



B LT 1163 INTRODUCTION TO BIBLICAL LITERATURE Spring, 2012

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course web page: <http://home.snu.edu/~hculbert/biblit.htm>

PLACE IN CURRICULUM

This introductory level General Education course goes over basic Bible facts: story line, main characters, books, great chapters, and main themes. This course is a product of the SNU Faculty's conviction that a working knowledge of the Bible is essential for the fulfillment of the University mission to build responsible Christian persons.

COURSE OBJECTIVES

At the end of this course, a student should be able to demonstrate the ability to:

- Summarize the major narrative line of the Bible
- Give three to five distinguishing facts about the Bible's major characters
- Identify forty other significant Biblical persons
- Locate 15 key locations on a Bible map
- Give a one-sentence distinguishing description for each book of the Bible
- Recite from memory the 10 Commandments, Psalm 23, the Beatitudes, and the Christ Hymn of Philippians
- Identify the content or theme of 15 significant chapters of the Bible
- Read / study a Bible passage and respond appropriately to questions about that material
- Use Bible study resources such as Bible dictionaries and concordances

This course will also pursue other objectives that are somewhat challenging to objectively measure:

- An increase in interest in and love for the Bible.
- The establishment of a pattern of regular reading from the Bible.
- Development of the ability to recognize how the Bible can be applied to life today.
- Desire for life-long growth in Biblical knowledge and application.

Since BibLit is a General Education course, it seeks to help SNU students arrive at these standards:

We believe that, at a minimum, liberally educated people...

...are able to critically evaluate the assumptions, presuppositions, and arguments (both subtle and direct) embedded in expressions of thought and culture by individuals and society. (Critical Thinking)

...can solve problems creatively by drawing upon appropriate principles, methods, and examples from a variety of disciplines, predict possible consequences (positive and negative) of a range of potential actions, evaluate (if appropriate) possible solutions in an ethical framework, decide upon the best solution, and successfully plan and execute the chose solution. (Problem Solving)

...can construct rational arguments based on solid evidence acquired from appropriate sources and through the use of the best available methods and can communicate those arguments clearly and concisely using sound rhetorical strategies in both speech and

writing. (Effective Communication)

...have the ability to critically evaluate artistic expressions, including the fine arts, music, drama, literature, media, and human movement (i.e., dance, sports), through the use of political, sociological, anthropological and aesthetic theories. (Aesthetic Analysis)

...can critically evaluate developments in science, technology and health on the basis of elementary principles, good scientific practices, and the proper interpretation of mathematical models and statistics. (Science and Technology)

...are able to interpret and contextualize current events in light of historical, geographical, sociological, economic, and political contexts. (Global Perspectives)

...can articulate how a Christian perspective creates and deepens meaning in cultural, personal, social, and aesthetic issues; can evaluate moral and ethical choices in light of sound interpretations of Christian scriptures based on the best available methods, Christian traditions, and the Wesleyan theological perspective; and can operationalize that analysis through active stewardship and service. (Christian Scriptures, Traditions, Ethics and Stewardship)

TEXTBOOKS

1. A Bible (English translations such as NIV, NASB, and NRSV are recommended)
2. *Discovering the Bible: Story and faith of the biblical communities*, Alex Varughese, editor

REQUIREMENTS

1. **Late work** - Late work will be accepted for a reduced number of points.

The exception to this will be the two weekly required responses in Moodle to other students' postings (see item 9). Those responses are part of a weekly online conversations. They will be counted only if they are submitted in the week when they are due. Thus, it is not possible to "make up" missed response postings.

2. **Survey** - Take the 13-question Bible survey on Module **before** the second day of class.

3. **Intent to Academic Integrity** - Respond to the Academic Integrity quiz on Moodle

4. **Introduction Forum** - Post something about yourself and the Bible in the Moodle "Introduction" forum along with one "hope" you have for this class (that is, an objective you hope to achieve as a result of this class). Examples of something about you and the Bible:

- "I read the Bible completely through two years ago."
- "I memorized Psalm 23 when I was in the sixth grade."
- "I have never owned my own Bible."
- "Philippians is my favorite Bible book."
- "I do not know a single verse of the Bible by memory."
- "I can recite the names of all the Bible books in order."
- "I got my first Bible in second grade; I now own three."
- "I realize there is a disconnect in my life because I say the Bible is God's Word to us yet I rarely ever pick it up and read it."

- *"I have never carried a Bible with me anywhere, even to church."*
- *"My grandparents have one of those huge classic family Bibles with all our names written in it."*
- *"My 'life-verse' for years has been _____."*
- *"I've started to read the Bible through a couple of times but have always bogged down in the Old Testament detail."*
- *"My sister is a top Bible quizzier who memorized all of First and Second Corinthians the year they quizzed over those books. I just never got into quizzing."*
- *"As a kid, I hated doing the 'sword drills' at church where we raced to see who could be the first to locate a verse in the Bible and read it aloud."*

Don't forget to write your "hope" – your personal objective – for this class

5. Pre-Test/Post-Test – Take a test of basic Bible facts by the beginning of the second week of classes and then again during the last week of the course. The actual scores of these two tests will not count toward your grade. However, points will be given for taking the tests and improvement from the pre-test to the post-test will factor into the final grade.

6. Essay: My Perspective on the Bible - Use some or all of the following questions below to write a 500-word (minimum) essay titled "My Perspective on the Bible." Submit to Moodle.

- What is the Bible?
- Where did it come from?
- Who wrote it?
- What or who has most influenced your attitude toward the Bible?
- In what way do you see the Bible as authoritative?
- How did this one book come to have such an influence on the world?
- What has been your own experience in terms of reading or knowing about the Bible?
- In your opinion, what are some important ideas or concepts for understanding and interpreting the Bible?

At the end of your essay, include a line with the word count, e.g.: "Word Count: 510 words"

7. Text Reading and Bible Study Assignments - Please read the assigned text pages in the syllabus before attempting to submit the written assignments to Moodle. At the start of your report, include two lines: (1) One that says "Percentage of textbook pages read" (all, 75%, 50%, 25%, none) and (2) where applicable, a second one that says "Percentage of Bible passages read" (all, 75%, 50%, 25%, none). Samples of well-prepared assignments are available on the Moodle course site.

8. Responses to other students - Each week (beginning with first full week of classes), post two substantive responses of **at least 75 words** to what other students have submitted (their assignments or their responses to other students' submissions). To receive credit, these responses must be more than "I agree" or "Interesting point." What you write must somehow carry forward a conversation on what the other student has posted.

9. Bible Memorization - Memory quizzes will be given over the Ten Commandments (short version), Psalm 23, Matthew 5:3-12 and Philippians 2:5-11. The NIV wording

of the passages to be memorized is on Moodle. You may, however, memorize the passages from the translation or language of your choice.

10. Bible Geography - Three map outline worksheets found on Moodle must be completed:

- Map 1 - Ancient Near East and Palestine geography (actually two maps)
- Map 2 - Old Testament Locations
- Map 3 - New Testament Locations

In addition to marking various locations, you are expected to give one fact about four locations of your choosing on each map.

Colorful maps to help fill out the worksheets can be found in the back of many Bibles. The SNU library also has large Bible atlas books in its reference section that have the needed information.

11. Unit Tests - The four exams will cover material from the Bible as well as textbook readings and content from class lectures and discussion.

GRADING

13-question Bible Survey	5
Response to Academic Integrity policy (Moodle)	5
Introduction Forum post	5
Pre-test (points given for just taking it in Moodle)	15
Post-test	15
Bible Perspective Essay	50
12 Bible Study Assignments	50 pts each
Bible Memory Quizzes	50 pts each
Map Worksheets at (25 points each)	75
Response posts in Moodle (2 required each week)	10 pts per week
Unit Exams	200 pts each
Attendance	100 pts
Video / special speaker reflections	10 pts each

Letter grade equivalents

100 - 93.00 - A	76.99 - 73.00 - C
92.99 - 90.00 - A-	72.99 - 70.00 - C-
89.99 - 87.00 - B+	69.99 - 67.00 - D+
86.99 - 83.00 - B	66.99 - 60.00 - D
82.99 - 80.00 - B-	59.99 - 0.00 - F
79.99 - 77.00 - C+	

Note: When converting scores to letter grades, the Moodle grade book does not "round up."

OTHER THINGS TO HELP YOU PASS WITH FLYING COLORS:

1. *Come to class.* An important component of this course is what goes on in the classroom: lectures, presentations, interaction and discussions. Absences will,

therefore, reduce your course grade. Three tardies or early departures count as one absence. It is your responsibility to see me after class if you arrive after attendance was taken; otherwise that tardy will count as an absence. When you must be absent, you should turn in ahead of time any work due on that particular date.

2. *Do college-level writing.* Written work must meet minimal university writing standards. This includes the response posts. Casual, texting/chatroom slang should not be used in posts on Moodle.
3. *Turn in work on time.* Plan your work load to avoid turning in late assignments. If you have an emergency (serious illness, death in the family, etc.) that will make a late assignment unavoidable, get in touch with the instructor. Grades on worked turned in late may be reduced by as much as 20% for each day such work is late. Grades on exams taken late will be reduced by one letter grade.
4. *Respect the classroom as a learning environment.* Behavior that is distracting or disruptive (e.g. private conversations during class, sleeping in class, playing games, wearing headphones, using cell phones in any way) may result in a student being asked to leave the classroom with that day counted as an absence.
5. *Restrict your in-class laptop computer use to taking notes or doing other class-related activities.* Students who use laptops in class for Facebook, e-mail, and net-surfing will be asked not to open their laptop in class for any reason.
6. *Check your e-mail account!* E-mail will be an important way of communicating with you. "I didn't check my e-mail" will not be an adequate excuse for missing a piece of vital information.

Ethical computer use statement – <https://my.snu.edu/catalog/catalog.asp?ContentCode=127-166>

Academic Integrity statement – <https://my.snu.edu/catalog/catalog.asp?ContentCode=124-115>

Academic Services Available – If you need assistance with a learning, physical or psychological disability that may affect your academic progress, you are encouraged to contact the Academic Center for Excellence, Disability Services at #491-6694. Specialized services are also available for first generation (neither parent earned a bachelors degree), low-income, and international students. All students are encouraged to seek assistance from ACE, the Academic Center for Excellence (Learning Resource Center Room, Room 309).

YOUR MOTHER DOESN'T WORK HERE

Your mother does not clean our building. If you bring a soft drink or coffee to class, handle it carefully and clean up any spills. Do not leave cans, cups or other trash in or around your seat.

TENTATIVE COURSE SCHEDULE

Date	Subject Area	Reading	Assignments Due
1/16		No class / Martin Luther King day	
1/18	How we got	<i>Discovering the Bible</i> , 9-14; 17-33	Introduction forum post,

	the Bible		brief "Bible Survey," and " Academic Integrity" statement (Moodle)
1/20	Studying the Bible	<i>Discovering the Bible</i> , 35-48	500-word essay: "My Perspective on the Bible"
1/23		<i>Discovering the Bible</i> , 49-62 Genesis 1-9	Take pre-test on Moodle
1/25	Genesis	<i>Discovering the Bible</i> , 63-76 Genesis 11-12, 15, 17, 21-22, 24, 37-45	Bible Study Assignment #1
1/27	Exodus	<i>Discovering the Bible</i> , 79-88 Exodus 1-5, 7-12, 14, 19-20, 32-34	Map #1: Ancient Near East Due
1/30	Back to the Promised Land	<i>Discovering the Bible</i> , 89-101 Numbers 13-14; Deuteronomy 34	Ten Commandments Memory Quiz
2/1	Joshua, Judges, Ruth	<i>Discovering the Bible</i> , 105-117 Joshua 1-6, 23-24; Judges 6-8;	Bible Study Assignment #2
2/3	Kingdom Established	<i>Discovering the Bible</i> , 119-132 I Samuel 1-2, 8-10, 15-18; II Samuel 5-7, 11-18	Map #2: O.T. Locations Due
2/6	Divided and Destroyed	<i>Discovering the Bible</i> , 133-144 I Kings 1-3, 8, 12-14, 17-19	
2/8		EXAM ONE	
2/10	Return	<i>Discovering the Bible</i> , 145-160 Ezra 1, 3-7; Nehemiah 1-5, 8-9	Bible Study Assignment #3
2/13	Wisdom Lit.: Job	<i>Discovering the Bible</i> , 161-176 Job 1-7, 38, 40-42	
2/15	Ecclesiastes & Proverbs	Proverbs 1-8, 15, 31; Ecclesiastes 1-3, 12	
2/17	Psalms, Song of Songs	<i>Discovering the Bible</i> , 177-187 Psalms 1, 2, 22-23, 27, 46, 51, 63, 73, 100, 118, 121, 137-139, 150	Memory quiz: Psalm 23
2/20	Prophets: Isaiah	<i>Discovering the Bible</i> , 191-201 Isaiah 1, 5-9, 11-12, 35, 40, 53, 61	Bible Study Assignment #4
2/22	Hosea through Micah	<i>Discovering the Bible</i> , 217-227 Hosea 1-3, 11-14; Amos 1-9	Bible Study Assignment #5
2/24	Prophets	Jonah 1-4; Micah 7	
2/27	Exile: Jeremiah	<i>Discovering the Bible</i> , 203-208 Jeremiah 1, 7, 18, 29-31	
2/29	Ezekiel & Daniel	<i>Discovering the Bible</i> , 243-250 Ezekiel 1-4, 8, 36-37; Daniel 1-6	Bible Study Assignment #6
3/2		EXAM TWO	

3/5	Later prophets	<i>Discovering the Bible</i> , 229-241	
3/7	The New Testament World	<i>Discovering the Bible</i> , 253-267	Map #3: N.T. Times
3/9	Jesus' life	<i>Discovering the Bible</i> , 269-281	
3/12	Matthew	<i>Discovering the Bible</i> , 283-291 Matthew 1-7	Bible Study Assignment #7
3/14	Mark	<i>Discovering the Bible</i> , 291-297 Mark 1-16	Memory quiz: Matthew 5:3-12 (Beatitudes)
3/16	Luke	<i>Discovering the Bible</i> , 299-305 Luke 1-2, 15-24	
3/19-3/23		Spring break	
3/26	John	<i>Discovering the Bible</i> , 305-313 John 1-21	Bible Study Assignment #8
3/28	Acts	<i>Discovering the Bible</i> , 315-320 Acts 1-4, 9-11	
3/30	Acts	<i>Discovering the Bible</i> , 321-326 Acts 13-15, 26-28	
4/2	Review		Bible Study Assignment #9
4/4		EXAM THREE	
4/6 - 4/9		Easter Break	
4/11	Paul and his letters	<i>Discovering the Bible</i> , 329-340	
4/13	Romans	<i>Discovering the Bible</i> , 341-352 Romans 3-6, 8, 12-13	Bible Study Assignment #10
4/16	I and II Corinthians, Galatians	<i>Discovering the Bible</i> , 353-365 I Corinthians 1, 6-7, 12-13, 15; II Corinthians 1-4; Galatians 1-6	
4/18	Ephesians Philippians Colossians	<i>Discovering the Bible</i> , 367-378 Ephesians 1-6, Philippians 1-4, Colossians 1-4	Memory quiz over Phil. 2:5-11
4/20	I, II Thess. Pastorals Philemon	<i>Discovering the Bible</i> , 379-396 I & II Thessalonians, I & II Timothy, Titus, Philemon	Bible Study Assignment #11
4/23	Hebrews	<i>Discovering the Bible</i> , 397-408 Hebrews 1, 11, 12	
4/25	James to	<i>Discovering the Bible</i> , 409-418	

	Jude	James 1-5; I Peter 1-5	
4/27	Letters of John	<i>Discovering the Bible</i> , 419-428 I John 1-5	
4/30	The Revelation	<i>Discovering the Bible</i> , 429-440 Revelation 1-5; 21-22	Bible Study Assignment #12
5/2		Review	
5/4		Review	Take Post-test
5/7		Final Exam – Monday, 8 a.m.	