



School of Theology & Christian Ministry

## **BIB 1001 (Section 3): Old Testament History & Religion**

2 Units

*Spring 2025*

**Meeting days/times:** Mondays & Wednesdays | 8:30am - 9:25am

**Meeting location:** Liberty Station 201

**Final Exam:** *TBD*, Liberty Station Center Final Exam Schedule

INFORMATION	SPECIFICS FOR THE COURSE
<b>Instructor:</b>	The Rev. Prof. Kevin Portillo, M.Div.
<b>Phone:</b>	Contact Professor through Email
<b>Email:</b>	<a href="mailto:kportill@pointloma.edu">kportill@pointloma.edu</a>
<b>Office:</b>	Smee Hall, By Appointment (Please Email Me)

### **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 culture.

## **Course Description**

PLNU Catalog 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."

The Old Testament consists of the thirty-nine canonical books and together with the twenty-seven canonical books of the New Testament comprise the Holy Scriptures of the Christian faith and life. The Old Testament proclaims God's creation of all things, humanity's original disobedience, God's calling of Israel to be the people of God, the giving of the Law, of divine wisdom, of the Lord's saving deeds, and of the teaching of the prophets. The Old Testament bears witness to Jesus Christ, revealing God's desire to reconcile all things through Christ.

This course is an investigation of the biblical narrative, theology, and history of the canonical books of the Old Testament, which are known as the Scriptures. The focus of the course will be on the canonical structure and theology of the Old Testament while exploring the significance and biblical connections within the Old Testament itself plus with references to the how the Old Testament connects with the New Testament. We will explore the canonical books through lectures, group assignments, and through the students' reading of the course textbook(s) and article(s). This course will seek to educate and form a deeper understanding of the Old Testament as Holy Scripture.

## **Program and Course Learning Outcomes**

Upon completion of this course, you will be able to:

1. Understand and articulate the Old Testament as canonical Christian Scripture and as part of a two-testament canon, the Bible.
2. Identify the historical, cultural, literary, and theological structures of the Old Testament to ascertain meaning.
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.

## **General Education Learning Outcomes**

Link to GE courses and corresponding GELO's: <https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>

*GELO 3:* Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

*Old Testament Signature Assignment:* Students will respond in writing to a question in a way that applies a reading of Old Testament texts to an issue of theological importance, citing Scripture responsibly.

## Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

**1. H., Wright Christopher J. *The Old Testament in Seven Sentences: A Small Introduction to a Vast Topic*. Downers Grove, IL: IVP Academic, an imprint of Intervarsity Press, 2019.**

**2. The Holy Bible (Use a standard translation such as: NRSV; ESV; NIV; NKJV; NASB; etc.)**

## Assessment and Grading

Grades will be based on the following:

### 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	

The student's grade will be based on a combination of quizzes, assignments, and exams as follows:

Possible Points	Assignment
100	Lecture Take-Aways (10%)
250	7 Quizzes (25%)
150	Mid-Term Exam: Pentateuch Interpretation Essay (15%)
300	Old Testament Book Group Project (30%)
200	Final Exam: Old Testament Comprehensive Essay (20%)
<b>Total = 1000 pts</b>	

## Course Assignments

### **A) Lecture Take-Aways (Attendance & Participation) (10% of total grade: 100 pts)**

Each week, students will submit a paragraph per class session on their main “take-away” from the lectures the week. Each paragraph (200 words) per class session will be worth five points each. The student must have attended the respective class session in order to fulfill the “lecture take away” weekly assignment. No late submission accepted for this course assignment.

**Submit it through Canvas every week on Wednesdays before 11:59PM.**

### **B) 7 Quizzes (25% of total grade: 250 pts)**

7 Quizzes on 7 chapters of the course textbook, *The Old Testament in 7 Sentences*. Quizzes will be in-class and open book unless otherwise stated. Quizzes are open textbook and notes. Read and complete the assigned reading from the course textbook before the start of class that day. Each quiz will be around 15-20 multiple choice questions long.

### **C) Mid-Term Exam: Pentateuch Essay (15% of total grade: 150 pts)**

The Mid-Term Exam will be an in-class essay that will examine the student’s skill of interpreting a passage from the Pentateuch. Each student will be assigned a book from the Pentateuch, and the student will have the option of choosing one of the three chapters listed below to interpret for Pentateuch Essay. A resource of commentaries will be available for each chapter listed below called “Ancient Christian Commentary on Scripture.” Each student is responsible for his/her own in-class essay assignment, but you may prepare and study together with other students in the class. The professor will provide Ancient Christian Commentary readings for each chapter of the biblical passages. This essay will be open notes, open bible, and access to the commentary readings given through class. The essay prompt will be given on the day of the Mid-Term essay exam. \*Please purchase a “Blue Book Examination Booklet” available at the PLNU bookstore.\*

<u>Genesis</u>	<u>Exodus</u>	<u>Leviticus</u>	<u>Numbers</u>	<u>Deuteronomy</u>
Genesis 4	Exodus 3	Leviticus 16	Numbers 11	Deut. 6
Genesis 22	Exodus 15	Leviticus 19	Numbers 16	Deut. 18
Genesis 37	Exodus 20	Leviticus 25	Numbers 20	Deut. 30

### **D) Old Testament Book Group Project (30% of Total Grade - 300 points):**

The class will be divided into groups of four to five. The purpose of this group is to research, teach, and write an essay on an assigned Old Testament Book from the Wisdom Books or Prophetic Writings. Each group will be assigned one of the OT books listed below. Each group will: teach the book to the class for 10 minutes, create a Powerpoint presentation, and write a 2,000-Word Group Essay on all of the research accumulated on the Old Testament book. All group members will receive the same grade at the discretion of the professor.

#### Old Testament Books for Group Project

Esther	Jeremiah
Job	Hosea
Proverbs	Amos
Ecclesiastes	Micah

## **E) Final Exam: The Old Testament (20% of total grade: 200 pts)**

The Final Exam will be a final in-class comprehensive Final Exam essay that will examine your understanding of the Scriptures from the beginning to the end of this semester (Genesis to Malachi). The Final Exam will satisfy the Old Testament signature assignment for the School of Theology & Christian Ministry at Point Loma Nazarene University: *Students will respond in writing to a question in a way that applies a reading of Old Testament texts to an issue of theological importance, citing Scripture responsibly.* A Study Guide and Grading Rubric will be released two weeks before the Final Exam scheduled time. The Final Exam will take place in the classroom on the scheduled day and time. This exam will be open Bible and the student will be allowed one-page of handwritten notes (double-sided). (20% of total grade)

### **Extra Credit Assignment (Worth up to 75 Extra Credit Points)**

**Choose ONE of the following:**

#### **OPTION 1: H. Orton Wiley Lectures in Theology**

Attend two of the four H. Orton Wiley Lectures in Theology hosted by the School of Theology & Christian Ministry PLNU. Write a 1,500 word, typed, double-spaced, reflection paper summarizing what the lecturer presented and your critical engagement with it by answering these questions: How was the Old Testament used, if at all? Does this integrate with how you have received the Old Testament? How was Scripture used? What was stated about God? Do you agree or disagree? Why? How would you respond to the lectures using the Old Testament Scriptures? *Only one attempt is allowed for this extra credit assignment.*

**\*Due Date: Monday, March 24th 2025 by 8:30AM.** Submit through Canvas.

#### **H. Orton Wiley Lectures in Theology 2024-2025**

Wednesday to Friday, March 19-21, 2025

**Guest Lecturer:** Dr. Elizabeth Conde-Frazier, Founder of the Orlando E. Costas Hispanic and Latin American Ministries Program at Andover Newton Theological School, and retired Director of the Association for Hispanic Theological Education.

**Series Title:** *"Grace, Genuineness, and Glory: Spirituality for Living into the New Things of God"*

**LOCATION:** *\*All lectures in Crill Performance Hall on PLNU Main Campus*

Lecture 1: "The Fullness of You"

*\*Wednesday, March 19, 2025 11:00-11:50am*

Lecture 3: "The Dreams of the Heart of God"

*\*Thursday, March 20, 2025 9:30-10:20am*

Lecture 2: "World, Woes, and Wonder"

*\*Wednesday March 19, 2025 1:30-2:20pm*

Lecture 4: "You Are Befriended"

*\*Friday, March 21, 2025 8:30-9:20am*

#### **OPTION 2: Reflection Paper on St. Irenaeus of Lyons, *On the Apostolic Preaching***

**On the Apostolic Preaching by St. Irenaeus of Lyons**

**(Popular Patristic Series: St. Vladimir's Seminary Press, 2003) ISBN: 0881411744**

Read p. 39-101 of ***On the Apostolic Preaching*** (available on Canvas as a pdf.) on how the Apostles preached Jesus Christ according to the Scriptures (the Old Testament), and reflect on St. Irenaeus' work by writing a 1,500 word, typed, reflection paper covering these three

areas: 1) St. Irenaeus' belief of the Scriptures (the Old Testament) and Jesus Christ; 2) Your reflection and critical reactions to this work. Demonstrate to me that you have read the book and that you are summarizing Irenaeus' demonstration of the apostolic preaching of Jesus Christ in accordance with the Scriptures. By submitting this paper, you are confessing that you really did read all of the pages in the book and that these are your own original words of reflection.

This extra credit assignment is due no later than **Wednesday, April 30th 2025 @ 8:30AM (the beginning of class)**. Submit through Canvas. Only one attempt is allowed for this assignment. No Extra Credit submission will be accepted past this date.

## **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.

\*No requests for early examinations or alternative days will be approved.

## **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the day and time listed as the due date—including assignments posted in Canvas. Grace Period: If the student misses a submission date of an assignment, he or she may submit it up to one week after the due date for no more than 50% credit. *No assignment will be acted for credit of any kind more than one week after the original due date.* Extra credit assignments must be submitted on or before the due date and will not be accepted late for credit of any kind. Incompletes will only be assigned in extremely unusual circumstances.

## **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. 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**

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. You may not use AI for quizzes, exams, or essays assigned in this course as all work is required to be original. If you have any doubts about using AI, please gain permission from the instructor.

## **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](mailto:EAC@pointloma.edu) or 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 special 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 a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

### **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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://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](http://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 (more than three [3] class sessions), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (more than six [6] class sessions), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

## 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](https://www.pointloma.edu/centers-institutes/loma-writing-center) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

### Course Calendar

#### Week 1: Introduction to the Course & Canonical Scriptures

##### **1. Monday, January 13th**

*(Hilary of Poitiers, Bishop & Teacher of the Faith, 367)*

Introduction to the Course: Syllabus, Textbook, Assignments, & Mid-Term Exam

Readings: None

\*Assign biblical chapter to students for Mid-Term Exam Pentateuch Essay

##### **2. Wednesday, January 15th**

What is "Canon"? What is "Scripture"? What is "The Old Testament"?

Reading Scripture Canonically

Readings: TBD on Canvas

#### Week 2: Genesis

##### **3. Monday, January 20th: NO CLASS (Martin Luther King Jr. Day)**

##### **4. Wednesday, January 22nd**

*(Vincent, Deacon of Saragossa, Martyr, 304)*

Genesis 1-11: Creation; The Image of God; Communion with God

Readings: Genesis 1-11; Introduction & Chapter 1: Creation (7 Sentences)

\*Quiz #1: Introduction & Chapter 1 (7 Sentences)

### **Week 3: Genesis & Exodus**

#### **5. Monday, January 27th**

*(Lydia, Dorcas, and Phoebe, Helpers of the Apostles)*

Genesis 12-50: The Promise of God to Abraham and Sarah

Readings: Genesis 12—13; 15—17; 20—22; 50;

#### **6. Wednesday, January 29th**

*(Lessie Newbigin, Bishop and Ecumenist, 1998)*

Exodus 1-15: The Exodus from Egypt, Salvation of God's People, and Redemption

Readings: Exodus 1-15; Chapter 2: Abraham (7 Sentences)

**\*Quiz #2: Chapter 2: Abraham (7 Sentences)**

### **Week 4: Exodus & Leviticus**

#### **7. Monday, February 3rd**

*(Anskar, Bishop and Missionary to Denmark and Sweden, 865)*

Exodus 16-40: The Wilderness, The Law, and The Tabernacle

Readings: Exodus 19-20; 34

#### **8. Wednesday, February 5th**

*(Martyrs of Japan)*

Leviticus: The Sacrificial System, On Being a Priest, & Interpreting Sacrifices in Christ

Readings: Leviticus 1-7; 19-26; Chapter 3: Exodus (7 Sentences)

**\*Quiz #3: Chapter 3: Exodus (7 Sentences)**

### **Week 5: Leviticus & Numbers**

#### **9. Monday, February 10th**

*(Scholastica, Abbess)*

Leviticus: The Sacrificial System, On Being a Priest, & Interpreting the Law in Christ

#### **10. Wednesday, February 12th**

Numbers: The People of Israel, Priests & Levites, and The Land, Pt. I

Readings: Numbers 1-6; 11-12; 21-25

\*Mid-Term Exam: Pentateuch Essay Study Guide

### **Week 6: Numbers & Deuteronomy**

#### **11. Monday, February 17th**

*(Janani Luwum, Archbishop of Uganda and Martyr, 1977)*

Numbers: The People of Israel, Priests & Levites, and The Land, Pt. II

Deuteronomy: The Sermons of Moses, Loyalty & Allegiance

Readings: Deuteronomy 1-7;

\*Create Groups for Old Testament Group Project

**12. Wednesday, February 19th**

Deuteronomy: The Sermons of Moses, Blessings and Curses, and The End of the Pentateuch  
*Readings: Deuteronomy 12—15; 28-34*

**Week 7: Mid-Term Exam**

**13. Monday, February 24th**

*(St. Matthias the Apostle)*

**\*MID-TERM EXAM: PENTATEUCH ESSAY (In-Class)**

**14. Wednesday, February 26th**

The Book of Joshua

*Readings: Joshua 1—6; 24*

**Week 8: Joshua to Samuel**

**15. Monday, March 3rd**

*(John & Charles Wesley, Priests and Reformers of the Church, 1791, 1788)*

Judges & Ruth, Beginning Samuel to Kings

*Readings: Judges 1-5; Ruth 1-4; Chapter 4: David (7 Sentences)*

**16. Wednesday, March 5th**

Ash Wednesday: The Beginning of the Lenten Season

Samuel to Kings, Pt. I

*Readings: 1 Samuel 1-3; 8-9; 16; 2 Samuel 7-12; Chapter 4: David (7 Sentences)*

**\*Quiz #4: Chapter 4: David (7 Sentences)**

**Week 9: SPRING BREAK (NO CLASSES)**

**17. Monday, March 10th (NO CLASS: Spring Break)**

**18. Wednesday, March 12th (NO CLASS: Spring Break)**

**Week 10: Samuel to Kings**

**19. Monday, March 17th**

*(St. Patrick, Bishop and Apostle to the Irish, 461)*

Samuel to Kings, Pt. II

*Readings: 1 Kings 1-3; 11-12; Chapter 5: Prophets (7 Sentences)*

**20. Wednesday, March 19th**

*(St. Joseph, Husband of the Virgin Mary & Guardian of Jesus Christ)*

Samuel to Kings, Pt. III

*Readings: 2 Kings 17-19; 25; Chapter 5: Prophets (7 Sentences)*

**\*Quiz #5: Chapter 5: Prophets (7 Sentences)**

### **Week 11: The Prophet Isaiah**

#### **21. Monday, March 24th**

*(The Annunciation of our Lord Jesus Christ to the Virgin Mary, transferred March 25th)*

The Prophet Isaiah

Readings: TBD on Canvas; Isaiah 1-12

#### **22. Wednesday, March 26th**

The Prophet Isaiah

Readings: TBD on Canvas; Isaiah 50-54

### **Week 12: The Prophets**

#### **23. Monday, March 31st**

*(John Donne, Priest and Poet, 1631)*

1 & 2 Chronicles, Ezra, & Nehemiah, Pt. I

Readings: Ezra 1-4; 8-10; Nehemiah 1; 9; 13; 1 Chronicles 17; 2 Chronicles 3; 2 Chronicles 36

#### **24. Wednesday, April 2nd**

*(Henry Budd, First Native Priest in Canada, 1850)*

1 & 2 Chronicles, Ezra, & Nehemiah, Pt. II

Readings: Ezra 1-4; 8-10; Nehemiah 1; 9; 13; 1 Chronicles 17; 2 Chronicles 3; 2 Chronicles 36

### **Week 13: Group Presentations**

#### **25. Monday, April 7th**

*(Tikhon, Bishop and Ecumenist, 1925)*

\*Old Testament Group Project Presentations:

Esther; Job; Proverbs; Ecclesiastes

#### **26. Wednesday, April 9th**

\*Old Testament Group Project Presentations:

Jeremiah; Hosea; Amos; Micah

### **Week 14: The Prophets**

#### **27. Monday, April 14th**

The Prophet Ezekiel

Readings: Ezekiel 1-7; 37; Chapter 6: Gospel

**\*Quiz #6: Chapter 6: Gospel (7 Sentences)**

#### **28. Wednesday, April 16th**

The Prophet Daniel

Readings: Daniel 1-7

### **Week 15: The Psalms**

#### **29. Monday, April 21st (NO CLASS: Easter Break)**

### **30. Wednesday, April 23rd**

*(Pascha/Eastertide: The Resurrection of our Lord Jesus Christ - Christ is Risen!)*

The Psalms

Readings: Psalms 1-2; 6; 13; 28; 30; 31; 32; 88; 89; 107; Chapter 7: Psalms & Wisdom (7 Sentences)

**\*Quiz #7: Chapter 7: Psalms & Wisdom (7 Sentences)**

\*Final Exam Study Guide

### **Week 16: The Intertestamental Period & The Apocrypha**

#### **31. Monday, April 28th**

*(Catherine of Siena, Reformer of the Church, 1380, transferred from April 29th)*

The Intertestamental Period & The Apocrypha: Canonical? Heretical? Other Books?

Eastern Orthodoxy, Roman Catholic, & Protestant

Readings: Foreword to the Apocrypha & Preface to the Apocrypha (available in Canvas);  
Susanna; Tobit

*\*Study For The Final Exam!*

#### **32. Wednesday, April 30th**

*(Philip and James, Apostles of Jesus Christ, transferred from May 1st)*

The Intertestamental Period & The Apocrypha: Canonical? Heretical? Other Books?

Eastern Orthodoxy, Roman Catholic, & Protestant

The End of the Scriptures is Jesus Christ, Crucified & Resurrected

Readings: Foreword to the Apocrypha & Preface to the Apocrypha (available in Canvas);  
Susanna; Tobit

*\*Study For The Final Exam!*

### **Week 17: Final Exam**

**FINAL EXAM WEEK: May 5th-9th 2025**

**Final Exam Time and Date To Be Determined by Liberty Station Conference Center  
Schedule**

### **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](#)

**\*For OT Group Book Project: Instruction Sheet\***

**GOAL:** The goal of this 10-minute 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 canonical context of the OT?" You have only **10 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.).

**1) PREPARATION: To research your presentation, you should draw from two sources:**

- a) Read the "introduction" for your book in any Study Bible or references of your book from the course textbook, *The OT in 7 Sentences*, to familiarize yourself with your OT book.
- b) Find these three commentaries on your book in the multi-volume commentary series entitled: **The New Interpreter's Bible Commentary** AND **Word Biblical Commentary** AND **The Ancient Christian Commentary on Scripture** in the Ryan Library. Search for them through your PLNU library account. Read the "Introduction" to your book given in the commentaries and use them to interpret your selected biblical passage(s) you wish to share with the class.

*\*Please include which sources you utilized in your research at the end of your PowerPoint Presentation (Include it as a Works Cited or Bibliography slide).*

**2) SUBMIT (EMAIL or THROUGH CANVAS) TO PROFESSOR PORTILLO BY NOON THE DAY BEFORE YOUR PRESENTATION. Two Items:**

- A) Your **Powerpoint or Keynote or Google Slides** Presentation
- B) **2,000-Word Group Paper**

***\*Failure to email these two items by noon the day before your presentation will result in 10% deduction from total grade.***

**3) PRESENTATION:** For your **10-minute presentation** [your grade will be reduced by 10% if you go over 10 minutes!], you should include 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?*). Why was this book written?
- 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., who wrote it, 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 and themes for your book.
- d. Interpret this Old Testament book canonically. How does this book relate to the rest of the Scriptures? How should we interpret this book in light of Jesus Christ? How does this Old Testament book shape how we live the Christian life?

**4) 2,000-Word Group Paper:** Before your Group presents your Old Testament book, your group will submit a single 2,000 word paper on all of the biblical information you have accumulated through your biblical research. In an essay format, answer the questions above (#A-#D). Imagine this as your manuscript for your presentation! Submit the 2,000-word Group Paper on your Old Testament book by Noon the day before your presentation.

### **OT Group Book Project: List of Things to Do in Suggested Order:**

**1. Biblical Research:** To ensure that your group receives a high grade, I will be looking for the resources that were utilized for this group presentation. I required two biblical commentary resources from Ryan Library that all groups must include for academic biblical scholarship. Refrain from using online resources without my permission as these academic resources were written by biblical scholars trained in biblical interpretation. Use these resources! Therefore, some or all members will need to go to Ryan Library and research your Old Testament book through consulting these two biblical commentaries. Read, research, and induct yourself into the academic conversation of your Old Testament book. This will be the source of your content for your PowerPoint presentation and 1-page handout.

**2. 2,000-Word Group Paper:** The purpose of this paper is to write a biblical exegesis [interpretation] essay on your Old Testament Book. Introduce the Book: Who wrote it? What is the major content, themes, and theology of the book? Interpret a passage of your book canonically and christologically. Share with me all of the biblical information that you have accumulated through your research. The essay will only be read by the professor, and this will give me a glimpse into how much you researched your Old Testament book. Everyone can contribute to the essay, and I recommend that you split up the load for this essay so that all 2,000 words are not solely given to one member of the group. The Group Leader and others will be responsible for designating who will write, contribute, and edit the entire paper and submit it on behalf of the group itself. All group members will receive the same point value from the paper regardless of how many actual writers were involved. Assign a good editor for the essay, and once all of the words are complete, the editor will make sure that the essay flows well and smoothly. The editor will write an introduction and then conclusion to the essay to give it proper bookends and submit it by 11:59PM on the night before your group presentation.

**3. PowerPoint Presentation:** The reason that the PowerPoint/Google Presentation should come after the essay is so that you will already have all of the information present in the group essay, and the presentation will essentially be a summary of the 2,000-word group paper. You may choose to do the Presentation and Paper simultaneously as a group, but make sure that the information on both is consistent with each other. In past semesters, students have created around 10 Powerpoint slides. Follow the "5x5" rule of powerpoint presentations: no more than five words per bullet point, no more than five bullet points per slide. Include beautiful graphics appropriate to your Old Testament Book. The PowerPoint must include:

- A. Major Content, Themes, Structure, and Distinctive Elements of your Book.
- B. Survey of Contemporary Biblical Scholarship about your Book: When was it written? Who wrote it? To whom was it written to? What was the purpose of the writing? Share the various disagreement biblical scholars may have about the book, or share the agreement they do have about the book.
- C. Walk the class through one or two passages of your book that captures the main content and theme of the book. Share an interpretation of this passage, how does it relate to what you are learning in this class, and how should we interpret this passage?



D. How does this book relate to this class? How does it fit into the canonical shape of the Scriptures? How might our interpretation of this book shift in the light of Jesus Christ?

**4. Presentation:** A wise person once told me, "You don't really know something until you are able to teach it." As students, we have grown accustomed to sitting and receiving lectures, but once we stand up and offer a lecture to others, then we will experience what it means to understand something deeply.

Who is going to present all of this biblical material to the class? The requirement is that the High Priest will be the one who presents, but he/she may have the priests be co-presenters. I recommend at least two group members to come up in front of the class and teach your Old Testament Book, but you may have more or all of the group members present for the 10-minute presentation. I will only grade what is shared and taught in the 10-minute window of the presentation of the Old Testament book, so please make sure that you practice teaching with a timer of 10-minutes. I will deduct your group presentation grade, if it exceeds the ten-minute time limit by 10%. Time management is key to the success of this part of the group assignment. How do you wish to teach the class? Are there illustrations that are appropriate? Is there a video that could be shared? Are there props that can be used? You are responsible for offering a comprehensive lesson on your Old Testament book to the class. I will not be teaching your Old Testament book, so this is the only opportunity in this class that your book will be lectured on. Share what you have learned to the class.

**\*The entire group will receive the same grade (at the discretion of the Professor) and the overall grade will be constituted by these four parts: (1) Biblical Research; (2) PowerPoint Presentation; (4) Class Presentation; (4) 2,000-Word Biblical Interpretation Group Paper on your overall Old Testament Book = 300 Points, 30% of Total Grade**