

ENGL 349 English Bible as Literature-DEAdd-2018-09-21

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**" (*not EDIT*) and start completing the template. When exiting or when done, click "**SAVE**" (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Christopher Kuipers	Proposer Email*	c.kuipers@iup.edu
Contact Person*	Christopher Kuipers	Contact Email*	c.kuipers@iup.edu
Proposing Department/Unit*	English Department	Contact Phone*	x7-2261

Course Level*	undergraduate-level
----------------------	---------------------

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number*	ENGL 349
Course Title*	English Bible as Literature
Type of Proposal*	<i>See CBA, Art. 42.D.1 for Definition</i> online
Brief Course Outline*	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>COURSE OVERVIEW</p> <p>The course examines three separate scriptural collections in English: the scriptures of Judaism, or the Hebrew Bible (similar but not identical to the Christian Old Testament); the additional scriptures of Christianity, otherwise known as the Greek New Testament; and the scriptures of Islam, or the Arabic Qur'an. In line with the original inspiration of the course decades ago, closest attention is paid to the Old Testament, presented in the traditional order of the Hebrew Tanakh (see sample readings below). In addition, also covered are certain apocryphal texts of the Old and New Testaments, namely selections from the biblical Apocrypha and the so-called Gnostic Gospels, and reference will also be made to essential scriptural paratexts such as the Talmud and the Hadith.</p>

Literary-critical issues such as translation, canonization, and modes of interpretation will feature prominently, and while some attention will be paid to the vital influence that the Bible has had on later literature, the primary concern will be to read and appreciate the members of these canons and deuterocanons as literary texts in their own right. More than “the (singular) good book,” the scriptures are plural—a library full of genres, authors, languages, and themes, all characterized by great literary richness and variety. While all religious convictions stemming from the scriptures of Judaism, Christianity, and Islam will be respected, emphasis will be placed on the interconnectedness of, and differences among, the holy writings of these three world religions, rather than the superiority of any one tradition, translation, or interpretative school thereof.

SAMPLE PRIMARY READINGS

Unit 1: Survey of Biblical Genres

- introduction to biblical narrative; Jonah.
- Hebrew Bible and Apocrypha: Genesis 1-11; Exodus 20-23; 2 Samuel 11-12; Isaiah 50-53; Habakkuk; Ruth; Ecclesiastes 1-3; Daniel 6-7; Bel and the Dragon.
- New Testament and Apocrypha: the Gospel of Mark; Acts of the Apostles 1-5; Galatians; James; Jude; Revelation 1-5; The Secret Book of James.

Unit 2: TANakh: The Torah (“Instruction”)

- Genesis 1-36.
- Genesis 37-50; selections from Exodus.
- selections from Leviticus, Numbers, Deuteronomy.

Unit 3: TaNAKh: Nevi'im (“Prophets”)

- “Former Prophets”: selections from Joshua, Judges, Samuel (1&2), Kings (1&2).
- “Latter Prophets”: selections from Isaiah, Jeremiah.
- selections from Ezekiel, “The Twelve” (Hosea, Joel, Amos, Zephaniah, Malachi).

Unit 4: TanaKH and...: Khetuvim (“Writings”) and Apocrypha

- introduction to Hebrew poetry; selected Psalms and Proverbs.
- Job.
- from “The Five Scrolls”: Song of Solomon, Ecclesiastes, Lamentations, Esther.
- selections from “the Chronicler” (Ezra, Nehemiah, Chronicles) and apocrypha: Tobit, Judith, Esther (Greek additions), Susanna, Letter of Jeremiah.

Unit 5: The New Testament, Christian Apocrypha, and Biblical Apocalypse

- introduction to New Testament; the Gospel of Matthew; reread Mark.
- the Gospel of Luke, Acts of the Apostles.
- the Gospel of John, the Gospel of Thomas.
- selected New Testament letters.
- apocalypse (OT and NT): selections from Zechariah, Daniel, Revelation, and apocryphal texts.

Unit 6: Muslim Scriptures: The Qur’an

- introduction to Islam and the Qur’an.
- Qur’an, suras 1, 4, 12, 19, 71.
- Qur’an, suras 5, 10, 55, 62, 76.

<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?*</p>	<p>DISTANCE DELIVERY QUALIFICATIONS</p> <p>The instructor has delivered online courses regularly at IUP since the inauguration of the online-only winter term in 2008, using a variety of platforms such as Moodle and other electronic resources, and has had approved and taught two other undergraduate courses for distance education: ENGL 329 History of English and ENGL 210 British Literature before 1600. The instructor has also presented at disciplinary conferences on distance education topics, mentored and formally observed teaching associates and temporary and full-time faculty in distance education, been a reader for doctoral dissertations dealing with online teaching, and served as an outside reviewer for an online-only graduate degree program.</p> <p>DISCIPLINARY QUALIFICATIONS</p> <p>Besides having taught this course a number of times face to face, the instructor is a scholar of comparative literature specializing in early literary periods, with knowledge of New Testament Greek (undergraduate teaching-level fluency) and Old Testament Hebrew (good reading ability), the latter undertaken here at IUP (three semesters of Hebrew language courses with Dr. Tawny Holm). A chapter on "The Scriptures" in a forthcoming book by the instructor discusses how the Bible and other scriptures of world religions have had pervasive impact on the dynamics of literary history and literary canonization.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</p>	<p>COURSE GOALS</p> <ul style="list-style-type: none"> Explore the scriptures as anthologies or virtual libraries of multiple distinct books and genres, poetry and prose. <p><i>This goal is achieved throughout the course by the ordering and presentation of all individual readings, which are grouped according to key literary categories, rather than read only sequentially through the collections as they now stand (see sample readings list above). In the distance format, students will need to demonstrate familiarity with each reading or unit, as a literary group, before the next assignment is made available.</i></p> Apply basic critical lenses and concepts for reading scripture, as all literature (such as theme, irony, imagery, metaphor, parallelism, concision, narrative framing, characterization, etc.). <p><i>This goal is achieved throughout the course as these terms and concepts are incorporated into each unit as appropriate, such as requiring students to locate online resources (dictionaries, articles, etc.) that illuminate the given term or concept.</i></p> Survey advanced literary-critical approaches to the Bible from the traditional (allegory, typology, etc.) to the modern (form criticism, synoptic problems, the documentary hypothesis [JEPD(R)], etc.), as well as the contributions of modern archeological discoveries (the Dead Sea Scrolls, the Nag Hammadi library, etc.). <p><i>This goal will be handled much like the previous one, with added support in assignments so that students synthesize and apply the theories and discoveries to examples beyond the readings. Many of the theories of the evolution of the biblical texts and the archeology of the Bible and so on are readily available online in authoritative documentaries that can be streamed for free, if not available through the library.</i></p> Compare the various approaches taken by different English translations of scriptures, as well as the problematic nature of translation itself in relation to texts considered holy or inspired. <p><i>This goal is achieved through specific writing assignments where students choose scriptural passages and a group of translations to be compared. Multiple translations, along with extensive resources such as original languages, glosses, commentaries, etc., are readily available and easily collated online. As it happens, due in no small part to the archiving and proselytizing impulses stemming from scriptures themselves, the resources that are online for biblical study and translation are some of the richest available, and are certainly the most user-friendly, among all fields of knowledge.</i></p>
<p>How will the instructor-student and student-student interaction take place?*(if applicable)</p>	<p>Besides the primary channel of email, instructor-student interaction will take place as needed in any of the usual modes afforded by online connectivity: online messaging, chat, Skype, etc. Students who request and are comfortable with texting and phoning will be afforded those modes of instructor access as well. Virtual office hours will also be offered as needed (in person office hours will be available as usual).</p> <p>Student-student interaction will also take place in any of the usual online modes, such as threaded discussions. With certain class-related-only limits, students may also be invited to interact through designated social media platforms to encourage a sense of community and collaboration, as appropriate.</p>
<p>How will student achievement be evaluated?</p>	<p>Student achievement will be evaluated through regular submission and scoring of reading and discussion questions as well as guided research and writing prompts. Feedback will be provided through email or other modes, as listed above.</p>

How will academic honesty for tests and assignments be addressed?*	<p>Assignments will generally be designed to invite, rather than discourage, online searching, and will always reference particulars unique to the course and its material that are not generically available elsewhere.</p> <p>Students will also be asked to individually affirm and electronically sign a statement that they have received and understood the syllabus and course policies, including specific guidelines on academic integrity in the context of distance learning, notably plagiarism and "ghosting" (having others complete one's online coursework).</p>
---	--

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>