



**The BibleMesh Institute**  
**GRADUATE SYLLABUS**  
**BIB505 – The Biblical Story: OT Survey**

*The BibleMesh Institute exists to promote elite theological education around the world forming students in the Great Commandment, Great Commission, and Great Tradition*

- I. **Course Description**— The Biblical Story is a two-part course which presents an overview of Scripture’s storyline and main themes from Genesis to Revelation, including a survey of the intertestamental period. This overview includes characters, key events, theological concepts, and background material. A study in biblical theology, these two courses demonstrate the unity of the Bible’s sixty-six books. It explores the manner in which Scripture is centered on Jesus Christ in the overarching biblical story. This story is divided into 7 Eras, with The Biblical Story OT Survey covering Eras 1-4 (Creation, the Patriarchs, Moses, and Israel).
  
- II. **BibleMesh Institute Core Competencies: This course promotes BMI Core Competencies in the following ways:**
  1. Biblical Understanding and Exposition—Students study characters, key events, and background material for each section of the Bible. They also survey the overarching narrative that spans Scripture’s sixty-six books.
  2. Theological Aptitude—Students examine major Christian doctrines, including creation *ex nihilo*, monotheism, and students also gain exposure to principles of interpretation in studying themes of biblical theology and the unity of the canon.
  3. Cultural Engagement—Students gain exposure to various strategies God’s people employed to engage the surrounding culture throughout biblical history, from Noah’s preaching to his wicked neighbors and Moses’ life among the Egyptians to Daniel’s service among the Babylonians. Students will also be challenged to apply the unity of the biblical narrative to the engagement of a target culture for the development of skills in evangelism and discipleship.
  4. Christian Formation—Worship and devotional practices of biblical characters provide students with positive and negative examples of spiritual formation. Students will also reflect on their study of Scripture and the course content in regular self-examination exercises.
  
- III. **Student Learning Outcomes: At the end of this course, the student will be able to:**
  1. Relate the general development of the biblical storyline from creation to Israel’s exile and the

beginning of the intertestamental period.

2. Organize various characters, key events, and background information that played integral roles during each era of the Bible's storyline.
3. Analyze the theological emphases highlighted in four of the seven biblical eras defined in the course.
4. Produce a comprehensive synthesis project in which students demonstrate understanding of the course material, application for life and ministry, and a strategy to teach future audiences material learned in the course.

#### **IV. Course Media (Videos/Readings) (18 hr., 30 min.)**

1. 215 pages of readings (13 hr., 2 min.)
2. 110 teaching videos (5 hr., 28 min.)

#### **V. Course Requirements (119 hr., 30 min.)**

1. 280 reflection/journaling exercises (23 hr., 20 min.)
2. 4 Cerego study sessions (8 hr.)
3. 20 Lesson quizzes (20 hr. study, 2 hr. 10 min. to take; 20% of final grade)
4. 4 Era tests (1 hr. study, 45 min. each to take; 20% of final grade)
5. Final Exam (4 hr. study, 1 hr. to take; 20% of final grade)
6. Biblical Story Project (54 hr.; 40% of final grade)

#### **VI. Biblical Story Project Instructions**

1. Students will complete a major course project which will provide an overall synthesis of the course material for life and ministry. This project is designed to provide students with a portfolio of lesson plans based on the course material in order to be able to teach the biblical narrative and its theology cross-culturally, especially in oral-based contexts.
2. Students will create 2 lesson plans for each of the 4 Era's covered in this course, for a total of 8 lesson plans. For each lesson plan, students will choose a narrative covered in the era lessons. Each lesson plan should be 3-4 double-spaced pages in length, and should include the following sections:
  - i. Introduction – in no more than a paragraph, students will introduce the lesson by discussing the importance of the narrative for the overall Biblical story
  - ii. Narrative – students will retell the narrative in their own words, with an emphasis on faithfulness to the text and the to its theological importance. Emphasis should also be given to reproducibility of the narrative for oral-based or non-literate contexts, if students intend to direct their project to such contexts. This section should be no more than 2 pages.
  - iii. Theological Significance – Students should discuss the theological points emphasized by the narrative and its relation to the overall Biblical story. Students

should seek to answer what they desire their future audience to learn from this narrative.

- iv. Learning Objectives – Students will provide several outcomes they desire to see in the audience with whom they intend to share their story set. This may include reproduction of the narrative from memory, application of the theological significance of the story to various aspects of life, or the ability to reproduce the story with others. Students must provide at least 3 objectives.
  - v. Evaluation Plan – students will provide a brief plan for how they intend to assess the success of the lesson objectives. This could include plans for accountability with the audience, plans to assess evidence of application of the theological significance, etc., and correspond to the lesson objectives above.
3. Students will also write a 2-page introduction to the project in which they detail their intended audience or context with which they intend to utilize the narratives and lessons of this project for ministry. Students should make connections between their intended audience or context, and the various learning objectives and evaluation plans in each lesson.
  4. Students are expected to utilize at least 2 reputable sources per lesson to support their articulation of the theological significance of each lesson. Students are encouraged to refer to the supplemental reading cited throughout the course material. Students may use electronic sources, but must ensure sources are reputable sources that are scholarly or peer-reviewed, or associated with a reputable organization (students should not cite sources from Wikipedia, GotAnswers.org, etc.). Some reputable electronic sources which students may find helpful include:
    - <https://biblicalstudies.org.uk/articles.php>
    - <https://oadtl.org/>
    - <http://ccel.org>
    - <https://www.britannica.com/>
    - <https://www.biblestudytools.com/library/> (includes several theological dictionaries, including Baker’s Evangelical Dict. of Biblical Theology)
    - <https://www.smu.edu/Bridwell/Find/ReligionTheologyWebsites>
  5. Students will cite their sources in Turabian format (see Turabian 8<sup>th</sup> edition), with footnotes and a final bibliography at the end of the project.
  6. Students will be graded according to the rubric attached at the end of this syllabus.

## VII. Course Expectations and Grading

1. Questions about grading, assignments, expectations, etc., should be submitted to the proctor.
2. Plagiarism and Cheating: Cheating or plagiarism of any kind will result in an immediate failing grade on the assignment with no chance for resubmission. The professor may either allow the

student to remain in and complete the course or dismiss the student from the course completely. Regardless of the professor's ruling, all cases of cheating or plagiarism will be reported to the Director of BibleMesh Institute, who will consider further disciplinary action. A record of the infraction will be kept in BMI files.

3. Grading Scale

A = 100–95

B = 94–87

C = 86–77

D = 76–70

F = 69–0

**VIII. Policies and Miscellaneous Information**

1. Due Dates: You should work with your proctor in setting goals for self-paced completion of the course. Whatever your chosen pace, your proctor can help you build knowledge with continuity and consistency.
2. Please email the proctor to schedule phone or video conference meetings.
3. This course falls under the policies and procedures of the BibleMesh Institute. For these procedures, see here.

**Biblical Story Project Rubric**

<b><u>Grade Elements</u></b>	<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D-F</u></b>
<p><b><u>Project Introduction – 25 pts.</u></b></p> <ul style="list-style-type: none"> <li>- Identifies intended audience.</li> <li>- Briefly discusses of cultural context in which project will be used.</li> <li>- Sufficient length (2 pages minimum).</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies and discusses audience and relevant dynamics of cultural context the students will give attention to.</li> <li>- At least 2 pages in length.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies intended audience generally, but little discussion of how teaching strategy will be accommodated to this audience.</li> <li>- At least 2 pages in length.</li> </ul>	<ul style="list-style-type: none"> <li>- Intended audience given, but no specifics discussed.</li> <li>- Less than 2 pages in length.</li> </ul>	<ul style="list-style-type: none"> <li>- No Project Introduction given.</li> </ul>
<p><b><u>Biblical and Theological Understanding – 25 pts.</u></b></p> <ul style="list-style-type: none"> <li>- Discusses importance of each narrative for the overall biblical story.</li> <li>- Highlights theological points to be emphasized in the narrative retelling.</li> <li>- Narrative retelling is faithful to biblical texts and contextual to the cultural context.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates exceptional grasp of biblical and theological material by highlighting how each narrative fits in overall biblical story, highlights the significant theological points of emphases in each retelling of the narratives.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates some awareness of the overall biblical story and how each narrative fits in the flow.</li> <li>- Discusses some theological significance of each narrative and highlights these in the narrative retelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates very little awareness of how each narrative fits in the overall biblical story.</li> <li>- Provides little to no discussion of the theological significance of each narrative.</li> </ul>	<ul style="list-style-type: none"> <li>- No biblical or theological significance for narratives given.</li> </ul>
<p><b><u>Quality of Teaching Strategy – 25 pts.</u></b></p> <ul style="list-style-type: none"> <li>- Provides learning objectives relevant to the biblical/theological significance and cultural context.</li> <li>- Produces an evaluation plan for measuring success of learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Provides well-crafted, measurable learning objectives.</li> <li>- Provides an evaluation plan connected to each learning objective and relevant to the biblical/theological material of each lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Provides learning objectives which are general in nature, not measurable, or unrelated to the biblical/theological material.</li> <li>- Provides evaluation plan unrelated to learning objectives, or does not correspond to biblical/theological material.</li> </ul>	<ul style="list-style-type: none"> <li>- Provides few learning objectives which are poorly crafted or unrelated to the nature of the project.</li> <li>- Evaluation plan unrelated to the learning objectives or not given.</li> </ul>	<ul style="list-style-type: none"> <li>- No learning objectives or evaluation plan given.</li> </ul>
<p><b><u>Project Completion – 25 pts.</u></b></p> <ul style="list-style-type: none"> <li>- Lesson sections are of appropriate length (3-4 pages).</li> <li>- Correct number of lessons per Biblical Story Era.</li> <li>- At least 2 reputable sources used per lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Project of sufficient length.</li> <li>- All required lessons present.</li> <li>- Each section of lessons of sufficient length and quality.</li> <li>- Reputable, quality sources given for each lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Project too short or exceedingly long.</li> <li>- Lesson sections of insufficient length.</li> <li>- Sources given not of sufficient quality, or missing sources in one or more lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Project exceedingly too short.</li> <li>- Missing lesson sections or lessons incomplete.</li> <li>- No sources given.</li> </ul>	<ul style="list-style-type: none"> <li>- Project incomplete, missing lessons.</li> </ul>
<p><b>Total</b></p>				

Grade Total: \_\_\_\_\_