

Ph.D. in Biblical Interpretation and Theology Degree
"Shaping Servant-Leaders"

— Syllabus —

<p>COURSE NUMBER and TITLE: <i>BOT 902 (Core 4) Literary Methods</i></p> <p>CREDIT HOURS: 4</p> <p>SEMESTER: <i>Spring 2019</i></p> <p>COURSE DAY/TIME: February 25 – March 1, <i>Monday – Friday, 8:00 AM - 5:00 PM</i></p> <p>LOCATION: <i>AGTS, Room 227</i></p>	<p>INSTRUCTOR: <i>Deborah M. Gill, Ph.D.</i></p> <p>PHONE: <i>417.268.1075</i> <i>or 417.865.2815, ext. 8875</i></p> <p>OFFICE: <i>AGTS, Room 203</i></p> <p>EMAIL: <i>GillD@Evangel.edu</i></p> <p>OFFICE HOURS: <i>Tuesday, Wednesday, and Thursday,</i> <i>9:45-10:45 AM</i></p>
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REQUIRED TEXTS:

Accordance Bible **Software** or Logos Bible Software.

Bible software, either Accordance or Logos, is required for all Ph.D. in BTh courses. AGTS/EU has negotiated special pricing on the Accordance Bible software program, a 40% discount. The student is encouraged to purchase the highest-level package they can afford at this time: minimally, the "Greek and Hebrew Learner" or "The Green Bundle"; better, "The Greek and Hebrew Discoverer"; and ideally, "The Triple Discoverer" (which includes a graphics bundle). Add-ons are also available for 25% off (at the one time of student-discount-program purchase).

See the announcement on Course Commons with more details about collections and modules, the multitude of free training resources, and the coupon code on the flyer posted there.

To purchase Bible software, contact Accordance or Logos directly. Use your EU email address and ask for our AGTS/EU discount from Accordance.

www.AccordanceBible.com

www.Logos.com

- Make maximum use of the software in all your exegetical work.

ON ALL BIBLE GENRES

1. Duvall, J. Scott, and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible* **Pack**. Grand Rapids, MI: Zondervan, 2015. ISBN: 9780310521631

[DO NOT PURCHASE the E-Learning Bundle: ISBN 9780310522805. It includes online assignments (which you are not required to do) that import into some Learning Management Systems.]

The **Pack** [above] includes all of the following [below]:

- a. _____. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible, 3rd Deluxe Ed **Hardcover Textbook***. Grand Rapids, MI: Zondervan, 2012.
ISBN-10: 0310492572, ISBN-13: 978-0310492573, 512 pp.
[DO NOT PURCHASE the paperback edition:
ISBN-10: 0310492599; ISBN-13: 978-0310492597 – it has only 208 pages!]
- b. _____. *Grasping God's Word – **Video Lectures***. Grand Rapids, MI: Zondervan, 2015.
ISBN: 9780310521051, 3 DVD's, 22 lectures, 6 hours.
- c. _____. *Grasping God's Word – **Workbook***. Grand Rapids, MI: Zondervan, 2012.
ISBN-13: 9780310492597, 208 pp.
- d. _____. *Grasping God's Word – **Laminated Sheet***. Grand Rapids, MI: Zondervan, 2007.
ISBN: 9780310275145, 4 pp.

Required Study: chapters 14-22 (Recommended Study: all chapters)

- Make sure to read the textbook, watch the videos, complete the workbook, practice the Quizlet flashcards, and take the practice quizzes for all REQUIRED chapters.¹
- These digital learning resources are models to guide you in preparing your "Primer on One Genre" paper (Assignment 1), in-class presentation, and teaching tools (Assignment 2).
- Chapters:
 14. New Testament Letters
 15. New Testament Gospels
 16. New Testament Acts
 17. New Testament Revelation
 18. Old Testament Narrative
 19. Old Testament Law
 20. Old Testament Poetry
 21. Old Testament Prophets
 22. Old Testament Wisdom

Leland Ryken has produced a series of 6 books ("**Reading the Bible as Literature**") that guide the student through understanding and exegeting each biblical genre.

- Do not simply read these books which follow below, but *study* them, and complete all the LEARNING BY DOING assignments.²
- These print resources and their exercise resources (along with *Grasping God's Word* materials) are models for your "Primer on One Genre" paper (Assignment 1), and in-class presentation and teaching tools (Assignment 2).

ON NARRATIVE

2. Ryken, Leland. *How Bible Stories Work: A Guided Study of Narrative Literature*. Wooster, OH: Weaver, 2015.
ISBN: 978-1-941337-36-3, 128 pp.

¹ Students need not turn in record of their assignments, nor will they be graded on them. They are expected, however, through their personal work in Duvall and Hays and the Ryken Guided Studies, to "leave no stone unturned" in grasping the material and in gaining a handle on how to present, drill, and assess student learning on their "Primer on One Genre" presentation.

ON POETRY

3. Ryken, Leland. *Sweeter Than Honey, Richer Than Gold: A Guided Study of Biblical Poetry*. Wooster, OH: Weaver, 2015.
ISBN: 978-1-941337-37-0, 128 pp.

ON WISDOM

4. Ryken, Leland. *Short Sentences Long Remembered: A Guided Study of Proverbs and Other Wisdom Literature*. Wooster, OH: Weaver, 2016.
ISBN: 978-1-941337-66-0, 128 pp.

ON PROPHETIC AND APOCALYPTIC LITERATURE

5. Ryken, Leland. *Symbols and Reality: A Guided Study of Prophecy, Apocalypse, and Visionary Literature*. Wooster, OH: Weaver, 2016.
ISBN: 978-1-941337-60-8, 128 pp.

ON THE EPISTLES

6. Ryken, Leland. *Letters of Grace and Beauty: A Guided Literary Study of New Testament Epistles*. Wooster, OH: Weaver, 2016.
ISBN: 978-1-941337-55-4, 112 pp.

ON THE GOSPEL/S

7. Ryken, Leland. *Jesus the Hero: A Guided Literary Study of the Gospel*. Wooster, OH: Weaver, 2016.
ISBN-10: 1941337597; ISBN-13: 978-1941337592, 128 pp.

Read at least 2500 pages for this class (including the required readings).

Choose from the resource lists included in the required readings above and the leads these materials give you to other resources related to your selected genre and biblical theme research interest.

(Works read in the past may not be counted as pages read for this class.)

- Document the number of pages read by source and present the grand total on the last page of the Final Research Project: "Tracing a Biblical Theme Through Multiple Genres." (See sample paper in Course Commons.)
- While reading, take notes for your "Primer on One Genre" paper (Assignment #1) and presentation (Assignment Group #2), and your "Seminar Paper Draft" (Assignment #4) and "Final Seminar Paper, Research Project" (Assignment #5).

For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

REQUIRED CLASS SUPPLIES:

Students are expected to have daily access to:

- a computer
- the Internet
- Evangel email;

but technology is not to be used during class time, except for class work.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:

The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—*Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.*

EVANGEL UNIVERSITY MISSION:

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

CATALOG DESCRIPTION:

Approaching the Bible as literature, this course offers a detailed analysis of the major genres of Scripture and their various genre-specific literary conventions used in the communication of ideology (e.g., OT narrative, prophetic, wisdom, NT narrative, epistolary, and apocalyptic literature). Particular focus is given to genre-specific exegesis (including an introduction to sub-genres, e.g., hymns of the NT, parables, prayers, speeches in Acts, and other rhetorical forms) and unpacking the meaning of texts according to their own “reading contracts.” Some attention is also given to higher critical methods and their philosophical underpinnings as aspects of literary criticism of the Bible.

COURSE PREREQUISITES:

There are no prerequisites for this course.

COURSE PURPOSES:

This course (1) equips the student to understand and interpret Bible passages within their literary genres and according to any sub-genres; (2) initiates the student into the practice of teaching in and creating learning resources appropriate to a higher-educational setting; and (3) facilitates the offering of and the evaluation and appropriate assimilation of academic peer reviews.

COURSE REQUIREMENTS:**Pre-Session Assignments**

READING

Begin **2,500 pages** of reading/listening/viewing² for the course.

(This is to be completed and confirmed in writing 60 days after class when the Final Paper is submitted.)

SHORT PAPER (= **Assignment #1**)

Choose one major literary genre on which to develop a personal specialization.

(Clear your choice with the professor before beginning your work—at least **by January 1.**)

² The student may read with their eyes and/or “read with their ears.” Audio and video lectures may count as readings. Each 20-minutes of audio or video counts as reading 10 pages.

Write a 10-page [of content]³ **Primer on One Genre** (in academic form and with sufficient breadth, depth, and interest) including:

- (1) a *detailed description* of the genre;
- (2) an *introduction to methods of interpreting* that genre: offering a history of interpretation, as relevant; then comparing, contrasting, and critiquing contemporary methods offer
- (3) a *demonstration of interpretation on a passage of Scripture* of your preferred approach to interpret that literary genre.
(You must not plagiarize [e.g., Duvall and Hays or Ryken], in your explanation and passage demonstration, but gain inspiration from their models to make your paper even better.)
- (4) Conclude the paper with a *life application* of the meaning of the passage interpreted.
 - In order to eliminate overlap of genres, *the student must clear their genre choice with the instructor as soon as it is decided, at least by **January 1.***⁴
- (5) *The Primer paper (Assignment #1) is due* (uploaded to Course Commons for Peer Review) *one week before the first day of the seated class session (i.e., by midnight **Monday, February 18).***
 - As the Peer Reviewers need at least one week to complete their work, **this assignment is not accepted late.** (In case of an emergency, if the student contacts the instructor immediately, the student may still be permitted to make their presentation in class, but with a 2-letter grade reduction on this assignment.)

LEARNING RESOURCE DEVELOPMENT & PRACTICE TEACHING (= **Assignment Group #2**)

In order to help develop professional skill in **digital instructional media** and to **practice teach** on their respective Primer on One Genre [or Several Critical Methods], the student will

- (1) design and build a graphics *slide-show* (e.g., in PowerPoint or Prezi);
- (2) record a lecture *narration* to the slide-show as a 30-minute presentation in Arc;⁵

³ Use the AGTS short-paper template for assignment 1 (Primer on One Genre). Thus, each section of the paper will *not* begin a new page. Do, however, include headings, subheadings, a contents page of the paper's outline, and a title page. Include a minimum of 10 footnotes and 5 sources in the bibliography.

⁴ If the number of students enrolled in this class should exceed the number of biblical genres (considered 6 for this class: OT Narrative, Poetry, Wisdom, Prophetic and Apocalyptic Literature, Gospels/NT Narrative, and Epistolary Literature), the additional students will be assigned several methods of biblical criticism on which to develop a personal specialization.

The latter will write a 10-page **Primer on Several Critical Methods** (critical methods to approved by instructor in advance also.) Their Primer should include:

- (1) a *detailed description* of each critical approach: spotlighting its purpose and/or goals, comparing and contrasting it with other approaches;
 - (2) an introduction to each method of biblical criticism by explaining its *history*, major *proponents*, and its *philosophical underpinnings* (presuppositions);
 - (3) *demonstrations* of the use of these methods on passages of Scripture; and
 - (4) a conclusion with a well-reasoned *response*, as a Bible-believing Pentecostal, to these methods.
- These students will also develop learning resources and practice teach on their critical methods.

⁵ AGTS/EU's Learning Management Software (Canvas, we call our EU-branded version "Course Commons" [= CC]) contains a functionally rich video-recording app called Arc. See our class's CC site for detailed instructions on using Arc for this and subsequent learning resource assignments.

(This is good practice for the in-class delivery!⁶)

- (3) prepare a multiple-paged *worksheet/handout with key* (similar to those in the Duvall and Hays *Workbook* and to the “Learning by Doing” sections in Ryken);
- (4) generate a set of (of a minimum of 10) *flashcards in Quizlet* to review and drill your lesson content; and
- (5) construct a 10-item a digital *quiz and key* to evaluate the class's comprehension of your lecture presentation.
- (6) *The Learning Resources are (Assignment Group #2 is) due* (uploaded to Course Commons) *one week before the first day of the seated class session (i.e., by midnight **Monday, February 18**).*
 - As the Peer Reviewers need at least one week to complete their work, **this assignment is not accepted late.** (In case of an emergency, if the student contacts the instructor immediately, the student may still be permitted to make their presentation in class, but with a 2-letter grade reduction on this assignment.)
- (7) Make a live presentation on the Primer on One Genre in class, field questions and lead a class discussion on the genre. Then, guide the students through your primer worksheet. Grade it with the Key. Practice the flashcards in Quizlet with the students. Administer and grade the Quiz.
- (8) Receive a Peer Review and class discussion on your Primer presentation and learning resources.

PEER REVIEW (= **Assignment #3**) OF PRIMER, LEARNING RESOURCES, AND PRESENTATION

One week before class time, students upload to Course Commons their Primer on One Genre paper (Assignment #1) and all their related Learning Resources, including a 30-minute recorded lecture narration to their slideshow presentation (Assignment Group #2).

- (1) Each student is assigned another student to review.
The Reviewer will read the Primer paper (Assignment #1) and, as if they were the instructor of a graduate-level course, **mark edits and make comments** in the other student's Primer Paper using MSWord “Track Changes.”
The Reviewer will view the 30-minute recorded presentation before the class session, go through the Quizlet flashcards, complete the Worksheet, check the Key, take the Quiz, and grade it.
- (2) Based on the assignment Rubrics on Course Commons, the Peer Reviewer **enters a numerical score and narrative comments** (in complete sentences) for each criterion item. In the Rubric summaries for the paper and resources, the Review **lists the 5 best things and offers 3 suggestions** for improvement on Assignment 1 and Assignment Group 2.
- (3) Following each student's in-class presentation of their Primer on One Genre, the respective **Peer Review will share their review and lead a discussion** engaging the rest of the class members and requesting their input.
- (4) The Peer Reviewer is evaluated on the quality of their review: its depth, accuracy, thoroughness, and helpfulness to the student reviewed (Assignment 3).
- (5) If their review is on the mark, the Peer Reviewer's score is recorded as the grade of the student they assessed. (If not, the Instructor's score overrides it.)

⁶ The length of the in-class presentation is 60 minutes. Class discussion, interaction on genre assignment, quiz administration and grading, and Peer Review may extend an additional 30 minutes.

DRAFT SEMINAR PAPER (**Assignment #4**)
TRACING A BIBLICAL THEME THROUGH MULTIPLE GENRES

The final paper for this class is a major research project demonstrating the application of literary methods in interpreting Scripture.

- (1) **Select** a theme that you can *trace through as many genres of the Bible as possible (at the minimum, 3 genres), thus demonstrating your proficiency in literary methods (and sub-methods, as applicable)*. Ideally, in the final paper you would want to discuss *every passage in the Bible on this topic*, which means, of course, that you will need to *narrow the scope of your topic*.
 - *Clear your topic with the professor as soon as it is decided, at least by **February 1.***)
- (2) The **goal** of the final seminar paper is to *develop a genre-based biblical theology on your chosen theme*
 - (a) *based on your own primary work,*
 - (b) *progressing inductively from exegesis of individual passages and genres to integration of all passages and themes, and*
 - (c) *giving prominence to insights from each genre.*
- (3) *Begin research for your final seminar paper before class; and be prepared to make a seminar-style presentation in class with a 10 to 15-page **very rough draft** of your preliminary research.*
 - (a) All you need have ready for that presentation is a draft layout of the paper (in AGTS academic form, using the Long-Paper Template - see Sample in CC), including title page, draft abstract, draft introduction, draft conclusion, table of contents (i.e., the paper's tentative outline from headings and subheadings throughout the paper) based on the genres and passages to be studied.
 - Print hard copies for each class member and one for the instructor.
 - You will have 30 minutes on the last day of the seated class session (Friday) to make an oral presentation on the theme and how you intend to approach building a biblical theology on it by tracing this theme through multiple genres.
 - The students and instructor will offer you their best input (particularly on the genre on which they specialized). The total discussion time, including student presentation and class input, is limited to approximately 60 minutes.
 - (b) The class members' input on this draft (from their various genre specializations) will be of great benefit in shaping your final seminar paper.
 - (c) This assignment is graded not on completeness but accuracy of **form and writing** and, in terms of contents, its **quality of research direction**.
 - (d) Making best use of the class members' input, prepare the final version of your Seminar Paper (= Assignment #5) for online submission within 60 days after class, at least by **Friday, April 26.**

In-Session Assignments

PRACTICE TEACHING PRESENTATIONS (Assignment Group #2)
[As explained above.]

PEER REVIEWS (Assignment #3)
[As explained above.]

DRAFT SEMINAR PAPER PRESENTATION (Assignment #4)
[As explained above.]

Post-session Assignments

FINAL RESEARCH PROJECT (= **Assignment #5**)
TRACING A BIBLICAL THEME THROUGH MULTIPLE GENRES

- (1) After the module session is over, take the draft Seminar Paper you presented in class, consider the input from the students and instructor, and complete your **Final Research Project** (Assignment 4). See sample on Course Commons.
- (2) Write a paper with 25-pages of content⁷ in formal, academic English and format it in AGTS Turabian-SBL2 style (with footnotes, chapters, headings, and subheading) and the following sections:
 - *Front Matter*: Title Page, Contents, and Abstract (250-word summary)
 - **Introduction**: In 2-3 pages, present your biblical theme (its explanation, value of study, and burden of proof [what you hope to discover or prove]), scope and limitation of the research—including which genres in the Bible touch on this theme and which do not, clarify any issues. Define any necessary terms, list key biblical references involved in your research, and describe your research methods (literary genre methods, critical methods, etc.), and your presuppositions.
 - Ch. 1 - **Theme in Genre 1** (about 5 pages)
Before stating your original research contributions *in each chapter* include a brief genre introduction, literature review, history of interpretation, and current state of the research where appropriate.
In your original contributions, demonstrate the use of higher levels of thinking and the canons of criticism.
End each chapter with a summary of insights on your theme by the respective literary genre.
 - Ch. 2 - **Theme in Genre 2** (about 5 pages, same instructions as above)
 - Ch. 3 - **Theme in Genre 3** (about 5 pages, same instructions as above)
 - ...
 - **Conclusion**: In about 2-3 pages revisit the theme, issues, arguments, and counter arguments. Synthesize learnings from all genres into a biblical theology. Be sure to highlight perspectival uniqueness of contrasting genres as you may have found! From these integrated findings offer conclusions (resolve issues, arguments, etc.) and make applications.
 - *End Matter*: Bibliography, Appendices and Excurses (as appropriate), and Confirmation of Reading
[It may be very helpful for your future reference to list in an Appendix or Appendices all the passages by genre studied for this paper or and Excursus or Excurses discussing an important, but less-elevant issue.]
 - Confirmation of **Course Reading** (= **Assignment 6**). Include as the last page of your Seminar Paper a Confirmation of Course Reading documenting *at least 2500 pages for this class*. List pages by source and present the grand total. (See sample paper in Course Commons.)
(Works read in the past may not be counted as pages read for this class.)

⁷ Exceeding the page limit reduces the score!

- (3) Submit Assignments 5 and 6 online within 60 days after class, at least by **Friday, April 26**. Since the instructor leaves the country one week later, **this assignment is not accepted late**. (In case of an emergency, if the student contacts the instructor immediately, the student may be permitted to submit their Final Seminar Paper late, but with a 1-letter grade reduction on this assignment.)

ATTENDANCE

- AGTS is an attendance-requiring institution. Attendance is taken at the beginning of class. Students are expected to be present, prepared to participate, and on time. Three tardies count as one absence.
- A student is permitted to miss up to 20% of the class sessions. A student who is absent more than 20% of the class sessions is automatically withdrawn from the course.

DUE DATES

- *Assignments are due on the date and at the time specified on the Syllabus and Course Outline. Only in the case of emergencies and with permission of the instructor may late assignments be accepted and then with a penalty.*
- *Assignments are welcomed early.*

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

COURSE LEARNING OUTCOMES (CLOs):

ACADEMIC-DISCIPLINE FOCUS

1. Summarize the major characteristics of the literary **genres and sub-genres** of Old Testament and New Testament Scripture and the unique ways each form conveys meaning.
2. Describe, explain, and critique conventional and contemporary **literary-critical approaches**.
3. Demonstrate a **personal method** of interpreting these literary forms that is robust and reliable.
4. Employ these literary methods in exegesis in order to develop **biblical theology** that
 - a. Improves one's understanding of *Scripture*;
 - b. Answers questions of an *academic* nature;
 - c. Enhances one's comprehension of the *Kingdom of God, Heilsgeschichte, and the Missio Dei*;
 - d. Advances one's applications to *ministry*;
 - e. Applies to all areas whole-life *discipleship* (such as: faith, work, economics, family, and culture); and
 - f. Deepens one's personal relationship with *Christ* through the Holy Spirit.

PROFESSIONAL-PRACTICE FOCUS

5. Make effective use of **digital tools**, such as learning management software (like Canvas), Quizlet (electronic flashcards), and presentation apps in the creating learning resources.
6. Orally **deliver** qualitative academic content that is also interesting and engaging.
7. Offer personal **reviews** of others' academic work that is both accurate and beneficial; and evaluate and appropriately apply of others' academic reviews of your work.

FAITH, WORK, AND ECONOMICS INTEGRATION (FWE OUTCOMES):⁸

This class supports but does and assesses all the FWE Outcome:

1. Demonstrate excellence in articulating how pastors, Christian leaders and local churches prioritize helping people live **integrated lives** wholly centered on discipleship to Christ, not limiting “mission” and “ministry” to church activities.
2. Show excellence in demonstrating how pastors, Christian leaders, and local churches prioritize helping people **live as stewards of God’s world**, responsible to work with integrity for its flourishing—individually and collaboratively in communities.
3. Show excellence in demonstrating how pastors, Christian leaders, and local churches prioritize helping people discern and support systems and practices that promote **value creation** while challenging systems and practices that extract value from others or borrow it from the future instead of creating it
4. Show excellence in demonstrating how pastors, Christian leaders, and local churches prioritize helping people **recognize the poor, the marginalized and the culturally different** as fellow stewards whose work is equally important in God’s plan, cultivating trust and economic opportunity rather than division and dependency.
5. Show excellence in demonstrating how pastors, Christian leaders, and local churches prioritize helping people find meaning and fulfillment outside the walls of the church that create value for others, provide for their households and **help communities and economies flourish**.
6. Show excellence in demonstrating how pastors, Christian leaders, and local churches prioritize helping people take responsible action, individually and as communities—energetically **pursuing justice, mercy, and flourishing** while recognizing the complex challenges and limitations we face in the present age.

PROGRAM LEARNING OUTCOMES (PLOs):⁹

This class supports but does and assesses all the PhD in BTh outcomes:

1. Scholarly Issues

Demonstrate a knowledge base of the scholarly issues inherent in biblical interpretation and theological studies.

2. Original Research

Demonstrate original scholarly research.

3. Original Languages

Demonstrate exegesis in the original languages.

4. Research Language

Demonstrate research in the literature of an extra-biblical language outside of English.

⁸ All Faith, Work, and Economics Outcomes and their rubrics can be found here <https://agts.edu/current-students/academic-policies/> .

⁹ All AGTS Program Learning Outcomes and their rubrics can be found here <https://agts.edu/current-students/academic-policies/> .

EU20 OUTCOMES: ¹⁰

This class supports but does not assess the following EU20 Outcome(s):

- **Christ-Centered Theme**
*C3. Biblical Interpretation:
 Employ sound interpretive practices when reading Scripture, both in (C3A) Exegesis and in (C3B) Application.*
- **Exploratory Theme:**
*E1. Reading & Imagination:
 Demonstrate analytical reading skills and engage imaginatively with literary texts.
 E2. Critical Reasoning:
 Recognize, follow, and construct logical arguments.
 E4. Research & Analysis:
 Evaluate research, analyze data, and articulate arguments according to accepted methodologies in the liberal arts.
 E5. Technological Proficiency:
 Use current technology to search and communicate information and enhance professional practice.*
- **Global Theme:**
*G1. Effective Communication:
 Employ effective communication appropriate to audience, context, and purpose.*

GRADING SCALE:

Percent Earned	Grade	Semester Point Total	Grade
100%	A+ ¹¹		
94-99%	A	470 - 500	A
90-93%	A-	450 - 469	A-
87-89%	B+	435 - 449	B+
84-86%	B	420 - 434	B
80-83%	B-	400 - 419	B-
77-79%	C+ ¹²	385 - 399	C+
74-76%	C	370 - 384	C
70-73%	C-	350 - 369	C-
67-69%	D+	335 - 349	D+
64-66%	D	320 - 334	D
60-63%	D-	300 - 319	D-
-60%	F	0 - 299	F

¹⁰ All EU 20 Outcomes and their rubrics can be found here <https://agts.edu/current-students/academic-policies/>.

¹¹ At AGTS an A+ may only be earned on a paper that is publishable. Evangel University does not record an A+ for a semester grade.

¹² Ph.D. students should not be earning grades in this range.

GRADING CRITERIA¹³Pre-Session Assignments (due Monday, February 18)

- | | |
|---|------------|
| 1. Primer on One Literary Genre
(or Several Critical Methods): Paper (10 pages) | 100 points |
| • Graded on Form, Writing, and Content
(based on Peer Review) | |
| 2. Primer on One Literary Genre
(or Several Critical Methods): Learning Resources
and in-class Presentation | 100 points |

In-Session Assignments (due the day of presentation)

- | | |
|---|-----------|
| 3. Peer Review on One Literary Genre
Practice, Learning Resources, and in-class Presentation | 50 points |
| 4. Seminar Paper: Draft of Final Research Project
[Tracing a Biblical Theme Through Multiple Genres]
(10-15 pp. Paper + Oral Presentation) | 25 points |
| • Graded on Form, Writing, and Research Direction | |

Post-Session Assignment (due December 2)

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|--|------------------|
| 5. Final Research Project: Tracing a Biblical Theme
Through Multiple Genres 25-pp. Paper | 200 points |
| • Graded on Form, Writing, and Content | |
| 6. Confirmation of Course Reading | <u>25 points</u> |
| • Graded on Percentage of 2500 pp. Required | |

TOTAL**500 points**

¹³ See Instructions and Rubrics for each assignment on Course Commons. Several Samples are also posted there.

— Schedule —

TENTATIVE COURSE SCHEDULE:¹⁴

This information is also available in COURSE COMMONS.

Session and Date	Lecture & Lab Topics	Assignments
0 T, Jan 1	Pre-Session Schedule	Finalize Assignment 1 Choice (Primer on One Genre) [secure instructor approval]
0 M, Feb 18		Assignment 1 Due (Primer on One Genre Paper) Assignment Group 2 Due (Learning Resources and Recorded Presentation)
1A M, Feb 25 (morning)	In-Session Schedule Course Introduction ¹⁵ • Syllabus, Schedule, Resources • Assignments, Presentations, Due Dates A. The Study of Scripture as Literature - Literary Criticism + Literary Genres B. Studying the Bible as Spiritual, Christian Academics	
1B M, Feb 25 (afternoon)	Critical Methods 1. Conventional Critical Methods, Their Philosophical Underpinnings, and the Effects of Biblical Criticism 2. Contemporary Critical Methods Championed by Liberals 3. Contemporary Critical Methods Championed by Conservatives	Primer Presentations Assignment 3 Due (Peer Review on Primer Paper, Learning Resources, and Recorded and In-Class Presentations) [at the time of reviewee's presentation]

¹⁴ The Detailed Course Schedule will be finalized after all the students submit their choices of Literary Genre (and/or Critical Methods) for the Primer assignments.

¹⁵ Purple text represents the instructor's presentations and input.

<p>2A T, Feb 26 (morning)</p>	<p>Old Testament Genres</p> <ol style="list-style-type: none"> 1. OT Narrative Literature (and Legal Portions) 2. Poetry 	
<p>2B T, Feb 26 (afternoon)</p>	<ol style="list-style-type: none"> 3. OT Wisdom Literature <ul style="list-style-type: none"> • Wisdom Literature and Rhetorical Devices 4. Prophetic and Apocalyptic Literature (OT & NT) <ul style="list-style-type: none"> • Prophetic Literature contains elements of Poetry, Wisdom, and Narrative • Apocalyptic World View 	
<p>3A W, Feb 27 (morning)</p>	<p>New Testament Genres</p> <ol style="list-style-type: none"> 5. The Epistles 6. The Gospel/s & NT Narrative Literature 	
<p>3B W, Feb 27 (afternoon)</p>	<ol style="list-style-type: none"> 7. NT Sub-Genres <ul style="list-style-type: none"> • Interpreting the Parables of Jesus <ul style="list-style-type: none"> • Hymns of the New Testament • Speeches in Acts 8. OT & NT Sub-Genres <ul style="list-style-type: none"> • Metric Analysis of Poetry • Prayers of the Bible 	
<p>4A Th, Feb 28 (morning)</p>	<p>Interpretation Lab - Draft Seminar Paper Discussion</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 	<p>Student Presentations on Draft Seminar Paper (Assignment 4)</p>
<p>4B Th, Feb 28 (afternoon)</p>	<ol style="list-style-type: none"> 4. _____ 5. _____ 6. _____ 	

<p>5A F, Mar 1 (morning)</p>	<p>Interpretation Lab - Draft Seminar Paper Discussion</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p>	
<p>5B F, Mar 1 (afternoon)</p>	<p>Course Conclusion</p> <ul style="list-style-type: none"> • Wrap up on post-session assignments, any questions? • Preparing for Comprehensive Exam (Brainstorm Questions) • Student feedback and input for the future. • Any other items. 	
<p>F April 26</p>	<p>Post-Session Schedule</p>	<p>Assignment 5 & 6 Due (Final Research Paper and Confirmation of Readings)</p>

— *Policies Addendum* —

ACADEMIC INTEGRITY:

As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

ELECTRONIC DEVICES IN THE CLASSROOM:

- *It is expected that electronic devices will be used during class to support the students' learning. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited.*
- *Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the instructor aware of the circumstances.*

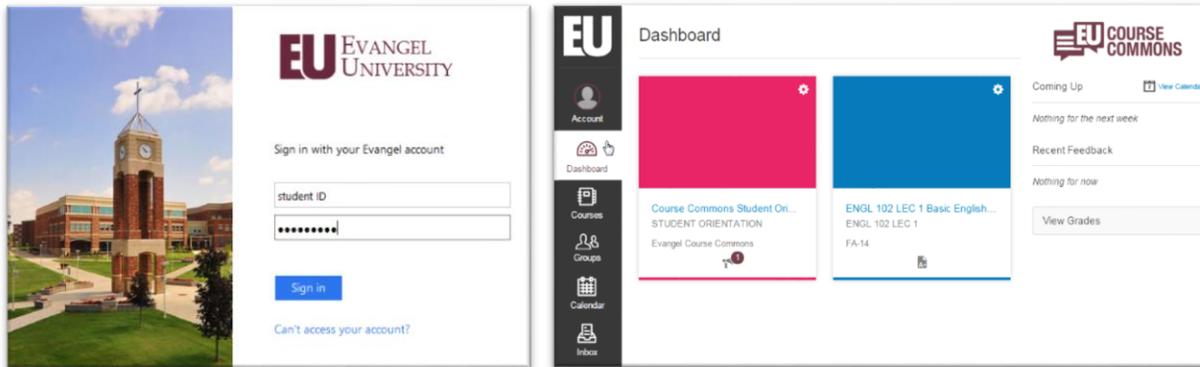
DISABILITY ACCOMMODATIONS:

Evangel University is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by Evangel University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

— *COURSE COMMONS Information* —

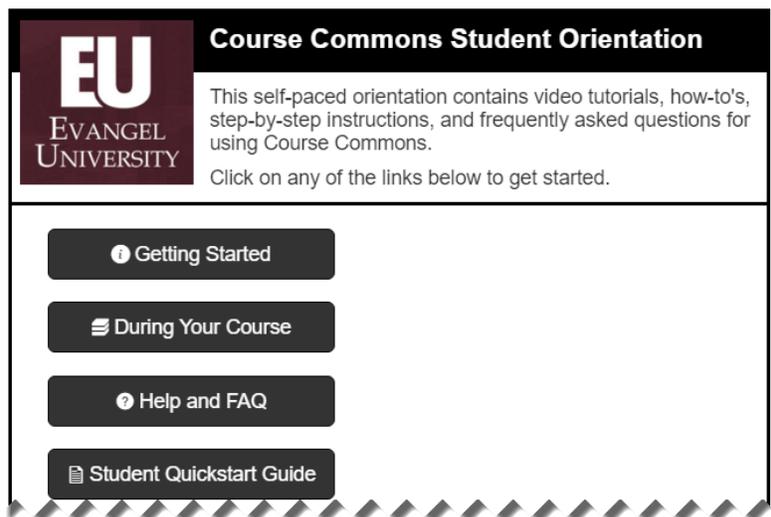
This course will use *COURSE COMMONS*, Evangel's learning management system. There are links to *COURSE COMMONS* in the Student Portal and the Evangel website. The login page for *COURSE COMMONS* is <https://courses.evangel.com/>.



Use your Evangel user name and password to login.

COURSE COMMONS STUDENT ORIENTATION

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to *COURSE COMMONS* you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



ACCESSING THE COURSE IN COURSE COMMONS

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

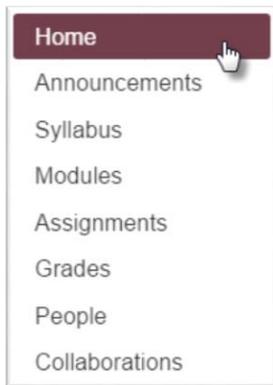
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in *COURSE COMMONS* seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through *COURSE COMMONS*. Only access to already submitted work, course resources and grades will be available.

ACCESSING COURSE CONTENT IN COURSE COMMONS

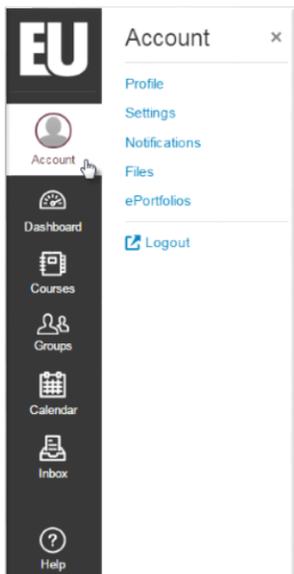
The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu. Students can adjust their personal settings in *COURSE COMMONS*. Click on the Account icon to access the Account menu.



On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout *COURSE COMMONS*.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from *COURSE COMMONS* and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the *COURSE COMMONS* Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

ACCESSING GRADES IN COURSE COMMONS

All course grades will be recorded and shown through *COURSE COMMONS*. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the *COURSE COMMONS* Student Orientation: [How to Check My Grades](#).

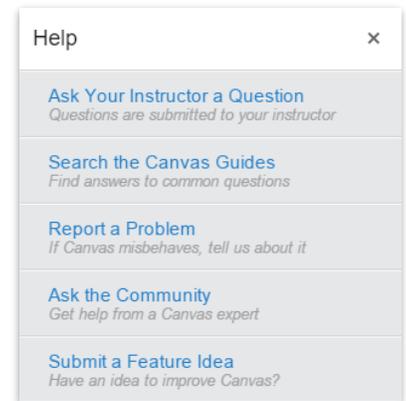
HOW TO GET HELP WITH COURSE COMMONS

Help is never more than a few clicks away! You can access the Help menu from any page in *COURSE COMMONS*.

Click on the Help icon in the lower left corner of the screen. Because the *COURSE COMMONS* is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link:
<https://community.canvaslms.com/community/answers/guides/>.



COURSE COMMONS TROUBLESHOOTING

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with COURSE COMMONS? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu

SPECIFIC DATA

Prepared by Deborah M. Gill, PhD, December 2018.