



CENTER FOR
DISTANCE EDUCATION
IN BIBLE AND MINISTRY
AT HARDING UNIVERSITY

Harding University

BIB 4010.OL (3 hrs)

Critical Issues

August 19 – October 17, 2019

Instructor Information

Name: Danny Mathews, Ph.D.

Department: Center for Distance Education in Bible and Ministry

E-mail: dmathew1@harding.edu (preferred method of contact)

Phone: 818-621-5589 (text only please)

Online “Office Hours”: Although physical office hours is not possible, students are most welcome to chat with and engage the professor throughout the course. Preferred means of contact would be via email or the internal email/chat in Canvas.

Harding University's Mission:

Harding’s mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.

University Level Student Learning Outcomes (ULOs)

Harding University has student learning outcomes that are expectations of learning across the liberal arts curriculum. Click [here](#) to see the ULOs on Harding’s Assessment webpage. This class has two ULOs as primary learning focal points which are assessed in view of the college level student learning outcomes as listed below (COBAM/SLOs):

1. **Biblical knowledge and application:** Students will demonstrate understanding of biblical content and interpretation and their applications in ethical decision-making. (ULO1).

2. **Written and Oral Communication:** Students will demonstrate effective written and oral communication with appropriate consideration for the context and audience, both as a presenter/writer and an observer/evaluator (ULO 3).
3. **Critical Thinking:** Students will examine issues, ideas, artifacts, and/or events in order to formulate or assess an opinion or conclusion. (ULO 4).

College of Bible and Ministry Mission Statement

The College of Bible and Ministry of Harding University seeks to lead all students to know, live, and share God's Word and to understand, love and serve God's world through and beyond their chosen vocation.

Catalog Course Description and Rationale

The course is a survey of the various discussions in current biblical scholarship that have the potential to undermine faith in the inspiration and authority of the Bible. The course will discuss such issues as inspiration, canon, historiography, the documentary hypothesis, the Synoptic problem, the Jesus Seminar, pseudonymity, and similar issues. Students are strongly encouraged to take this course as a prerequisite to BIB 419.

College of Bible and Ministry Level Student Learning Outcomes (COBAM/SLOs)

The student learning outcomes for the College of Bible and Ministry are as follows:

1. Students will demonstrate knowledge of the content and contexts of Scripture.
2. Students will express appreciation for the values of Jesus as reflected in Christian Scripture.
3. Students will demonstrate skills in sharing God's Word.
4. Students will analyze major challenges facing a diverse world from a Christian perspective.
5. Students will exhibit skills for holistic ministry which contribute to the mission of God's Spirit in the world.
6. Students will serve in ways that reflect Christian values and demonstrate skills for competent church ministry and/or for graduate study in related fields.

Course Level Student Learning Outcomes (CLOs)

The learning outcomes for this course tie into the College and University SLOs, as indicated in parentheses:

1. The student will be able to demonstrate detailed knowledge of modern methods of investigation and theories of interpretation to the texts of the Christian scriptures, including its historical origins and development, composition, transmission, editing, canonization, and its history of interpretation. (COBAM/SLO 2; ULO1).
2. The student will be able to evaluate the basic methods and approaches of the various modern subdisciplines of biblical scholarship to the biblical text (COBAM/SLO 1; ULO 1,4).
3. The student will relate the critical methods to the whole of Christian scripture, describing their implications for biblical interpretation, with the witness of

- Christian tradition to the scriptures as God's inspired word (COBAM/SLO 1, 2; ULO 1, 3,4).
4. The student will research and write a critical process paper in stages. The paper will interpret a biblical textual unit through one of the methods studied in this course, and evaluate the method, its purposes, strengths and limitations. (COBAM/SLO 2, ULO 1,3,4).
 5. The student will reflect on the nature of scripture and the doctrine of scripture in light of a critical reflection on origin and transmission of the biblical text, epistemological approaches, and critical methods of study (COBAM/SLO 2, ULO 3).

Course Materials

Required:

- 1) **The Bible.** The *HarperCollins Study Bible*, (San Francisco: HarperOne, 2006, NRSV) is recommended. Other translations are acceptable (namely, any you will *read*) including those written in languages other than English, provided the translation is in your native language. Paraphrases (such as *The Living Bible*) or older translations (such as the *King James Version*) may be consulted, but should not be used as a text for this class.
- 2) Corrine L. Carvalho. **Primer on Biblical Methods.** Winona, MN: Anselm Academic, 2009.
- 3) Michael R. Cosby. **Interpreting Biblical Literature: An Introduction to Biblical Studies.** Grantham, PA: Stony Run Publishing, 2009.
- 4) Richard N. Soulen. **Handbook of Biblical Criticism.** 4th ed. Louisville: Westminster John Knox Press, 2011.
- 5) Kenton L. Sparks. **God's Word in Human Words.** Grand Rapids: Baker Academic, 2008.
- 6) Supplemental Readings are required in this course. These will be made available via Canvas or as an online link.

Recommended:

J. Hoffmeier, *et al.* *Do Historical Matters Matter to Faith?* Wheaton: Crossway, 2012.

Students may purchase textbooks at the HU bookstore at the following link: <http://hubookstore.harding.edu/SelectTermDept.aspx>. Students should have access to online purchasing of course resources through Pipeline. The textbooks may be purchased through the Harding Bookstore or other vendors as long as they are the same as the books listed in this syllabus. Electronic books are permitted, and all required books are available in electronic format.

Don't forget: *It is the student's responsibility to know, study, and be prepared to quiz and test over all books and online material.*

Assessment

This class will consist of the following assignments and assessments:

- Syllabus Quiz and Carvalho Quiz = 5%
- Discussion Assignments = 10%
- Assignments= 10%
- Reflection Assignments= 10%

Paper = 35%

Exams (Exam 1- 15%, Exam 2- 15%) = 30%

The grade book will be kept online so that students may view their scores at any time on Canvas under the “Grades” tab on the left side. Grades will not be posted elsewhere.

Quizzes (5%) (CLO 1)

Two quizzes will be required early in the course to ensure that the student has read and understood the course syllabus and the book *Primer for Biblical Methods*.

Discussion Assignments

Due to the nature of online learning, the students are expected to replace classroom time with reading, writing, and frequent class participation online. Please look at each requirement below carefully. All forum assignments must be completed on time to avoid grade reductions of up to one letter grade per day late. Each post must be thoughtful, clearly expressed, add to the discussion (not merely say “good job” or “I agree”).

Exercise Assignments and Discussion: (10%) (CLO 1, 2)

Students are accountable for course readings and exercises via assignments on Canvas per the attached course schedule. Pay close attention to due dates and times for each assignment on Canvas. Responses should reflect familiarity with relevant assigned readings for the period in question indicated by explicit interaction with the authors’ ideas and demonstrated by the student’s ability to state main ideas from readings in his/her own words. Exercises should be completed with thoughtful consideration for and completion of each prompt or question.

Note: Students' grades come in two parts. Part of the grade is assigned when the question is initially answered. The other part of the points are given when students respond to classmates. If students receive a partial grade for a discussion that can mean one of three things: The professor has not finished grading the forums, the students have not posted twice, or the students have posted twice and the instructor has overlooked their post. In the event that a student has posted twice and one week later still has a partial grade in the discussions, please send the professor an email to notify him or her that a post has been missed. Keep in mind that professors manually assign the discussion grades. We ask for patience as students wait for their grades to be assigned.

Review Assignments: (10%) (CLO 3)

These assignments ask you to complete short writing assignments or exercises to a discussion board in Canvas. Students must also review at least two of their classmates’ posts. These two “peer reviews” will be automatically assigned through Canvas to each submitter on the day of the assignment is due, and peers will have until the next day to post an engaging response to the discussion. Peer reviews must be more substantive than simply “I agree” or “I disagree” or “Good thoughts.” Rather, students should both encourage and challenge their classmates to think more deeply and critically about the issues in question by pressing for greater clarification, bouncing ideas off of each other, and collaborating to resolve specific problems,

including theological problems raised by the readings. Please consult the critical-thinking rubric provided in Canvas to assist in preparing your peer review.

Reflection questions: (10%) (CLO 3)

A reflection question will be posted in the discussions. Students are not required to comment on reflections posts, but they are welcome to. Students are required to read posts by classmates. When students respond to the application and reflection assignments, please be sure to follow formal writing rules. A rubric has been provided in the assignment in the online course. Reflection questions are due Wednesday of each module.

Critical Process Paper: (35%) (CLO 4)

Each student will be required to prepare a written paper and oral presentation on a significant issue in the critical study of the Bible. The goal of this assignment is to engage a student in the process of positively employing one of the critical methods studied in this course and to understand its usefulness and limitations. Your instructor will provide a project profile for you to use and refer to in preparing this assignment.

Exams (Exam 1- 15%, Exam 2- 15%) = 35% (CLO 1, 2)

Students must successfully complete two (2) major exams during the course of the semester.

- a. Exam 1 will focus on Carvalho's *Primer on Biblical Methods*, selected sections of Cosby's *Interpreting Biblical Literature* and Spark's *God's Word in Human Words*, and other assigned readings. Exam 1 is due at the end of Wednesday of Week 4 (you may take it early but not late).
- b. Exam 2 will focus on selected sections of Cosby's *Interpreting Biblical Literature*, Spark's *God's Word in Human Words*, other assigned readings, and expect retention of the methods studied in preparation for Exam 1.

Both exams are open book. Late submission of Exam 1 will receive 10% penalty for each week-day late. Due to university guidelines on grade submission, no final exams will be accepted late.

Time Management Expectations

In on-ground classes, for every hour spent in the classroom, the typical student should expect to spend at least two clock hours of problem solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes and other activities that enhance learning. As an online student, ***you should expect to spend about 12-15 hours per week on this class.***

Grievance Procedures

If a student has a grievance, discuss this with the instructor. If that discussion does not suffice, contact Tim Westbrook at the Center for Distance Education in Bible and Ministry (501) 279-5290.

Grading

Grades will be assigned by percentage:

90+	A
80+	B

70+	C
60+	D
59 & below	F

Late work will be penalized by 10% for every work day late.

Required Technology

See [Center for Distance Education in Bible & Ministry: Technical Requirements](#)

Minimum Technical Skills

Enrolled students should be able to use the Canvas learning management system; electronic email with file attachments; Microsoft Word, Excel, PowerPoint or similar software; be skilled at downloading and installing software; and be familiar with Internet search engines such as Google.

Canvas, Internet or Technology Outage Policy:

As an online learner you must be able to manage technical difficulties, as power outages, connection problems and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Canvas privacy link: <https://www.canvaslms.com/policies/privacy>

Instructor

If your instructor experiences a power outage, Internet service outage, LMS (Canvas) or other technical issue that significantly affects the timing of online assignments, grading assignments or significantly interferes with the instructor/student communication channel, adjustments to due dates will be made.

Student

Students may contact the Canvas Help Desk M - F, 8 a.m. to 5 p.m. at 501.279.4938 or via email at learning@harding.edu.

If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issue, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

Drop/Add Dates

Please see Pipeline or contact the Registrar's office (registrar@harding.edu) for the drop/add refund schedule.

Student Support

The academic support team is available to help students with a variety of services such as advising, study help, multicultural services, and career services. [Click here for more information.](#)

Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 205 of the Student Center, telephone, (501) 279-4019.

Accessibility

This course will be facilitated using Canvas, the Learning Management System used by Harding University. [Canvas ADA Compliance Information](#)

Academic Integrity

A key component to online education is the integrity of the students. Harding University and the instructor assume the students will not engage in dishonest activity while taking this course. Copying another person's work and claiming it as your own is cheating and unethical, this includes recycling old papers or rewording online articles. The student must answer all written responses with his or her own words. Quotations from other sources must be documented appropriately and kept at a minimum. Below is the official academic integrity statement from the university:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same. Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

In the event that cheating or plagiarism occurs, I will be forced to initiate a misconduct report and implement one of the following sanctions (as per the university catalog):

Class A Sanctions (Course Level)

1. Repeating of the assignment or completion of an additional assignment, with possibly less credit

awarded in either case.

2. Lowering of the grade on the test or assignment, possibly to “F” or zero.
3. Lowering of the grade for the course, possibly to “F.”
4. Immediate removal from the course with either a “W” or an “F” placed on the transcript.

If I discover plagiarism or cheating, the guilty or suspected student will not need to provide me with a defense. I will submit a misconduct report to Academic Affairs and notify the student. Each student has the right to appeal the report with Academic Affairs, but I will not tolerate cheating or plagiarism at all at the course level. Although I will file a report, I will decide which sanction to use based on the severity of the offense.

A good rule of thumb, do not cheat or plagiarize! If you have any questions about what that means, consult the catalog under "Ethical Standards" and "Academic Integrity Policy."

University Assessment Statement

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Course Outline

Week 1: Introduction to Critical Approaches, Epistemology, and Canon

Unit Student Learning Connections:

- Students will critically evaluate and describe different approaches to epistemology, and write a defense and critique of different epistemological approaches (CLO 5)
- Students will be able to describe and characterize the historical processes of the formation of the Christian canon in reference both to the Hebrew Bible and the New Testament. (CLO 1,3).
- Students will be able to draw implications for forming and articulating a doctrine of the canon’s authority in light of the role that the church, through the Spirit’s guidance, played in the formation of the canon (CLO 1,3,5).

- Students will be able to define and articulate how the Hebrew Bible plays a part in the Christian canon and its influence and relationship to the New Testament (CLO 1, 5).

Week 2: Textual Criticism and Historical Criticism

Unit Student Learning Connections:

- Students will be able to understand the basic terms and ideas associated with textual criticism and historical criticism (CLO 1).
- Students will be able to recall and describe the process of the production and transmission of biblical manuscripts (CLO 1,2)
- Students will be able to recall the primary textual witnesses to the Hebrew Bible and New Testament (CLO 1).
- Students will be able to apply the methods of textual criticism and relate its value for historical criticism of the Hebrew Bible and New Testament (CLO).
- Students will explore the differences in manuscript traditions and be able to articulate how such differences may be resolved (CLO 1,2,3,4).
- Students will be able to express the influence that knowledge of scribal practices and textual transmission has on their understanding of the Bible and how their approach to reading the Bible might change as a result of learning about manuscript transmission (CLO 3,4,5).

Week 3: Source, Form Criticism, and Tradition Criticism

Unit Student Learning Connections:

- Students will be able to recall the basic terms, ideas, and scholars associated with the disciplines and theories of source criticism, form criticism, and tradition criticism (CLO 1).
- Students will be able to understand the purpose of each of these critical methods and how each differs from the others (CLO 1,2).
- Students will be able to understand, recall and describe the documentary hypothesis in relation to the Pentateuch and theories relating to the historical relationship between the New Testament gospels in light of source critical methodology (CLO 1,3).
- Students will be able to describe aspects of the text of Genesis 1:1-2:25 (and/or Genesis chs. 6-9) that have given rise to source theories of its composition, particularly the relationship of 1:1-2:3 to 2:4-25 and describe what issues source criticism tries to resolve (CLO 1,2,3).
- Students will be able to form different interpretations of the relationship between 2 Peter 2 and Jude 3-16 and argue for the priority of one over the other (CLO 1,2,3)
- Students will be able to identify different forms or genres used in the Psalms and prophetic books of the Hebrew Bible and Gospels of the New Testament (CLO 1,2)
- Students will be able to analyze and describe how identifying the genre of a textual unit is crucial for the process of interpretation (CLO 1,2,3)
- Students will be able to describe the assumptions of tradition criticism for understanding the development of historical and textual (re)construction (CLO 1,2,3)

- Students will be able to identify and describe the New Testament's relationship to the Hebrew Bible in light of tradition critical methodology (CLO 3,5)
- Students will be able to analyze and evaluate different understandings of the development of scripture's traditions and relate how such knowledge affects their understanding of scripture process of formation (CLO 2,4,5)

Week 4: Redaction and Narrative Criticism

Unit Student Learning Connections:

- Students will be able to recall the basic terms, ideas, and scholars associated with the disciplines and theories of redaction criticism and narrative criticism (CLO 1).
- Students will be able to compare and describe the relationship between the four canonical Gospels and Hebrew historiography in Kings and Chronicles (CLO 1,2).
- Students will be able to compare and describe the development of traditions in Genesis and the New Testament Gospels (CLO 1,2)
- Students will be able to analyze the relationship between multiple authors use of similar source material to postulate the historical relationship between the New Testament Gospels and the implications for understanding the theological purpose of each Gospel (CLO 1,2,3)
- Students will be able to analyze and interpret canonical narratives by applying principles developed by narrative critics (CLO 1,2).
- Students will be able to explore and describe the implications of studying each canonical book in its final form, in response to the more narrow focus of the methods studied in weeks 2 and 3 (CLO 1,2,3).
- Students will explore ways that the narrative techniques of stories help to determine the genre and interpretation of narratives and books of the Bible (CLO 1,2,3).

Week 5: Reader Response and Post-modern Approaches to Scripture

Unit Student Learning Connections:

- Students will be able to recall the basic terms and ideas associated with reader-centered approaches to biblical and textual interpretation (CLO 1)
- Students will be able to understand and describe several representative articles employing post-modern approaches (CLO 1,2)
- Students will be able to describe the relationship and development of reader-response approaches to biblical texts into post-modern approaches to the scriptures and their interpretation in specific reading communities (CLO 1,2).
- Students will be able to analyze the results of post-modern interpretation in relation to specific biblical texts and reading communities (CLO 1,2,3).
- Students will be able to identify and evaluate implications of post-modern interpretations, such as the value of multiple perspectives in interpretation and the limitations or inadequacies of reader-centered interpretation and the practice of literary deconstruction including its epistemological assumptions (CLO 1,4,5).

Week 6: Sociological Analysis, New Testament use of the Hebrew Bible, History of Interpretation and Reception History

Unit Student Learning Connections:

- Students will be able to recall the basic terms, ideas and scholars associated with sociological approaches to the historical and literary study of the scriptures, including theories related to the historical context (s) and historical development of the societies and their relation to the development and interpretation of scripture (CLO 1).
- Students will be able to compare and contrast societal practices and parallels that provide context and setting for the literature and phenomena described in the biblical texts (CLO 1,2).
- Students will explore the history of biblical interpretation and the reception of the bible, including the reception of the Hebrew Bible into the New Testament and the interpretative strategies applied by New Testament authors to the Hebrew Bible with a particular focus on their historical context in the second Temple period (CLO 3).
- Students will be able to understand and describe the interpretative strategies associated with different historical periods up to and including the present day (CLO 1,2)
- Students will be able to track and describe changes and development in the interpretation of a biblical text or person through history (CLO 2,3,4)

Week 7: The Emergence of Israel and Historical Jesus

- Students will be able to recall the basic terms, ideas and scholars associated with two disputed areas of critical scholarship: the emergence and existence of Israel prior to the ninth-century BCE and the study of the historical figure of Jesus of Nazareth (CLO 1).
- Students will be able to understand and evaluate the different epistemological stances and philosophical assumptions of critical scholarship engaging these topics (CLO 1,2,5)
- Students will be able to recall and evaluate evidence presented by the respective scholars, as well as the critical approaches used by the different schools and scholars engaged the study of these issues (CLO 1,2,3)
- Students will articulate and apply their own epistemological approach in response to these areas of biblical scholarship and explore how they would communicate aspects of this scholarly discussion in pastoral interactions and ecclesiological settings (CLO 2,4,5)

Week 8: The Nature and Authority of Scripture: Review and Implications

- Students will reflect on and be able to recall different statements by scholars about the nature and authority of scripture for the believing community (CLO 1,4,5)
- Students will be able to articulate an understanding of the nature and authority of scripture that is coherent with their chosen epistemological approach and the study of the nature of scripture as a religious, literary and historical phenomenon, and as a canonical, authoritative document for the practicing community of faith (COL 1,3,4,5).
- Students will reflect on how the understanding of the nature of scripture has developed and changed or become more nuanced through their study of critical issues relating to the scriptures (CLO 4,5).

Weekly Reading Schedule model. The course will be taught in **eight weeks**. We are following a **Thursday-Wednesday** schedule in order to allow you to optimize your weekends for studying if you need to. Therefore, use the following weekly schedule:

- ✓ Thursday and Friday read the assignments and notes and begin answer the discussion questions.
- ✓ On Monday post your discussions
- ✓ On Tuesday post the application assignment.
- ✓ On Wednesday post the reflection assignment.
- ✓ Do not forget the exams and the project.

Below is the reading schedule for the course:

✓ **Week 1: Introduction to Critical Approaches: Epistemology & Canon Module.**

Read Syllabus and take Syllabus Quiz. Read Cosby, *IBL* 411-429 & 58-80. Read Sparks, *GWHW* "Preface, Introduction & Chapter 1: Epistemology and Hermeneutics." Begin reading Carvalho, *PBM*. This book must be read *in its entirety* when completing the Week 2 Module. A Student will not be able to advance to the Week 3 Module until one completes reading *PBM* and takes the *PBM* quiz.

✓ **Week 2: Textual Criticism and Historical Criticism Module.** Read: *IBL* 81-104, *PBM* 30-38; *IBL* 1-15, 40-57, *PBM* 20-25 *GWHW* Chapter 2: "Historical Criticism and Assyriology" & *GWHW*, pp. 101-9, 113-16.

✓ **Week 3: Source Criticism, Form Criticism and Tradition Criticism Module.** Read: *PBM* viii-16, *IBL* 128-235 & *GWHW* Chapter 4: "Traditional Responses to Biblical Criticism," *Chicago Statement on Biblical Inerrancy* (see link in Canvas), & Schnabel, "Paul, Timothy, and Titus" article available via Canvas link.

✓ **Week 4: Redaction and Narrative Criticism Module.** Read: *PBM* 16-19 & 39-46, *IBL* 105-127 & 283-318, R. Alter, "Putting Together Biblical Narrative" via Canvas link, *GWHW* Chapter 5: "Constructive Responses to Biblical Criticism."

✓ **Week 5: Reader Response, and Postmodern Approaches Module.** Read: *PBM* 46-54, *GWHW* Chapter 7: "The Genres of Divine Discourse," E. Said, "Orientalism," Lapsley, "Introduction: The Word that Whispers," L. Berlant and M. Warner, "What Does Queer Theory Teach Us About X?," 1995" and Davis and Hays, "Nine Theses on the Interpretation of *Scripture*" (see Canvas Module links for additional required reading), Ezekiel chapters 16 & 23.

✓ **Week 6: Sociological Analysis, New Testament use of the Hebrew Bible, History of Interpretation and Reception History Module.** Read: *PBM* 25-29 & 74-84, *IBL* 16-39, 236-282, *GWHW* Chapter 8: "The Context of the Whole and Biblical Interpretation," & Chapter 9: "Negotiating the Context of the Whole."

✓ **Week 7: The Emergence of Israel and Historical Jesus Module.** Read: *IBL* 319-359, J.K. Hoffmeier, "The Evangelical Contribution to Understanding the (Early) History of Ancient Israel in Recent Scholarship," *Bulletin for Biblical Research* 7 (1997): 77-90, Adele Berlin & Marc Zvi

Brettler, “The Early History of Israel in the Land of Canaan” in *The Jewish Study Bible* via Canvas link.

✓ **Week 8: The Nature & Authority of Scripture Module.** Read: *GWHW* Chapter 10 “Biblical Criticism and Christian Theology” & “Conclusions: Biblical Criticism and Christian Institutions.”

Due Dates

Weeks	Weekly Assignment	Weekly Assignment	Weekly Assignment	Exams, Quizzes & Paper
1. August 22-28	Aug 26	Aug 27	Aug 28	<i>Syllabus Quiz</i>
2. August 29- Sept 4	Sep 2	Sep 3	Sep 4	<i>Carvalho Quiz</i> Choose CPP Topic
3. Sept 5-11	Sep 9	Sep 10	Sep 11	
4. Sept 12-18	Sep 16	Sep 17	Sep 18	Exam 1 CPP Method Essay Due: Sep 18
5. Sept 19-25	Sep 23	Sep 24	Sep 25	
6. Sept 26 - Oct 2	Sep 30	Oct 1	Oct 2	CPP Synopsis
7. Oct 3-9	Oct 7	Oct 8	Oct 9	
8. Oct 10-16	Oct 14	Oct 15	Oct 16	Exam 2 CPP Term Paper Due: Oct 17

Netiquette

1. **Remember your manners.** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be

inappropriate in a Web- based course as well. Treat your instructor and your fellow students with respect.

2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all- encompassing message.
3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others time by going off on irrelevant tangents.
4. **Read first, write later.** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
5. **Post correctly.** Make sure your postings are located in the correct thread.
6. **Netspeak.** DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-) This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language. If you feel particularly strong about a point, it may be best to write it first as a draft and then review it, before posting, in order to remove any strong language.
- 7.
8. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them. However, unless grammar and spelling are graded components of the course do not obsess. Never criticize or comment on others grammatical or spelling errors, unless doing so is part of your assignment.
9. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
10. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and the personality of the course. However, avoid humor and sarcasm

directed toward others. These frequently depend either on facial or tone of voice cues which are absent in text communication. Keep your humor directed either at yourself or at no one in particular. Also, remember this is a Christian environment and our humor should reflect our respect of each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.

11. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at <http://www.online.uwc.edu/Etiquette.html>.