



BLHS 103
Biblical Literature
and the Ancient World

SPRING 2017 ONLINE

Instructor Information

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Course Description

This course studies biblical literature in the social, political, and religious context of the ancient Mediterranean world. It begins with a historical overview that is careful to map it onto the "Greeks and Romans" course so that, again, students will be oriented historically and geographically and see the overlap. It traces the history (including prehistory) of ancient Hebrews, the emergence of Christianity, the early relationship between Judaism and Christianity, and the struggle for Christianity to define itself in the Roman Empire before it became for all practical purposes the official religion of the Roman Empire.

Requirements

Required Textbooks and Readings

Please note that there are no book purchases for this course.

Students may read any Bible that they wish. However, all student assessments will be based on the scanned material described below. Be sure to read the Bible essays that are included in this scanned material and not essays from other Bible editions.

Canvas Resources

All reading material is embedded within the Canvas Course Content, including: Scanned material from Coogan, Michael D. (ed.), *The New Oxford Annotated Bible with the Apocrypha, Fully Revised 3rd Edition*, Oxford University Press, ISBN: 978-0-19-528880-3; Course Lectures (written), Supplemental Readings, Primary Source Readings, Video Presentations and Video Clips (Films on Demand).

Computer Requirements

You will need to have access to a computer and internet with an up-to-date browser and operating system. You will also need software to read course documents in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to the [Adobe Reader download website](#). If you do not have access to a computer and the internet during the spring, there are computer labs at most public libraries with internet access that you can use for free.

Here are the Canvas requirements:

Operating Systems

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Mobile Operating System Native App Support

- iOS 7 and newer
- Android 2.3 and newer

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Technical skills

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to utilize a variety of technologies, such as:

1. Navigate the World Wide Web using a Web browser.
2. Communicate via email, discussion board and the Canvas synchronous tool.
3. Use office applications such as Microsoft Office or Google Docs to create documents.
4. Upload and download saved files as well as submit assignments online.
5. Play videos and use other multimedia files.

Course Details and Expectations

This course is conducted entirely online, which means students do not have to be on campus to complete any portion of it. Students will participate in the course using Georgetown University's online learning management system called Canvas. Each Unit/Module will be released on a weekly basis every Sunday at 11:59 pm. The only exceptions are Module 1, which will begin with the first day of class, Wednesday, January 11, and Modules 7 and 12, which take into account the Spring and Easter Breaks respectively. **PLEASE NOTE THAT ALL TIMES AND DEADLINES ARE ACCORDING TO EASTERN TIME!!**

It should be noted, however, that there will be **THREE MANDATORY SYNCHRONOUS ONLINE SESSIONS** conducted through the “Conferences” function of Canvas. This includes the first introductory session, which is scheduled for **Wednesday, January 11, 6:00-9:30 pm**. Two more **Review** sessions are scheduled for **Monday, February 27, and Monday, April 4, 7-9 pm**.

Course-level Learning Objectives

“Biblical Literature and the Ancient World” is a 4-credit academic course leading to a Bachelor of Arts degree. Like all academic college courses, we will be discussing the Bible **using the language of academic discourse**. This means that we will interpret and **discuss the Bible using the tools of the modern social sciences**: History, Archeology, Study of Religion, Sociology, Anthropology, Literary Criticism.

Upon completion of this course, students will be able to:

1. Track the evolution of biblical thought.
2. Define and identify the multiple perspectives on the nature of the divine, the divine/human relationship, and the nature of the sacred community that the Bible addresses.
3. Determine a connection between biblical events and world events and/or place biblical events on a timeline.
4. Identify biblical political and religious leadership and institutions within the context of the ancient world.
5. Identify the literary characteristics of biblical texts such as the history of composition, themes, key words and leitmotifs, use of speech, rhetoric, characterization
6. Identify the genres of biblical literature within the context of the ancient world, including mythology, law, narrative and historiography.
7. Apply biblical thought to contemporary issues in a critical fashion using modern interpretive tools and concepts.

Course Activities and Assignments

All activities for this course will be accessed via Canvas. As part of this course you will be:

- examining online materials from the Bible, Bible Essays, instructional videos and articles from academic journals

- exploring other online resources through the Georgetown online library and other websites
- discussing ideas with your peers via discussion boards
- working on individual assignments, including a mandatory weekly journal, as well as weekly **Review** quizzes and weekly discussion board responses and replies.

There is one ungraded modular assignment:

Modules that include readings from the Bible also include a **Review Journal** assignment. The journal will be a way for students to Review the learning experience on a weekly basis and to receive feedback from the professor. On a weekly basis, students should complete the Review Journals assignment in response to the biblical readings, Bible Essays, Supplemental Readings, video presentations and/or written lectures from the module based on the following **Review Journal Guiding Questions:**

- Describe a new idea, concept, insight or way of interpreting one of the biblical passages that we covered in class **that emerged from the course material: the Bible Essays, Supplemental Readings, Video Presentations and/or written lectures.**
- To which of the biblical passage(s) that we studied does this new idea, concept, insight or interpretation pertain, or which of the biblical passages that we studied offers support to this new idea, concept, insight or interpretation?
- What specific information emerged from the information in the course material: **Bible Essays, Supplemental Readings, Video Presentations and/or written lectures** that led you to this idea, concept, insight, interpretation?
- How does this new information and way of thinking impact more generally upon your approach to the Bible and/or sacred texts in general and upon your personal approach to religion?

Each weekly Review Journal assignment should be approximately 250-300 words using language appropriate to academic discourse and must be entered into the Canvas Review Journal assignment according to the “Course Content Schedule” listed on pp. 12-17. **Failure to complete the assignment on time or a completion that is judged inadequate will result in the loss of one percentage point from the overall score for the semester.**

All journal entries that are entered on time will receive written feedback from the professor as part of the Canvas assignment “comments.” These weekly Review Journal assignments will then become the basis for the Review Papers (see below).

It might be a good idea to prepare your journal entry using your favorite word processing software. That way you can save your work and cut/paste into Canvas.

PLEASE NOTE: Students may not duplicate a Discussion Board response (see below) as their journal entry. The journal entry must articulate a new idea.

The graded weekly assignments are as follows:

Discussion Board Questions (15% of grade)

Each module is accompanied by Discussion Board questions. Students participate in the Discussion Board in two ways: 1) **Posting a response** to a Discussion Board question, otherwise known as a discussion “thread,” and 2) **Posting a Reply to another student’s response** to a Discussion Board question. Students **must Post** responses and replies according to the “Course Content Schedule” listed on pp. 12-17. **Failure to do so yields a score of 0.**

Minimally, each student must post one response to a Discussion Board question and one reply to another student’s response. The only exception is in Module 1, where students are expected to participate in two Discussion Boards. **Please note that a reply to a reply, while making for a good Discussion Board, does not count for scoring the Discussion Board.** To count for scoring, the reply must be made to a student’s initial response to a Discussion Board question. **Failure to participate at the minimum level in the discussion yields a score of 0.**

Responses are scored on a scale of 0-100 based on the rubrics found on page 18 below. (You can also view the rubrics on the Discussion Board pages by clicking the “gear” symbol in the upper right-hand corner and choosing “Show Rubric.”) However, in order to receive a score for the Discussion Board, a student must post one qualifying reply to another student’s response. To qualify, the reply must add some new thought or insight to the discussion that either supports or refutes the initial response with evidence to back that new thought or insight. Examples of qualified and unqualified replies appear on page 19 below.

Students can earn **extra credit** by participating in the Discussion Board above the minimal level. Students receive 10 extra-credit points for any response to a Discussion Board question beyond the minimum. However, to receive that extra-credit, the response must score 72 or higher based on the rubrics. In other words, if you post a response to a second Discussion Board question that would score 72 or higher, you receive 10 additional extra-credit points on the Discussion Board. Any qualified reply beyond the minimum of 1 receives 5 extra-credit point.

Extra credit can also be earned by using other outside sources as described in *Discussion Board and Review Journal/Paper Extra-credit for Outside Sources* found below on pp. 22-23 below.

Review Quizzes (15% of grade)

Each module includes an assessment in the form of a Review Quiz comprised of five multiple choice questions that pertain to the Bible essays, supplemental readings, video presentations and written lectures. The biblical readings and the other primary source readings do not form part of the Review Quizzes. They are meant to assure the student’s effective comprehension of this material. Students should read the material carefully, highlighting key concepts or taking note of key concepts. After reading the material, students will click on the Review Quiz for that module. **Students are welcome to consult the readings and notes while taking the quiz.** However, students will have only 20 minutes to complete each quiz.

Students are allowed 3 attempts to complete the quiz. The quizzes are scored as follows:

A score of 5 on the first attempt yields a score of 5

A score of 4 or 5 on the second attempt yields a score of 4

A score of 5 on the third attempt yields a score of 3

Failure to achieve a score of 5 after the third attempt yields a score of 0

After each attempt, students will be shown the questions and the answers that they submitted, including which answers they got wrong. Students should then take the time to review the course material to find the right answer. The quizzes are scored automatically by Canvas, which means that the professor must manually score the quizzes as per the scoring procedure described above after the quiz has been closed. In addition, once the quiz is closed, students will be shown all of the correct answers.

Quizzes are only available until the close of that weekly module.

In addition to your module assignments, there will be 4 main assignments for this course:

Two **Review Papers** (20% of grade; 10% per paper)

The **Review Papers** are essentially the final drafts of the several weekly Review Journal assignments. Students should incorporate suggestions from the professor listed as comments to the assignments. In addition, there will be a mandatory synchronous online Peer Review, moderated by the professor, preceding the submission of each paper (see “Course Content Schedule” on pp. 12-17). The Review Papers will be scored based on how thoroughly students are able to demonstrate their understanding of the course material and their ability to articulate that understanding based on the Review Journal Guiding Questions listed on p. 4 above and the rubric for the Review Paper listed on pp. 20-21 .

Modules 7 and 13 include the Review Paper assignment. Review Papers should be uploaded through those assignments in RTF or Word file (2003 or 2007 is OK) according to the deadline listed in the “Course Content Schedule” listed on pp. 17-19 The First Review due at the end of Module 7 will include final drafts of Review Journal assignments relating to class material from Modules 2 through 7, a total of 6 entries. This paper should be approximately 1,500-1,800 words. The Review Paper due at the end of Module 13 will include final drafts of Review Journal assignments relating to class material from Modules 8 through 12, a total of 5 entries. This paper should be approximately 1,250-1,500 words.

Review Papers are scored on a scale from 49-100 based on the rubrics on pp. 20-21 below. Each individual journal entry in the Review Paper is scored separately. The final score for the paper is the average of the scores for the individual entries.

Extra credit can be earned by using other outside sources as described in *Discussion Board and Review Journal/Paper Extra-credit for Outside Sources* found below on pp. 22-23 below.

PLEASE NOTE THAT REVIEW PAPERS ARE DOCKED 10 PERCENT OF THE GRADE FOR EACH DAY OR PORTION OF A DAY THAT THEY ARE SUBMITTED LATE.

Midterm Exam (20% of grade)

A 1-hour midterm exam is a part of Module 8. Students will have a 24 hour window in which they can access the exam. It will include all of the material covered in the first six modules and will consist of a combination of objective questions—multiple choice and short answer—as well as some short essay questions.

Final Exam (30% of grade)

An online final exam is included in Module 14. The final exam will cover your learning over the entire semester. You will be asked to synthesize all that you have learned in the course in the analysis and interpretation of several biblical passages provided by the professor from both the Hebrew Bible and from the New Testament.

Instructional Materials

- I. The Bible edition that has been selected, *The Oxford Annotated Bible*, offers a modern English translation with notes and commentary as well as exploratory essays. All of these features contribute to allowing students to meet the learning objectives. The material is loaded onto the Canvas system as downloadable PDF files
- II. The written lectures and instructional videos offer a synthesis and analysis of the reading material while allowing the professor to add his own perspective.
- III. Articles from the academic journals and other academic sources add further perspective on theological, historical, literary and sociological topics that emerge from the biblical readings.
- IV. Video clips, websites and other library resources are all hyperlinked through the Canvas system and provide students with other tools for exploring the multiple perspectives on biblical texts.

Please note that Module 11 includes a discussion of Mel Gibson’s film, “The Passion of the Christ.” You can access the film through Canvas in Module 1 and 11.

Communication Strategies

Communication With Instructor

Your instructor is available by phone or e-mail. Video conferences using the Canvas “conferencing” feature can also be used. Your instructor(s) will also check conversations and monitor the discussion board regularly. If you have a private

question or concern, feel free to call or send an email. In general, you can expect a response within two days.

Communication With Peers

You will be expected to communicate with your peers via the discussion board.

Announcements

Announcements will be **Posted** in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and/or will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

Email

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content with your name and module
- Do not send messages asking general information about the class; please **Post** those in the question forum

Netiquette Guidelines

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others' opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Emails should be composed as if you were writing a respectful letter to your senator, which means in proper expository format.

Grading Policy

Students should understand that simply completing an assignment in a satisfactory manner does not earn the student an 'A.' The 'A' grade is reserved for outstanding work. A grade of 'B' means that the student has performed the assignment well, but not outstandingly.

Simply fulfilling the requirements of the assignment in a satisfactory manner **would earn the student a ‘C’ grade.**

Grade Breakdown:

15%:	Discussion Board Questions
15%:	Review Quizzes
20%:	Two Review Papers, (10% each)
20%:	Midterm Exam
30%:	Final Exam

Determination of Final Grade (percentage)

A	= 92-100%
A-	= 90-91.9%
B+	= 88-89.9%
B	= 82-87.9%
B-	= 80-81.9%
C+	= 78-79.9%
C	= 72-77.9%
C-	= 70-71.9%
D+	= 68-69.9%
D	= 60-67.9%
F	= Below 60%

Assignment Submission & Homework/Exam Late Work and Make-up Policy

All deadlines are final. In the event of a personal or family emergency, please contact Prof. Lederman to discuss any extension of deadlines.

Absences

The instructor will count a student as “absent” in any week in which the student fails to submit any of the assignments due that week, including discussion **Postings**, **Review** quizzes, and/or writing assignments.

After the student accumulates two such “absent” weeks, the student will receive a failing grade in this course, regardless of grades earned in any other assignment.

Academic Policy

Disabilities

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu.

Turnitin.com

Students acknowledge that by taking this course all required papers can be submitted for a Textual Similarity **Review** to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement **Posted** on the Turnitin.com site.

Georgetown Honor System

All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at <http://scs.georgetown.edu/academic-affairs/honor-code>, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail.

If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student will receive a grade of F for the course.

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Technical Support

Canvas

For support please check out the [Canvas Student Guide](#) page.

Google Apps

Use of [Georgetown University-issued accounts](#) for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contacts is governed by the contract between Georgetown University and Google.

If you need technical assistance at any time during the course you can visit [Google Drive Help Center](#).

Student Support Services

Services & Resources for Online Students @ the School of Continuing Studies

<http://guides.library.georgetown.edu/scs/online>

Students enrolled in online SCS coursework have access to the University Library System's eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images) . Students can access these resources through the [Library's Homepage](#) by using their University username (NetID) and password (this is the same login information used to access email, Blackboard, etc.). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Google Hangout (video-conferencing function) through the Georgetown Gmail System or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please **Review** the [Services & Resources Guide for Online Students](#) for additional information.

Course Content Schedule

Subject to change.

WEEK	TASK	DUE DATE
MODULE 1 Jan 11 - 22 Introduction	Synchronous online webinar conducted through Canvas: Methodology, Terminology, Geographic Framework, Historical Outline, Literary Considerations	Wed, Jan 11, 6-9:30 pm
	View the PBS Nova Video, “The Bible’s Buried Secrets,” then Post responses to both Discussion Boards Please note: this is the only module students will be expected to complete two Discussion Boards	Thurs, Jan 19 at 11:59 pm
	Reply to other students’ responses in the Discussion Boards	Sun, Jan 22 at 11:59 pm
MODULE 2 Jan 23 – 29 The Pentateuchal Literature: Primordial Stories and Stories of the Ancestors	Readings: Biblical Reading: Genesis 1-11 (skim; close reading of Genesis 1-3, 6-9); Psalms 24, 29, 93; Genesis 37-50 (skim; close reading of Genesis 37:1-39:1, 42:1-45:15, 47:27- 48:22) Essays: “Introduction to the Pentateuch,” HB pp. 3- 7; “Genesis,” HB pp. 9-10 Supplemental Readings: Hauser, “Intimacy and Alienation”	-
	Post Discussion Board responses	Thurs, Jan 26 11:59 pm
	Reply to other students’ responses in the Discussion Board Review Journal entries Complete Review quiz	Sun, Jan 29 11:59 pm
MODULE 3 Jan. 30 – Feb. 5 The Pentateuchal Literature: Exodus	Topic 1: The Exodus Biblical Reading: Exodus 1-15 (skim; close reading of 1-6, 12-15) Bible Essay: “Exodus,” HB pp. 82-84	-

	<p>Topic 2: Law and Covenant</p> <p>Biblical Reading: Exodus 19-24; Joshua 24</p> <p>Primary Source Reading: “Code of Hammurabi,” Introduction on pp. 1-2 (335-336); skip prologue and read laws 196-214 on the last page</p> <p>Post Discussion Board responses</p> <p>Reply to other students’ responses in the Discussion Board</p> <p>Review Journal entries</p> <p>Complete Review quiz</p>	<p>Thurs, Feb 2 11:59 pm</p> <p>Sun, Feb 5 11:59 pm</p>
<p>MODULE 4 Feb 6 - 12</p> <p>The Early History of the Israelite Nation and the Israelite Monarchy</p>	<p>Topic 1: The Early History of the Israelite Nation</p> <p>Biblical Reading: Judges 1-2, 11-12, 17-21</p> <p>Bible Essays: “Deuteronomy,” HB pp. 240-242; “Introduction to the Historical Books,” HB pp. 309-313; “Joshua,” HB pp. 314-316; “Judges,” HB pp. 353-354</p> <p>Primary Source Reading: Amarna Letters</p> <p>Review Video: Archeology and Israelite Settlement</p> <hr/> <p>Topic 2: The Israelite Monarchy, or “It’s Good to Be the King,” (or not!!)</p> <p>Biblical Reading: I Samuel 1-2, 8-10, 15-17</p> <p>Bible Essays: “I Samuel,” HB pp. 398-399</p> <p>Post Discussion Board responses</p> <p>Reply to other students’ responses in the Discussion Board</p> <p>Review Journal entries</p> <p>Complete Review quiz</p>	<p>-</p> <p>Thurs, Feb 9 11:59 pm</p> <p>Sun, Feb 12 11:59 pm</p>
<p>MODULE 5 Feb 13 - 19</p> <p>The Israelite Monarchy, or “It’s Good to Be the King” (cont.)</p>	<p>Biblical Reading: II Samuel 6-7; 11-20; I Kings 1-2, 11-12; Psalms 2, 110</p> <p>Bible Essay: “II Samuel,” HB 446; “I Kings,” HB pp. 487-489</p> <p>Primary Source Reading: “Code of Hammurabi, Prologue (not the laws),” pp. 2-3 (336-337)</p>	<p>-</p>

	Post Discussion Board responses	Thurs, Feb 16 11:59 pm
	Reply to other students' responses in the Discussion Board Review Journal entries Complete Review quiz	Sun, Feb 19 11:59 pm
	FIRST REVIEW PAPER (covering modules 2 through 6)	DUE END OF MODULE 7
MODULE 6 Feb 20 - 26 Prophets and Sages	Biblical Reading: 2 Kings 14-19, 22-25 (skim); Amos 1-6 (skim; close reading of 1-2, 5:18-27); Isaiah 1-12 (skim; close reading of 1:1-2:4, 7, 11-12); Jeremiah 1-7 (skim; close reading of 1-2, 7) Bible Essays: "II Kings," HB p. 533; "Introduction to the Prophetic Books," HB pp. 969-973; "Isaiah," HB pp. 974-977;; "Jeremiah," HB 1073-1074; "Amos," HB 1302-1303	-
	Post Discussion Board responses	Thurs, Feb 23 11:59 pm
	Reply to other students' responses in the Discussion Board Review Journal entries Complete Review quiz	Sun, Feb 26 11:59 pm
	Continue work on FIRST REVIEW PAPER (covering modules 2 through 6)	DUE END OF MODULE 7
MODULE 7 Feb 27 – Mar 13	Review Journal Peer Review moderated by Professor Lederman Mandatory Synchronous online webinar conducted through Canvas	Mon, Feb 27 7-9 pm
	Submit FIRST REVIEW PAPER (covering modules 2 through 6)	Mon, Mar 13 11:59 pm
March 3 – 12	(SPRING BREAK)	
MODULE 8 March 13 – 19 Between the Testaments: "Particularism" and "Universalism"	Biblical Readings: Ezra 3-4, 9-10; Daniel 1; I Maccabees 1-4; Isaiah 40-45:7, 56, 66; Bible Essays: "Ezra," HB pp. 671-672; "Daniel," HB pp. 1253-1254;; "Introduction to the Apocrypha," A pp.3-10; "I Maccabees," A pp. 201-20	-

	Post Discussion Board responses	Thurs, Mar 16 11:59 pm
	ONE HOUR MIDTERM Must be taken between Thurs, Mar 16, 11:59 pm and Fri, March 17, 11:59 pm.	Fri, March 17 11:59 pm
	Reply to other students' responses in the Discussion Board Review Journal entries Complete Review quiz	Sun, March 19 11:59 pm
MODULE 9 Mar 20 – 26 Between the Testaments: Apocalyptic Literature	Biblical Reading: Daniel 7-12; Mark (complete, but focus on chapter 13); Revelation 12-13, 17-22 Bible Essays: "Introduction to the Gospels," NT pp. 3-6; "Mark," NT pp. 56-57; "Revelation," NT pp. 420-421	-
	Post Discussion Board responses	Thurs, Mar 23 11:59 pm
	Reply to other students' responses in the Discussion Board Review Journal entries Complete Review quiz	Sun, March 26 11:59 pm
MODULE 10 Mar 27 – Apr 2 The Gospel Genre: The Nativity Narratives	Biblical Readings: Matt. 1-2; Luke 1-3; Luke 4:1-30 (compare Matthew 13:54-58, Mark 6:1-6); John 1 Primary Source Reading: "The Birth of Alexander the Great" and "The Birth of Plato," pp. 1-4 of "Greco- Roman Nativity Narratives" Bible Essays: "Matthew," NT pp. 7-8; "Luke," NT pp. 93-95; "John," NT pp. 146-147	-
	Post Discussion Board responses	Thurs, Mar 30 11:59 pm
	Reply to other students' responses in the Discussion Board Review Journal entries Complete Review quiz	Sun, Apr 2 11:59 pm

<p>MODULE 11 April 3 - 9</p> <p>The Gospel Genre: The Passion of the Christ</p>	<p>Biblical Readings: Matthew 26-28; Mark. 14-16; Luke 22-24; John 18-19</p> <p>Primary Source Reading: Ascension of Romulus,” pp. 5-8 of “Greco-Roman Nativity Narratives”</p> <p>Supplemental Reading: Stichele & Penner, “Passion for the Real”</p> <p>Video: “The Passion of the Christ”</p>	<p>-</p>
	<p>Post Discussion Board responses</p>	<p>Thurs, Apr 6 11:59 pm</p>
	<p>Reply to other students’ responses in the Discussion Board Review Journal entries Complete Review quiz</p>	<p>Sun, April 9 11:59 pm</p>
	<p>Begin SECOND REVIEW PAPER covering modules 8 through 12</p>	<p>DUE END OF MODULE 13</p>
<p>Apr 12- 17</p>	<p>EASTER BREAK</p>	
<p>MODULE 12 April 10 – 23</p> <p>Acts, the Early Church and the Mission of Paul</p>	<p>Biblical Readings: Acts 1-2, 6-7, 9-11, 15; Galatians 1-2; Romans 1-14</p> <p>Bible Essays: “Acts,” NT pp. 183-185; “Introduction to the Letters/Epistles of the New Testament,” NT pp. 240-241; “Romans,” NT pp. 242-243; “Galatians,” NT pp. 309-310</p>	<p>-</p>
	<p>Post Discussion Board responses</p>	<p>Thurs, Apr 20 11:59 pm</p>
	<p>Reply to other students’ responses in the Discussion Board Review Journal entries Complete Review quiz</p>	<p>Sun, Apr 23 11:59 pm</p>
<p>MODULE 13 Apr 24 - 30</p>	<p>Review Journal Peer Review moderated by Professor Lederman Mandatory Synchronous online webinar conducted through Canvas</p>	<p>Mon, Apr 24 7-9 pm</p>

	<p>Topic: Particularism and Universalism</p> <p>Supplemental Reading: Christian, Muslim and Jewish Perspectives</p>	
	Post Discussion Board Responses	Thurs, Apr 27 11:59 pm
	<p>Reply to other students' responses in the Discussion Board</p> <p>Submit SECOND REVIEW PAPER covering weeks 7 through 12 on Canvas</p>	Sun, Apr 30 11:59 pm
MODULE 14 FINALS WEEK	TWO HOUR FINAL EXAM must be taken between Sun, May 7, 11:59 pm and Mon, May 8, 11:59 pm.	Mon, May 8 by 11:59 pm

Rubrics for scoring the Discussion Board

Each weekly Discussion Board is scored on a scale of 0-100.

Participation	At the minimal level	At the minimal level	At the minimal level	At the minimal level	No participation
	40 points	35 points	30 points	25 points	
Addresses the question based on ideas discussed in the course material (40% of score)	Very clearly addresses the question based on ideas raised in the readings and written lecture	Clearly addresses the question based on ideas raised in the readings and written lecture	Adequately addresses the question based on ideas raised in the readings and written lecture	Poorly addresses the question based on ideas raised in the readings and written lecture	
	30 points	25 points	21 points	18 points	
Brings evidence from the biblical passage(s) and the course material to support the ideas (30% of score)	Brings very clear evidence	Brings clear evidence	Brings adequate evidence	Brings inadequate evidence	
	30 points	25 points	21 points	18 points	
Shows insight and critical thinking by offering a personal opinion that demonstrates an ability to look at the idea from different points of view using the language of academic discourse (30% of score)	Shows excellent insight and critical thinking	Shows good insight and critical thinking	Shows adequate insight and critical thinking	Shows little insight and critical thinking	

Examples of qualified replies to Discussion Board responses

1.

Joe,

I think your analysis of Levin's relationship with Anna is right on target. The only thing I would add is that it seems to me that Anna was partially motivated by her desire to make Vronsky jealous. That's probably why she made sure that Levin and Vronsky met up at the party, when she could remind Levin about their very enjoyable encounter. Vronsky's scowl was probably exactly what Anna was looking for.

2.

Jane,

I don't think your analysis of Levin's relationship with Anna is quite on target. Clearly, Vronsky was already looking for a way to break away from Anna and may have harbored the idea of Levin leaving Kitty and taking up with Anna. His overtures to Kitty probably were designed to get Kitty to begin questioning her relationship with Levin.

Examples of unqualified replies to Discussion Board responses

1.

Jane,

I agree entirely with your analysis of Levin's relationship with Anna. You did a great job of explaining it.

2.

Joe,

I disagree entirely with your analysis of Levin's relationship with Anna. I think you have to do a better job of explaining it.

Rubrics for scoring the Review Papers
Every paper submitted is scored on a scale of 49-100

	30 points	26 points	22 points	19 points	15 points
Articulates a new idea, concept, way of interpreting a biblical passage or biblical passages based on the course material: the Bible Essays, Supplemental Readings, Video Presentations and/or written lectures (30% of score)	Very clearly articulates the new idea	Clearly articulates the new idea	Adequately articulates the new idea	Poorly articulates the new idea	Fails to articulate a new idea
	20 points	17 points	14 points	12 points	10 points
Brings evidence from the biblical passage(s) and the course material to support the idea(s) (20% of score)	Brings very clear and very sufficient evidence	Brings clear and sufficient evidence	Brings adequate evidence	Brings little evidence	Brings no evidence
	20 points	17 points	14 points	12 points	10 points
Shows insight and critical thinking by demonstrating an ability to look at the idea(s) from different points of view based on the language of academic discourse (20% of score)	Shows excellent insight and critical thinking	Shows good insight and critical thinking	Shows adequate insight and critical thinking	Shows little insight and critical thinking	Show no insight or critical thinking

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	15 points	13 points	11 points	9 points	7 points
Clarity of composition and progression of ideas (15% of score)	Very clearly written with excellent grammar and usage, and a very clear progression of ideas	Clearly written with good grammar and usage, and a clear progression of ideas	Adequately written with adequate grammar and usage, and a somewhat clear progression of ideas	Not well written with errors of grammar and usage, and an unclear progression of ideas	Poorly written with many errors of grammar and usage, and no clear progression of ideas
	15 points	13 points	11 points	9 points	7 points
Articulates a consideration of the idea(s) into a personal understanding of religion and scripture (15% of score)	Very clearly articulates this consideration	Clearly articulates this consideration	Adequately articulates this consideration	Poorly articulates this consideration	Fails to articulate this consideration

Discussion Board and Review Journal/Paper Extra-credit for Outside Sources

Students often enter into the Discussion Board or write in their **Review** Journals citing sources from outside of our course material. Many of these are web-based resources. While this extra effort is admired and encouraged, it should be noted that many of these sources are unreliable and/or do not meet the academic requirements of a college course. To remedy this situation while also encouraging students to go beyond the assigned reading, we have created a Program Course Guide, which links you to five online Georgetown Library resources. The five resources are:

1. Encyclopedia Judaica
2. The New Catholic Encyclopedia
3. Encyclopedia of Religion
4. A Dictionary of the Bible
5. The Oxford Companion to the Bible

Students may earn extra credit for both the Discussion Board and the **Review** Journal/**Review** Paper assignments by incorporating information from articles in these sources into their assignments. Since the **Review** Journal is ungraded, the extra credit will be applied to each journal entry separately when the information appears in the **Review** Paper. The extra credit will be awarded as follows (for the **Review** Journal/Paper, these criteria apply to each individual entry):

10 pts

Uses articles from three of these sources and is able to clearly articulate new information from these three articles in a manner that adds substantively to a critical* examination of the topic of the Discussion Board response/**Reply** or the **Review** Journal/Paper entry. Two of the articles have to come from either Encyclopedia Judaica, New Catholic Encyclopedia or Encyclopedia of Religion. The other article can come from A Dictionary of the Bible or The Oxford Companion to the Bible.

8 points

Uses articles from two of these sources and is able to clearly articulate new information from these two articles in a manner that adds substantively to a critical* examination of the topic of the Discussion Board response/**Reply** or the **Review** Journal/Paper entry. One of the articles has to come from either Encyclopedia Judaica, New Catholic Encyclopedia or Encyclopedia of Religion. The other article can come from A Dictionary of the Bible or The Oxford Companion to the Bible.

6 points

Uses an article from either Encyclopedia Judaica, New Catholic Encyclopedia or Encyclopedia of Religion and is able to clearly articulate new information from this article in a manner that adds substantively to a critical* examination of the topic of the Discussion Board response/**Reply** or the **Review** Journal/Paper entry.

4 points

Uses two articles from either A Dictionary of the Bible or The Oxford Companion to the Bible and is able to clearly articulate new information from these articles in a manner that adds substantively to a critical* examination of the topic of the Discussion Board response/**Reply** or the **Review** Journal/Paper entry.

2 points

Uses one article from either A Dictionary of the Bible or The Oxford Companion to the Bible and is able to clearly articulate new information from these articles in a manner that adds substantively to a critical* examination of the topic of the Discussion Board response/**Reply** or the **Review** Journal/Paper entry.

* By “critical” is meant that the student demonstrates how this new material offers a new perspective on the topic being discussed in relation to the course material.

THERE CAN BE NO “DOUBLE-DIPPING.” Once a student has cited information from an article in one assignment and received extra credit for that information, the student will not be given credit for citing that same information in another assignment. A student may use a particular article in more than one assignment, but to receive extra credit, the information cited must be completely different from the previously cited information.

STUDENTS MUST PROVIDE AN ACCURATE CITATION WHEN CITING THIS MATERIAL. The citation can consist simply of the name of the resource, the title of the article and, if the article is longer than a single page, the page number.
EXAMPLE: Encyclopedia of Religion, “Covenant,” p. 2049.

In citing the material, it is best for the student to paraphrase the information. However, direct quotes must be indicated by quote marks.

An instructional video to guide you through the use of the Program Course Guide and a link to the guide are provided in Module 1. The link is a bit awkward in the way it operates through Canvas. Once you enter the guide the first time, you may want to bookmark it.



GEORGETOWN UNIVERSITY
School of Continuing Studies
Bachelor of Arts in Liberal Studies