Point University Mission Statement

POINT UNIVERSITY MISSION STATEMENT

The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

Course Description

COURSE DESCRIPTION

This course is a study of the prophetic book of Jonah using its historical, cultural, literary, and prophetic context as a tool for correct interpretation and contemporary application.

Introductory Notes to Students – by Dr. John Morris

Jonah was a prophet, ooh – ooh (VeggieTales)

The word of the Lord came to Jonah (Jonah 1:1)

Now the word of the Lord came to Jonah a second time saying, “Arise, go to Nineveh, the great city and proclaim to it the proclamation which I am going to tell you.” (Jonah 3:1-2)

Then God said to Jonah, “Do you have good reason to be angry about the plant?” And he said, “I have good reason to be angry, even to death.” Then the Lord said, “You had compassion on the plant for which you did not work, and which you did not cause to grow, which came up overnight and perished overnight. And should I not have compassion on Nineveh?” (Jonah 4:9-11)

(With apologies to Superman) What's that up in the sky? Is it a bird? Is it a plane? No it's a word from God and Jonah is His reluctant prophet! God told Jonah to go East (to Nineveh) and you can see him flying West (to Tarshish). Every other prophet in the Old Testament was obedient to God regardless of the personal consequences. Jonah was not just reluctant; he was down right rebellious. As you read the book of his prophecy, he actually wanted the Ninevites to be destroyed by God’s judgment. God in His mercy had other plans for the Ninevites and Jonah. As you go through this class, there is a possibility that you will hear the word of God calling you somewhere or asking you to do God’s will. The real lesson of Jonah (and this class), is what will YOU do when you hear God’s word?

People argue about how Jonah should be understood and interpreted. Is it merely a great children’s tale about a man and a “whale”? Is it an artificially constructed teaching story that questions the hypocrisy of Israel and its relationship with God? What did Jesus have to say about Jonah? Is it mere fantasy or is it a true word from God, faithfully recorded and transmitted to use today? Depending on which decision we make about what Jonah really is, we may come up with different interpretations and applications. There are sure a lot of questions about Jonah that don’t have anything to do with a “whale,” aren’t there?
There is no question that Jonah is a strange book of prophecy. It is very short, but as you will find, very carefully constructed. It portrays some of the most shameful action by a prophet of God in the Old Testament, yet it was part of the Hebrew canon even before the time of Jesus. Why would the Jews remember, honor, teach and revere the story of Jonah and how can this reluctant prophet speak to us today? Hopefully, this class will answer these questions and show you how Jonah applies to us today.

At its heart, Jonah is about the sovereignty and mercy of God and revolves around taking God’s message to the godless Gentiles. If you think about it in those terms, it could almost be a book of the New Testament describing the work of Jesus and the Apostles. In fact, Jesus compares the audience of His day to the Ninevites in Jonah and predicted that the Ninevites would receive mercy, while His unbelieving audience wouldn’t.

This class takes a literary approach to the study of Jonah that you might not be familiar with. This method treats Jonah like a story and uses the literary features of the story as tools to help interpret and apply its message. Looking at Jonah like a “story” does not in any way reduce the importance, accuracy, canonicity or inspiration of the prophecy. Jonah used a “story” format to tell about the events that happened to him and to the Ninevites. Jonah used things like the plot, characters, sequence of events and literary markers to tell his story and accomplish his purpose. We can use those same things to understand his original meaning and devise a modern day application. This same literary approach can help you understand Old Testament narrative like you will find in Genesis and Exodus as well as the New Testament Gospels and the book of Revelation.

Online Learning

ONLINE LEARNING

Point University’s College of Graduate & Professional Studies (CGPS) specializes in “distance education” for working adults and others who need a flexible learning schedule. It offers university courses and degree programs in both fully-online and hybrid formats (partly online and partly face-to-face).

CGPS delivers coursework via Sakai, a leading online Learning Management System (LMS) and Collaborative Learning Environment designed specifically for higher education. Each course has its own website through which students interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

A hybrid course typically includes one face-to-face session per week using video conference technology along with online follow-up activities. Fully-online courses are primarily designed for “asynchronous” learning, which enables students to log-in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact with one another in real time.

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. CGPS recommends that students complete the
various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.

Students access all course materials via Point University’s Sakai site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study.

Disability Services

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student’s instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Jessica Mazaheri, the Director of Disability Services, by telephone (1-706-385-1480) or email (Jessica.Mazaheri@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.

Faculty Information

FACULTY INFORMATION

- Official course clock (EST, CDT, etc.) http://www.time.gov/

The preferred method of contact for this course is email. Please allow 24 hours for responses to email and phone messages. Keep in mind that the online discussion forums are reserved for shared classroom posts and you should email the instructor directly if there is a question, concern, or emergency.

Required Texts & Resources

REQUIRED TEXTS & RESOURCES

- Any modern translation of the Bible.
NOTE: The Point University Bookstore may offer this textbook(s) in other formats. Information can be found at www.pointuniversityshop.com.

- Students must have the skills, software and hardware available to create and watch video content. Creating teaching or sermon videos and critiquing the work of other students will be an essential part of the class. Sakai has a video recording feature under the meetings tab on the left hand side of the screen that can be used to record your work and make it available to the rest of the class. A group can sign on to create a group video or one person can “attend” a meeting to make an individual recording. Students may use their own equipment to create videos and then upload the results to Sakai.
- Additional reading assigned by the professor

Each week, I will give you some reading from a book Dr. David Brown and I are writing. You will need information from this reading in order to complete your weekly work, so don’t miss it. I would appreciate any comments you have about the book in order to make it better for you.

Course Technology

COURSE TECHNOLOGY

Sakai is the current learning management system of Point University. For the best user results, we recommend checking your computer for the following checklist prior to logging into your course.

System Requirements

- Windows PC or Mac with the most recent version of these browsers - Google Chrome (https://www.google.com/intl/en/chrome/) or Mozilla Firefox (https://www.mozilla.org/en-US/firefox/new/)
- Windows PC or Mac with audio and video capabilities (sound card with speakers or headphones/ear buds). Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- High speed internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- Adobe Reader (https://get.adobe.com/reader/)
- Adobe Flash Player (https://get.adobe.com/flashplayer/)
- Access to a printer or scanner (depending on the course activities)

Technical Assistance

Keep in mind that Sakai technical assistance options are available by selecting the “Sakai Help” button located on the homepage of your course.

Course Learning Goals & Objectives

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.
demonstrate how it fits into the overall context of the Old and New Testament.

<table>
<thead>
<tr>
<th>Objective 1.1: Students will define, describe and employ social, historical, literary and religious backgrounds to the understanding of Jonah.</th>
<th>1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1.2: Students will compare and contrast the features and purpose of Jonah to other material in the Old and New Testament.</td>
<td>1.1</td>
</tr>
</tbody>
</table>

**Goal 2:** Examine the different literary and narrative features of Jonah and evaluate how they contribute to the overall purpose of Jonah.

<table>
<thead>
<tr>
<th>Objective 2.1: Students will define and discuss how the literary and narrative features of Jonah contribute to its original meaning.</th>
<th>1.1, 1.2, 2.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2.2: Students will examine the internal parallels in Jonah and evaluate their contribution to the meaning and interpretation of Jonah.</td>
<td>1.2, 2.1, 2.4</td>
</tr>
</tbody>
</table>

**Goal 3:** Interpret Jonah in a Biblically appropriate fashion. Evaluate the meaning of Jonah in its original context and create an application for a modern setting.

<table>
<thead>
<tr>
<th>Objective 3.1: Students will formulate a presentation to defend their understanding of Jonah in its Biblical setting (Old and New Testament) and its modern application</th>
<th>1.2, 2.1, 2.2, 2.3, 2.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 3.2: Students will demonstrate correct Biblical interpretation methods.</td>
<td>1.2</td>
</tr>
</tbody>
</table>

**Course Schedule**

**COURSE SCHEDULE**

CGPS courses begin on a Monday. Accordingly, a CGPS course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday).

[http://point.edu/course-schedules/](http://point.edu/course-schedules/)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Learning Activities</th>
<th>Graded Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to Jonah</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Videos</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read the entire book of Jonah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read the introduction to Jonah in your textbooks</td>
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<tr>
<td>View the Welcome video from your professor</td>
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<tr>
<td>View the Introduction to Jonah video – Jonah the Printed Prophet”</td>
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<tr>
<td>View the “How to create your weekly reading lesson” video</td>
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</tr>
</tbody>
</table>
### View the VeggieTales version of Jonah

<table>
<thead>
<tr>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend the online class introduction and Q&amp;A session during preview week</td>
</tr>
<tr>
<td>Introduce yourself to the class by completing an entry in the “Introduction forum.”</td>
</tr>
<tr>
<td>Post your modern media examples in the “Media Forum”</td>
</tr>
<tr>
<td>Preconceived notions about Jonah reflection paper</td>
</tr>
<tr>
<td>Continuing work on your Critical Introduction paper and group project</td>
</tr>
</tbody>
</table>

#### Week 2  Jonah 1:1-3

**Reading and Videos**

- Read the entire book of Jonah
- Read the material in your textbooks that covers Jonah 1:1-3
- Read or view other material your professor may assign
- Watch the video “Jonah the Rebellious Prophet”

**Assignments**

- Post your modern media examples in the “Media Forum” | Week 2, day 7 |
- Post your weekly reading lesson | Week 2, day 7 |
- Continue working on your Critical Introduction paper and group project | |

#### Week 3  Jonah 1:4-16

**Reading and Videos**

- Read the entire book of Jonah
- Read the material in your textbooks that covers Jonah 1:4-16
- Watch the video “Jonah the Prodigal Prophet”
<table>
<thead>
<tr>
<th>Read or view other material your professor may assign</th>
</tr>
</thead>
</table>

### Assignments

<table>
<thead>
<tr>
<th><strong>Post your modern media examples in the “Media Forum”</strong></th>
<th><strong>Week 3, day 7</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post your weekly reading lesson</strong></td>
<td><strong>Week 3, day 7</strong></td>
</tr>
<tr>
<td><strong>Post your peer review of one other students reading lesson from the previous week (see Appendix A for review rubric)</strong></td>
<td><strong>Week 3, Day 7</strong></td>
</tr>
<tr>
<td><strong>Continue working on your Critical Introduction paper and group project</strong></td>
<td><strong>Week 3, Day 7</strong></td>
</tr>
</tbody>
</table>

#### Week 4

**Jonah 1:17-2:10**

### Reading and Videos

<table>
<thead>
<tr>
<th>Read the entire book of Jonah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the material in your textbooks that covers Jonah 1:17-2:10</td>
</tr>
<tr>
<td>Watch the video “Jonah the Praying Prophet”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Read or view other material your professor may assign</th>
</tr>
</thead>
</table>

### Assignments

<table>
<thead>
<tr>
<th><strong>Post your modern media examples in the “Media Forum”</strong></th>
<th><strong>Week 4, day 7</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post your weekly reading lesson</strong></td>
<td><strong>Week 4, day 7</strong></td>
</tr>
<tr>
<td><strong>Post your peer review of one other students reading lesson from the previous week (see Appendix A for review rubric)</strong></td>
<td><strong>Week 4, Day 7</strong></td>
</tr>
<tr>
<td><strong>Submit your Critical Introduction Paper</strong></td>
<td><strong>Week 4, Day 7</strong></td>
</tr>
<tr>
<td><strong>Continue working on your group project</strong></td>
<td><strong>Week 4, Day 7</strong></td>
</tr>
</tbody>
</table>

#### Week 5

**Jonah 3**

### Reading and Videos

<table>
<thead>
<tr>
<th>Read the entire book of Jonah</th>
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<table>
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<tr>
<th>Assignments</th>
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<td><strong>Post your modern media examples in the “Media Forum”</strong></td>
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<td><strong>Post your peer review of one other students reading lesson from the previous week (see Appendix A for review rubric)</strong></td>
</tr>
<tr>
<td><strong>Submit your Critical Introduction Paper</strong></td>
</tr>
<tr>
<td><strong>Continue working on your group project</strong></td>
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<tr>
<td>Week 5, day 7</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td>Post your modern media examples in the “Media Forum”</td>
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<tr>
<td>Post your weekly reading lesson</td>
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<tr>
<td>Post your peer review of one other student's reading lesson from the previous week (see Appendix A for review rubric)</td>
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<td>Continue working on your group project</td>
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<table>
<thead>
<tr>
<th>Week 6</th>
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<tbody>
<tr>
<td><strong>Jonah 4</strong></td>
</tr>
<tr>
<td><strong>Reading and Videos</strong></td>
</tr>
<tr>
<td>Read the entire book of Jonah</td>
</tr>
<tr>
<td>Read the material in your textbooks that covers Jonah 4</td>
</tr>
<tr>
<td>Watch the video “Jonah the Pouting Prophet”</td>
</tr>
<tr>
<td>Read or view other material your professor may assign</td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
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<tr>
<td>Post your modern media examples in the “Media Forum”</td>
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<td>Post your weekly reading lesson</td>
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<tr>
<td>Post your peer review of one other student's reading lesson from the previous week (see Appendix A for review rubric)</td>
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<td>Continue working on your group project</td>
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<table>
<thead>
<tr>
<th>Week 7</th>
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</thead>
<tbody>
<tr>
<td><strong>Jonah in the New Testament</strong></td>
</tr>
<tr>
<td><strong>Reading and Videos</strong></td>
</tr>
<tr>
<td>Read the entire book of Jonah</td>
</tr>
</tbody>
</table>
Read Mt 12:38-41, 16:4; Lk 11:29-30 and the surrounding contexts in the New Testament

Read or view other material your professor may assign

<table>
<thead>
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<th>Assignments</th>
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<tbody>
<tr>
<td>Post your modern media examples in the “Media Forum”</td>
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<tr>
<td>Post your peer review of one other students reading lesson from the previous week (see Appendix A for review rubric)</td>
</tr>
<tr>
<td>Submit your group project</td>
</tr>
</tbody>
</table>

Weekly Overview

WEEKLY OVERVIEW OF CLASS WORK

WEEK ONE

TOPICS

- Understand how the class is organized
- Understand the course requirements and grading criteria
- Discover any preconceived notions you might be bringing to the study of Jonah
- Learn how to notice and use literary features of the text as a means to help interpretation
- Understand the origin, development, genre and use of the Jonah
- Understand how the literary structure of Jonah helps in interpretation

ASSIGNMENTS

The following assignments should be completed by the end of Class week 1:

**Individual**

1. Read the intro to Jonah in your Bible (if it has one).
2. Read the entire book of Jonah.
3. Read the **Introductions and applicable chapters in the textbooks**. (For instance, if the class covers Jonah 1:1-3 for that week, read everything in the textbooks that applies to Jonah 1:1-3).
4. Complete the weekly lesson preparation.
5. Read or watch any videos or articles your professor might assign.
6. Be prepared to participate in classroom activities.

Online Activity

1. The first week, the professor should model and lead the class in a creating a lesson from the first week's material. This will make sure the class understands the process and will give the professor a lot of opportunity to discuss the unique features of Jonah and how they apply to its interpretation. The professor should not do the work for the students, but should facilitate and help them go through the lesson creation steps for themselves. If desired, the class may be divided into groups and each group may choose its own format – lesson plan, sermon, etc. While this may take some time, it helps the students become more comfortable with the process, introduces many new concepts they will have to wrestle with in their interpretation of Jonah and immediately gets them focused on the Biblical text of Jonah.
2. Based on your understanding of Jonah’s themes (God’s mercy, power, sovereignty, prejudice of people, fear of following God’s word, arrogance thinking you know more than God and etc.), find something from today’s media that shows how those same concepts are still around and in use today.
3. Other exercises the professor may present.

Project Team:

1. The class will be separated into groups on or prior to the first night of class. Groups should begin communicating in preparation for their presentations on week 7.

CLASS TWO

TOPICS

- Identify and discuss how Jonah develops the major themes in this chapter
- Identify how Jonah used the different characters to accomplish his purpose
- Identify the purpose, message and themes of Jonah
- Discuss the historical setting of the Jonah
- Discuss how the sequence of events in Jonah often has as much meaning as the content of the actual events.
- Discuss the nature of prophecy in the Old Testament

ASSIGNMENTS

The following assignments should be completed by the end of Class week 2:

Individual

1. Read all of Jonah and then Jonah 1:1-3.
2. Read the applicable chapters in the textbooks. (For instance, if the class covers Jonah 1:1-3 for that week, read everything in the textbooks that applies to Jonah 1:1-3).
3. Complete the weekly lesson preparation.
4. Read or watch any videos or articles your professor might assign.
5. Be prepared to participate in classroom activities.

Online Activity

Participate in at least one of the following classroom activities each week.

1. Based on your understanding of Jonah’s themes (God’s mercy, power, sovereignty, prejudice of people, fear of following God’s word, arrogance thinking you know more than God and etc.), find something from today’s media that shows how those same concepts are still around and in use today.
2. Other exercises the professor may present.

Project Team:

The class will be separated into groups on or prior to the first night of class. Groups should begin communicating in preparation for their presentations on week 7.

CLASS THREE

TOPICS

- Identify and discuss how Jonah develops the major themes in this chapter
- Identify how Jonah used the different characters to accomplish his purpose
- Identify the purpose, message and themes of Jonah
- Discuss the historical setting of the Jonah
- Discuss how the sequence of events in Jonah often has as much meaning as the content of the actual events.
- Discuss the nature of prophecy in the Old Testament

ASSIGNMENTS

The following assignments should be completed by the end of Class week 3:

Individual

1. Read all of Jonah and then Jonah 1:4-16.
2. Read the applicable chapters in the textbooks. (For instance, if the class covers Jonah 1:1-3 for that week, read everything in the textbooks that applies to Jonah 1:1-3).
3. Complete the weekly lesson preparation.
4. Read or watch any videos or articles your professor might assign.
5. Be prepared to participate in classroom activities.
Online Activity

Participate in at least one of the following classroom activities each week.

1. Peer review of a student's reading lesson from the previous week (see Appendix A for evaluation rubric).
2. Based on your understanding of Jonah's themes (God's mercy, power, sovereignty, prejudice of people, fear of following God's word, arrogance thinking you know more than God and etc.), find something from today's media that shows how those same concepts are still around and in use today.
3. Other classroom exercises the professor may present.

Project Team:

The class will be separated into groups on or prior to the first night of class. Groups should begin communicating in preparation for their presentations on week 7.

CLASS FOUR

TOPICS

- Identify and discuss how Jonah develops the major themes in this chapter
- Identify how Jonah used the different characters to accomplish his purpose
- Discuss how the sequence of events in Jonah often has as much meaning as the content of the actual events.
- Discuss whether chapter 2 was original to Jonah or added later
- Discuss the use of Psalms in prophecy in the Old Testament

ASSIGNMENTS

The following assignments should be completed by the end of Class week 4:

Individual

1. Read all of Jonah and then read Jonah 1:17-2:10.
2. Read the applicable chapters in the textbooks. (For instance, if the class covers Jonah 1:1-3 for that week, read everything in the textbooks that applies to Jonah 1:1-3).
3. Complete the weekly lesson preparation.
4. Read or watch any videos or articles your professor might assign.
5. Be prepared to participate in classroom activities.
6. Submit the Critical Introduction to Jonah paper.

Online Activity
Participate in at least one of the following classroom activities each week.

1. Peer review of a student’s reading lesson from the previous week (see Appendix A for evaluation rubric).
2. Based on your understanding of Jonah’s themes (God’s mercy, power, sovereignty, prejudice of people, fear of following God’s word, arrogance thinking you know more than God and etc.), find something from today’s media that shows how those same concepts are still around and in use today.
3. Other classroom exercises the professor may present.

Project Team:

The class will be separated into groups on or prior to the first night of class. Groups should begin communicating in preparation for their presentations on week 7.

CLASS FIVE

TOPICS

- Identify and discuss how Jonah develops the major themes in this chapter
- Identify how Jonah used the different characters to accomplish his purpose
- Discuss how the sequence of events in Jonah often has as much meaning as the content of the actual events.
- Compare the literary features of Jonah chapters 2 and 3
- Discuss the history of Nineveh

ASSIGNMENTS

The following assignments should be completed by the end of Class week 5:

Individual

1. Read all of Jonah and then read Jonah 3:1-10.
2. Read the applicable chapters in the textbooks. (For instance, if the class covers Jonah 1:1-3 for that week, read everything in the textbooks that applies to Jonah 1:1-3).
3. Complete the weekly lesson preparation.
4. Read or watch any videos or articles your professor might assign.
5. Be prepared to participate in classroom activities.
6. Be prepared to present your group project.

Online Activity

Participate in at least one of the following classroom activities each week.

1. Peer review of a student’s reading lesson from the previous week (see Appendix A for evaluation rubric).
2. 
3. Based on your understanding of Jonah’s themes (God’s mercy, power, sovereignty, prejudice of people, fear of following God’s word, arrogance thinking you know more than God and etc.), find something from today’s media that shows how those same concepts are still around and in use today.

4. Other classroom exercises the professor may present.

**Project Team:**

The class will be separated into groups on or prior to the first night of class. Groups should begin communicating in preparation for their presentations on week 7.

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### CLASS SIX

**TOPICS**

- Identify and discuss how Jonah develops the major themes in this chapter
- Identify how Jonah used the different characters to accomplish his purpose
- Discuss how the sequence of events in Jonah often has as much meaning as the content of the actual events.
- Compare the Ninevites’ and Jonah’s response to God’s mercy
- Discuss and review the meaning and purpose of Jonah

**ASSIGNMENTS**

The following assignments should be completed by the end of Class week 6:

**Individual**

1. Read all of Jonah and then read Jonah 4:1-11.
2. Read the applicable chapters in the textbooks. (For instance, if the class covers Jonah 1:1-3 for that week, read everything in the textbooks that applies to Jonah 1:1-3).
3. Complete the weekly lesson preparation.
4. Read or watch any videos or articles your professor might assign.
5. Be prepared to participate in classroom activities.
6. Be prepared to present your group project.

**Classroom Activity – to be completed in class**

Participate in at least one of the following classroom activities each week.

1. Based on your understanding of Jonah’s themes (God’s mercy, power, sovereignty, prejudice of people, fear of following God’s word, arrogance thinking you know more than God and etc.), find something from today’s media that shows how those same concepts are still around and in use today.
2. Other classroom exercises the professor may present.
Project Team:

The class will be separated into groups on or prior to the first night of class. Groups should begin communicating in preparation for their presentations on week 7.

CLASS SEVEN

TOPICS

- Identify and discuss how Jonah is used in the New Testament.
- Compare the Ninevites’, Jonah’s and the people in Jesus’ time response to God’s mercy.
- Discuss and review how the New Testament applied the lessons of Jonah.

ASSIGNMENTS

The following assignments should be completed by the end of Class week 7:

Individual

1. Read all of Jonah and then read Jonah 4:1-11.
2. Complete the weekly lesson preparation.
3. Read or watch any videos or articles your professor might assign.
4. Be prepared to participate in classroom activities.
5. Be prepared to present your group project.

Classroom Activity – to be completed in class

Participate in at least one of the following classroom activities each week.

1. Based on your understanding of Jonah’s themes (God’s mercy, power, sovereignty, prejudice of people, fear of following God’s word, arrogance thinking you know more than God and etc.), find something from today’s media that shows how those same concepts are still around and in use today.
2. Other classroom exercises the professor may present

Project Team:

Submit group project

Grading Policies
GRADING POLICIES

Course Evaluation Plan
An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper</td>
<td>10</td>
</tr>
<tr>
<td>Modern Media Examples</td>
<td>10</td>
</tr>
<tr>
<td>Reading Lesson</td>
<td>20</td>
</tr>
<tr>
<td>Reading Lesson Peer Review</td>
<td>20</td>
</tr>
<tr>
<td>Critical Introduction Paper</td>
<td>20</td>
</tr>
<tr>
<td>Group Project</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Final Grades
The following scale will be used when calculating final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Final grades will be posted according to the Academic Calendar. [http://point.edu/academic-calendar/](http://point.edu/academic-calendar/)
Please consult with your program of study or advisor ([http://point.edu/academic-advising/](http://point.edu/academic-advising/)) if you are required to maintain a specific GPA to successfully complete this course.

Checking Grades
Be sure to check your grades often via the Sakai online Gradebook.
For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly ([https://point.edu/catalogs/](https://point.edu/catalogs/))

Course Expectations

EXPECTATIONS & COURSE REQUIREMENTS

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online
environment, please review these resources:

- Netiquette
- What every online student needs to know
- Netiquette guide for online courses
- Discussion board netiquette

Students will be required to:

1. **Read the Bible.** Students will be required to read the all of Jonah in this course. They should engage in daily reading of passages from the Jonah which are relevant to that week’s topics and themes.

2. **Read the textbooks.** Students will be required to read the course textbooks in their entirety as well as any assigned articles or other material.

3. Watch the video material assigned by your professor and yes this includes VeggieTales of Jonah. Trust me, you will enjoy it and even learn something from it. If you don’t have any children, find someone who does and watch their copy.

4. **Write a one page reflection paper** discussing your preconceived notions about the content of Jonah and then contrasting that to what is actually in the text. For instance, we all know the phrase, “Jonah and the whale.” Is there any whale in the text? How much time does the text spend talking about the “great fish?” What did the text really talk about and how was that different from what you thought Jonah was about? **This paper is due by the end of the first week of class.**

5. **Critical introduction of Jonah.** Each student will research and write a 5-page paper describing the critical background of Jonah (author, date, audience, purpose, themes genre and characteristics). Papers must follow all the standards for Point University as far as format and source referencing. **This paper is due by the end of the fourth week of the class.** (Measures all objectives.)

6. **Modern media examples.** Based on your understanding of Jonah’s themes (God’s mercy, power, sovereignty, peoples’ prejudice, fear of following God, and arrogance (thinking you know more than God), find something from today’s media that shows how those same concepts are still around today. Post your results or a link to your results in the “Media Forum” along with a short note about why you chose it and how it relates to Jonah today. **Due each week by the end of the class week.**

7. **Weekly Reading Lesson.** Each week, students will produce the equivalent of a 3 to 5-page written lesson based on the text of Jonah for that week. The lesson may be presented as a paper, teaching lesson, preaching sermon or other format. Each **presentation must address the four areas** described below in the example. Creativity is encouraged. The particular format is not as important as the process of creating the lesson. The lesson may be a printed paper, 5-7 minute video, recorded sermon, PowerPoint with narration, simulated radio broadcast or other format of the students choice. Have I said that creativity will be rewarded? **This lesson is due by the end of weeks two through six.**

The example that follows is one example of the format and content that a presentation paper could follow. You do not have to follow this format for your lesson.
The student should pick a passage from Jonah based on the literary markers discussed in the Morris/Brown textbook. **The paper should consist of 4 parts. The first part** should discuss the literary markers the student used to determine the beginning and ending of the passage chosen for review, why those markers were picked and how they have an impact on the interpretation of the passage. **The second part** should be a summary of the information in the textbooks about the passage. **The third part** of the paper should discuss what the passage meant to Jonah’s audience in its original context. Be sure to include any literary features that have an impact on the interpretation of the passage. The textbooks or other material may be used as resources for this section of the paper, but must be referenced using the proper notation. **The fourth part** should be a modern day application of the meaning of the passage from Jonah. **Regardless of format, each presentation must include the four different parts.**

You are not limited to this paper presentation format. You could create a classroom lesson, sermon, podcast, blog, video or something else, limited only by your creativity. As long as your submission covers the literary markers, textbook summary of the text, the original meaning and modern application, feel free to be creative. If you are a preacher, you should be preaching through Jonah as you take this class. Submission of your sermon will fulfill the requirements of this section. Your sermon will have to be based on the text of Jonah for that week and follow the expositional guidelines in the Morris/Brown textbook. You will need to present a full manuscript of your sermon. (Measures all outcomes.)

**8.) Weekly Reading Lesson Peer Review.** Each week students will watch and review another student’s presentation from the previous week. The rubric for review and evaluation will be included in Appendix A. (Measures all outcomes.) The student can choose the format for the peer review. It can be hard copy, video or audio recording. It must be a format that can be shared with the rest of the class. **This is due by the end of class weeks three through seven.**

**IMPORTANT NOTE TO THE STUDENT**

In order to completely cover Jonah in seven weeks, we have to get a fast start and this means that you need to get started before the class has its first meeting.

You probably have a lot of questions about exactly what you should submit and may not be comfortable with exactly how to do the assignment. Your professor understands your concerns and will review your first week’s work with mercy and compassion. As in all learning, you are not expected to be perfect in the beginning, but you are expected to get better as you go through the process.

Make your best effort for the first week’s lesson based on what you can read in the syllabus and the textbooks. Your professor will provide a synchronous online session in the preview week before first class reviewing what is expected and will give you detailed comments on your first week’s submission so you will know exactly what to submit for the second week. Two extra credit points to any student who will email the professor before the beginning of class and explain why the Ninevites were well known fish slappers. (OK. I was just seeing if you were reading the syllabus. Any email to the professor noting Nineveh, fish slapping and extra credit will receive due consideration. I don’t think there are any other places in the syllabus that give extra credit. Maybe. This time. Maybe you should just go ahead and read the whole thing carefully.)

The professor will provide an online orientation and Q&A session in the Preview week preceding your first online class. Everyone should plan on attending this online session. This is your opportunity to make sure you clearly
understand the professor’s expectations for the class and to ask any questions you might have. The time and date of the session will be posted in Sakai. Every effort will be made to record the session so you can review it at a later time.

9.) Group Project. The class will be separated into groups on or prior to the first night of class. Groups will choose one of the presentation choices below on a topic from Jonah.

In general, creativity is better than PowerPoint. It is perfectly acceptable to demonstrate your research rather than projecting it on a slide. There is a good chance your professor has seen 4,632,719 PowerPoint presentations. Break through the boredom. While you can use PowerPoint for your presentation, it would be much better for everyone if you used an panel discussion, skit, radio/TV interview format, dramatic presentation or something else creative. Feel free to record your presentation on video so everyone can watch your results. Sakai has a video recording feature under the meetings button. Who knows, you might have fun and learn something at the same time.

Here are some group-project options:

1. Discuss how the narrative features and literary markers of Jonah helped or changed how you interpreted Jonah. If you choose this topic, you will have to pick at least four examples of the literary feature, explain how they were used in Jonah, and how they had an impact on your interpretation. An example of a literary feature could be the repeated use of “great evil” in Jonah or the literary parallels between the first and third chapter of Jonah.

2. Identify and discuss how Jonah was used or referenced in other places in the Old and New Testaments. How did the other authors use the story of Jonah and can you tell how they interpreted Jonah? How does this usage have an impact on how you understand and interpret Jonah? How does it apply to us today?

3. Research and present the major issues about the genre of Jonah. What do you think the correct genre is? Support your argument about the genre of Jonah and explain what impact the genre has on the interpretation and modern application of Jonah.


5. Pick any of the questions asked or issues raised in the footnotes of the Morris/Brown textbook and either answer the question or address the issue. Confirm with your professor that the question or issue is appropriate for a group project.

6. Discuss Jonah’s ending. Is the ending chronologically sequential or a flashback? Why do you think Jonah ended his book the way that he did? How does your answer have an impact on your interpretation of Jonah? How do you think his original audience reacted to the ending and how do we react to it today?

Depending on class size, all presentations will take place during week seven. (Measures all outcomes.) All presentations whether written, video or sound recording, will be posted to a group forum so everyone can experience the results.
10.) **Online Participation.** Participate in at least one of the following classroom activities each week.

Other exercises the professor may present.

**Turnitin Requirement**

It is especially important that students write their papers with the utmost integrity. Point University and the Access program have high expectations regarding academic dishonesty and plagiarism. It is vital that students demonstrate that they are citing sources correctly and that they are avoiding the different types of plagiarism.

Therefore, CGPS classes will rely on Turnitin to check for originality and plagiarism of written papers. Turnitin will check student papers for originality and will highlight places where text is identical to other sources. The instructor can then determine whether the highlighted text has been used and cited properly.

Papers will be submitted using the regular assignment submission process. If Turnitin is turned on you will be able to see a percentage indicating similarity to other sources after Turnitin has processed the paper.

**POLICIES**

For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/).

**Suggested Resources for Further Study**

**SUGGESTED RESOURCES FOR FURTHER STUDY**

Insert suggested resources for further study here. This should be an APA formatted reference list.

**Copyright Statement**

**Copyright and Further Dissemination**

All content within this course is intended for transformative, educational, and informational purposes under (Fair Use). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.