lectures	28
Quizzes, Surveys	5
Total Hours	75 hours

ASSESSMENT AND GRADING

Student grades will be posted in the Canvas grade book as quickly as possible. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work for future assignments in and beyond this course. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

Distribution of Points	
Course Assignments	Percentage
Weekly Quizzes and Short Written Assignments	30%
Reading Response Worksheets	30%
Story of the Old Testament Paper	10%
Lectio Divina Interpretation Paper	30%
Course Surveys	0%

Total Points	100
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Standard Grade Scale Based on Percentages				
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	

COURSE SCHEDULE AT A GLANCE (See [Canvas](#) for more detail)

Module 1: Introduction to the Old Testament

Week 1 (1/10, 1/12 – *remote*): What is the Old Testament and Why Study It?

Week 2 (1/19 – *in-person*): The World of the Old Testament

- No class 1/17 – MLK Jr. Day

Week 3 (1/24, 1/26): Reading the Old Testament

- **DUE**: In-class Books of the Old Testament Quiz

Module 2: Beginnings

Week 4 (1/31, 2/2): Act I – Setting up the Story of the Bible and the Mission of God (Genesis 1–11)

- **DUE**: Celebration of Learning #1 due Tuesday, February 1st at 11:59pm on Canvas

Week 5 (2/7, 2/9): Acts II and III – The Creation and Calling of God’s People (Genesis 12–Exodus 15)

Week 6 (2/14, 2/16): Act IV – The Formation of a People (Exodus 16–Deuteronomy)

Module 3: Life in the Land and Beyond

Week 7 (2/21, 2/23): Act V – The Life of God’s People in the Promised Land (Joshua–2 Kings)

- **DUE**: Celebration of Learning #2 due Tuesday, February 22nd at 11:59pm on Canvas

Week 8 (2/28, 3/2): Act VI – The Life of God’s People in Exile and Return (1 Chronicles–Esther)

- **DUE**: Midterm Paper (“Story of the OT”) is due on Saturday, March 5th, 2022, at 11:59pm on Canvas

Week 9 (3/7, 3/9): Spring Break (No classes!!!)

Module 4: Reflections on What Went Wrong and a New Start

Week 10 (3/14, 3/16): The Prophets of Israel (Part I) – Pre-Exilic

Week 11 (3/21, 3/23): The Prophets of Israel (Part II) – Exilic and Post-Exilic

- **DUE**: Celebration of Learning #3 due Tuesday, March 22nd at 11:59pm on Canvas

Week 12 (3/28, 3/30): The Writings of Israel (Part I) – Wisdom

Week 13 (4/4, 4/6): The Writings of Israel (Part II) – Psalms

Module 5: Closure

Week 14 (4/11, 4/13): Reading the Old Testament, Again

- **DUE**: Celebration of Learning #4 due Tuesday, April 12th at 11:59pm on Canvas

Week 15 (4/20): Reflections on the Main Character of the Story – Israel’s God

- No class on 4/18 (Easter Recess)

Week 16 (4/25, 4/27): The End is the Beginning – The Ending of the Old Testament Story and the Ongoing Story of God

Week 17 (Finals Week): No classes

- **DUE**: Final paper (“Lectio Divina”) is due Tuesday, May 3rd at 11:59pm on Canvas.

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.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the day and time indicated on Canvas. This is often (but not always) at 11:59pm, or before class in the case of Reading Response Worksheets,

so check Canvas to confirm. Assignments will be accepted up to a week late, with a point deduction (amount varies by assignment).

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 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](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

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 drop date or, after that date,

receive the appropriate grade for their work and participation. For more details, see the [University-wide attendance policy](#).

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](#).

INCLUSIVITY

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. This course will strive to practice sensitivity toward and foster respect for issues of inclusivity in matters of language and conduct. Each student should seek to enrich this inclusive atmosphere in both their class contributions and personal interactions. For example, when you are referring to humanity in general, avoid using the word “man” or “mankind”; prefer “humans,” “people,” “humanity,” or “humankind.” You may alternate between using “she” and “he” as generic pronouns, or use “they.” Bear in mind that the meaning of language changes in society, and so words that were once “generic” (he, mankind) are now understood as gendered. Reflect your understanding that the image of God is both male and female by striving to represent both halves of humanity in your speech and writing.

USE OF TECHNOLOGY

I understand: technology is both useful and problematic. I am the first to appreciate the advantages of technology (I used to work for Apple!). Yet research and my own experience have consistently shown that students learn better if they do not have technology (computers, tablets, phones) present during class (yes, even if it’s closed or face down on the table). Therefore, *please do not use laptops, tablets, or phones in class*. Keep them in your backpack unless instructed to use them in class for a particular activity.

Problems with technology do not relieve you of the responsibility of turning in your assignments.