

ENGL 104 - The Bible As Literature

Section 1 (3 credits)  
Spring 2009

"Of these things put them in remembrance, charging them before the Lord that they strive not about words to no profit, but to the subverting of the hearers. Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth."

~ 2 Timothy 2:14-15 (King James Version)

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**Office Hours:**

- I am always available *by appointment*, and I do schedule mandatory meetings during the semester. Otherwise, my scheduled hours for this Fall 2008 semester are as follows:
  - **Tuesday/Thursday 1:00 PM - 2:00 PM**
  - **Wednesday 11:00 AM - 12:00 PM**

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**COURSE DESCRIPTION**

Class Meeting Time

<b>Tuesday/Thursday</b>	<b>112 MAIN</b>	<b>9:20 - 10:35 PM</b>	<b>SECTION 1</b>
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In case of a two-hour delay, refer to the snow schedule: <http://www2.yk.psu.edu/currentstudents/snowsched.shtml>

Description

(GH) The Bible as Literature (3) Study of the English Bible as a literary and cultural document .

Purpose

- This class will acquaint students with the literature of the Bible, particularly in the King James translation, the translation that has been most influential in the English-speaking world.

**COURSE EXPECTATIONS**

Expectations

What you can expect of me:

- to help facilitate your learning experience
- to speak clear enough and slow enough for you to understand the lessons, the assignments, and the expectations for the class
- to adhere to the syllabus and the assignments and expectations detailed on it--HOWEVER, I reserve the right to make changes to the syllabus as needed, but I will provide ample notice in class of changes

to be made

- to answer any question you may have until you have the answer you need
- to respect you and your needs and to treat all students equally and fairly
- to provide opportunities for you to display your maturity and competence as an adult
- to be respectful to each person in the classroom environment

What I expect of you:

- to take responsibility for your learning experience
- to come to class and participate
- to complete required assignments or accept the consequences
- to complete assignments in a manner that showcases your best self
- to know due dates and assignments listed in the syllabus and announced in class
- to communicate to me any issues that you may have with the class or with any expectations BEFORE the end of the semester
- to know that I have office hours outside of class if you need extra help
- to be respectful to each person in the classroom environment

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## COURSE OBJECTIVES

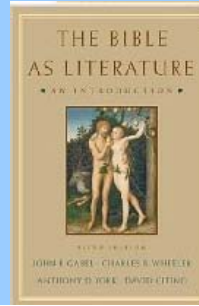
- To examine the language, thought, images, and structures of the book that has arguably proved the **central text of Western literature**.
- To actively explore the ways in which the Bible has shaped the literature of **English-speaking cultures**.
- To read substantial portions of the **Old and New Testaments**, including
- selections from the **histories** and the **prophets**
- the Book of **Genesis**, the Book of **Job**, the Book of **Psalms**, the **Gospels**, the Book of **Revelation**.
- To read the Bible **critically** and interpret the book as one would any other literary text.
- To learn about the **historical construction** of the Bible and contemplate the **competing versions** of existing Biblical texts.
- To complete at least three writing assignments drawn from the following kinds of writing: **essay, essay exam, and semester-long reading journal**
- To prepare for additional college-level literature courses by developing the analytical skills necessary to **analyze complex written texts**.
- To provide the opportunity to use primary and secondary sources in supporting original arguments and analyses in a variety of ways:
  - as a point of departure
  - as theoretical grounding
  - as historical background
  - as evidence
- To provide opportunities for you to gain confidence in oral communication using the following criteria:
  - An introduction that gets attention and makes the topic clear.
  - A body that develops ideas adequately, makes the message clear, and uses transitional words, phrases, etc.
  - A conclusion that includes a summary or a statement of motivation and that clarifies the speaker's position.
  - Quality audio-visual aids that are used appropriately.
  - Posture, gestures, eye contact, and emphasis that are appropriate.

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## COURSE MATERIALS

Required Text

Gabel, John B., Charles B. Wheeler, Anthony D. York, and David Citino. *Our Town*. New York: Oxford U. P., 2006.



Other Requirements

- Internet & ANGEL Access (for downloading handouts and uploading assignments)
- Familiarity with ANGEL
- A good handbook of literary terms, such as Abrams, Oxford, or Bedford ( or access terms on-line: [http://web.cn.edu/kwheeler/lit\\_terms.html](http://web.cn.edu/kwheeler/lit_terms.html) )
- A Good Dictionary--a copy in/for class (When on-line, you may also visit [www.Dictionary.com](http://www.Dictionary.com) OR [www.Webster.com](http://www.Webster.com) )

COURSE SCHEDULE

*BAL - The Bible as Literature: An Introduction*

**DO = We'll / You'll "DO" it in class | DUE = You'll submit it in the ANGEL drop box by Midnight**

DATES	Topic & Reading Assignments	Writing/Speaking Assignments
January 13, 15	<p><b>TERMS &amp; TOPICS:</b> close reading; imagery, original sin, love</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Adam and Eve, virgin Mary</p> <p><b>TUESDAY: Focus: BAL:</b> (1-14) Chapter 1: "The Bible as Literature" (Introduction &amp; class notes)</p> <p>Song of Solomon in-class reading &amp; discussion  <b>Song of Solomon 1-8;</b>  <b>Psalms 1</b> (imagery);  <b>Matthew 1-4</b> (Three temptations);  <b>Proverbs 1</b></p> <p><b>THURSDAY: Focus: BAL:</b> (15-24) Chapter 2: "Literary Forms and Strategies in the Bible"  <b>Genesis 1-5</b> (Three temptations);  <b>Psalms 2-5</b> (structure);  <b>Matthew 5-9</b> (attitudes);  <b>Proverbs 2</b></p>	<p><b>Tuesday: DO: Love Song Memories</b></p> <p><b>Thursday: DO: Reflection journal entry as QUIZ grade</b></p>
January 20, 22	<p><b>TERMS &amp; TOPICS:</b> authorial voice; allegory, character, epic</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Noah, Jesus, John the Baptist</p> <p><b>TUESDAY: Focus: BAL:</b> (25-41) Chapter 2: "Literary Forms and Strategies in the Bible"  <b>Genesis 6-10</b> (epic);  <b>Psalms 6-9</b> (elegy vs eulogy);  <b>Matthew 10-12</b> (doctrine);  <b>Proverbs 3</b></p> <p><b>THURSDAY: Focus: BAL:</b> (42-60) Chapter 3: "Ancient Near Eastern Literature and the Bible"</p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DO: Announced Syllabus Quiz</b></p>

	<p><b>Genesis 11-15</b> (covenants);  <b>Psalms 10-15</b> (character);  <b>Matthew 13-14</b> (parables &amp; miracles);  <b>Proverbs 4</b></p>	
January 27, 29	<p><b>TERMS &amp; TOPICS:</b> symbol, historic vs historical, setting</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Abraham &amp; Sarah, Lot, Peter, Scribes, Pharisees, Sadducees</p> <p><b>TUESDAY: Focus: BAL:</b> (61-72) Chapter 4: "The Bible and History"  <b>Genesis 16-20</b> (siblings);  <b>Psalms 16-20</b> (hope vs faith);  <b>Matthew 15-19</b> (Pharisees &amp; Sadducees);  <b>Proverbs 5</b></p> <p><b>THURSDAY: Focus: BAL:</b> (73-90) Chapter 5: "The Physical Setting of the Bible"  <b>Genesis 21-24</b> (fate vs determination);  <b>Psalms 21-25</b> (joy &amp; suffering);  <b>Matthew 20-23</b> (parables &amp; miracles);  <b>Proverbs 6</b></p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Nothing REQUIRED</b></p>
February 3, 5	<p><b>TERMS &amp; TOPICS:</b> Deism, hermeneutics, enlightenment</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Abraham &amp; Keturah, Lot, Isaac &amp; Rebecca, Abimelech, Judas Iscariot, Satan</p> <p><b>TUESDAY: Focus: BAL:</b> (91-105) Chapter 6: "The Formation of the Canon"  <b>Genesis 25-28</b> (apathy);  <b>Psalms 26-30</b> (exuberance);  <b>Matthew 24-26</b> (prophecy);  <b>Proverbs 7</b></p> <p><b>THURSDAY: Focus: BAL:</b> (106-120) Chapter 7: "The Composition of the Pentateuch"  <b>Genesis 29-36</b> (arranged marriages);  <b>Psalms 31-35</b> (justice vs mercy);  <b>Matthew 27-28</b> (resurrection);  <b>Proverbs 8</b></p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Nothing REQUIRED</b></p>
February 10, 12	<p><b>TERMS &amp; TOPICS:</b> ideology, crucifixion, parousia</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Joseph, Reuben, Judah, Potiphar, John the Baptist, Judas Iscariot, Pilate, Jesus, virgin Mary, Elizabeth, Anna, John the Baptist, Jesus, Satan</p> <p><b>TUESDAY: Focus: BAL:</b> (224-244) Chapter 14: "The Gospels"  <b>Genesis 37-45</b> (fatalism);  <b>Psalms 36-41</b> (righteousness vs wickedness);  <b>Mark 1-16</b> (first gospel?);  <b>Proverbs 9</b></p> <p><b>THURSDAY: Focus: BAL:</b> (121-133) Chapter 8: "The Prophetic Writings" <b>Isaiah 8-11, 24; Jeremiah 1-5; 38-44; Lamentations 1-5</b></p> <p><b>Genesis 46-50</b> (determinism);  <b>Psalms 42-52</b> (judgment);  <b>Luke 1-24</b> (synoptic);  <b>Proverbs 10</b></p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Nothing REQUIRED</b></p>
February 17, 19	<p><b>TERMS &amp; TOPICS:</b> other-mothering</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Moses, Aaron, Miriam, Jesus, "Lamb of God"</p> <p><b>Tuesday: Focus: BAL:</b> (245-267) Chapter 15: "Acts and the Letters"  <b>Exodus 1-12</b> (Moses &amp; Pharaoh):</p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Nothing REQUIRED</b></p>

	<p><b>Psalms 53-60</b> (Restoration);  <b>John 1-21</b> (Greek love);  <b>Proverbs 11</b></p> <p><b>THURSDAY: Focus: BAL:</b> (134-151) Chapter 9: "The Wisdom Literature"  <b>Exodus 13-24</b> (Moses &amp; the Wilderness);  <b>Psalms 61-66</b> (salvation);  <b>Acts 1-14</b> (Luke 2?);  <b>Proverbs 12</b></p>	
February 24, 26	<p><b>TERMS &amp; TOPICS:</b> apocalyptic, patriarchal</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Moses, Ezekial, Jeremiah, Paul</p> <p><b>TUESDAY: Focus: BAL:</b> (268-281) Chapter 16: "The Text of the Bible"  <b>Exodus 32-36, Leviticus 25-27</b> (Jubilee);  <b>Psalms 67-72</b> (theme for "Book 2");  <b>Acts 14-28</b> (Martyrdom);  <b>Proverbs 13</b></p> <p><b>THURSDAY: Focus: BAL:</b> (152-168) Chapter 10: "The Apocalyptic Literature"  <b>Numbers 9-24</b> (symbolism &amp; prophecy); ; <b>Lamentations 1-5, Ezekial 1-3; 37-39</b>  <b>Psalms 73-81</b> (theme for "Book 3");  <b>Romans 1-5</b> (grace vs law);  <b>Proverbs 14</b></p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Nothing REQUIRED</b></p>
March 3, 5	<p><b>TERMS &amp; TOPICS:</b> Paradox,</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Moses, Joshua, Paul</p> <p><b>TUESDAY: Focus: BAL:</b> (282-294) Chapter 17: "Translating the Bible"  <b>Deuteronomy 15-31, 34</b> (blessings and curses);  <b>Psalms 82-89</b> (oppression &amp; redemption);  <b>Romans 6-10</b> ("gospel");  <b>Proverbs 15</b></p> <p><b>THURSDAY: Focus: BAL:</b> (295-305) Chapter 17: "Translating the Bible"  <b>Joshua 1-15, 20, 23-24</b> (inheritance);  <b>Psalms 90-94</b> (eternity);  <b>Romans 11-16</b> (spiritual gifts);  <b>Proverbs 16</b></p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Nothing REQUIRED</b></p> <p><b>DUE: Potential Critical Paper</b></p>
March 10, 12	<b>SPRING BREAK!</b>	
March 17, 19	<p><b>TERMS &amp; TOPICS:</b> verbal irony, dramatic irony</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Gideon, Samson &amp; Delilah, Ruth</p> <p><b>TUESDAY: Focus: BAL:</b> (61-72) Chapter 4: "The Bible and History"  <b>Judges 1-12</b> ("Parable of the Trees");  <b>Psalms 94-99</b> (worship vs praise);  <b>I Corinthians</b> (transgression &amp; sin);  <b>Proverbs 17</b></p> <p><b>THURSDAY: Focus: BAL:</b> (73-90) Chapter 5: "The Physical Setting of the Bible"  <b>Judges 13-21, Ruth</b> (Samson &amp; Delilah);  <b>Psalms 100-106</b> (theme for "Book 4");  <b>II Corinthians</b> (Sectarianism);  <b>Proverbs 18</b></p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Mid-Term Test Deadline</b></p>
March 24, 26	<p><b>TERMS &amp; TOPICS:</b> couplet, diatribe, papyrus</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Hannah, Eli, Samuel, Jonathan, King Agag, David, Goliath</p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Nothing</b></p>

	<p><b>TUESDAY: Focus:</b> BAL: (359-364) Appendix 1: "The Name of Israel's God"  <b>I Samuel 1-10</b> (Samuel &amp; Saul);  <b>Psalms 107-110</b> (hope vs faith);  <b>Galatians &amp; Ephesians</b> (justification &amp; redemption);  <b>Proverbs 19</b></p> <p><b>THURSDAY: Focus:</b> BAL: (364-372) Appendix 2: "Writing in Biblical Times"  <b>I Samuel 11-19</b> (David &amp; Goliath);  <b>Psalms 111-115</b> (diatribe);  <b>Philippians &amp; Colossians</b> (preeminence);  <b>Proverbs 20</b></p>	<b>REQUIRED</b>
March 31, April 2	<p><b>TERMS &amp; TOPICS:</b> American Dream, cultural anachronism</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> David, wife of Nebal, Saul, Nathan, Abner, Joab, Mephibosheth, Bathsheba, Uriah, Solomon, Timothy</p> <p><b>TUESDAY: Focus:</b>  <b>I Samuel 20-31</b> (witchcraft &amp; sorcery);  <b>Psalms 116-118</b> (chastisement);  <b>I &amp; II Thessalonians</b> (judgment &amp; apostasy);  <b>Proverbs 21</b></p> <p><b>THURSDAY: Focus:</b>  <b>II Samuel 1-12</b> (fornication);  <b>Psalms 119:1-32</b> (Aleph, Beth, Gimel, &amp; Daleth);  <b>I, II Timothy</b> ("end times");  <b>Proverbs 22</b></p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Nothing REQUIRED</b></p>
April 7, 9	<p><b>TERMS &amp; TOPICS:</b> pre-encounter/encounter, elegy</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Amnon &amp; Tamar, Absalom, Shimei, Adonijah, Solomon, Queen of Sheba, Elijah, Jezebel, Ahab, Elisha, Jehoshaphat</p> <p><b>TUESDAY: Focus:</b>  <b>II Samuel 13-24</b> (rape &amp; murder);  <b>Psalms 119:33-64</b> (He, Waw, Zayin, &amp; Heth);  <b>Titus, Philemon, Hebrews 1-5</b> (Dissension);  <b>Proverbs 23</b></p> <p><b>THURSDAY: Focus:</b>  <b>I Kings 1-22</b> (murder vs punishment);  <b>Psalms 119: 65-96</b> (Zeth, Yod, Japh, &amp; Lamed);  <b>Hebrew 6-13</b> (animal sacrifices);  <b>Proverbs 24</b></p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Nothing REQUIRED</b></p>
April 14, 16	<p><b>TERMS &amp; TOPICS:</b> captivity narrative, narrative</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Elisha, Moab, Naaman, Hezekiah, Isaiah, James, Peter, John</p> <p><b>TUESDAY: Focus:</b>  <b>II Kings 1-25</b> (captivity)  <b>Psalms 119: 97-144</b> (Mem, Nun, Samek, Ayin, Pe, &amp; Tsadde)  <b>James, I &amp; II Peter</b> (trials);  <b>Proverbs 25</b></p> <p><b>THURSDAY: Focus:</b>  <b>I Chronicles 13-22, 28-29</b> (Davidic Covenant);  <b>Psalms 119: 145-176</b> (Qoph, Resh, Shin, &amp; Tau);  <b>I, II, III John, Jude</b> (parables &amp; miracles);  <b>Proverbs 26</b></p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Nothing REQUIRED</b></p>
April 21, 23	<p><b>TERMS &amp; TOPICS:</b> cultural criticism, humanism</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Elisha, Moab, Naaman, Hezekiah, Ezra,</p>	<p><b>Tuesday: DUE: Nothing REQUIRED</b></p> <p><b>Thursday: DUE: Nothing REQUIRED</b></p>

	<p>Nehemiah, Isaiah, Daniel, "Lion of Judah"</p> <p><b>TUESDAY: Focus:</b> <i>BAL</i>: (381-387) Appendix 4: "Varieties of Biblical Criticism"  <b>II Chronicles 1-10</b> (wisdom);  <b>Psalms 120-125</b> (congregation); <b>Daniel 1-12</b>;  <b>Revelations 1-5</b> ("lamb" of God);  <b>Proverbs 27</b></p> <p><b>THURSDAY: Focus:</b>  <b>Ezra &amp; Nehemiah</b> (temple and wall restoration);  <b>Psalms 126-133</b> (Zion); <b>Isaiah 50-51; 59-62</b>;  <b>Revelation 6-10</b> (seals)  <b>Proverbs 28</b></p>	<b>REQUIRED</b>
April 28, 30	<p><b>TERMS &amp; TOPICS:</b> canon, intertestamental</p> <p><b>FEATURED CHARACTERS &amp; BOOKS:</b> Abraham &amp; Sarah, Lot, Isaac (Genesis), John the Baptist (Matthew)</p> <p><b>TUESDAY: Focus:</b> <i>BAL</i>: (373-380) Appendix 3: "Palestine in the Intertestamental Period"  <b>Esther &amp; Job</b> (secular);  <b>Psalms 134-140</b> (sovereign knowledge); <b>Hosea 1-14</b>;  <b>Revelation 11-15</b> (Angels);  <b>Proverbs 29</b></p> <p><b>THURSDAY: Focus:</b>  <b>Major &amp; Minor prophets</b> (fate vs determination) Joel 1-3; Amos 1-3, 9; Obadiah, Jonah 1-4; Micah 1-7; Nahum 1-3; Habakkuk 1-3; Zephaniah 1-3; Haggai 1-2; Zechariah 1, 9-12; Malachi 1-4;  <b>Psalms 141-150</b> (song &amp; psalmistry);  <b>Revelation 16-22</b> (Babylon); <b>Isaiah 47</b>  <b>Proverbs 30</b></p>	<p><b>Tuesday: DO: End-Term Evaluations</b></p> <p><b>Thursday: DUE: Nothing REQUIRED</b></p> <p><b>DUE: Potential Critical Paper</b></p>

**Note:** The schedule details readings as well as assignments to be completed for class. Readings should be completed prior to the day of class, for scheduled readings will be discussed in class on the day that it is listed on the schedule. If you have any questions regarding any requirements, please visit me during office hours and/or email me via ANGEL. You can copy your ANGEL email to my general Penn State account, but use your ANGEL account to send your message.

**COURSE POLICIES**

Attendance and Assignment Submission

In fairness to students who overcome obstacles and submit work on time, **I will not accept late work**. HOWEVER, in order to encourage students to attend class in lieu of skipping class to finish the assignment, I consider work late when it is not submitted **before midnight on the day that the assignment is due**. This time allowance permits students to finish all classes for the day and deal with any computer/printer/human problems after class/work/remedies. In fairness to students who take an earlier class, all classes are privy to the same rule. Early submissions are always welcome. **Any assignments that are NOT completed during class time should be submitted via the assignment's drop box on ANGEL**. I prefer the ANGEL drop box for two reasons: 1) emailed assignments often are lost and/or sent to my **junk box**. 2) the Angel drop box will record the **exact time** of submission and will insure fairness and equality for all students.

Required Assignments

Attendance Points	10%
Participation Points	10%
*Quizzes	20%
Critical Analysis (3-5 pages) =750-1250 words	20%
Recitation Presentation of a Psalm (2%) with written synopsis (8%) (1-2 pages)	10%
<b>MID-TERM essay exam</b>	<b>10%</b>
<b>FINAL essay exam</b>	<b>10%</b>

**Choose Any One (1) of the following options**

1. Character analysis --presentation (2%) & written (8%)(1-2 pages) **(10%)**
2. Poetry Response Journal (10 poems) **(10%)**
3. Terms & Topics Analysis--presentation (2%) and written (8%) (1-2 pages)

\*The lowest quiz grades will be dropped. There will be no makeup quizzes.

## GRADE CRITERIA

Letter grades will be assigned according to the following scale:

94 - 100	<b>A</b>
90 - 93	<b>A-</b>
87 - 89	<b>B+</b>
84 - 86	<b>B</b>
80 - 83	<b>B-</b>
77 - 79	<b>C+</b>
70 - 76	<b>C</b>
60 - 69	<b>D</b>
below 60	<b>F</b>

### SUMMARY OF MECHANICAL ERRORS

**MAJOR ERRORS:** ( Five-point deduction for each occurrence)

- subject/verb disagreement
- comma splices
- fragments
- run-on (fused) sentences

**ANNOYANCES** (one-point deduction for each occurrence)

- faulty capitalization
- missing or misused apostrophe
- compound words written separately or two words written as one
- word omissions

**MINOR ERRORS** (Three-point deduction for each occurrence)

- shifts in tense, mood, voice, type of discourse
- misplaced or dangling modifiers
- incorrect word forms
- misspelling
- faulty parallelism
- mixed and illogical constructions
- pronoun/antecedent agreement errors and other types of faulty pronoun reference
- errors in case
- missing or faulty title
- wrong word-- but not in reference to style, which emphasizes choosing the "best" word.

**NOTE:** Each time "they're, there, their" OR "your, you're" OR "its, it's" is used incorrectly, one point will be deducted. For example, do NOT make errors like the following:

"Their happy to be here,"  
 "Your a very nice person."  
 "The dog lost it's bone"

Usually, the little apostrophe signals a contraction, and contractions usually are not recommended for formal writing. Avoid contractions, and you may avoid such errors. The apostrophe signals possession in proper nouns, but not in pronouns such as it's. It's = It is. They're = They are. You're = You are. As a strategy, **PROOFREAD** out loud.

## COURSE STATEMENTS

### Assuring Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University

community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

#### Avoiding Plagiarism

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books, articles, and websites is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting.

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, (what has been called common knowledge). What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will not be guilty of plagiarism.

The University's statement on Academic Integrity is available at the following site:

<http://www.psu.edu/dept/oue/aappm/G-9.html>

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#### Finding Assistance

1. Ask questions in class
2. Ask other students before or after class
3. Visit the [Nittany Success Center](#) in MAIN 108
4. E-mail questions to me: [sls63@psu.edu](mailto:sls63@psu.edu)
5. Visit me in my office during office hours (219 ISTC)
6. Schedule an appointment with me ([sls63@psu.edu](mailto:sls63@psu.edu), 771-4156)

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#### Assuring Classroom Decorum

Cell phones should not be on in class. When class is in session, please turn cell phones **off** or on **vibrate**, so ringing does not interrupt class time. Ringing, beeping, or any other disturbance results in a tardy, and two tardies are the equivalence of an absence. A tardy also occurs when you disturb class time by arriving more than fifteen minutes after the beginning of class OR LEAVE EARLY without prior approval. One absence (or two tardies) will be excused. Be respectful of other students and their learning opportunities by containing all distractions.

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#### Respecting Diverse Abilities

Penn State is committed to providing access to a quality education for all students, including those with documented disabilities. If a student has a disability and wishes an accommodation for a course, it is the student's responsibility to obtain a University letter confirming the disability and suggesting appropriate accommodation. This letter can be requested from the York campus Disability Contact Liaisons, Dr. Sharon Christ, Student Affairs (ALL); Dr. Cora Dzubak, learning Center (LEARNING); and Todd Eicker, Admissions (PHYSICAL).

Students are encouraged to request accommodation early in the semester so that, once identified, reasonable accommodation can be implemented in a timely manner.

## Rolling with the Punches

When circumstances warrant change, this syllabus is subject to revision by the instructor.

Staton-Taiwo/Fall 2008

### ASSIGNMENT DETAILS

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#### Attendance Points ~ 10%

**WHEN:** Your presence presentation is based on your attendance and is due each class period. If you're not there, you can't share.

**WHAT:** Receive credit for your presentation of yourself in class. This means that each absence up to ten could result in a 1 point loss off of your final 10 point grade for the attendance part of the grade.

**HOW:** Each absence will result in a reduction of the presence presentation grade. More than ten absences will result in a 0 for the attendance part of the presence presentation, with each absence reducing the attendance part of the presentation by one point. One absence will be excused, and the student with one absence will earn the full ten points of the attendance part of the grade. The student with perfect attendance, however, will earn extra credit--11 points (or 110%) for the attendance part of the presence presentation grade.

**GRADING:** Perfect attendance will yield an attendance score of 110%. One absence will be excused; thus, one absence will yield an attendance score of 100%. **Each absence after one will reduce the score by ten percent**, which would be one point off of the total ten points. If a student has five absences, the attendance part of the grade will be 60, with one absence being excused. If a student has ten absences, the final attendance grade will be 10 out of 100, or one out of the ten points.

#### Participation & Reflection Points ~ 10%

**WHEN:** Each class period provides opportunities for participation. Each reading assignment provides opportunities for reflection. Participate at least once a week and record at least ten weeks of your participation in your ANGEL online participation journal, either before or after the fact. You also need to record at least ten instances of reading reflections, no more than two per week, for a total of twenty journal entries of participation AS WELL AS reflection. I will check journals weekly and will record appropriate credit periodically throughout the semester.

**WHAT:** Keep a participation journal that records accurate participation and that reminds this instructor that you contributed throughout the semester. For shy students, a participation journal entry can also project meaningful thoughts about current readings that I could possibly contribute for the "shy" student. Like projected participation entries, reflection journal entries would reflect on the readings but should NEVER repeat the thought or writing of the optional poetry journal entry or of the projected participation entry.

**HOW:** Using the ANGEL drop box, record your entry in the "remarks" section. Attachments are NOT recommended for this assignment. Record your participation, because this instructor has many students and may not remember each student's individual contribution. Therefore, remind me in the journal. Also record your reflections on some readings, because this instructor wants to know what you think about what you have read. Throughout the semester, your participation and reflections will be remembered and appreciated and will contribute to your final grade at the end of the semester. If you are not able to attend a class, you are free to write in your journal about the reading BEFORE the reading is discussed in class and submit it as a reflection.

**GRADING:** Each participation entry is worth ten points and is scored based on the following scale:

- A (9 or 10 out of 10 points)= actively engaged in the class and able to **ask questions** or give answers that show insight and appreciation;
- B (8 out of 10 points)= **answered questions**
- C (7 out of 10 points)= **present** with book, prepared, and basically attentive;
- D (6 out of 10 points)= **late**, or present but without book, or answers show that the reading hasn't been done;
- F (0 out of 10 points)= **absent**.

You can NOT wait to record journal entries all at once. You are likely NOT to remember what you did or said, and the whole purpose of the participation journal would be defeated. You only need to **record for ten of the fifteen weeks** to complete the ten entries, BUT no one week should include more than two entries. **IN OTHER WORDS**, you cannot submit a deluge of entries toward the end of the semester. I will only record grades for the first two and/or your

preferred two entries per week.

**SAMPLE ENTRY: Participation during a student presentation**

Today during class Mr. Eric recited a song entitled "Dear Mama" by Tupac which he deemed to be spoken word poetry because it fit the three main criteria of that type of poetry: rhythm, rhyme, and repetition. He then inquired if anyone in the class had agreed with him. I raised my hand asking what the three criteria were and then I stated that the song he recited encompassed all three of the criteria into how it was written. Eric made a good point in saying that some rap songs are forms of spoken word poetry. He stated that if the words over-power the beat or music of the song then it should be considered a spoken word poem. In spoken word poetry, the words are the key into understanding what is being said. The same goes for rap music. Many artists take pride in their lyrics and have things to say. They put words to a beat in order to make a song. But in order to have their words heard in the manner they want, they need to make the beat/music inferior to the words. I agree that "Dear Mama" is a spoken word poem in the form of a song like Eric said. Tupac wanted his mother to know how much she was appreciated and he put all those thoughts into lyrics that meshed with music. The music did not interfere with the words being clearly heard so I think he was able to get the point across to his mother- the intended listener. Many rap artists simply make up silly lines and their words are all over the place making the song nonsense; the beat however, is what keeps the audience hooked. That is why most rap songs are constantly replayed over the radio stations all day. Good beats sell in rap music-- not good lyrics. However, good lyrics can also sell in the rap world if they are mixed with a catchy beat. Hip hop is a realm of beats. If you can dance to the beat of a song in hip hop it will be a good seller and people will want to hear it over and over again because it gets you moving and dancing. "Dear Mama" is a great example of spoken word in rap music.

**\*Quizzes ~ 20%**

**WHEN:** Pop quizzes will be given either at the very beginning or at the very end of class. An attempt will be made to provide at least one pop quiz per week. Some quizzes will be opportunities to express your opinion and not just your knowledge about the course and or any material covered.

**WHAT:** Pop quizzes are opportunities for you to show what you know.

**HOW:** If a pop quiz is given at the beginning of class, it will be given during the first ten or fifteen minutes of class and will be based on information from a previous class period and/or reading. If a pop quiz is given at the end of class, it will be given during the last ten or fifteen minutes of class and will be based either on material discussed during that class period or will be an opportunity for students to express for credit any concerns that they may have about the class and/or the material.

**GRADING:** At least ten quizzes will be given, and **the highest ten grades will count**. If a student is able to take more than ten quizzes, the lowest pop quiz grades beyond the ten will be dropped. If a student takes less than ten pop quizzes, a grade of 0 will be given for each quiz less than the ten quizzes required for a grade.

**Poetry Response Journal ~ 10%**

**WHEN:** The poetry response journal will be due throughout the semester, no more than two poems in any given week. You can NOT wait until the end of the semester to pile up on responses.

**WHAT:** The poetry response journal will be a way to keep poetry in the program and part of the class mindset.

**HOW:** Poetry will be discussed on various Thursdays throughout the semester--see the details for poetry presentation/recitation for specific dates. Also, the entire week prior to the last week of class will also be devoted to poetry. Respond to ten different poems/poets throughout the semester. Submit a total of ten journal entries, typed and submitted via ANGEL. Submit no more than two entries in any given week--each in a half page, if single spaced, or a whole page, if double-spaced. I recommend composing the entry in a document file FIRST and then copy and paste to the ANGEL remarks box. I prefer the remarks box over attaching. If you do attach the entry, I have to spend extra time copying and pasting your entry for you, into the remarks box.

**GRADING:** Each journal entry is worth ten points and is scored based on the following scale:

- A (9 or 10 out of 10 points)= Entry shows **insight** that rivals publishable thoughts--has that "ah ha" moment of Eureka bliss;
- B (8 out of 10 points)= Entry shows an **understanding** of the poem at an above superficial level, beyond stating what the poem is about
- C (7 out of 10 points)= An attempt is made to **explain** the meaning of the poem;
- D (1-6 out of 10 points)= Entry is NOT a fully-developed thought and only provides a **superficial** discussion of the poem;
- F (0 out of 10 points)= Entry **missing**.

You can NOT wait to record journal entries all at once. You are likely NOT to remember what you did or said, and the whole purpose of the participation journal would be defeated. You only need to **record for ten of the fifteen weeks** to complete the ten entries, BUT no one week

should include more than two entries. **IN OTHER WORDS**, you cannot submit a deluge of entries toward the end of the semester. I will only record grades for the first two and/or your preferred two entries per week.

#### Critical Analysis Paper ~ 20%

**WHEN:** As noted on the course schedule, the critical analysis paper will be due by midnight on either of the following dates: **March 5, 2009 OR April 30, 2009.**

**WHAT:** The critical analysis paper will be your opportunity to complete a critical analysis of a topic from either the first half or the second half of the semester. If a topic is chosen from the first half of the semester, the paper will be due by March 5, 2009, right before Spring Break. If a topic is chosen from the second half of the semester, the paper will be due by April 30, 2009, right at the end of the semester.

**HOW:** At the beginning of the semester, decide **WHICH** topic you plan to analyze. Your goal would be to know the readings surrounding the topic. You will be required to support your analysis with Biblical scripture **AS WELL AS** some other source. That other source could be either your class text or a trustworthy source through either the Penn State LIAS database and/or some other biblical authority.

**GRADING:** Grading for your critical analysis paper will be based on five areas, each worth 20% (or twenty points out of the total 100). The five areas are as follows:

- 1) **Focus:** Do you have a clear, central thesis and purpose and do you address all aspects of the thesis?
- 2) **Content:** Do you provide good background information and use a comprehensive approach, excellent insight into the topic, evidence of strong, reflective analysis, and keen awareness of audience? Do you answer the relevant question in reference to expected criteria?
- 3) **Support:** Do you provide excellent support drawn from your experience, knowledge, and/or research? Do you use examples to enhance and deepen the focus of the thesis?
- 4) **Organization and Structure:** Do you have clear, logical progression of ideas? Does your paper contain a clear, engaging introduction that previews the paper's main argument and does your paper have coherent, well-developed paragraphs and transitional phrases? Does your paper contain a strong conclusion, which draws together and summarizes your main points?
- 5) **Written Quality & Mechanics:** Do you use college-level vocabulary that varies sentences and wording? Do you use vivid examples and employ a strong, consistent voice? Do you have excellent grammar, spelling, usage, and punctuation? Does your paper flow effortlessly?

#### Character Analysis ~ 10%

**WHEN:** As noted on the course schedule, the character analysis will be due prior to the initial discussion of any character. .

**WHAT:** Characters for potential analysis could include any of the characters listed throughout the course syllabus.

**HOW:** Throughout the semester, you will have the opportunity to read various stories throughout the Bible. This optional character analysis paper will give you the opportunity to contribute in a major way in helping your classmates understand a character and his or her possible motivations. For each class day, we will discuss and read about various characters. In most cases, I will provide information on the character in reference to the work read. However, I value the input of students and welcome any student who chooses to present an analysis in my stead. The 1-2 page analysis will be due in the ANGEL dropbox by midnight after the day the character is discussed. **HOWEVER**, you will also be expected to present a brief synopsis of the character (3-5 minutes), with your explanation of the type of character you chose (static, dynamic, or even historical). You will present on a day the character is being discussed in class, prior to the submission of the actual paper. The presentation should provide feedback for you in your final editing of the paper.

**GRADING:** The presentation part of the paper will factor in up to 3% of your grade, for a maximum grade of 100 points (70 for the paper and 30 for the presentation). As with most forms of oral communication, you are expected to use good oral communication skills; if you use visual aids, they should be used appropriately, and you should maximize your use of posture, gestures, eye contact, and emphasis. You should plan to speak from 3-5 minutes, which would include any introductory, supporting, or concluding thoughts and/or props. The essay, like most essays, will be graded based on the following five components::

- 1) **Focus:** Do you have a clear, central thesis and purpose and do you address all aspects of the thesis?
- 2) **Content:** Do you provide good background information and use a comprehensive approach, excellent insight into the topic, evidence of strong, reflective analysis, and keen awareness of audience?

- 3) **Support:** Do you provide excellent support drawn from your experience, knowledge, and/or research? Do you use examples to enhance and deepen the focus of the thesis?
- 4) **Organization and Structure:** Do you have clear, logical progression of ideas? Does your paper contain a clear, engaging introduction that previews the paper's main argument and does your paper have coherent, well-developed paragraphs and transitional phrases? Does your paper contain a strong conclusion, which draws together and summarizes your main points?
- 5) **Written Quality & Mechanics:** Do you use college-level vocabulary that varies sentences and wording? Do you use vivid examples and employ a strong, consistent voice? Do you have excellent grammar, spelling, usage, and punctuation? Does your paper flow effortlessly?

Mid-Term & Final Essay Exams **~~ 10% (EACH) for a TOTAL of 20%**

**WHEN:** As noted on the course schedule, the mid-term essay exam will be due by **March 5, 2009** and the end-term essay exam will be due by the designated exam day in **May of 2009**.

**WHAT:** Material covered in the class will be reviewed in two segments: mid-term and end term. Both essay exams will include a multiple-choice matching segment that covers topic vocabulary throughout the semester. The mid-term exam will include the first half of the semester's topics, up to February 26, 2009, and the end-term will include the last half of the semester's topics, from March 3, 2009, before spring break, to April 30, 2009, the last day of class. In addition to the multiple-choice matching part of the essay exam, an essay, of course, will also be required. The essay part of the exam will be your well-composed answer/resolution to one of three to four optional prompts.

**HOW:** Both the multiple-choice/ matching and the essay parts of the exam will be completed separately and graded separately. Both parts will be available via ANGEL during a designated period of time. Students will have about a week to complete both parts of each exam.

**GRADING:** The multiple-choice/ matching part of the exam will be graded by ANGEL, and a grade will be awarded as soon as this part of the exam is completed. To ensure accuracy and fairness, I will double-check any answers and make any necessary changes to scores. The essay part of the exam will be completed separately and will be graded manually. Both parts will then be averaged together, with the essay part of the exam being worth two parts to the multiple-choice-matching one part. In other words, the essay part of the exam will be worth twice the amount of the multiple-choice/matching part of the exam. The essay part of the exam will be graded based on the following five areas:

- 1) **Focus:** Do you have a clear, central thesis and purpose and do you address all aspects of the thesis?
- 2) **Content:** Do you provide good background information and use a comprehensive approach, excellent insight into the topic, evidence of strong, reflective analysis, and keen awareness of audience? Do you answer the relevant question in reference to expected criteria?
- 3) **Support:** Do you provide excellent support drawn from your experience, knowledge, and/or research? Do you use examples to enhance and deepen the focus of the thesis?
- 4) **Organization and Structure:** Do you have clear, logical progression of ideas? Does your paper contain a clear, engaging introduction that previews the paper's main argument and does your paper have coherent, well-developed paragraphs and transitional phrases? Does your paper contain a strong conclusion, which draws together and summarizes your main points?
- 5) **Written Quality & Mechanics:** Do you use college-level vocabulary that varies sentences and wording? Do you use vivid examples and employ a strong, consistent voice? Do you have excellent grammar, spelling, usage, and punctuation? Does your paper flow effortlessly?

Terms & Topic Presentation **~~ 10%**

**WHEN:** Each class period provides opportunities for leadership. Every class day, except the week of the mid-term and the last two weeks of school, offers opportunities for a topic presentation.

**WHAT:** For each class day, we will feature different terms and topics, topics that will be covered on the mid-term or final exam. In most cases, I will provide a discussion of the topic in reference to the work written. However, because I value the input of students and want students to lead the discussion in my stead, group topic presentations are a better alternative.

**HOW:** Write a 1-2 page paper that defines the topics and terms for the day AND that explains how the term(s) does or does NOT reflect the reading for the day. The short paper would be due after the presentation, by midnight, and would be worth 70% (7 points). The presentation would account for the other 30% (3 points).

**GRADING:** Grading for the paper part of the project will be graded using the same criteria as any other written paper in class. Length as well as depth factors into the content grade.

The grading criteria for oral presentations will also be based on five areas, with each area weighing 20% of the grade:

- 1) **Organization:** You should present information in a well-organized and interesting manner, you should focus on a central idea or narrowed aspect of your research, your speech should flow well, and you should build to a strong conclusion.
- 2) **Group Involvement:** Each group member should contribute equally and should provide a group evaluation after completion of the presentation.
- 3) **Content:** You should demonstrate superb knowledge and understanding of the topic, you should support your ideas with vivid examples and details and you should make relevant connections for your audience.
- 4) **Voice:** You should demonstrate great enthusiasm for the topic, speak clearly and loudly enough to be understood easily, and you should vary your tone and pitch for animated speaking style.
- 5) **Body Language:** You should make effective eye contact with the whole audience throughout the presentation, and you should use gestures and body language to emphasize certain points.

#### Recitation Presentation of Psalm or Song ~ 10%

**WHEN:** Students sign up for presentations on any day that a desired Psalm or song is being discussed. Psalms are discussed throughout the semester. The psalm or song must be between at least 50 or 100 or more words and should be memorized. Not memorizing the poem or song would result in a grade deduction of two (2) letter grades. In other words, the highest score you could make on a psalm or song not memorized would be 80, which means you would probably earn a C or below. Some popular psalms are listed below:

- Psalms 8, 14, 19, 22, 23, 42, 46, 74, 84, 110, 121, 127, 137, 146-150

**WHAT:** You could choose to either read or recite a psalm or song and then situate it in either the biblical or the contemporary era. How does the structure and/or content fit in with or deviate from the norm? You may post on the appropriate discussion board your preferred presentation date, and you may or may not get that date, depending on how many request that particular date and/or how many post the request BEFORE you. Dates will be assigned on a first-come, first-served basis. A maximum of two students can present on any given day. THEREFORE, if you have a preference, choose quickly.

**HOW:** The format of your paper should follow the guidelines for a well-developed composition, such as the one described for the salience analysis paper or the author biography. The format of your presentation should follow the conventions of a well-developed paper, with an introduction to the presentation, the presentation, and then a conclusion to your presentation. Your oral presentation should be between five and ten minutes.

**GRADING:** Grading for the paper part of the project will be graded using the same criteria as any other written paper in class. Length as well as depth factors into the content grade.

The grading criteria for oral presentations will also be based on five areas, with each area weighing 20% of the grade:

- 1) **Organization:** You should present information in a well-organized and interesting manner, you should focus on a central idea or narrowed aspect of your research, your speech should flow well, and you should build to a strong conclusion.
- 2) **Group Involvement:** Each group member should contribute equally and should provide a group evaluation after completion of the presentation.
- 3) **Content:** You should demonstrate superb knowledge and understanding of the topic, you should support your ideas with vivid examples and details and you should make relevant connections for your audience.
- 4) **Voice:** You should demonstrate great enthusiasm for the topic, speak clearly and loudly enough to be understood easily, and you should vary your tone and pitch for animated speaking style.
- 5) **Body Language:** You should make effective eye contact with the whole audience throughout the presentation, and you should use gestures and body language to emphasize certain points.