

Fall 2019

Monday and Wednesday	Prof. Matt Wilson
1-2:25pm	619-849-3112
RLC 101	MattWilson@pointloma.edu
Final Exam: Friday, 1:30-4pm	San Diego Frist Church (NE Corner of Brown Chapel)
	Office Hours by appointment

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

This course is designed to open a conversation (that will hopefully last a lifetime) about the Old Testament (also known as the Hebrew Bible). The class provides an introduction to (1) the literature/content of the Old Testament in its social, historical, literary, and theological contexts; and (2) the critical study of the Old Testament. Along these lines, this course is designed as a journey, which serves to introduce the student to the basic content of the divine-human drama that unfolds within the pages of the Bible and to equip the student with the foundational tools and skills to continue the dialogue with that drama throughout his or her life.

Cognitive development will be encouraged through textbook readings, classroom discussions/lectures, and periodic examinations. Social development will be encouraged through small group discussions and exercises as well as through the relating of biblical concepts to contemporary social issues. Spiritual development will be encouraged through a dialogue with the dynamic faith of the Christian Scripture, a faith that grew out of the community of believers and continues to challenge and shape that community in contemporary settings.

COURSE LEARNING OUTCOMES

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

- 1) Identify the historical contexts of the Old Testament.
- 2) Articulate the unity of the Old 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; and,
- 4) Articulate the basic content of the books of the Old Testament and the methods appropriate to the interpretation of those books.

Note: 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 SCHEDULE AND ASSIGNMENTS

Class Participation and Attendance: In this abbreviated journey through the story of the OT, class attendance is a necessity for optimum academic achievement. If the student is absent from more than 10 percent of class meetings (*more than THREE [3] classes*), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (*more than SIX [6] classes*), 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. See [Academic Policies](#) in the Undergraduate Academic Catalog. In addition, each student is expected to participate actively in class by contributing to the discussions on the basis of his or her reading of the assigned material.

Readings: The OT is the primary text for this course. All readings are required. Please bring your Bible to class. It is important to keep up with the readings on a session by session basis or the information will quickly become overwhelming. A significant part of the student's grade comes from tests over the assigned reading material (see below).

Exams: There will be two exams (dates of the exams are listed in the Tentative Schedule). These exams will cover lectures and assigned reading and will consist of multiple choices, matching, and other questions. Neither of these exams will be comprehensive and the material included in the exam will be outlined by the professor before the exam.

Struggling with Scripture Reading Response Paper: In this 4 page reading response paper, respond to these questions: 1. What was one insight or argument that caught your attention and why did it resonate with you? 2. How might the arguments and insights of *Struggling with Scripture* be applied to

reading of scripture? 3. What changes when you incorporate the insights of this book into your life?

Reality, Grief, Hope Reading Response Paper: In this 4 page response paper, respond to the following questions: 1. What is the central thesis of this book? 2. Why are the themes of reality, grief, and hope integral to contemporary tasks for Christians? 3. What changes would you incorporate into your life through the insights of this book?

“Books of the Old Testament” Group Presentation: Group Presentation on an OT Book: In addition to more traditional methods of presentation by the professor, our course will have a significant element of small group work and discussion during various class sessions. Rather than a course in which the professor simply imparts a massive amount of information for students to regurgitate, students will work together to read closely, think collaboratively, and formulate thoughtful responses to texts and issues (an additional, hoped-for benefit of such assignments is to invite the students into the practices of true liberal arts education, namely, academic reading, thinking, collaborating, and writing, rather than outcome-based standardized test taking). The major instance of such work will be that each student will participate in an assigned small group and make a class presentation on an assigned book from the OT (groups and books will be assigned in class). The presentation should be 10 minutes in length and follow the instruction sheet attached to this syllabus. Each group member will receive the same grade for the presentation. Due dates are listed on the course schedule. NOTE: a one-page handout and Power Point presentation must be emailed to the professor by noon on the day before your presentation.

Final Exam: The final, comprehensive exam will take place on the day and time scheduled for this class according to the university’s final exam schedule (on PLNU’s website under “Academics”). The final will consist of multiple choice, matching, and other questions. There will be a final essay question which will be prepared before the final exam and a hard, paper copy of the essay will be turned in at the commencement of the final. The prompt of the final essay will be given on the last day of class.

DATE PRESENTED	READING	ASSIGNMENT DUE DATE
Sept. 4	Buy Texts Books	
Sept. 9-11	<i>Reading: NISB – pg. 2255-2260 (“Inspiration of Scripture”), pg. 2274-2279 (“Culture and Religion among the Ancient Israelites”) 2. Struggling With Scripture (SWS) – Introduction and Ch. 1-2</i>	

Sept. 16-18	<u>Reading:</u> 1. NISB pg. 2261-2267 (“Guidelines for Reading and Interpretation”) and pg. 2268-2273 (“Varieties of Readings”) 2. SWS – Ch. 3	9/18: Struggling with Scripture Response Paper
Sept. 23-25	<u>Reading:</u> 1. NISB Intro to Genesis 2. Genesis 1-11	
Sept. 30-Oct. 2	<u>Reading:</u> Genesis 12-50	
Oct. 7-9	<u>Reading:</u> 1. NISB Intro to Exodus 2. Exodus 1-23, 25, 31:12-18, and 32	
Oct. 14-16	<u>Reading:</u> 1. NISB Intro to Leviticus 2. Leviticus 1, 4, 6, 16-20, 26	
Oct. 21-23	<u>Reading:</u> 1. NISB Intro to Deuteronomy 2. Deuteronomy 1-6, 12-15, 28-30	10/23: Exam #1
Oct. 28-30	<u>Reading:</u> 1. NISB Intro to Joshua 2. Joshua 1-10, 23-24 3.. NISB Intro to Judges 4. Judges 1-5, 9-10, 21	
Nov. 4-6	<u>Reading:</u> 1. NISB Intro to 1 Samuel 2. 1 Samuel 8-10, 15-18, 3. NISB Intro to 2 Samuel 4. 2 Samuel 5-7, 11-12, 24 5. NISB Intro to 1 Kings 6. 1 Kings 3, 11-16 7. Reality, Grief, Hope (RGH): 1-2	
Nov 11-13	<u>Reading:</u> 1. NISB Intro to Psalm 2. Psalms 1-3, 13, 22-23, 31-32, 88 3. RGH:3-4	11/13: Exam 2
Nov 18-20	<u>Reading:</u> 1. NISB Intro to Amos 2. Amos 3. NISB Intro to Isaiah 4. Isaiah 1-7, 11, 35-37, 40-43, 56-59	11/22: Reality, Grief, Hope Reading Response Paper

	5. <i>RGH: 5-6</i>	
Nov 25	<p><u>Reading:</u> 1. <i>NISB Intro to Hosea, Micah, and Jeremiah</i></p> <p>2. <i>Hosea 1-4</i></p> <p>3. <i>Micah 1-2, 6</i></p> <p>4. <i>Jeremiah 1-3, 10, 21-22, 32, 38</i></p>	<p>11/25: Group Presentations: MICAH, HOSEA, & JEREMIAH (PP & Handout: 11/24)</p>
Dec. 2-4	<p><u>Reading:</u> 1. <i>NISB Intro to Proverbs, Lamentations, Ruth, Esther, & Ecclesiastes, and Song of Solomon</i></p> <p>2. <i>Ecclesiastes</i></p> <p>3. <i>Lamentations 1-3</i></p> <p>4. <i>Ruth</i></p> <p>5. <i>Esther</i></p>	<p>12/2: Group Presentations: PROVERBS, ECCLESIASTIES, & LAMENTATIONS (PP & Handout: 12/1)</p> <p>12/4: Group Presentations RUTH, ESTHER, & SONG of SOLOMON (PP & Handout: 12/3)</p>
Dec. 9-11	<p><u>Reading:</u> 1. <i>NISB Intro to Ezra and Nehemiah</i></p> <p>2. <i>Ezra – 1-4, 8-10</i></p> <p>3. <i>Zechariah</i></p>	

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. *The New Interpreter’s Study Bible*. Abingdon Press. 2003. ISBN# 978-0687278329
2. *Struggling with Scripture*. Walter Brueggemann, William Placher, and Brian Blount. Westminster John Knox Press. 2002. ISBN# 978-0664224851
3. *Reality, Grief, Hope: Three Urgent Prophetic Tasks*. Walter Brueggemann. Eerdmans Publishing Co. 2014. ISBN# 978-0802870728

ASSESSMENT AND GRADING

Note: Clearly define a grading policy to avoid any confusion concerning expectations. It is most helpful if at least two things are present: 1) a point distribution and 2) a grading scale.

Assignment distribution by points: <ul style="list-style-type: none">• Class Attendance/Participation: 75pts• Exams (2): 100pts each• Reading Response Paper (2): 100pts each• Group Presentation: 75pts• Final Exam: 200 pts• Total: 750	Grade scale: A=93-100 A-=92-90 B+=87-89 B=83-86 B-=80-82 C+=77-79 C=73-76 C-=70-72 D+=67-69 D=63-66 D-=60-62 F=0-59
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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

LAPTOPS, iPADS, etc.

The use of laptops and tablets in class is ***not permitted***. If you have a documented reason to use a laptop or iPad from the Disability Resource Center or other extenuating circumstances, please discuss with the professor.)

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 [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

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

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in 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. See [Academic Policies](#) in the Undergraduate Academic Catalog.

INCLUSIVE LANGUAGE

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. Thus, terms like "man" or "mankind" or the pronoun "he," should not be used to refer to all humans. Instead "people," "humanity," "humans," and "he or she" better acknowledge women as full persons.

BOOKS OF THE OLD TESTAMENT Instruction Sheet

GOAL: The goal of this 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 overall story 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 the New Interpreter's Study Bible (you should also consult the study notes in the Bible for some of the significant passages in the book)
- . b) Find the commentary on your book in the multi-volume commentary series entitled The New Interpreter's Bible (these volumes are located in the reference room or stacks of the library). Read carefully (and use!) the Introduction to your book given in the commentary.

2) SUBMIT (EMAIL) TO PROFESSOR BY NOON THE DAY BEFORE YOUR PRESENTATION

(mwilson4@pointloma.edu) Two Items:

a) Word document of a 1-page handout (single sided only) that has the most important points you want the class to remember from each of the 4 areas of your presentation listed below. I will make copies for you to distribute this to the class for your presentation.

b) Your PowerPoint presentation

3) PRESENTATION: For your 10-minute presentation, you should include at least 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?)

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., 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, themes, and interpretive issues for the book

d. How does your book fit into the overall story of God in the OT as we have presented it in this course (effort to restore creation, form a people as an instrument, etc.)?

***NOTE: don't forget to try to be creative (even fun!) in your presentation—use PowerPoint, music or*

video clips, illustrations, whatever! But watch your 10-min. time limit.