



**All Nations Leadership Institute**  
[www.allnationsleadershipinstitute.com](http://www.allnationsleadershipinstitute.com)

### **Redemption: An Old Testament History**

“The fear of the LORD is the beginning of wisdom” (Prov 1:7a KJV).

Instructor: Pastor Phil Bradley  
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Class Meeting Dates: October 14 to November 18, 2021

#### **All Nations Leadership Institute Vision**

Our focus is to prepare and equip ministerial leaders for the various roles and capacities of Christian service in an increasingly urbanized, diverse church and globalized community.

#### **All Nations Leadership Institute Mission**

To properly prepare and equip leaders, All Nations Leadership Institute provides learning experiences built on scriptural truths using a conceptual framework of theory-to-practice and culturally-responsive teaching strategies.

#### **Course Catalog Description**

This course presents an overview of Old Testament redemptive history. Students will explore the history and theology of the Old Testament, as well as connect key concepts from it to the New. Further, students will study Old Testament prophecy, with an emphasis on the First and Second Comings of Jesus Christ.

## All Nations Leadership Institute Student Policy

### Attendance Guidelines

Class attendance contributes to the success of your learning experiences at ANLI. As our courses run six weeks in length, you should attend all of them. Even one missed class sets you behind in your studies. Upon the second absence, you must drop the class and retake it another time. You cannot attend further sessions during that specific block. Three late arrivals or early departures of more than ten minutes, in any combination, equal one absence.

- If you are absent, make sure someone from class takes notes. ANLI posts all class documents on your course website. You still must turn in homework for the missed class on the due date.
- The teacher cannot assign discussion points when absent from class. Conversely, **the instructor will deduct points for late arrival or early departure.**
- If you are running late to class or cannot attend a class session, please call (708) 385-6020, X113 or e-mail Pastor Debbie Strlek at [debbiestrlek@msn.com](mailto:debbiestrlek@msn.com).
- No makeups of sermons or presentations if you miss class the day of that assignment.

### Course Grade

- You must complete this class with a “C” or better and submit all assignments weekly as scheduled for elder or pastoral ordination eligibility.

### Due Dates and Late Submission

- All materials are due on the submittal date. Late assignments result in the drop of **ONE LETTER GRADE PER WEEK.**
- **Submit late work no later than one week afterwards.**
- **Back up your work! If you lose a file, turn in the wrong assignment, or your computer breaks preventing you from submitting an assignment on the due date, the homework still counts as late.**
- **Sermons or presentations. Your teacher expects you to present a live sermon on the due date. No exception!**

### Redos

- **Students may not elect on their own to redo an assignment for a higher grade.**
- **ONLY** the teacher makes the decision to revise an assignment. Accordingly, the student must turn in the ‘redo’ no later than the next class session

### Homework Submission

- Submit homework via e-mail.
- The teacher will not accept, nor count a handwritten assignment.
- Using Google docs works great for document formation, backing up your work, and downloading it to your teacher.

### Classroom Protocol

- Please do not bring food to class, even for the break to preserve the integrity of the classroom environment as well as to keep our newly redecorated rooms clean. You may bring a drink to class.
- The building will open to students at 6:30pm to allow teachers time to prepare their classroom.
- To preserve classroom privacy and its optimum environment for both the students and teacher, do not visit other classes at any time before, during, or after session.

## ASSIGNMENTS

### 1. In-Class Activities (Weekly)

You will receive 40 participation points for each session one to six. All students must prepare fully to participate in all class activities. Students cannot makeup missed, in-class activities. If you are late and/or leave early, the instructor will deduct participation points for that part of the session.

### 2. Essays (Weekly—Due Sessions Two Through Five--Type)

You will write two, 350-500 word essays due on sessions two through five. The essays you write comprise scriptural analysis and reflection. Submit a typed copy. Each essay is worth up to 100 points.

### 3. Oral Presentation (Due Session 6)

You will give an oral presentation online (specific details given later). It will be three to four minutes long. The subject matter will be specific to redemption history, which will be taught in class. You need to turn in the subject of your presentation by week four. Also, a word for word paper (typed) of your presentation must be submitted.

## EVALUATION BREAKDOWN

### Grade Breakdown

Your teacher will grade each assignment according to the correct response, work quality, full thought expression, followed direction, and proper APA formatting. Please follow directions for the assignment! The cumulative total points represent earned points from each assignment summed together, upon which your grade is determined. The chart below represents the ANLI grade scale.

### Grading Scale

Grade/ %	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F=59 and below
	100- 98	97- 93	92- 90	89- 87	86- 83	82- 80	79- 77	76- 73	72- 70	69- 67	66- 63	62- 60	

### Course In-Class Assignments and Homework Points

Assignments	Due	Possible Points.	Percentage of Grade
<b>In-Class Assignments</b>	Weekly Sessions 1-6	<b>240 Total:</b> 40 points per session	<b>19%</b>
<b>8 Weekly Essays</b>	Weekly Sessions 2-5	<b>800 Total:</b> 100 points per essay	<b>62%</b>
<b>Oral Presentation</b>	Session 6	<b>250 Total</b>	<b>19%</b>
<b>Total Points</b>		<b>1290</b>	

### Course and Homework Schedule

Session Topic	Homework/Due Date
<b>Session 1: October 14, 2021</b>	
<ul style="list-style-type: none"> <li>• Edenic and Adamic Covenants</li> <li>• Times of Noah and the Second Coming of Christ</li> </ul>	<b>Readings</b> Gen 1-3; 6; Matt 24:37-41; Luke 17: 26-37
<b>Session 2: October 21, 2021</b>	
<ul style="list-style-type: none"> <li>• Study of the Names of God</li> <li>• Abrahamic Covenant</li> <li>• Replacement Theology</li> <li>• Promises to Israel vs. Church</li> </ul>	<b>Readings</b> Gen 12:1-3; 15; Jer 31; Ezek 37 <b>Week One Essays</b>
<b>Session 3: October 28, 2021</b>	
<ul style="list-style-type: none"> <li>• Mosaic/Sinai/Israel Covenant</li> <li>• Ten Commandments</li> <li>• Land Covenant</li> <li>• Holiness of God</li> </ul>	<b>Readings</b> Exod 19- 20:17; Deut 29-30:10; Isa 6:1-3; Rev 4:9 <b>Week Two Essays</b>
<b>Session 4: November 4, 2021</b>	
<ul style="list-style-type: none"> <li>• Feasts of Israel (Foreshadowing Events)</li> </ul>	<b>Readings</b> Lev 23; Deut 16:1-17 <b>Week Three Essays</b>
<b>Session 5: November 11, 2021</b>	
<ul style="list-style-type: none"> <li>• Davidic Covenant</li> <li>• First and Second Comings of Christ in the Old Testament</li> </ul>	<b>Readings</b> 2 Sam 7; Isa 9:6-7; Zech 12; 14:1-11 <b>Week Four Essays</b>
<b>Session 6: November 18, 2021</b>	
<ul style="list-style-type: none"> <li>• New Covenant</li> <li>• End-Time Prophecy in the Old Testament</li> </ul>	<b>Readings</b> Jer 31:31-40; Dan 2; 9; Zech 14:12-21 <b>Oral Presentation</b>

Writing Grading Rubric: Weekly Essay (2021)				
	Distinguished	Target	Acceptable	Needs Improvement
<b>Relevancy of Content (Focus)</b>  <b>Definition: 20%</b> Relevancy of content deals with the focus of the main idea of your personal reflection and its relevancy to content <b>ANLI Leadership Standard 1</b>	<ul style="list-style-type: none"> <li>states main idea (thesis) and key points so that the reader has a clear, vivid mental picture of the intent of the essay</li> <li>provides and supports main idea, showing high relevancy and meaning to the content of the topic (no extraneous details)</li> <li>uses an introduction that launches and explains the main idea (thesis) and key points and thoughtfully composed closing that revisits and brings together main idea and key points</li> </ul>	<ul style="list-style-type: none"> <li>states a clear, basic main idea and its key points</li> <li>maintains the main idea, showing an effective degree of relevancy and meaning to the content of the topic</li> <li>uses a basic introduction presents the main idea and key points and effective closing that includes a direct restatement of the thesis</li> </ul>	<ul style="list-style-type: none"> <li>presents a main idea; however, the reader may need to reread it to be clear about the writer's position or the main idea may be implied</li> <li>does not consistently maintain the main idea and goes off topic in some places</li> <li>does not revisit the main idea and key points</li> </ul>	<ul style="list-style-type: none"> <li>does not answer the question,</li> <li>writes on a different topic or presents main idea and key points in an unclear manner</li> </ul>
	20 points	17 points	15 points	12 point
<b>Clarity of Content (Organization)</b>  <b>Definition: 20%</b> Clarity of content is the logical flow of the presented main idea and key points in your personal reflection <b>ANLI Leadership Standard 1</b>	<ul style="list-style-type: none"> <li>moves the reader through the essay in a logical manner with a beginning, middle and ending</li> <li>uses varied sentence structure to produce cohesion</li> <li>incorporates appropriate transitions (show relationships between ideas) to create coherence</li> <li>shows evenly developed and appropriate paragraphs to separate development of main points</li> </ul>	<ul style="list-style-type: none"> <li>some structure is evident and clear</li> <li>uses well-constructed sentences for cohesion</li> <li>incorporates simple transitions and includes appropriate ordering of sentences for coherence</li> <li>shows basic paragraphs that are separated as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>shows an attempt at structure, but the reader may have to infer it</li> <li>presents frequent lapses in clarity and accuracy</li> <li>displays little attempt at varying sentence structure for cohesion</li> <li>incorporates inappropriate transitions that may disrupt coherence</li> <li>show uneven paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>shows little or no attempt at structure</li> <li>writes insufficiently to measure clarity of content</li> </ul>
	20 points	17 points	15 points	12 points
<b>Analysis (Elaboration) 50%</b>  <b>Definition:</b> The degree to which you scripturally analyze and support each of the key points of your main idea, including making connections <b>ANLI Leadership Standards 2,3,5</b>	<ul style="list-style-type: none"> <li>provides rich, detailed analysis</li> <li>elaborates each point with 3<sup>rd</sup> order support</li> <li>analysis includes understanding of making practical connections</li> </ul>	<ul style="list-style-type: none"> <li>shows a basic and effective analysis</li> <li>shows even (consistent) analysis throughout the reflection</li> <li>elaborates each point with 2<sup>nd</sup> order support</li> </ul>	<ul style="list-style-type: none"> <li>presents a simple analysis with surface details</li> <li>shows a partial or uneven analysis</li> <li>elaborates each point with 1<sup>st</sup> order support or support may be uneven (unclear)</li> </ul>	<ul style="list-style-type: none"> <li>shows no analysis or development</li> <li>rambles in point development</li> <li>provides a "laundry list" of points</li> <li>uses little or no support</li> </ul>
	50 points	43 points	38 points	30 points
<b>Grammar, Punctuation and Conventions 5%</b>  <b>Definition:</b> Use of standard English <b>ANLI Leadership Standards 2,3,5</b>	<ul style="list-style-type: none"> <li>constructs writing with up to three grammatical and punctuation errors</li> <li>utilizes a variety in sentence type, length, and complexity.</li> </ul>	<ul style="list-style-type: none"> <li>shows four to six errors in grammar, punctuation, or spelling (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement and tense consistency)</li> </ul>	<ul style="list-style-type: none"> <li>shows seven to ten errors in grammatical and punctuation (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement and tense consistency) but errors do not interfere with the meaning</li> </ul>	<ul style="list-style-type: none"> <li>Eleven or more grammatical and punctuation errors</li> <li>Errors in punctuation and grammar interfere with meaning</li> </ul>
	5 points	4 points	3.5 points	3 points
<b>APA 5%</b>	<ul style="list-style-type: none"> <li>Follows the directions in the syllabus for APA/SBL format and style</li> </ul>	<ul style="list-style-type: none"> <li>makes one to two errors in APA/SBL format and style</li> </ul>	<ul style="list-style-type: none"> <li>makes three to four in APA/SBL format and style</li> </ul>	<ul style="list-style-type: none"> <li>makes five errors or more in APA format and style</li> </ul>
	5 points	4 points	3.5 points	3 points
<b>Total Student Points</b>	<b>100</b>	<b>85</b>	<b>75</b>	<b>60</b>